



# **basic education**

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

## **CURRICULUM AND ASSESSMENT POLICY STATEMENT**

**(CAPS)**

**INTERMEDIATE PHASE**

**ENGLISH HOME LANGUAGE**

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## SECTION 1

### CURRICULUM AND ASSESSMENT POLICY STATEMENT

#### 1.1 Background

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

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

#### 1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
  - (i) National Curriculum and Assessment Policy Statements for each approved school subject;
  - (ii) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and*
  - (iii) The policy document, *National Protocol for Assessment Grades R – 12 (January 2012)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2012)* replaces the two current national curricula statements, namely the
  - (i) *Revised National Curriculum Statement Grades R - 9, Government Gazette No. 23406 of 31 May 2002, and*
  - (ii) *National Curriculum Statement Grades 10 - 12 Government Gazettes, No. 25545 of 6 October 2003 and No. 27594 of 17 May 2005.*
- (c) The national curriculum statements contemplated in subparagraphs (a) and (b) comprise the following policy documents which will be incrementally repealed by the *National Curriculum Statement Grades R – 12 (January 2012)* during the period 2012-2014:

- (i) The Learning Area/Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 – 12;
- (ii) The policy document, *National Policy on assessment and qualifications for schools in the General Education and Training Band*, promulgated in Government Notice No. 124 in Government Gazette No. 29626 of 12 February 2007;
- (iii) The policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, promulgated in Government Gazette No.27819 of 20 July 2005;
- (iv) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*; and
- (v) The policy document, *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R – 12)*, promulgated in Government Notice No.1267 in Government Gazette No. 29467 of 11 December 2006.

(d) The policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*, and the sections on the Curriculum and Assessment Policy Statement as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12*. It will therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### **1.3 General aims of the South African Curriculum**

- (a) The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The *National Curriculum Statement Grades R - 12* serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace; and
  - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
  - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
  - Progression: content and context of each grade shows progression from simple to complex;
  - Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
  - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;
  - organise and manage themselves and their activities responsibly and effectively;
  - collect, analyse, organise and critically evaluate information;

- communicate effectively using visual, symbolic and/or language skills in various modes;
  - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
  - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

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

## 1.4 Time Allocation

### 1.4.1 Foundation Phase

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

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

- (b) Instructional time for Grades R, 1 and 2 is 23 hours and for Grade 3 is 25 hours.
- (c) Ten hours are allocated for languages in Grades R-2 and 11 hours in Grade 3. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 2 hours and a maximum of 3 hours for Additional Language in Grades R – 2. In Grade 3 a maximum of 8 hours and a minimum of 7 hours are allocated for Home Language and a minimum of 3 hours and a maximum of 4 hours for First Additional Language.
- (d) In Life Skills Beginning Knowledge is allocated 1 hour in Grades R – 2 and 2 hours as indicated by the hours in brackets for Grade 3.

#### 1.4.2 Intermediate Phase

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

| <b>SUBJECT</b>                   | <b>HOURS</b> |
|----------------------------------|--------------|
| Home Language                    | 6            |
| First Additional Language        | 5            |
| Mathematics                      | 6            |
| Natural Science and Technology   | 3,5          |
| Social Sciences                  | 3            |
| Life Skills                      | <b>4</b>     |
| ▪ Creative Arts                  | (1,5)        |
| ▪ Physical Education             | (1)          |
| ▪ Personal and Social Well-being | (1,5)        |
| <b>TOTAL</b>                     | <b>27,5</b>  |

#### 1.4.3 Senior Phase

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

| <b>SUBJECT</b>               | <b>HOURS</b> |
|------------------------------|--------------|
| Home Language                | 5            |
| First Additional Language    | 4            |
| Mathematics                  | 4,5          |
| Natural Science              | 3            |
| Social Sciences              | 3            |
| Technology                   | 2            |
| Economic Management Sciences | 2            |
| Life Orientation             | 2            |
| Arts and Culture             | 2            |
| <b>TOTAL</b>                 | <b>27,5</b>  |

#### 1.4.4 Grades 10-12

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

| <b>Subject</b>                                                                                                                                                                                                                                                                                                                          | <b>Time allocation per week (hours)</b> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Home Language                                                                                                                                                                                                                                                                                                                           | <b>4.5</b>                              |
| First Additional Language                                                                                                                                                                                                                                                                                                               | <b>4.5</b>                              |
| Mathematics                                                                                                                                                                                                                                                                                                                             | <b>4.5</b>                              |
| Life Orientation                                                                                                                                                                                                                                                                                                                        | <b>2</b>                                |
| A minimum of any three subjects selected from <b>Group B</b> <u>Annexure B, Tables B1-B8</u> of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document. | <b>12 (3x4h)</b>                        |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                                                            | <b>27,5</b>                             |

The allocated time per week may be utilised only for the minimum required National Curriculum Statement Grades R – 12 (NCS) subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## SECTION 2

### INTRODUCING THE LANGUAGES

#### 2.1 The subject Home Language

The Subject Home Language includes all the official South African languages: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda and Xitsonga.

Home Language refers to a language(s) first acquired by learners through immersion at home; the language in which they learn to think. One's home language is sometimes known as native language or mother tongue. The cognitive level of the home language should be such that it may be used as a language of learning and teaching. Listening, speaking and language usage skills will be further developed and refined, but the emphasis at the Intermediate Phase level will be on developing the learners' reading and writing skills. The table below indicates the main skills in the Home Language curriculum.

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

**Listening and speaking** are central to learning in all subjects. Through effective listening and speaking, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.

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

**Writing** is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subjects enables learners to communicate functionally and creatively. Writing which is appropriately scaffolded using writing frames, produces competent, versatile writers who will be able to use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

Learners will learn how **language is used**, and will develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this

knowledge to experiment with language to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **language structures**.

Language development takes place within a **Balanced Approach** to learning and teaching where both skills based and comprehension based approaches are combined to address the needs of all learners. In this model learning and teaching are scaffolded on appropriate and effective speaking and writing frames.

## 2.2 Time allocation of Home Language in the curriculum

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

| Skills                       | Time Allocation per Two-week Cycle (Hours)                                                                                                                                                                                                                        |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| *Listening & speaking (Oral) | 2                                                                                                                                                                                                                                                                 |
| *Reading                     | 6                                                                                                                                                                                                                                                                 |
| *Writing                     | 4                                                                                                                                                                                                                                                                 |
| Language structure and use   | *Language structures and use are integrated within the time allocation of the above-mentioned skills. However, language must be taught explicitly as required. Adequate time must be allocated to the teaching of language structures within each two-week cycle. |

### Suggestions for teaching times per week

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

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

|            |                                   |                    |                                   |                    |           |
|------------|-----------------------------------|--------------------|-----------------------------------|--------------------|-----------|
|            | reading aloud)                    |                    | reading aloud)                    |                    | text type |
|            | Reflecting on independent reading |                    | Reflecting on independent reading |                    |           |
| 30 minutes |                                   | Individual writing |                                   | Individual writing |           |

## 2.3 Learning and Teaching Support Materials

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

| Grades 4 – 6                 |   |
|------------------------------|---|
| Core materials               |   |
| Prescribed language textbook | √ |
| Dictionary                   | √ |
| Literature genre             |   |
| Folklore                     | √ |
| Short stories                | √ |
| Novel                        | √ |
| Drama                        | √ |
| Poetry                       | √ |
| Media materials              |   |
| Newspapers                   | √ |
| Magazines                    | √ |

Home language teachers should have:

- A Curriculum and Assessment Policy Statement document
- Language in Education Policy
- The prescribed language textbook used by learners and other textbooks for resource purposes in addition to the prescribed one
- Dictionary (monolingual, bilingual, multilingual, thesaurus, encyclopaedia)
- Prescribed literature genres
- A variety of media materials: newspapers, magazines, brochures
- Access to audio/visual aids to be used in the classroom

## 2.4 Language teaching approaches

The approaches to teaching language are text-based, communicative and process orientated. The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts. **Addendum A** provides an overview of the different types of texts used to organise learning and teaching in this CAPS document for Grades 4 – 6.

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

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

Language teaching happens in an integrated way, with the teacher modelling good practice, the learners practising the appropriate skills in groups before applying these skills on their own. The structure of each lesson should be one that engages the whole class before practising in groups and applying the new skill individually. The terms used are **listening and speaking, shared reading and writing, group, guided and independent reading/writing**.

## 2.5 Typical development of a language lesson

### 2.5.1 Listening and Speaking for understanding

Learners are exposed to a variety of text types while doing shared reading and/or writing at the start of each sequence of lessons starting with listening and speaking and ending with writing. Each sequence of lessons should start off with a text that the learners listen to and respond to. The teacher reads the text modelling good reading aloud practices and during and post-reading engages the learners in the content, values and messages in the text. It is also important that attention is given to language usage as a tool for communication while listening and speaking.

Before starting the **listening** session, **pre-reading** activities should be done to help prepare learners to better understand the reading. This could be done by discussing the title of the text and predicting what the story is about. In a text with lots of pictures, look at the pictures and discuss the pictures to get a sense of what the story is about. Key words from the text, not ‘difficult words’, can also be discussed to engage learners with the text even before starting to read.

**During reading** sessions, reading should be interrupted to ‘look back’ at the text, to verify whether predictions were ‘correct’ or why things did not develop in the way that was predicted. At the same time we could make further predictions about what could happen next or how the story could end. This should not be done in a way that distracts learners from the storyline.

**Post-reading** there should be discussion on the content of the text. Lead-in questions could focus on first level, literal questions leading to more complex answers based on inferences made from the text. Learners could be asked to re-tell the story, dramatise the story or critically discuss the story by looking at values and messages in the text. As a means of making sure that learners **understand the text**, they could be asked to make links between the text that was read and similar other texts that they read **independently**. They could also be asked to link the text to their own lives, showing similarities or differences between these ‘texts’. Learners could also debate social, cultural or moral issues raised in the text.

**Key elements** of the text should also be highlighted in the discussion post-reading. After discussing the contents of a fable, one should look at the key elements of fables: stories using animals that speak to convey a moral lesson which can often be expressed in the form of an idiom. A fable would therefore be the best place to start a discussion on idioms. In this way language usage should be integrated into the main language skills.

Good **listening practices and presentation skills** are also developed during this time, by focusing learners’ attention on skills like identifying main and supporting ideas, summarising, listening to and expressing opinions.

New words from the text could be noted for **vocabulary development**. The meaning of these new words can be consolidated by defining them or using synonyms. Dictionary work can also be done at this point.

Reading aloud of the source text should be the next step in the development of the lesson. Reading aloud is about interpreting the text using appropriate reading aloud skills like intonation, phrasing, pronunciation, volume and tempo. This can only be done effectively after familiarising oneself with the content of the text. It is therefore important that learners should understand the text before interpreting it aloud. **Group reading** could be used where the text has a lot of fairly ‘difficult’ words. This allows the learners to practise reading aloud in groups before reading individually. In group reading sessions discussions could be held on the text, clarifying meaning and ideas in the text.

Children who feel uncomfortable to read aloud, should not be forced to read in front of their peers but should rather be supported within a mentorship setting. Children who feel competent and confident should be encouraged to read aloud and to reflect on what they have read.

### 2.5.2 Individual reading for meaning

The next stage in the development of the language lesson is reading a text similar to the one that was used for the listening exercise. This is done by **individual silent reading** by the learner. The objective is to reinforce the knowledge and skills practised in the listening exercise and to further familiarise learners with the genre which they are going to use for writing and also to test their ability to comprehend a text read on their own.

All of the skills listed above apply when reading texts independently. Some of the skills demonstrated in the listening section, should be applied when reading individually. Learners should be well versed in pre-reading, during reading and post-reading strategies. These could include making predictions and discussing the title, headings etc.

In comprehension testing, a range of questions on different cognitive levels should be asked. Questions on the skills appropriate to the text should also be asked. There should be a healthy balance between the different **levels of questioning** in comprehension tests. First-level questions (direct questions) and second-level questions (comprehension, making inferences) should weigh more than application-level questions.

**Reading strategies** such as skimming (reading for the general idea) and scanning (reading for deep meaning) depending on the reading purpose should be practised regularly. Re-reading and verifying, looking for supporting ideas and making notes should be encouraged. Word meaning strategies like contextual clues, parts of a word, the sounds of words and other strategies should be employed before looking for quick answers in dictionaries. Learners can also be asked to develop a short summary of the text or to order events logically or chronologically.

### 2.5.3 Writing

Writing in the intermediate phase should be carefully scaffolded using appropriate frames. These frames depend on the type of text being used. In **establishing a writing frame** the teacher starts off by creating a similar type of text that was read earlier. This is done by developing a story **together with the learners** and writing it on the board. While doing so, key elements of the text are recalled. If a fable is going to be written it would be appropriate to start by talking about idioms that convey a moral lesson, e.g. ‘never cry wolf’. The teacher should explain that the outcome of the story should be a warning to everybody not to fool around with something that could cause harm later.

This recipe could be followed when learners practise writing stories in **groups** before attempting to write stories **individually**.

The **rubric** that is used to guide or assess writing should clearly specify the elements and criteria to be assessed and it should guide the learner on how to achieve those objectives. Learners should be very clear on what is expected of them.

In formal assessment the **writing process** should be followed where learners plan their writing, e.g. by creating a mind map or a flow chart or any other organiser, write a first draft, edit the draft and present a neat, final draft.

### The Writing Process

#### *Planning/Pre-writing*

- Brainstorm ideas, make a story web.
- Think about the characters, the setting, the plot, and the problem/solution and organise them graphically, gather information, experiment with ideas.

#### *Drafting*

- You put all your ideas that you had into paragraph form.
- Make choices about what to include and what to leave out.

#### *Editing*

- Read the draft critically and get feedback from peers or teacher.
- Edit the story focussing on elements like word choice, story line, gaps in the story, literal and figurative language use, check spelling, punctuation, grammar and capitals.

### ***Proofreading***

- Read the story and make sure that there are no missed mistakes and ambiguities.

### ***Publishing/Presenting***

- Rewrite/edit the final copy for presentation.

## **Types of text and key features**

### ***Information texts***

Informational text is a type of non-fiction text that conveys information about the natural or social world.

- Usually used in scientific and factual reports.
- Use literal language.
- Gather ideas from a variety of sources.

### ***Narrative texts***

A narrative text ~~tries to~~ tell a story. It attempts to establish an emotional response through the development of character, setting and plot.

- Use literary devices to create imagery (metaphor, personification, idiom, hyperbole).
- Use connecting words related to time (later on, after that etc.)
- Use action verbs and verbs related to the character's thoughts and feelings.
- Include dialogue (with change in tense from past to present).
- Use pronouns to refer to specific characters.

### ***Persuasive texts***

Persuasive texts try to persuade a reader to accept the writer's position or view.

- Provide an overview of the topic and state your view.
- Provide a few arguments or assertions with supporting statements.
- Identify other points of view and counter-arguments.
- Include a statement to reinforce or summarise position.
- Use quotes from experts, examples, anecdotes, flattery, wit, humour etc.
- Use linking words/phrases (because, however, also).
- Use the present tense, persuasive adjectives/adverbs (most, must, strongly).
- Use first person singular or plural (I, we).

### ***Instructional texts***

An instructional text tries to tell the reader how to do something and the topic is usually identified by the title.

- List materials/ingredients.
- Describe key steps in correct order with adequate details focusing on how/when.
- Include a closing statement or an evaluation which may be a photograph or drawing of the completed item.
- Include headings, illustrations, diagrams or labels.
- Number steps or use words showing sequence (first, next, then).
- Use present tense often written as commands.

### ***Transactional texts***

Transactional texts are either a response or an initiation of a response, e.g. letters, articles, agendas, minutes, memoranda, speeches etc.

- Keep communication clear and straightforward.
- Be logical, concise and to the point in shorter forms.
- Mention only the salient points in shorter forms.
- Use language appropriate to the form, e.g. literal language in minutes as opposed to figurative language in speeches.

### ***Literary texts***

Literary texts (e.g. drama, poetry and prose) are meant to entertain, communicate deep meaning or create a new perspective on a subject. In poetry a variety of forms with specific structures such as ballads, haikus, sonnets, as well as free verse are used.

- Use the title to communicate meaning.
- Use short and concise lines in poetry.
- Evoke strong images, moods, and/or emotions.
- Use poetic devices (repetition, refrain, rhyme, rhythm, sensory images).
- Use literary devices (alliteration, assonance, onomatopoeia, symbolism, personification).

## **2.6 Basic common reading levels**

Teachers should familiarise themselves with different reading levels to be able to support learners effectively. By doing this, teachers will choose appropriate reading material. Class readers (reading series) are important support material for reading instruction, while authentic reading material (library books and other real-life texts) are used to develop the highest level of reading, independent reading.

### **2.6.1 Pre-reader**

Pre-reader books are for young children and adults that have not yet learned to read the language the book is written in, or have just started to learn to pronounce and read simple words. A pre-reader's vocabulary is typically small. A pre-reader is likely to have difficulty reading and understanding long words and sentences. These books should use a lot of pictures and are likely to be read out loud with a parent or educator present.

### **2.6.2 Beginner**

Books at the beginner level are intended for young children who can read on their own. Beginners can understand longer sentences and have a higher vocabulary than pre-readers. However, beginners are likely to have some difficulties with pronunciation and comprehension when new vocabulary is encountered or introduced. These books are usually about basic subjects and use a minimum amount of difficult vocabulary. Difficult words that are used should be carefully introduced. These books are likely to rely heavily on pictures.

### **2.6.3 Intermediate**

Books at the intermediate skill level are intended for readers at an average reading level. Sentence structures are likely to be more diverse and more difficult vocabulary is often used without explanation. An intermediate reader is **more likely to understand new words and vocabulary just from the context and usage**. These books are likely to provide more in depth information about a subject than a beginner level book would, which may require using and explaining some specialised jargon.

### **2.6.4 Advanced**

Books at the advanced skill level depend on more background knowledge and understanding of **more specialised vocabulary** than is common for intermediate readers. Some subject-specific jargon is likely to be

used without explanation, but a heavy reliance on subject-specific jargon should be avoided to increase readability and comprehension.

#### **2.6.5 Professional**

Books at the professional skill level tend to be highly **subject specific** and require extensive background knowledge among readers. Jargon tends to be used extensively, and readability is often sacrificed for precision.

### 2.6.6 Independent

At the highest level readers read books independently. Independent Reading means children **read on their own without the instruction to read**. It is an approach that should be used at every stage of children's reading development. In Independent Reading children assume the responsibility for their own learning. The teacher becomes an observer, acknowledging and responding to the children's reading.

Independent Reading involves more than just reading books, but using all written materials found in the classroom. 'Reading the room' becomes a popular activity. When 'reading the room', children walk around the room with a pointer, reading everything displayed on the walls or on hanging charts. **Pieces composed during interactive and shared writing can be highlighted as well as classroom-produced big books**. Reading and re-reading familiar text will support young children's need to behave like and enjoy the pleasure of being a reader.

An important role of the teacher comes in the selection and gathering of appropriate books. Books available for Independent Reading **should include all those which have been used during shared and guided reading**, as well as a large selection of new books which the teacher has acquired. Children should have access to **high-quality, authentic books** in a classroom library as well as access to a well-stocked school library for books which the children can choose by themselves.

Independent Reading is a powerful time for teachers to demonstrate **reading for enjoyment**. The teacher should be seen reading for his or her own enjoyment and pleasure. Teachers should engage with learners about the books they are reading independently in a non-threatening way and to **build their competence and confidence in talking about books**.

## SECTION 3

### CONTENT AND TEACHING PLANS FOR LANGUAGE SKILLS

#### 3.1 Overview of skills, content and strategies

|                        | Grades 4 – 6                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Skills                 | Content                                                                                                                                                                                                                                                                                                                                                                                                                               | Strategies and sub-skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Listening and speaking | <ul style="list-style-type: none"> <li>Listening comprehension</li> </ul> <p>Different forms of oral communication:</p> <ul style="list-style-type: none"> <li>Prepared and unprepared speech</li> <li>Prepared and unprepared reading aloud</li> <li>Speaking: directions and instructions</li> <li>Story telling</li> <li>Vote of thanks</li> <li>Role-play</li> <li>Group discussion</li> <li>Debate</li> <li>Interview</li> </ul> | <p><b>Listening comprehension and speaking</b></p> <ul style="list-style-type: none"> <li>Re-tell the story</li> <li>Recall specific detail in a text</li> <li>Reflect on values and messages in a text</li> <li>Reflect on stereotyping and other biases</li> <li>Discuss character, plot and setting</li> <li>Express opinions</li> </ul> <p><b>Communication for social purposes</b></p> <ul style="list-style-type: none"> <li>Initiating and sustaining conversations</li> <li>Turn taking conventions</li> <li>Defending a position</li> <li>Negotiation</li> <li>Filling in gaps and encouraging the speaker</li> <li>Sharing ideas and experiences and show understanding of concepts</li> </ul> <p><b>Prepared speech</b></p> <ul style="list-style-type: none"> <li>Organise material coherently</li> <li>Correct format, vocabulary, language and conventions</li> <li>Style and register</li> <li>Incorporate fitting visual, audio and/or audiovisual aids, such as charts, posters, images</li> <li>Tone, voice projection, pace, eye contact, posture and gestures</li> </ul> <p><b>Prepared Reading (Reading aloud)</b></p> <ul style="list-style-type: none"> <li>Use of tone, voice projection, pace, eye contact, posture and gestures</li> <li>Pronounce words without distorting meaning</li> </ul> <p><b>Unprepared reading (reading aloud)</b></p> <ul style="list-style-type: none"> <li>Read fluently according to purpose</li> <li>Pronounce words without distorting meaning</li> <li>Use tone, voice projection, pace, eye contact, posture and gestures correctly</li> </ul> |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading                    | <p>Prescribed literature genre</p> <ul style="list-style-type: none"> <li>• Folklore</li> <li>• Short story</li> <li>• Drama</li> <li>• Poetry</li> </ul> <ul style="list-style-type: none"> <li>• Reading and viewing strategies</li> <li>• Summary</li> <li>• Visual literacy: advertising (poster, pamphlet), cartoon, comic strip, diagram/graph/table/charts</li> <li>• Critical language awareness (being aware of the denotation and connotation of words and that it carries hidden meanings and messages, e.g. stereotypes, the speaker's prejudices and intentions)</li> <li>• Comprehension</li> </ul> | <p><b><u>Reading/viewing strategies:</u></b><br/> <b><u>Pre-reading, reading and post reading strategies</u></b></p> <p><b>Text features</b> – titles, headings, captions</p> <ul style="list-style-type: none"> <li>• Sequential order, description, simple cause and effect, procedure</li> <li>• Skimming for main ideas</li> <li>• Scanning for supporting details</li> <li>• Predicting</li> <li>• Inferring meaning of unfamiliar words and images by using word attack skills and contextual clues</li> <li>• Rereading/reviewing</li> <li>• Making inferences</li> <li>• Drawing conclusions/voicing own opinion</li> </ul> <p><b><u>Visual Literacy – Advertising</u></b></p> <ul style="list-style-type: none"> <li>• Persuasive techniques: Emotive language</li> </ul> <p><b>Poetry:</b></p> <ul style="list-style-type: none"> <li>• Literal meaning</li> <li>• Figurative meaning</li> <li>• Figures of speech/ imagery, word choice, tone, emotional responses</li> <li>• Lines, words, stanzas, rhyme, rhythm, punctuation, refrain, alliteration</li> </ul> <p><b>Stories, Drama,</b><br/> <b>Key features of texts</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Characterisation</li> <li>• Theme and messages</li> <li>• Background and setting – relation to character and theme</li> </ul> |
| Writing                    | <ul style="list-style-type: none"> <li>• Information texts</li> <li>• Narrative texts</li> <li>• Persuasive texts</li> <li>• Instructional texts</li> <li>• Transactional texts</li> <li>• Literary texts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>The writing process</b></p> <ul style="list-style-type: none"> <li>• Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Language structure and use | <p>Language rules</p> <ul style="list-style-type: none"> <li>• Punctuation</li> </ul> <p>Grammar</p> <p>Word level work</p> <ul style="list-style-type: none"> <li>• Affixes: prefix, root, suffix</li> <li>• Parts of speech: noun, article, pronoun, verb, adverb, adjective, tense, conjunction, preposition</li> <li>• Synonyms, antonyms, homonyms, homophones</li> <li>• Figures of speech: Proverbs, idioms, simile, metaphor, personification.</li> </ul> <p>Sentence level work</p> <ul style="list-style-type: none"> <li>• Concord, sentence types, phrases, paragraphs</li> </ul>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### 3.2 Spread of texts across Grades 4 – 6

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

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

|                       | Grade 4                                                                                                      | Grade 5                                                                                                                  | Grade 6                                                                                                                          |
|-----------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>Term 1</b>         |                                                                                                              |                                                                                                                          |                                                                                                                                  |
| <b>Weeks 1&amp;2</b>  | Story and personal recount                                                                                   | Story; personal recount                                                                                                  | Story; language game                                                                                                             |
| <b>Weeks 3&amp;4</b>  | Information text e.g. news report/factual recount, map                                                       | Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/graphs; conversation; factual recount | Information text: news report/factual account; letter; media text e.g. advert                                                    |
| <b>Weeks 5&amp;6</b>  | Story and descriptions of people or characters                                                               | Story, role-play, description of people; invitation; message                                                             | Story; diary                                                                                                                     |
| <b>Weeks 7&amp;8</b>  | Information text : procedures/instructions, lists                                                            | Information text: procedures; instructions; language game                                                                | Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/graphs; procedures; instructions; definitions |
| <b>Weeks 9&amp;10</b> | Song, poem                                                                                                   | Poem; song                                                                                                               | Poem; description of a person; description of an object/animal/plant/place; language game                                        |
| <b>Term 2</b>         |                                                                                                              |                                                                                                                          |                                                                                                                                  |
| <b>Weeks 1&amp;2</b>  | Story, personal recount and message                                                                          | Story, conversation; book review                                                                                         | Story                                                                                                                            |
| <b>Weeks 3&amp;4</b>  | Information text with visuals e.g. charts/ tables/ diagrams/pictures/graphs; poster; directions, description | Information text with visuals e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/graphs; descriptions of               | Information text from across the curriculum e.g. report; description of object/animal/ plant/place; visual text e.g.             |

|                       |                                                                                                                                               |                                                                                                                              |                                                                                                                                                                                                                 |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | of an object                                                                                                                                  | object/s/plants/animals/places                                                                                               | charts/tables/diagrams/etc                                                                                                                                                                                      |
| <b>Weeks 5&amp;6</b>  | Story and personal recount                                                                                                                    | Story                                                                                                                        | Story, personal recount; personal letter; role play                                                                                                                                                             |
| <b>Weeks 7&amp;8</b>  | Procedures, instructions<br>information text with visuals<br>e.g. charts/ tables/<br>diagrams/pictures/graphs.                                | Information text: procedures;<br>instructions; factual account                                                               | Reads information text with<br>visuals e.g. timetables and<br>television schedules/charts/<br>tables/diagrams/mindmaps/maps/<br>pictures; definitions; book review;<br>survey; questionnaire; language<br>games |
| <b>Weeks 9&amp;10</b> | SUMMATIVE ASSESSMENT                                                                                                                          |                                                                                                                              |                                                                                                                                                                                                                 |
| Term 3                |                                                                                                                                               |                                                                                                                              |                                                                                                                                                                                                                 |
| <b>Weeks 1&amp;2</b>  | Story, description of<br>person/animal/character,<br>dialogue, book review                                                                    | Story; oral description of<br>places/people; personal recount                                                                | Story; personal letter; diary; oral<br>descriptions of places/animals/<br>plants /objects                                                                                                                       |
| <b>Weeks 3&amp;4</b>  | Information text e.g. factual<br>recount/news article/report;<br>visual text e.g. poster/<br>notices; conversation                            | Information text with visuals e.g.<br>charts/tables/ diagrams/<br>mindmaps/maps/pictures/graphs;                             | Information text with visuals e.g.<br>charts/tables/ diagrams/<br>mindmaps/maps/pictures/graphs;<br>talk; survey; report                                                                                        |
| <b>Weeks 5&amp;6</b>  | Story; poem                                                                                                                                   | Story; poem                                                                                                                  | Story; poem                                                                                                                                                                                                     |
| <b>Weeks 7&amp;8</b>  | Information text with visuals<br>e.g. charts/ tables/<br>diagrams/pictures;<br>descriptions of<br>places/plants/animals/objects<br>procedures | Information text – procedures;<br>conversation; language game;<br>information text from across the<br>curriculum e.g. report | Information texts –<br>procedures/instructions;<br>information text from across the<br>curriculum e.g. report; language<br>game; mind map                                                                       |

### 3.3 Length of Texts for Home Language

| Task                                            | Grade 4                 | Grade 5               | Grade 6               |
|-------------------------------------------------|-------------------------|-----------------------|-----------------------|
| <b>Paragraph</b><br>• Words<br>• Sentences      | 50 – 60 words           | 60 – 80 words         | 80 – 100 words        |
|                                                 | 5 – 6 sentences         | 6 – 8 sentences       | 8 – 10 sentences      |
| <b>Essay</b>                                    | 100 – 120 words         | 120 – 140 words       | 140 – 150 words       |
| <b>Short story, <del>in</del> folktale</b>      | 120 – 140 words         | 140 – 160 words       | 160 – 170 words       |
| <b>Summary</b>                                  | 40 – 50 words           | 50 – 60 words         | 60 – 70 words         |
| <b>Longer transactional texts, e.g. letters</b> | Body text 60 – 80 words | 80 – 100 words        | 100 – 120 words       |
| <b>Shorter texts</b>                            | 30 – 40 words           | 40 – 60 words         | 60 – 80 words         |
| <b>Comprehension</b>                            | 150 – 160 words         | 160 – 180 words       | 180 – 200 words       |
| <b>Summary</b>                                  | 40 – 50 words for 230   | 50 – 60 words for 250 | 60 – 70 words for 280 |

|  |            |            |            |
|--|------------|------------|------------|
|  | words text | words text | words text |
|--|------------|------------|------------|

The oral component for home is divided as follows:

| DETAILS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Orals will be set, assessed and moderated internally (Grades 4 – 6).</p> <ul style="list-style-type: none"> <li>• Reading aloud: <ul style="list-style-type: none"> <li>○ Prepared reading</li> <li>○ Unprepared reading</li> <li>○ Reflection on independent reading</li> <li>○ Reading for comprehension</li> </ul> </li> <li>• Speaking: <ul style="list-style-type: none"> <li>○ Prepared speech</li> <li>○ Unprepared speech</li> <li>○ Conversation/Discussion</li> <li>○ Interview</li> <li>○ Debate</li> </ul> </li> <li>• Listening comprehension</li> </ul> |

### 3.4 Teaching plans

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

| GRADE 4 TERM 1 |                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                           |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WEEK<br>1 – 2  | LISTENING AND SPEAKING<br>(ORAL)                                                                                                                                                                                                                                                                                                                                                         | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                               | LANGUAGE USE                                                                                                                                                                                                                                              |
| Time           | Learning and teaching units in Home Language are planned over a two-week period (12 hours).                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                           |
|                | 2 hours                                                                                                                                                                                                                                                                                                                                                                                  | 6 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                | Integrated with Listening, Speaking, Reading, Viewing and Writing                                                                                                                                                                                         |
|                | <p><b>Listens to a short story</b></p> <p>Text from the textbook or TRF</p> <p>Identifies plot, characters and setting</p> <ul style="list-style-type: none"> <li>Predicts content</li> <li>Answers oral questions</li> </ul> <p><b>Retells a story</b></p> <ul style="list-style-type: none"> <li>Retells events in correct sequence</li> <li>Names the characters correctly</li> </ul> | <p><b>Reads a short story</b></p> <p>Text from the textbook or TRF</p> <p>Pre-reading: predicting from title and pictures</p> <ul style="list-style-type: none"> <li>Uses reading strategies: making predictions, uses phonic and contextual clues</li> <li>Discusses new vocabulary from the read text</li> <li>Identifies and comments on the plot and characters</li> <li>Gives and explains own feelings about the text</li> <li>Reads aloud with clear pronunciation, phrasing, tempo,</li> <li>Uses a dictionary</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Retells story or main ideas in 3 to 5 sentences</li> <li>Expresses emotional response to texts read.</li> <li>Relates to own life</li> </ul> | <p><b>Writes a story based on a personal experience/ event</b></p> <ul style="list-style-type: none"> <li>Chooses appropriate content for the topic</li> <li>Uses the story structure as a frame</li> <li>Includes plot and characters</li> <li>Uses appropriate grammar, spelling and punctuation.</li> <li>Uses a range of vocabulary related to topic</li> <li>Creates a personal dictionary</li> <li>Plans, drafts and refines writing</li> </ul> | <p><b>Word level work:</b> common nouns, finite verbs</p> <p><b>Sentence level work:</b> simple sentences, statements, simple present tense, simple past tense</p> <p><b>Word meaning:</b> synonyms</p> <p><b>Spelling and punctuation:</b> full stop</p> |



|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WEEK</b><br><br><b>3 – 4</b> | <b>Discusses current issues based on newspaper or magazine article</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>• Discusses central idea and specific details</li> <li>• Shares ideas and offers opinions</li> <li>• Takes turns</li> </ul> <b>Presents a prepared speech</b> <ul style="list-style-type: none"> <li>• Selects relevant content</li> <li>• Uses beginning, middle and ending</li> <li>• Stays on topic</li> <li>• Uses logical organisation of ideas</li> <li>• Uses presentation skills, e.g. volume, pause, posture</li> </ul> | <b>Reads information text, e.g. news article</b><br><br>Text from the textbook or TRF <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, skims for general idea</li> <li>• Discusses headlines</li> <li>• Discusses central idea and specific details</li> <li>• Comments on choice of pictures in text</li> <li>• Explains meaning of unfamiliar words</li> </ul> <b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>• Expresses emotional response to texts read</li> </ul> | <b>Writes a news report based on personal experience/event</b> <ul style="list-style-type: none"> <li>• Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>• Selects appropriate content</li> <li>• Uses an appropriate frame</li> <li>• Writes a headline/title</li> <li>• Sequences events correctly</li> <li>• Uses appropriate vocabulary</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Corrects spelling using a dictionary.</li> </ul><br>Uses the writing process <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Revises</li> <li>• Edits and Proofreads</li> <li>• Writes final draft</li> </ul> | <b>Word level work:</b> common nouns, finite verbs<br><br><b>Sentence level work:</b> simple sentences, statements, simple future tense<br><br><b>Word meaning:</b> antonyms<br><br><b>Spelling and punctuation:</b> full stop, comma |
| <b>WEEK</b><br><br><b>5 – 6</b> | <b>Listens to a story, e.g. folklore (myth or legend)</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>• Identifies plot, characters and setting</li> <li>• Discusses main message</li> <li>• Predicts content</li> <li>• Answers oral questions</li> </ul>                                                                                                                                                                                                                                                                                          | <b>Reads a story, e.g. folklore (myth or legend)</b><br><br>Text from the textbook or TRF <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies: makes predictions, uses contextual clues to find meaning</li> <li>• Discusses plot, main characters</li> </ul>                                                                                                                                                                                                                                                                                                                  | <b>Writes a story/(folklore, e.g. myth/legend)</b> <ul style="list-style-type: none"> <li>• Tries to explain a natural phenomenon</li> <li>• Develops plot, characters and setting</li> <li>• Includes likely and unlikely elements</li> <li>• Uses language imaginatively especially a variety of</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Word level work:</b> pronouns; possessive pronouns<br><br><b>Sentence level work:</b> questions, subject<br><br><b>Word meaning:</b> literal<br><br><b>Punctuation:</b> full stop, comma                                           |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                              |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
|                              | <b>Retells a story</b> <ul style="list-style-type: none"> <li>Retells events in correct sequence</li> <li>Names the characters correctly</li> <li>Expresses thoughts and feelings</li> </ul>                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>and setting</li> <li>Discusses the message</li> <li>Expresses opinions and own feelings about the text</li> <li>Distinguishes between realistic and unrealistic events</li> </ul> <b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>Relates to own life</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>vocabulary</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Records words and their meanings in a personal dictionary</li> <li>Plans, drafts and refines writing</li> </ul>                                                                                                                                                 |                                                                                                                                              |
| <b>WEEK</b><br><b>7 – 8</b>  | <b>Carries out instructions</b> , e.g. recipe/instructions for making something<br><br>Text from the textbook or TRF <ul style="list-style-type: none"> <li>Discusses specific details of text</li> <li>Asks questions to obtain information</li> <li>Listens and responds appropriately</li> </ul> <b>Gives instructions</b> <ul style="list-style-type: none"> <li>Uses correct specific details</li> <li>Uses correct sequence</li> <li>Uses the command form of the verb</li> </ul> | <b>Reads instructional text</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures</li> <li>Uses reading strategies, e.g. prediction, contextual clues</li> <li>Discusses specific details of text</li> <li>Discusses sequence of instructions</li> </ul> <b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>Compares books read</li> </ul> | <b>Writes instructions</b> <ul style="list-style-type: none"> <li>Lists materials and ingredients</li> <li>Uses correct specific details</li> <li>Uses correct sequence</li> <li>Uses the command form of the verb</li> <li>Uses correct structure and format</li> <li>Records words and their meanings in a personal dictionary</li> <li>Plans, drafts and refines writing</li> </ul> | <b>Word level work:</b> pronouns<br><br><b>Sentence level work:</b> subject, subject - verb agreement<br><br><b>Word meaning:</b> figurative |
| <b>WEEK</b><br><b>9 – 10</b> | <b>Listens to a poem/song</b><br><br>Text from the textbook or TRF                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Reads a poem/song</b><br><br>Text from the textbook or TRF                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Writes a simple poem/song</b> <ul style="list-style-type: none"> <li>Selects appropriate content</li> <li>Uses the relevant structure and</li> </ul>                                                                                                                                                                                                                                | <b>Word level work:</b> common nouns, pronouns, possessive nouns<br><br><b>Sentence level work:</b> simple present                           |

|                             |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                               |
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|                             | <ul style="list-style-type: none"> <li>Recalls main idea</li> <li>Discusses central idea</li> <li>Relates to own experience</li> <li>Identifies rhyme and rhythm and comments on their effect on the listener</li> <li>Expresses feelings stimulated by the poem</li> <li>Performs song/selected lines</li> </ul> | <ul style="list-style-type: none"> <li>Discusses main idea/s</li> <li>Expresses feelings stimulated by the song</li> <li>Identifies rhythm and rhyme and their effects</li> <li>Breaks up words into syllables to understand rhythm</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Retells story or main ideas in 3 to 5 sentences</li> <li>Expresses emotional response to texts read</li> </ul> | <p>format</p> <ul style="list-style-type: none"> <li>Plans, drafts and revises a song</li> <li>Uses appropriate rhythm and rhyme</li> <li>Uses knowledge of syllables to develop rhythm of the text</li> <li>Records words and their meanings in a personal dictionary</li> </ul> <p>Plans, drafts and refines writing</p>                                                                                                                                    | <p>tense, simple past tense, subject; subject-verb agreement</p> <p><b>Word meaning:</b> synonyms, antonyms, literal, figurative</p> <p><b>Spelling and punctuation:</b> full stop, comma</p> |
| <b>GRADE 4 TERM 2</b>       |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                               |
| <b>Time</b>                 | <b>2 hours</b>                                                                                                                                                                                                                                                                                                    | <b>6 hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>4 hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Integrated with time for listening, speaking, reading, viewing and writing</b>                                                                                                             |
| <b>WEEK</b><br><b>1 – 2</b> | <p><b>Listens to weather reports</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>Identifies and comments on main idea and specific details</li> <li>Comments on the purpose and audience</li> <li>Relates to personal experience</li> </ul>                                   | <p><b>Reads information texts with visuals,</b><br/>e.g. charts/tables/maps</p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures/visuals</li> <li>Uses reading strategies, e.g. skimming</li> <li>Identifies and comments on main idea and specific details</li> <li>Comments on the purpose and audience</li> <li>Interprets visuals</li> </ul>                             | <p><b>Writes information text</b></p> <ul style="list-style-type: none"> <li>Organises information logically</li> <li>Includes specific details</li> <li>Uses topic and supporting sentences to develop coherent paragraphs</li> <li>Designs appropriate visuals, e.g. charts/tables/maps</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Uses appropriate vocabulary</li> <li>Records words and their meanings in a personal</li> </ul> | <p><b>Word level work:</b> adjectives, degrees of comparison</p> <p><b>Sentence level work:</b> simple past tense</p>                                                                         |

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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>Compares books/texts read</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | dictionary <ul style="list-style-type: none"> <li>Plans, drafts and refines writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                            |
| <b>WEEK</b><br><br><b>3 – 4</b> | <b>Listens to stories</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>Identifies plot, characters and setting</li> <li>Predicts content</li> <li>Answers oral questions</li> </ul><br><b>Retells a story</b> <ul style="list-style-type: none"> <li>Retells events in correct sequence</li> <li>Names the characters correctly</li> </ul><br><b>Listens to and gives directions</b> <ul style="list-style-type: none"> <li>Listens for specific details</li> <li>Use details accurately</li> <li>Uses the correct language form</li> </ul> | <b>Reads contemporary stories</b><br><br>Pre-reading: predicting from title and pictures <ul style="list-style-type: none"> <li>Identifies and comments on the main characters and setting (place and time)</li> <li>Uses reading strategies: makes predictions and inferences, uses phonic and contextual clues</li> <li>Discusses a character including what he or she says or does and what other characters say about him or her or do to him or her</li> <li>Infers reasons for actions in the story</li> <li>Gives and explains own feelings and opinions about the text</li> <li>Discusses new vocabulary from the read text</li> <li>Uses a dictionary</li> </ul><br><b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>Summarises a book without giving away the ending</li> <li>Makes recommendations</li> </ul> | <b>Writes a description of a person</b> <ul style="list-style-type: none"> <li>Gives specific details</li> <li>Uses topic and supporting sentences to develop coherent paragraphs</li> <li>Uses a variety of vocabulary including synonyms and antonyms and adjectives</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul><br><b>Writes a description of a place</b> <ul style="list-style-type: none"> <li>Gives specific details</li> <li>Uses topic and supporting sentences to develop coherent paragraphs</li> <li>Uses a variety of vocabulary including synonyms and antonyms and adjectives</li> </ul><br>Uses the writing process <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> </ul> | <b>Word level work:</b> proper nouns, singular and plural<br><br><b>Sentence level work:</b> simple present tense<br><br><b>Spelling and punctuation:</b> full stop, comma |

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| <b>WEEK</b><br><br><b>5 – 6</b> | <b>Listens to fables/short stories</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>• Listens and relates to own experience</li> <li>• Identifies specific details</li> <li>• Keeps to the topic</li> </ul><br><b>Participates in group discussions</b> <ul style="list-style-type: none"> <li>• Gives balanced and constructive feedback</li> <li>• Uses appropriate intonation and facial expressions</li> </ul> | <b>Reads fables/ short stories</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies: skimming and scanning</li> <li>• Identifies and comments on the plot</li> <li>• Gives reasons for action</li> <li>• Understands the vocabulary</li> <li>• Identifies main and supporting ideas</li> <li>• Identifies and discusses values in the text</li> </ul><br><b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read</li> </ul> | <b>Writes a fable/ short stories</b><br><br><ul style="list-style-type: none"> <li>• Selects appropriate content for the topic</li> <li>• Uses the story structure as a frame</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Links paragraphs using connecting words and phrases</li> <li>• Uses a variety of vocabulary</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Plans, drafts and refines writing</li> </ul> | <b>Word level work:</b> adverbs of manner, time<br><br><b>Sentence level work:</b> simple past tense<br><br><b>Word meaning:</b> idioms and proverbs |
| <b>WEEK</b><br><br><b>7 – 8</b> | <b>Listens to and carries out instructions, e.g. recipe/instructions for making something</b><br><br>Text from the textbook or TRF <ul style="list-style-type: none"> <li>• Discusses specific details of text</li> <li>• Asks questions to obtain information</li> <li>• Listens and responds appropriately</li> </ul>                                                                                                                                                     | <b>Reads an instructional text</b><br><br>Text from the textbook or TRF <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies: prediction, contextual clues</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of instructions</li> </ul><br><b>Reads information text</b>                                                                                                                                                                                                                                                                                                                              | <b>Writes an instructional text</b><br><br>Text from the textbook or TRF <ul style="list-style-type: none"> <li>• Selects appropriate content for the topic</li> <li>• Uses the appropriate structure as a frame</li> <li>• Orders information logically</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Uses appropriate grammar, spelling and punctuation</li> </ul>                                                                                                                                                                            | <b>Word level work:</b> prepositions<br><br><b>Sentence level work:</b> object<br><br><b>Spelling and punctuation</b>                                |

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|                              | <b>Presents a factual report</b> <ul style="list-style-type: none"> <li>• Uses research skills to find appropriate information</li> <li>• Uses appropriate structure, i.e. introduction, body and conclusion</li> <li>• Presents central idea and supporting details</li> <li>• Uses appropriate body language and presentation skills, e.g. makes eye contact, volume</li> </ul> <b>Discusses a presentation</b> <ul style="list-style-type: none"> <li>• Asks relevant questions and gives feedback</li> <li>• Discusses the speaker's use of words, phrases and body language</li> </ul> | <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures; previews text, e.g. surveys headings</li> <li>• Identifies main and supporting ideas</li> <li>• Summarises information</li> <li>• Uses text structure, language use, purpose and audience</li> </ul> <b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>• Relates to own life</li> </ul> | <ul style="list-style-type: none"> <li>• Presents work neatly using headings, spacing for paragraphs</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps, flow charts and lists</li> <li>• Produces first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> </ul> |                     |
| <b>WEEK</b><br><b>9 – 10</b> | SUMMATIVE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
| <b>GRADE 4 TERM 3</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                     |
| <b>WEEK</b><br><b>1 – 2</b>  | <b>LISTENING AND SPEAKING (ORAL)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>READING</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>WRITING</b>                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>LANGUAGE USE</b> |
| <b>Time</b>                  | <b>2 hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>6 hours</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>4 hours</b>                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Integrated</b>   |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                    |
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|                                        | <p><b>Listens to journal entries</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Recalls main ideas</li> <li>Recalls specific details</li> <li>Discusses the social, moral and cultural values</li> </ul> <p><b>Participates in group discussion</b></p> <ul style="list-style-type: none"> <li>Takes turns</li> <li>Stays on topic</li> <li>Asks relevant questions</li> <li>Maintains discussion</li> <li>Responds to others' ideas with empathy and respect</li> </ul> | <p><b>Reads a biography</b></p> <p>Text from the textbook or TRF</p> <p>Pre-reading: predicts from title and pictures</p> <ul style="list-style-type: none"> <li>Interprets and explains the message</li> <li>Uses reading strategies, e.g. skims for general idea, scans for specific details, makes predictions, uses contextual clues to determine meaning, makes inferences</li> <li>Describes feelings about the text giving reasons</li> <li>Discusses characters</li> </ul> <p><b>Reflects on texts read independently</b></p>                                        | <p><b>Writes a diary/diary entries</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content for the topic</li> <li>Uses emotive words</li> <li>Uses first person narration</li> <li>Uses the appropriate structure as a frame</li> <li>Uses topic and supporting sentences to develop coherent paragraphs</li> <li>Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>Records words and their meanings in a personal dictionary</li> <li>Plans, drafts and refines writing</li> </ul> | <p><b>Word level work:</b> collective nouns</p> <p><b>Sentence level work:</b> present continuous tense</p> <p><b>Word meaning:</b> literal</p>                                                                                    |
| <p><b>WEEK</b></p> <p><b>3 – 4</b></p> | <p><b>Listens to and presents prepared speech</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Presents a prepared speech</li> <li>Changes register, words and style to suit different audiences</li> <li>Explores ways of asking someone to do something</li> <li>Uses language with ease for interpersonal communication</li> <li>Uses appropriate intonation and facial expressions</li> <li>Uses appropriate body language</li> </ul>                                  | <p><b>Reads information text</b>, e.g. on social issues</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Uses reading strategies</li> <li>Reads short printed resources</li> <li>Locates information from different sources</li> <li>Selects the relevant ideas</li> <li>Summarises information</li> <li>Identifies different purposes of texts</li> <li>Identifies and discusses values in the text</li> <li>Uses reading strategies, e.g. scans</li> </ul> | <p><b>Writes an information text/prepared speech</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content for the topic</li> <li>Uses the appropriate structure as a frame</li> <li>Uses topic and supporting sentences to develop coherent paragraphs</li> <li>Creates visual aids for presentation</li> <li>Summarises information</li> <li>Evokes emotional responses</li> <li>Makes judgements</li> <li>Draws conclusions</li> </ul>                                                                                  | <p><b>Word level work:</b> reflexive nouns</p> <p><b>Sentence level work:</b> past continuous tense, future continuous tense</p> <p><b>Word meaning:</b> figurative, similes, metaphors</p> <p><b>Spelling and punctuation</b></p> |

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|                          | and presentation skills                                                                                                                                                                                                                                                                                                                                                                         | for specific details, skims for general idea<br><br><b>Reflects on texts read independently</b> <ul style="list-style-type: none"><li>• Compares books/texts read</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <b>Writes a brochure</b> <ul style="list-style-type: none"> <li>• Pre-writing: studies the format, structure and language use in brochures</li> <li>• Chooses the correct format</li> <li>• Selects appropriate information</li> <li>• Uses appropriate structure</li> <li>• Plans, drafts and refines writing</li> </ul>                                                                                                                                                                                              |                                                                                                                                                                        |
| <b>WEEK</b><br><br>5 – 6 | <b>Listens to stories</b> <ul style="list-style-type: none"> <li>• Listens and relates to own experience</li> <li>• Identifies specific details</li> <li>• Keeps to the topic</li> </ul><br><b>Participates in group discussions</b> <ul style="list-style-type: none"> <li>• Gives balanced and constructive feedback</li> <li>• Uses appropriate intonation and facial expressions</li> </ul> | <b>Reads stories</b> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies: skimming and scanning</li> <li>• Identifies and comments on the plot</li> <li>• Gives reasons for action</li> <li>• Understands the vocabulary</li> <li>• Identifies main and supporting ideas</li> <li>• Identifies and discusses values in the text</li> </ul><br>Reflects on texts read independently <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read</li> </ul> | <b>Writes a story</b><br>Selects appropriate content for the topic <ul style="list-style-type: none"> <li>• Uses the story structure as a frame</li> <li>• Uses fantasy characters</li> <li>• Bases story on an idiom/moral</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Links paragraphs using connecting words and phrases</li> <li>• Uses a variety of vocabulary</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>• Records words and their meanings in a personal dictionary</li> <li>• Plans, drafts and refines writing</li> </ul> | <b>Word level work:</b> infinitive verbs<br><br><b>Sentence level work:</b> noun clause<br><br><b>Word meaning:</b> figurative, similes, metaphor, idioms and proverbs |
| <b>WEEK</b><br><br>7 – 8 | <b>Listens to weather reports</b><br>Text from the textbook or Teacher's                                                                                                                                                                                                                                                                                                                        | <b>Reads information text with visuals,</b><br>e.g. charts/tables/maps<br><br>Text from the textbook or Teacher's                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Writes information text</b> <ul style="list-style-type: none"> <li>• Organises information logically</li> <li>• Includes specific details</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Word level work:</b> stems<br><br><b>Sentence level work:</b> command,                                                                                              |

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|                                         | <p>Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Identifies and comments on main idea and specific details</li> <li>Comments on the purpose and audience</li> <li>Relates to personal experience</li> </ul>                                                                                                                                                                                 | <p>Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures/visuals</li> <li>Uses reading strategies, e.g. skimming</li> <li>Identifies and comments on main idea and specific details</li> <li>Comments on the purpose and audience</li> <li>Interprets visuals</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Relates to own life</li> </ul> | <ul style="list-style-type: none"> <li>Uses topic and supporting sentences to develop coherent paragraphs</li> <li>Designs appropriate visuals, e.g. charts/tables/maps</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Uses appropriate vocabulary</li> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Plans, drafts and refines writing</li> </ul>                                                | <p>exclamation</p> <p><b>Sentence level work:</b> verb clause</p> <p><b>Spelling and punctuation:</b> colon</p>                                                                         |
| <p><b>WEEK</b></p> <p><b>9 – 10</b></p> | <p><b>Listens to a drama</b> from radio, TV or written text</p> <ul style="list-style-type: none"> <li>Predicts from title</li> <li>Retells the drama in sequence</li> <li>Names characters correctly</li> <li>Listens to specific details</li> <li>Uses details accurately</li> <li>Expresses thoughts and feelings</li> <li>Uses the correct language form</li> </ul> <p><b>Role plays a character</b></p> | <p><b>Reads a drama</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading predicting from title</li> <li>Uses reading strategies</li> <li>Discusses characters, central idea and setting</li> <li>Expresses feelings stimulated by the text</li> </ul> <p><b>Reflects on texts read independently</b></p>                                                                              | <p><b>Writes a dialogue</b></p> <ul style="list-style-type: none"> <li>Selects appropriate characters</li> <li>Organises the conversation logically</li> <li>Writes sentences using direct and indirect speech</li> <li>Uses a variety of vocabulary</li> <li>Uses appropriate grammar, spelling, punctuation and spacing</li> <li>Records words and their meanings in a personal dictionary</li> <li>Plans, drafts and refines writing</li> </ul> | <p><b>Word level work:</b> collective nouns, reflexive pronouns, stems</p> <p><b>Sentence level work:</b> subject-verb agreement</p> <p><b>Spelling and punctuation:</b> semi-colon</p> |

| GRADE 4 TERM 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                |
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| WEEK<br>1 – 2  | LISTENING AND SPEAKING<br>(ORAL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | LANGUAGE USE                                                                                                                                                                                   |
| Time           | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 6 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 4 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Integrated with time for listening, speaking, reading, viewing and writing                                                                                                                     |
|                | <p><b>Listens to a newspaper article</b></p> <p>Participates in discussions</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Asks relevant questions and responds to questions</li> <li>Compares own ideas with others</li> <li>Respects others' ideas</li> <li>Gives opinions and constructive feedback</li> </ul> <p><b>Participates in a debate</b></p> <ul style="list-style-type: none"> <li>Selects relevant topic</li> <li>Stays on topic</li> <li>Uses convincing arguments</li> <li>Uses persuasive language</li> <li>Asks critical questions</li> <li>Give opinions</li> <li>Responds with sensitivity to ideas and suggestions</li> <li>Uses appropriate presentation skills</li> </ul> | <p><b>Reads a contemporary story that highlights social issues</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from the title and pictures</li> <li>Uses reading strategies</li> <li>Infers reasons for actions in the story</li> <li>Explains the cause and the effects in a story</li> <li>Expresses feelings about the text giving reasons</li> <li>Discusses values in the text</li> <li>Discusses the choice of words and imagery</li> <li>Recognises the structure, language use, purpose and audience of the story</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Compares books/texts read</li> </ul> | <p><b>Writes a story</b></p> <ul style="list-style-type: none"> <li>Develops plot, characters and setting</li> <li>Uses content appropriate to the audience and purpose of the text</li> <li>Uses story structure</li> <li>Uses language imaginatively especially a variety of vocabulary</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Links paragraphs using connecting words and phrases</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Uses different tenses consistently</li> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Plans, drafts and refines writing</li> </ul> | <p><b>Word level work:</b> auxiliary verbs</p> <p><b>Sentence level work:</b> subject; object</p> <p><b>Word meaning:</b> synonyms, antonyms</p> <p><b>Spelling and punctuation:</b> comma</p> |

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| <b>WEEK</b><br><br><b>3 – 4</b> | <b>Listens to and role-plays interviews/talk show</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>Recalls main ideas</li> <li>Asks relevant questions</li> <li>Responds appropriately</li> <li>Gives opinions</li> </ul><br><b>Listens to personal letter/s</b> <ul style="list-style-type: none"> <li>Identifies main idea and specific details</li> <li>Discusses the structure, language, purpose and audience</li> </ul> | <b>Reads an interview script/letter</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>Pre-reading: predicts from the title and pictures</li> <li>Uses a range of reading strategies, e.g. skimming, scanning</li> <li>Identifies and comments on the social, moral and cultural values in the text</li> <li>Explains how meanings not obviously stated are conveyed</li> <li>Summarises the text using key points</li> </ul><br><b>Reads letters</b> <ul style="list-style-type: none"> <li>Identifies main idea and specific details</li> <li>Discusses the structure, language, purpose and audience</li> </ul><br><b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>Retells story or main ideas in 3 to 5 sentences</li> <li>Expresses emotional response to texts read</li> </ul> | <b>Writes an interview/letter</b> <ul style="list-style-type: none"> <li>Uses appropriate format, structure and language</li> <li>Uses content appropriate to the audience and purpose of the text</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Shifts from one tense to another consistently and appropriately</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul><br>Uses the writing process <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft with correct spacing between paragraphs</li> </ul> | <b>Word level work:</b> adverbs of place and degree<br><br><b>Sentence level work:</b> noun phrase, noun clause<br><br><b>Spelling and punctuation:</b> question mark |
| <b>WEEK</b><br><br><b>5 – 6</b> | <b>Listens to advertisements</b><br><br>Text from the textbook or                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Reads information text, e.g. advertisement</b><br><br>Text from the textbook or                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Writes an advertisement</b> <ul style="list-style-type: none"> <li>Uses content appropriate for purpose and audience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Word level work:</b> conjunctions<br><br><b>Sentence level work:</b> verbs, verb                                                                                   |

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|                                     | <p>Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Interprets and discusses message including the values in the text</li> <li>Discusses the structure, language use, purpose and audience of the text</li> </ul> <p><b>Participates in group discussion</b> on a social issue related to the advertisements</p> <ul style="list-style-type: none"> <li>Discusses social values</li> <li>Asks relevant questions using appropriate question forms, e.g. who, which, what, when, how, why</li> </ul> | <p>Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Interprets and discusses the message including the values in the text</li> <li>Discusses the structure, purpose and audience of the text</li> <li>Discusses language use including persuasive and emotive language and the economical use of language</li> <li>Asks relevant, critical questions using appropriate question forms, e.g. who, which, what, when, how, why</li> <li>Identifies and discusses stereotypes</li> <li>Identifies and discusses graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Expresses emotional response to texts read</li> </ul> | <ul style="list-style-type: none"> <li>Uses appropriate visuals and layout for the purpose</li> <li>Use appropriate grammar and vocabulary</li> <li>Uses language creatively</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul><br><ul style="list-style-type: none"> <li>Plans, drafts and refines writing</li> </ul> | <p>phrase, verb clause</p> <p><b>Spelling and punctuation:</b><br/>exclamation mark</p>                                                         |
| <p><b>WEEK</b><br/><b>7 – 8</b></p> | <p><b>Listens to stories e.g. folklore, fables</b></p> <p>Text from the textbook, reader or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Discusses central idea and characters</li> </ul>                                                                                                                                                                                                                                                                                                       | <p><b>Reads a story, e.g. folklore, fable</b></p> <p>Text from the textbook, reader or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from the title and pictures</li> <li>Uses reading strategies</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Writes a story (fable) with dialogue</b></p> <ul style="list-style-type: none"> <li>Uses animal characters</li> <li>Uses plot</li> <li>Logically organised</li> <li>Extends sentences by adding adjectives and adverbs</li> </ul>                                                                                                             | <p><b>Word level work:</b> adverbs of manner, time; definite and indefinite articles</p> <p><b>Sentence level work:</b> verbs, verb phrases</p> |

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|                                         | <ul style="list-style-type: none"> <li>• Discusses events</li> <li>• Gives opinions</li> <li>• Asks critical questions</li> <li>• Discusses moral and cultural values, attitudes and assumptions</li> </ul> | <ul style="list-style-type: none"> <li>• Discusses animal characters and how they are personified with human qualities</li> <li>• Identifies and discusses social, moral and cultural values in stories</li> <li>• Recognises the structure, language use, purpose and audience of the text</li> <li>• Discusses the choice of words and imagery</li> <li>• Discusses how the choice of language influences the reader</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Relates to own life</li> </ul> | <ul style="list-style-type: none"> <li>• Uses expanded vocabulary</li> <li>• Uses correct format</li> <li>• Uses figurative language, e.g. a simile</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses appropriate format, structure and language</li> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Plans, drafts and refines writing</li> </ul> | <p><b>Word meaning:</b> idioms and proverbs</p> <p><b>Spelling and punctuation:</b> quotation marks</p> |
| <p><b>WEEK</b></p> <p><b>9 – 10</b></p> | SUMMATIVE ASSESSMENT                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                         |

## Grade 5

| GRADE 5 TERM 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                |
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|                | LISTENING AND SPEAKING (ORAL)                                                                                                                                                                                                                                                                                                                                                                                                                                                   | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | LANGUAGE USE                                                                                                                                                                                                   |
| Time           | 12 hours over a two week period                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                |
|                | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 6 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Integrated with time for listening, speaking, reading, viewing and writing                                                                                                                                     |
| WEEK<br>1 – 2  | <b>Listens to a story</b><br>Text from the textbook or TRF <ul style="list-style-type: none"> <li>Identifies main ideas and specific details</li> <li>Relates to own life</li> <li>Discusses and gives opinion</li> <li>Participates in group discussion e.g. on issues related to the story</li> <li>Asks relevant questions</li> <li>Gives feedback</li> <li>Maintains discussion</li> <li>Responds to others' ideas with empathy and respect</li> <li>Takes turns</li> </ul> | <b>Reads a story</b><br>Text from the textbook or TRF: <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures</li> <li>Uses reading strategies, e.g. makes predictions, uses phonic and contextual clues</li> <li>Discusses new vocabulary from the text</li> <li>Discusses the central idea, plot, characters and setting</li> <li>Expresses feelings and opinions</li> <li>Discusses cause and effect in the story</li> </ul> Uses a dictionary for vocabulary development<br><b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>Retells story or main ideas</li> <li>Expresses emotional response</li> </ul> | <b>Writes a story</b> <ul style="list-style-type: none"> <li>Pre-writing: reads a book review and discusses the structure, language use, purpose and audience</li> <li>Selects content appropriate for the purpose</li> <li>Uses appropriate language and text structure</li> <li>Uses the correct format</li> <li>Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>Writes a short summary</li> <li>Uses quotations</li> <li>Makes recommendations</li> </ul><br>Uses appropriate grammar, spelling and punctuation<br><br>Uses a dictionary for spelling and | <b>Word level work:</b> common and proper nouns, literal, figurative<br><b>Sentence level work:</b> simple present tense<br><b>Word meaning:</b> synonyms<br><b>Spelling and punctuation:</b> full stop, comma |

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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | to texts read <ul style="list-style-type: none"> <li>• Relates to own life</li> <li>• Compares books/texts read</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | vocabulary development<br><br>Uses complex tenses<br><br>Uses the writing process <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                     |
| <b>WEEK</b><br><br><b>3 – 4</b> | <b>Gives and follows instructions</b> <ul style="list-style-type: none"> <li>• Gives specific detail</li> <li>• Uses correct sequence</li> <li>• Asks relevant questions and responds appropriately</li> <li>• Carries out instructions</li> <li>• Adjusts volume, tempo and pace</li> </ul><br><b>Presents a prepared speech</b> <ul style="list-style-type: none"> <li>• Has beginning, middle and ending</li> <li>• Uses logical organisation of ideas</li> <li>• Selects appropriate language and style for audience and purpose</li> <li>• Uses appropriate intonation</li> <li>• Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing</li> </ul> | <b>Reads an instructional text</b> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. prediction, contextual clues</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of instructions</li> <li>• Carries out instructions/procedure</li> </ul><br><b>Reads information text</b> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Discusses central idea and specific details</li> <li>• Comments on choice of pictures in text</li> <li>• Uses reading strategies e.g. uses textual and contextual clues</li> <li>• Shares ideas and offers</li> </ul> | <b>Writes instructions</b> <ul style="list-style-type: none"> <li>• Selects relevant information</li> <li>• Uses correct specific details</li> <li>• Uses correct sequence</li> <li>• Uses correct format</li> <li>• Uses the command form of the verb</li> <li>• Uses imperatives</li> <li>• Uses appropriate grammar, spelling and punctuation</li> </ul><br><b>Writes information text/prepared speech</b> <ul style="list-style-type: none"> <li>• Uses relevant content appropriate to the audience and purpose of the text</li> <li>• Expresses information clearly</li> <li>• Organises content logically</li> <li>• Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> </ul> | <b>Word level work:</b> finite verbs<br><br><b>Sentence level work:</b> subject -verb agreement<br><br><b>Word meaning:</b> literal |

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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>opinions using speculation</li> <li>Uses a mind-map/notes to summarise information</li> </ul>                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Uses a variety of sentence types</li> <li>Uses appropriate grammar, spelling and punctuation</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul>              |                                                                                                                                                                                       |
| <b>WEEK</b><br><br><b>5 – 6</b> | <b>Listens and responds to a newspaper article</b> <ul style="list-style-type: none"> <li>Listens for specific details</li> <li>Identifies the main message</li> <li>Relates to own life</li> <li>Discusses the main ideas and specific detail</li> <li>Uses information from the text in response</li> <li>Discusses the social, moral and cultural values in the text</li> <li>Discusses the assumptions and the intention of the writer</li> <li>Participates in a discussion</li> </ul> | <b>Reads a newspaper article</b> from the textbook or TRF <ul style="list-style-type: none"> <li>Pre-reading: predicting from headlines, surveying the text</li> <li>Uses a range of reading strategies, e.g. skimming, scanning, using previous knowledge</li> <li>Makes predictions, uses contextual clues to determine meaning, and makes inferences</li> <li>Identifies and explains the similarities and differences of something</li> </ul> | <b>Writes a newspaper article.</b> <p>Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</p> <ul style="list-style-type: none"> <li>Selects content appropriate to the audience and purpose of the text</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Plans, drafts and refines stories in paragraph form (minimum of 3 paragraphs)</li> <li>Uses a wide variety of vocabulary, appropriate grammar, spelling and</li> </ul> | <b>Word meaning:</b> figurative<br><br><b>Sentence level work:</b> simple past tense, simple future tense<br><br><b>Word meaning:</b> antonyms<br><br><b>Spelling and punctuation</b> |

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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>punctuation</p> <ul style="list-style-type: none"> <li>• Uses the writing process</li> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                |
| <b>WEEK</b><br><br><b>7 – 8</b> | <b>Listens to and discusses story, e.g. folklore story (myth/legend) from a class reader.</b> <ul style="list-style-type: none"> <li>• Identifies the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>• Distinguishes between realistic and unrealistic events</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Responds sensitively to ideas and suggestions</li> <li>• Gives feedback</li> <li>• Participates in group discussions</li> <li>• Gives balanced and constructive feedback on: plot, theme, setting</li> <li>• Uses appropriate intonation</li> </ul> | <b>Reading a story, e.g. a folklore story (myth/legend) from the textbook or class reader</b> <ul style="list-style-type: none"> <li>• Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge</li> <li>• Explains how writers use vocabulary and language to describe the setting</li> <li>• Reads aloud individually with clear expression</li> <li>• Comments on plot, theme, setting</li> </ul> | <b>Writing a story, e.g. a folklore story (myth/legend)</b> <ul style="list-style-type: none"> <li>• Tries to explain a phenomenon</li> <li>• Uses superhuman characters</li> <li>• Develops plot, characters and setting</li> <li>• Selects content appropriate to the audience and purpose of the text</li> <li>• Uses language imaginatively especially a variety of vocabulary</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Plans, drafts and refines stories</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> </ul> <p><b>Writes descriptions of people</b></p> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> </ul> | <p><b>Word level work:</b> prefixes</p> <p><b>Sentence level work:</b> subject</p> <p><b>Word meaning:</b> literal, rhythm, rhyme, alliteration, assonance</p> |

|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                     |
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|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Stays on topic</li> <li>• Use descriptive vocabulary especially a range of adjectives</li> <li>• Uses figurative language, e.g. similes, metaphors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                     |
| <b>WEEK</b><br><br><b>9 – 10</b> | <p><b>Listens to a poem</b></p> <p>Appreciates and responds to the sound effect stimulated by the poem</p> <ul style="list-style-type: none"> <li>• Discusses central idea</li> <li>• Relates to own experience</li> <li>• Identifies rhyme and rhythm and comments on their effect on the listener</li> <li>• Expresses feelings stimulated by the poem</li> <li>• Identify the atmosphere in the poem</li> </ul> <p><b>Performs a poem/selected lines</b></p> <ul style="list-style-type: none"> <li>• Selects tone and expression appropriate to content and style of poem</li> <li>• Uses appropriate intonation and facial expressions</li> <li>• Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing</li> </ul> | <p><b>Reads a poem</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title</li> <li>• Discusses main idea, characters and setting</li> <li>• Describes and analyses emotional response to texts</li> <li>• Identifies rhyme, alliteration and onomatopoeia and their effects</li> <li>• Identifies and explains similes and metaphors</li> </ul> | <p><b>Writes a short poem</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Uses the correct format</li> <li>• Uses language imaginatively and creatively</li> <li>• Uses Alliteration, Assonance</li> <li>• Uses a variety of vocabulary</li> <li>• Uses figurative language e.g. similes, metaphors</li> <li>• Uses appropriate rhythm and rhyme</li> </ul> <p><b>Writes creative description of events</b></p> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> <li>• Stays on topic</li> <li>• Uses descriptive vocabulary especially a range of verbs and adverbs</li> <li>• Uses figurative language: similes, metaphors</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> </ul> | <p><b>Word level work:</b> conjunctions</p> <p><b>Sentence level work:</b> statements, simple sentences</p> <p><b>Word meaning:</b> literal, figurative, personification</p> <p><b>Spelling and punctuation</b></p> |

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|  |  |  | <ul style="list-style-type: none"><li>• Presents neat, legible final draft</li></ul> |  |
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| GRADE 5 TERM 2                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                        |
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|                                 | LISTENING AND SPEAKING<br>(ORAL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | LANGUAGE USE                                                                                                                                                                                           |
| Time                            | 12 hours over a two-week period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                        |
|                                 | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Integrated with Listening, Speaking, Reading, Viewing and Writing                                                                                                                                      |
| <b>WEEK</b><br><br><b>1 – 2</b> | <b>Gives and follows instructions</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>Gives specific detail</li> <li>Uses correct sequence</li> <li>Asks relevant questions and responds appropriately</li> <li>Carries out instructions</li> <li>Adjusts volume, tempo and pace</li> </ul> <b>Presents a prepared speech</b> <ul style="list-style-type: none"> <li>Uses beginning, middle and ending</li> <li>Uses logical organisation of ideas</li> <li>Selects appropriate language and style for audience and purpose</li> <li>Uses appropriate intonation</li> <li>Uses appropriate body language, posture and presentation skills: adjusts tempo, volume and pacing</li> </ul> | <b>Reads an instructional text</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures</li> <li>Uses reading strategies: prediction, contextual clues</li> <li>Discusses specific details of text</li> <li>Discusses sequence of instructions</li> <li>Carries out instructions/procedure</li> </ul> <b>Reads information text</b> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title, headings and pictures</li> <li>Discusses central idea and specific details</li> <li>Comments on choice of pictures in text</li> <li>Uses reading strategies, e.g. uses textual and contextual clues</li> </ul> | <b>Writes instructions</b> <ul style="list-style-type: none"> <li>Selects relevant information</li> <li>Uses correct specific details</li> <li>Uses correct sequence</li> <li>Uses correct format</li> <li>Uses the command form of the verb and imperatives</li> <li>Uses appropriate grammar, spelling and punctuation</li> </ul> <b>Writes information text/prepared speech</b> <ul style="list-style-type: none"> <li>Uses relevant content appropriate to the audience and purpose of the text</li> <li>Expresses information clearly</li> <li>Evokes emotional responses</li> <li>Organises content logically</li> <li>Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct</li> </ul> | <b>Word level work:</b> adverbs of manner, time, place, degree ;prepositions<br><br><b>Sentence level work:</b> simple sentences, complex sentences<br><br><b>Spelling and punctuation :</b> full stop |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                |
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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Shares ideas and offers opinions using speculation</li> <li>• Uses a mind-map/notes to summarise information</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>punctuation</p> <ul style="list-style-type: none"> <li>• Uses a variety of sentence types</li> <li>• Uses appropriate grammar, spelling and punctuation</li> </ul><br><ul style="list-style-type: none"> <li>• Plans, drafts and refines writing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                |
| <b>WEEK</b><br><br><b>3 – 4</b> | <p><b>Participates in interviews to collect information</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Formulates relevant questions to guide search for information</li> <li>• Presents information using a table/chart/graph</li> <li>• Analyses information</li> <li>• Summarises information</li> </ul> <p><b>Participates in group discussion</b></p> <ul style="list-style-type: none"> <li>• Stays on topic</li> <li>• Gives constructive feedback</li> <li>• Maintains discussion</li> <li>• Shows sensitivity to the rights and feelings of others</li> </ul> | <p><b>Reads a report with visuals</b> (e.g. tables/charts/graphs/diagrams/maps)</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Discusses central idea and specific details</li> <li>• Uses reading strategies, e.g. makes predictions and uses textual and contextual clues</li> <li>• Interprets graphic information</li> <li>• Shares ideas and offers opinion using speculation and hypothesis</li> <li>• Uses a mind-map/notes to summarise information</li> </ul> | <p><b>Writes a report</b></p> <ul style="list-style-type: none"> <li>• Uses what, when, where, who</li> <li>• Orders information logically</li> <li>• Links sentences into a coherent paragraph using pronouns and connecting words</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Presents work neatly using proper form, such as headings, spacing for paragraphs etc.</li> </ul> <p><b>Writes information from a table into a paragraph</b></p> <ul style="list-style-type: none"> <li>• Selects relevant information</li> <li>• Translates graphical information correctly into paragraphs</li> <li>• Links sentences into a coherent paragraph using pronouns and connecting words</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Plans, drafts and refines writing</li> </ul> | <p><b>Word level work:</b> adjectives</p> <p><b>Sentence level work:</b> past continuous tense, future continuous tense</p> <p><b>Spelling and punctuation:</b> ellipsis, exclamation mark</p> |

| WEEK  | Listens to a poem                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reads a poem                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Writes a poem/response to a poem                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Word level work: collective nouns, abstract nouns                                                                                                                                                                                                                                                                                                                                       |
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| 5 – 6 | <p data-bbox="405 252 792 320">Text from the textbook or Teacher's Resource File (TRF)</p> <ul data-bbox="405 352 792 826" style="list-style-type: none"> <li>• Appreciates and responds to the sound effect stimulated by the poem</li> <li>• Discusses central idea</li> <li>• Relates to own experience</li> <li>• Identifies rhyme and rhythm and comments on their effect on the listener</li> <li>• Expresses feelings stimulated the poem</li> <li>• Discusses tone and language use and its effect on the listener, including how language is used to create an atmosphere</li> </ul> <p data-bbox="405 890 752 954"><b>Performs an oral poem/choral chant</b></p> <ul data-bbox="405 986 792 1209" style="list-style-type: none"> <li>• Selects appropriate tone and expression to express content and feeling</li> <li>• Uses appropriate body language, gestures and presentation skills, e.g. adjusts tempo, volume and pacing</li> </ul> | <p data-bbox="824 252 1211 320">Text from the textbook or Teacher's Resource File (TRF)</p> <ul data-bbox="824 352 1211 799" style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending</li> <li>• Discusses the central idea, plot, characters and setting</li> <li>• Expresses feelings and opinions</li> <li>• Relates to own life</li> <li>• Discusses cause and effect in the story</li> <li>• Uses a dictionary for vocabulary development</li> </ul> <p data-bbox="824 858 1211 890">Reflects on texts read independently</p> <ul data-bbox="824 922 1211 1118" style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read</li> <li>• Relates to own life</li> <li>• Compares books/texts read</li> </ul> | <p data-bbox="1243 252 1630 268"><b>Writes a poem/response to a poem</b></p> <ul data-bbox="1243 292 1630 986" style="list-style-type: none"> <li>• Uses animal characters</li> <li>• Develops plot, characters and setting</li> <li>• Bases content on an idiom/moral</li> <li>• Selects content appropriate to the audience and purpose of the text</li> <li>• Uses a theme or message</li> <li>• Uses language imaginatively especially a variety of vocabulary</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses different tenses consistently</li> <li>• Uses a dictionary for spelling and vocabulary development</li> </ul> <p data-bbox="1243 994 1444 1018"><b>Writes a dialogue</b></p> <ul data-bbox="1243 1050 1630 1337" style="list-style-type: none"> <li>• Selects relevant content</li> <li>• Develops dialogue so that it makes sense</li> <li>• Uses introduction, middle and conclusion appropriate for dialogue</li> <li>• Uses correct format</li> <li>• Uses appropriate grammar, spelling and punctuation</li> </ul> <p data-bbox="1243 1345 1512 1369">Uses the writing process</p> | <p data-bbox="1662 252 2049 268"><b>Word level work:</b> collective nouns, abstract nouns</p> <p data-bbox="1662 292 1982 355"><b>Sentence level work:</b> present continuous tense</p> <p data-bbox="1662 387 2049 491"><b>Word meaning:</b> literal, figurative, alliteration, assonance, personification</p> <p data-bbox="1662 523 2004 555"><b>Word meaning:</b> rhythm, rhyme</p> |

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| <b>WEEK</b><br><br><b>7 – 8</b>  | <p><b>Listens to and discusses folklore (myth/legend)/tall story</b></p> <p>Text from the textbook, class reader or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Identifies the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>Distinguishes between realistic and unrealistic events</li> <li>Participates in discussions, justifying own opinion</li> <li>Responds sensitively to ideas and suggestions</li> <li>Gives feedback</li> </ul> <p><b>Acts out a story</b></p> <ul style="list-style-type: none"> <li>Retells the story in sequence</li> <li>Keeps to the plot of the story</li> <li>Includes characters from the story</li> </ul> | <p><b>Reads folklore (myth/legend)/tall story</b> from the class reader, textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Uses a range of reading strategies, e.g. skimming, scanning, contextual clues and previous knowledge</li> <li>Explains how writers use vocabulary and language to describe the setting,</li> <li>Reads aloud individually with clear expression</li> <li>Comments on plot, theme, setting</li> <li>Gives reasons for action</li> </ul> | <p><b>Writes a folklore/tall story (myth/legend)</b></p> <ul style="list-style-type: none"> <li>Develops plot, characters and setting</li> <li>Selects content appropriate to the audience and purpose of the text</li> <li>Uses language imaginatively especially a variety of vocabulary</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Plans, drafts and refines stories</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> </ul> <p><b>Writes descriptions of people</b></p> <ul style="list-style-type: none"> <li>Chooses relevant content</li> <li>Stays on topic</li> <li>Use descriptive vocabulary especially a range of adjectives</li> <li>Uses figurative language, e.g. similes, metaphors</li> </ul> | <p><b>Word level work:</b> direct speech, singular and plural</p> <p><b>Sentence level work:</b> object; questions</p> <p><b>Spelling and punctuation:</b> quotation marks</p> |
| <b>WEEK</b><br><br><b>9 – 10</b> | <p style="text-align: center;">SUMMATIVE ASSESSMENT</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                |



| GRADE 5 TERM 3    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                          |
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|                   | LISTENING AND SPEAKING<br>(ORAL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | LANGUAGE USE                                                                                                                                                                                                             |
| Time              | 12 hours over a two week period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                          |
|                   | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 6 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Integrated with Listening, Speaking,<br>Reading, Viewing and Writing                                                                                                                                                     |
| WEEK<br><br>1 – 2 | <p><b>Discusses personal experiences</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Selects relevant content</li> <li>Stays on topic</li> <li>Explains logically</li> <li>Discusses main ideas and specific details</li> <li>Asks relevant questions and responds appropriately</li> <li>Presentation skills</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>Selects relevant content from personal experience</li> <li>Explains events clearly and in sequence</li> <li>Expresses feelings in relation to events</li> </ul> | <p><b>Reads a short biography/diary</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and discusses related themes/content</li> <li>Identifies and explains the central events</li> <li>Discusses the characters</li> <li>Identifies and discusses feelings expressed</li> <li>Relates events and characters to own life</li> <li>Uses a range of reading strategies</li> <li>Discusses the structure, language use, purpose and audience</li> <li>Identifies the difference/s between biographies/diaries and stories</li> <li>Uses a dictionary for vocabulary development</li> </ul> | <p><b>Writes a diary</b></p> <ul style="list-style-type: none"> <li>Pre-writing: listens to extracts from a diary</li> <li>Selects content appropriate for the purpose -accounts events witnessed and reported</li> <li>Uses appropriate language and text structure</li> <li>Uses the correct format</li> <li>Organises content logically - uses chronology</li> <li>Uses appropriate grammar, spelling and punctuation, including subject-verb concord</li> <li>Uses a dictionary for spelling and vocabulary development</li> </ul> <p><b>Writes a personal letter</b></p> <ul style="list-style-type: none"> <li>Pre-writing: listens to personal letters</li> <li>Uses correct layout</li> <li>Uses appropriate tone</li> </ul> | <p><b>Word level work:</b> relative pronouns</p> <p><b>Sentence level work:</b> simple present tense, simple past tense</p> <p><b>Word meaning:</b> similes</p> <p><b>Spelling and punctuation:</b> full stop, comma</p> |

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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read.</li> <li>• Relates to own life</li> <li>• Compares books/texts read</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Selects and organises appropriate content and language for the purpose</li> <li>• Uses appropriate text structure and correct format</li> <li>• Links sentences into coherent paragraphs using pronouns and connecting words</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses a dictionary for spelling and vocabulary development</li> <li>• Plans, drafts and refines writing</li> </ul>                                                                                                                                                                           |                                                                                                                                                       |
| <b>WEEK</b><br><br><b>3 – 4</b> | <p><b>Listens to and discusses an advertisement on radio</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Identifies key issues</li> <li>• Discusses the effectiveness of the advertisement</li> <li>• Expresses thoughts and feelings in an imaginative way</li> <li>• Listens for specific details</li> <li>• Responds sensitively to ideas and suggestions</li> <li>• Gives feedback</li> <li>• Shares ideas and offers opinions on less familiar topics</li> </ul> | <p><b>Reads an advertisement</b> from a textbook or Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> <li>• Uses reading strategies: scans for specific details, skims for general idea, predicts content, uses previous knowledge or textual clues, makes inferences</li> <li>• Views and comments on graphical techniques used in visual texts: colour, lettering, layout</li> </ul> <p><b>Reads information texts</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Discusses central idea and specific details</li> <li>• Uses reading strategies, e.g. makes predictions and uses textual and contextual clues</li> </ul> | <p><b>Writes an advertisement</b></p> <ul style="list-style-type: none"> <li>• Expresses ideas clearly and logically</li> <li>• Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation</li> <li>• Uses language for creative and imaginative self-expression</li> </ul> <p><b>Writes a description of an object</b></p> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> <li>• Stays on topic</li> <li>• Uses descriptive vocabulary especially a range of adjectives</li> <li>• Uses figurative language, e.g. similes, metaphors</li> <li>• Plans, drafts and refines writing</li> </ul> | <p><b>Word level work:</b> degrees of comparison</p> <p><b>Sentence level work:</b> subject-verb agreement</p> <p><b>Spelling and punctuation</b></p> |

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|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Shares ideas and offers opinion using speculation and hypothesis</li> <li>• Expresses and justifies own opinion with reasons</li> <li>• Asks critical questions which do not have obvious answers</li> <li>• Responds thoughtfully to critical questions</li> <li>• Uses a mind-map/notes to summarise information</li> </ul> <p><b>Reflects on extended reading texts</b></p>                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                       |
| <b>WEEK</b><br><b>5 – 6</b> | <p><b>Listens to and discusses stories, e.g. folklore (myth/legend)</b> from a class reader</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Identifies the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>• Distinguishes between realistic and unrealistic events</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Responds sensitively to ideas and suggestions</li> <li>• Gives feedback</li> <li>• Keeps eye contact</li> <li>• Uses appropriate facial expression, tone, tempo, volume and pace</li> <li>• Selects tone and expression appropriate to content and style of poem</li> </ul> | <p><b>Reads a story, e.g. a folklore story (myth/legend)</b> from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title</li> <li>• Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge</li> <li>• Explains how writers use vocabulary and language to describe the setting,</li> <li>• Reads aloud individually with clear expression</li> <li>• Comments on plot, theme, setting</li> <li>• Gives reasons for action</li> <li>• Discusses main idea, characters and setting</li> <li>• Interprets and explains the meaning of the poem</li> <li>• Describes and analyses emotional response to texts</li> </ul> | <p><b>Writes a folklore (myth/legend) /story</b></p> <ul style="list-style-type: none"> <li>• Develops plot, characters and setting</li> <li>• Selects content appropriate to the audience and purpose of the text</li> <li>• Uses language imaginatively especially a variety of vocabulary</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Plans, drafts and refines stories</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> </ul> | <p><b>Word level work:</b> verbs (infinitives)</p> <p><b>Sentence level work:</b> statements, questions, commands</p> <p><b>Word meaning:</b> metaphors</p> <p><b>Spelling and punctuation:</b> colon, semi-colon</p> |

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|                                 | <ul style="list-style-type: none"> <li>• Uses appropriate intonation and facial expressions</li> <li>• Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Writes descriptions of people</b> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> <li>• Stays on topic</li> <li>• Use descriptive vocabulary especially a range of adjectives</li> <li>• Uses figurative language, e.g. similes, metaphors</li> <li>• Plans, drafts and refines writing</li> </ul>                                                                                                                                                        |                                                                                                                                                     |
| <b>WEEK</b><br><br><b>7 – 8</b> | <b>Listens to and discusses a weather report</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>• Listens for specific details</li> <li>• Discusses usefulness of the information</li> <li>• Links information to own life</li> <li>• Discusses possible effects on people</li> <li>• Compares conditions in different places, indicates preferred destinations with reasons</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Identifies features of weather reports: register and the nature of language used</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> <li>• Interprets and discusses more complex visual texts</li> </ul> | <b>Reads a weather report</b> from newspaper, a textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>• Identifies and explains similarities and differences</li> <li>• Uses reading strategies: skims to get the general idea, scans for specific details</li> <li>• Identifies the way the text is organised</li> <li>• Reads an information text with visuals e.g. map</li> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Discusses central idea and specific details</li> <li>• Uses reading strategies, e.g. makes predictions and uses textual and contextual clues</li> <li>• Interprets visuals</li> <li>• Uses a mind-map/notes to summarise information</li> </ul> | <b>Writes a report</b> <ul style="list-style-type: none"> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Presents information using a map, chart, graph or diagram.</li> </ul><br><b>Writes a factual description of a place</b> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> <li>• Stays on topic</li> <li>• Use descriptive vocabulary especially a range of adjectives</li> </ul> | <b>Word level work:</b> verbs (gerunds)<br><br><b>Sentence level work:</b> simple sentences, compound sentences<br><br><b>Word meaning:</b> literal |

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|                                  | <p>Gives directions</p> <ul style="list-style-type: none"> <li>• Uses specific details</li> <li>• Listens for specific details</li> <li>• Uses details accurately</li> <li>• Uses the correct language form</li> </ul>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                       |
| <b>WEEK</b><br><br><b>9 – 10</b> | <p><b>Listens and responds to a play</b></p> <p>Text from the class reader, textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Identifies and discusses the central idea, plot, setting, atmosphere and characters</li> <li>• Expresses thoughts and feelings</li> </ul> <p>Role-plays a character</p> <ul style="list-style-type: none"> <li>• Varies voice and facial expression</li> <li>• Changes register, grammar structure and idioms</li> </ul> | <p><b>Reads a play</b> from the class reader or Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> <li>• Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge</li> <li>• Explains how writers use vocabulary and language to describe the setting, atmosphere and characters</li> <li>• Explains the effects of words and imagery</li> <li>• Identifies cause and effect in oral and written texts and explains the relationship</li> <li>• Reads aloud, changing speed as appropriate</li> </ul> | <p><b>Writes a play script/dialogue</b></p> <ul style="list-style-type: none"> <li>• Describes setting</li> <li>• Develops plot</li> <li>• Uses correct format</li> <li>• Establishes tone or mood</li> <li>• Plans, drafts and refines the text</li> <li>• Writes sentences using direct and indirect speech</li> <li>• Produces a first draft with central idea and well-developed supporting paragraphs</li> <li>• Uses subject-verb concord</li> <li>• Uses appropriate grammar, spelling and punctuation</li> </ul> | <p><b>Word level work:</b> verbs (gerunds)</p> <p><b>Sentence level work:</b> statements, questions, commands, simple sentences, compound sentences</p> <p><b>Word meaning:</b> figurative</p> <p><b>Spelling and punctuation</b></p> |

| GRADE 5 TERM 4 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                |
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|                | LISTENING AND SPEAKING (ORAL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                            | LANGUAGE USE                                                                                                                   |
| Time           | 12 hours over a two-week period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                |
|                | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 6 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 4 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Integrated with Listening, Speaking, Reading, Viewing and Writing                                                              |
| WEEK<br>1 – 2  | <p><b>Listens to a story</b></p> <p>Text from the class reader, textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Identifies the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>Describes events</li> <li>Comments on the social, moral and cultural values in different texts</li> <li>Asks and responds to thought-provoking questions</li> </ul> <p><b>Acts out the story</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content</li> <li>Sequences events correctly</li> <li>Keeps eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>Expresses thoughts and</li> </ul> | <p><b>Reads a story</b> from the class reader, textbook or the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> <li>Identifies and comments on the characters, themes and issues in a fiction story</li> <li>Predicts content or ending</li> <li>Explains cause and effect</li> <li>Remembers important points</li> <li>Discusses message conveyed</li> <li>Describes and analyses emotional response to texts</li> <li>Discusses how writers and visual artists relate to their readers</li> </ul> <p>Uses a dictionary for vocabulary development [to be repeated with every activity]</p> <p><b>Reflects on texts read independently</b></p> | <p><b>Writes a story</b></p> <ul style="list-style-type: none"> <li>Creates believable characters and events</li> <li>Plans, drafts and refines stories using linking paragraphs, a topic sentence, a wide variety of vocabulary, appropriate grammar, different tenses, spelling and punctuation</li> <li>Shifts from one tense to another</li> <li>Links sentences into coherent paragraphs using correct punctuation</li> </ul> <p>Uses the writing process</p> | <p><b>Word level work:</b> stems</p> <p><b>Sentence level work:</b> subject, object</p> <p><b>Spelling and punctuation</b></p> |

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|                             | feelings in an imaginative way                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read.</li> <li>• Relates to own life</li> <li>• Does a short oral book review using an appropriate frame</li> <li>• Compares books/texts read</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                    |
| <b>WEEK</b><br><b>3 – 4</b> | <p><b>Listens to a report</b>, e.g. news, topical issues</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Identifies main ideas and specific details</li> <li>• Relates to own life</li> <li>• Expresses and justifies own opinion with reasons</li> <li>• Asks critical questions which do not have obvious answers</li> <li>• Responds thoughtfully to critical questions</li> <li>• Discusses format, features, language use and structure of the text</li> </ul> <p><b>Presents an oral report</b></p> <ul style="list-style-type: none"> <li>• Uses appropriate structure: introduction, body and conclusion</li> <li>• Presents central idea and supporting details</li> <li>• Uses appropriate body</li> </ul> | <p><b>Reads an information text with visuals</b> (e.g. pictures/diagrams/maps)</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Discusses central idea and specific details</li> <li>• Comments on choice of pictures in text</li> <li>• Uses reading strategies, e.g. makes predictions and uses textual and contextual clues</li> <li>• Shares ideas and offers opinion using speculation and hypothesis</li> <li>• Expresses and justifies own opinion with reasons</li> <li>• Asks critical questions which do not have obvious answers,</li> <li>• Responds thoughtfully to critical questions</li> <li>• Uses a mind-map/notes to summarise information</li> </ul> | <p><b>Writes a report</b></p> <ul style="list-style-type: none"> <li>• Orders information logically</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Presents work neatly using proper form, such as headings, spacing for paragraphs etc.</li> </ul> <p><b>Writes a factual description of a place</b></p> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> <li>• Stays on topic</li> <li>• Use a range of appropriate vocabulary especially adjectives</li> <li>• Plans, drafts and refines writing</li> </ul> | <p><b>Word level work:</b> indirect speech</p> <p><b>Sentence level work:</b> noun phrase</p> <p><b>Word meaning:</b> synonyms</p> |

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|                                        | <p>language and presentation skills, e.g. makes eye contact, volume</p> <p>Participates in a discussion</p> <ul style="list-style-type: none"> <li>• Stays on topic</li> <li>• Gives constructive feedback</li> <li>• Maintains discussion</li> <li>• Shows sensitivity to the rights and feelings of others</li> <li>• Uses appropriate intonation, facial expression and gestures</li> </ul>                                                                                                                                       | <p>Uses a dictionary for vocabulary development [to be repeated with every activity]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                      |
| <p><b>WEEK</b></p> <p><b>5 – 6</b></p> | <p><b>Listens to and discusses information text</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Participates in discussions, explaining own opinion</li> <li>• Identifies and explains cause and effect</li> <li>• Comments on the social, moral and cultural values</li> <li>• Asks critical questions</li> <li>• Expresses and justifies own opinion with reasons</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> </ul> | <p><b>Reads information text with visuals</b>, e.g. maps/graphs/charts/tables</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Uses a range of reading strategies to identify the main and supporting ideas and</li> <li>• Summarises information</li> <li>• Interprets visuals</li> <li>• Uses previous knowledge or textual clues to determine meaning</li> <li>• Makes inferences</li> <li>• Transfers information from the visual to narrative form</li> </ul> | <p><b>Writes information text</b></p> <p>Creative writing (four paragraphs)</p> <ul style="list-style-type: none"> <li>• Questions and develops different perspectives on familiar topics</li> <li>• Sequences a series of steps or events in a logical way and explains the logic</li> <li>• Plans, drafts and refines writing</li> </ul> | <p><b>Word level work:</b> definite and indefinite articles</p> <p><b>Sentence level work:</b> noun clause, verb clause</p> <p><b>Spelling and punctuation:</b> exclamation mark</p> |

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| <b>WEEK</b><br><br><b>7 – 8</b> | <b>Listens to a letter</b><br><br>Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>• Listens for specific details</li> <li>• Shares ideas and offers opinions</li> </ul> | <b>Reads a letter from a textbook or Teacher's Resource File (TRF)</b> <ul style="list-style-type: none"> <li>• Uses reading strategies, e.g. skims to get the general idea, scans for specific details</li> <li>• Identifies and discusses motives and feelings</li> <li>• Uses a dictionary for vocabulary development [to be repeated with every activity]</li> </ul><br><b>Reads a biography</b> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and discusses related themes/content</li> <li>• Identifies and explains the central events</li> <li>• Discusses the characters</li> <li>• Identifies and discusses feelings expressed</li> <li>• Relates events and characters to own life</li> <li>• Uses a range of reading strategies</li> <li>• Discusses the structure, language use, purpose and audience</li> <li>• Identifies the difference/s between biographies/diaries and stories</li> <li>• Uses a dictionary for vocabulary development</li> </ul> | <b>Writes a letter</b> <ul style="list-style-type: none"> <li>• Sequences the events</li> <li>• Links sentences into coherent paragraphs using correct punctuation</li> <li>• Uses appropriate grammar, spelling and punctuation</li> </ul><br><b>Write about a personal experience/diary entry</b> <ul style="list-style-type: none"> <li>• Pre-writing: listens to extracts from a diary</li> <li>• Selects content appropriate for the purpose</li> <li>• Uses chronological order</li> <li>• Gives objective details</li> <li>• Uses appropriate language and text structure</li> <li>• Uses the correct format</li> <li>• Organises content logically</li> <li>• Uses appropriate grammar, spelling and punctuation, including subject-verb concord</li> <li>• Uses a dictionary for spelling and vocabulary development</li> </ul><br>Uses the writing process | <b>Word level work:</b> stems, prefixes, suffixes<br><br><b>Sentence level work:</b> verb phrase, exclamation<br><br><b>Word meaning:</b> antonyms<br><br><b>Spelling and punctuation</b> |
| <b>WEEK</b>                     | SUMMATIVE ASSESSMENT                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                           |

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## Grade 6

| GRADE 6 TERM 1 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                              |
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|                | LISTENING AND SPEAKING<br>(ORAL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | READING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | WRITING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | LANGUAGE USE                                                                                                                                                 |
| Time           | Learning and teaching units in Home Language are planned over a two-week period (12 hours).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                              |
|                | 2 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 6 hours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4 hour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Integrated with Listening, Speaking, Reading, Viewing and Writing                                                                                            |
| WEEK<br>1 – 2  | <b>Listens to radio or newspaper reports and discusses current issues</b> <ul style="list-style-type: none"> <li>Listens for specific details in radio and television programmes</li> <li>Identifies how stereotypes are created</li> <li>Asks critical questions that challenge and seek alternative explanations</li> <li>Listens for information in a variety of oral texts: reports, and summarises main ideas</li> <li>Develops a balanced argument on relevant and challenging issues</li> <li>Expresses an opinion and supports it with solid evidence</li> <li>Listens actively and with sensitivity</li> <li>Acknowledges opinions that conflict with own and responds</li> </ul> | <b>Reads newspaper articles</b> from the textbook or from the TRF <ul style="list-style-type: none"> <li>Pre-reading activities; prediction based on title and/or graphics</li> <li>Identifies and discusses both the intended and hidden cultural messages</li> <li>Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction</li> <li>Discusses how the message can be manipulated</li> <li>Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world</li> <li>Invents and describes preferred results or endings</li> <li>Hypothesises and offers alternatives when trying to solve a problem</li> </ul> | <b>Writes a newspaper article</b> <ul style="list-style-type: none"> <li>Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>Selects, classifies and categorises relevant information from different sources</li> <li>Plans, drafts and refines writing,</li> <li>Reflects on and evaluates writing and creative work</li> <li>Writes neatly and legibly</li> </ul> <p>Uses clear structure:</p> <ul style="list-style-type: none"> <li>Beginning</li> <li>Middle</li> </ul> | <b>Word level work:</b> pronouns (Interrogative)<br><br><b>Sentence level work:</b> subject, subject - verb agreement<br><br><b>Spelling and punctuation</b> |

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|                             | <p>appropriately in the context</p> <ul style="list-style-type: none"> <li>Discusses the validity of information by comparison with other sources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Ending</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                 |
| <b>WEEK</b><br><b>3 – 4</b> | <p><b>Listens to and discusses a folklore, e.g. a myth or a legend /story,</b></p> <p>Introductory activities: prediction</p> <ul style="list-style-type: none"> <li>Tells about holiday, events/ past events</li> <li>Recalls events in the correct sequence and using the correct tense</li> <li>Interacts positively during group discussions</li> </ul> <p>Listening:</p> <ul style="list-style-type: none"> <li>Identifies how stereotypes are created and their effects on the listener.</li> <li>Discusses characters</li> <li>Discusses plot, conflict and setting</li> <li>Discusses messages in the text</li> <li>Explains natural phenomena</li> <li>Reflects cultural customs, values and beliefs</li> <li>Reflects on the struggle between good and evil</li> </ul> | <p><b>Reads a folklore, e.g. a myth or a legend /story</b> from the textbook or from the Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> <li>Pre-reading activities e.g. prediction based on title and or graphics</li> <li>Reading strategies: skimming, scanning, prediction, views different visual texts, in order to interpret</li> <li>Discusses elements of fables, e.g. characters and messages</li> <li>Explains interpretation and overall response to text</li> <li>Invents and describes preferred results or endings</li> </ul> | <p><b>Writes a folklore story, e.g. a myth or legend</b></p> <p>Writes for personal, exploratory, playful, imaginative and creative purposes</p> <ul style="list-style-type: none"> <li>Tries to explain a phenomenon</li> <li>Tries to teach a moral lesson</li> <li>Uses superhuman characters</li> <li>Uses appropriate vocabulary</li> <li>Brainstorms ideas for a topic and develops ideas</li> <li>Expresses ideas clearly and logically</li> <li>Reflects on and evaluates writing and creative work</li> <li>Produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience</li> <li>Does character sketch</li> </ul> | <p><b>Word level work:</b> common and abstract nouns</p> <p><b>Sentence level work:</b> simple present tense, simple past tense, simple future tense</p> <p><b>Spelling and punctuation</b></p> |
| <b>WEEK</b><br><b>5 – 6</b> | <p><b>Listens to a persuasive text, e.g. radio advertisement</b></p> <ul style="list-style-type: none"> <li>Asks thought-provoking questions using appropriate language</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Reads a persuasive text</b> from the textbook or from the Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> <li>Pre-reading activities, e.g. prediction based on title and or</li> </ul>                                                                                                                                                                                                                                                                                                                                                 | <p><b>Writes a persuasive text, e.g. a speech</b></p> <ul style="list-style-type: none"> <li>Evokes emotional responses</li> <li>Makes promises</li> <li>Stirs the audience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Word level work:</b> conjunctions</p> <p><b>Sentence level work:</b> simple sentences, complex sentences</p> <p><b>Word meaning:</b> idioms and</p>                                       |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                               |
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|                                 | <ul style="list-style-type: none"> <li>Identifies opinions which differ from own</li> <li>Contrasts opposing perspectives and gives reasons</li> <li>Interacts positively during group discussions</li> <li>Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way.</li> <li>Develops factual and reasonable arguments to justify opinions.</li> <li>Contrasts opposing perspectives and gives reasons</li> <li>Focuses on description</li> </ul>                    | <ul style="list-style-type: none"> <li>graphics</li> <li>Uses different reading strategies in order to understand what is being read:skimming, scanning, prediction</li> <li>Identifies and critically discusses cultural and social values in texts</li> <li>Interprets the writer's intentional and unintentional messages</li> <li>Identifies different perspectives within more complex texts and gives own perspectives based on evidence within the text</li> <li>Discusses the diversity of social and cultural values in texts</li> </ul> | <ul style="list-style-type: none"> <li>Plans, drafts and refines writing</li> <li>Brainstorms ideas for a topic and develops ideas</li> <li>Reflects on and evaluates writing and creative work</li> <li>Expresses ideas clearly and logically</li> <li>Shows understanding of style and register</li> <li>Presents work with attention to neatness and enhanced presentation</li> <li>Clearly and appropriately conveys meaning</li> <li>Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>Draws conclusions and makes recommendations</li> <li>Invents and describes preferred results or endings</li> </ul> | <p>proverbs</p>                                                                                                                                                               |
| <b>WEEK</b><br><br><b>7 – 8</b> | <p><b>Listens to and discusses a monologue or dialogue</b></p> <ul style="list-style-type: none"> <li>Listens for information in a variety of oral texts</li> <li>Summarises main ideas, and notes specific details</li> <li>Interacts positively during group discussions</li> <li>Identifies and discusses key features</li> <li>Discusses context, speaker's body language, content, register, and choice of words</li> <li>Comments on sound and visual effects</li> <li>Compares dialogues and</li> </ul> | <p><b>Reads a simple play or drama</b> from the textbook, class reader or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> <li>Pre-reading activities: prediction based on title and or graphics</li> <li>Reads South African and international fiction and non-fiction texts: short plays</li> <li>Pre-reading activities, e.g. prediction based on title and or graphics</li> <li>Identifies and discusses techniques such as lighting and</li> </ul>                                                             | <p><b>Writes a dialogue</b></p> <ul style="list-style-type: none"> <li>Describes setting, develops plot</li> <li>Reveals characters and motivation</li> <li>Establishes tone or mood</li> <li>Creates or adds to existing conflict</li> <li>Produces a first draft with awareness of the central idea</li> <li>Shows understanding of style and register</li> <li>Reflects on and evaluates writing and creative work</li> <li>Uses a variety of compound and complex sentences</li> </ul>                                                                                                                                                                      | <p><b>Spelling and punctuation:</b> quotation marks</p> <p><b>Sentence level work:</b> simple sentences, complex sentences</p> <p><b>Word meaning:</b> synonyms, antonyms</p> |

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|                                  | monologues <ul style="list-style-type: none"> <li>• Compares and contrasts information and ideas and indicates the basis for the comparison</li> <li>• Discusses format of the text</li> <li>• Discusses punctuation</li> <li>• Discusses direct and indirect speech</li> </ul>                                                                                                                                                                                                                                                                                                                    | sound effects, choice of images <ul style="list-style-type: none"> <li>• Explains themes, plot, setting, and characterisation</li> <li>• Discusses author's point of view.</li> <li>• Discusses dialogue versus monologue</li> <li>• Explains themes, plots, setting and characterisation</li> </ul>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                     |
| <b>WEEK</b><br><br><b>9 – 10</b> | <b>Listens to and discusses a poem</b> <ul style="list-style-type: none"> <li>• Expresses emotions in a sensitive way</li> <li>• Interacts positively during group discussions</li> <li>• Comments on sound and visual effects such as rhythm, repetition, alliteration, and comparisons</li> <li>• Interprets content of poem</li> <li>• Summarises the poem</li> <li>• Categorises and classifies information and can explain what these processes entail</li> <li>• Discusses rhythm and rhyme</li> <li>• Discusses different forms of poem</li> <li>• Discusses structures of poems</li> </ul> | <b>Reads a simple poem</b> from the textbook or from the Teacher's Resource File (TRF). <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title and or graphics</li> <li>• Reads fiction and fiction texts, e.g. poetry</li> <li>• Reads aloud with appropriate tempo, clear pronunciation, and proper phrasing</li> <li>• Adjusts the way in which a text is read to suit the listener</li> <li>• Shows understanding of the text, its relationship to own life</li> <li>• Identifies and analyses the characteristics of various writing genres or text types, e.g. rhythm, rhyme, personification, metaphor</li> </ul> | <b>Writes a poem/response to a poem</b> <ul style="list-style-type: none"> <li>• Uses alliteration, assonance, metaphor, simile</li> <li>• Uses descriptive language</li> <li>• Plans, drafts and refines writing,</li> <li>• Produces a first draft with awareness of the central idea</li> <li>• Shows understanding of style and register</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Uses appropriate punctuation rules</li> </ul> | <b>Word level work:</b> prepositions<br><br><b>Sentence level work:</b> statements, questions, commands<br><br><b>Word meaning:</b> personification |

**GRADE 6 TERM 2**

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| <b>WEEK</b><br><br><b>1 – 2</b> | <b>Listens to and discusses an instructional text, e.g. recipe</b> <ul style="list-style-type: none"> <li>Recalls procedure</li> <li>Identifies the features of instructional text</li> <li>Notes key headings</li> <li>Gives clear instructions, e.g. on how to make a cup of tea</li> <li>Makes notes and applies instructions read</li> <li>Asks questions to clarify</li> <li>Comments on clarity of instructions</li> </ul> | <b>Reads a recipe or other instructional text</b> <ul style="list-style-type: none"> <li>Analyses the characteristics of the text: organisation and conventions of instructional texts</li> <li>Orders jumbled instructions</li> <li>Uses appropriate reading and comprehension strategies: scanning</li> <li>Shows understanding of the text and how it functions: literal reading</li> <li>Recognises and explains the different structures, language use and purposes</li> <li>Identifies and evaluates register of a text</li> <li>Understands and uses information texts appropriately</li> <li>Compares two different recipes or instructions</li> </ul> | <b>Writes an instructional text, e.g. on how to make a cup of tea</b> <ul style="list-style-type: none"> <li>Orders logically</li> <li>Lists materials and ingredients</li> <li>Uses dictionaries</li> <li>Uses imperatives</li> <li>Develops a frame for writing</li> <li>Uses linking phrases and organisational methods</li> <li>Defines procedures</li> <li>Organises words and sentences appropriately</li> </ul> | <b>Word level work:</b> stems, prefixes, suffixes<br><br><b>Sentence level work:</b> subject, object<br><br><b>Spelling and punctuation</b>                                                            |
| <b>WEEK</b><br><br><b>3 – 4</b> | <b>Listens to an abridged biography, e.g. the life of Madiba</b> <ul style="list-style-type: none"> <li>Retells own life story</li> <li>Recounts a sequence of events</li> <li>Identifies information given by the text</li> <li>Discusses possible information to be included</li> <li>Shows understanding of the text and its relationship to own life</li> <li>Evaluates and discusses events</li> </ul>                      | <b>Reads an abridged autobiography</b> <ul style="list-style-type: none"> <li>Summarises main events</li> <li>Identifies critical events</li> <li>Summarises main and supporting ideas</li> <li>Interprets the writer's intentional and unintentional messages</li> <li>Discusses author's point of view</li> <li>Shows understanding of the text, its relationship to own life</li> </ul>                                                                                                                                                                                                                                                                     | <b>Writes an autobiography</b> <ul style="list-style-type: none"> <li>Develops character</li> <li>Gives objective detail</li> <li>Uses chronological order</li> <li>Uses first person narration</li> <li>Draws conclusions</li> <li>Creates a life map</li> <li>Orders information by sequencing events</li> <li>Writes informational texts expressing ideas clearly and logically</li> </ul>                          | <b>Word level work:</b> verbs (finite; infinitives)<br><br><b>Sentence level work:</b> present continuous tense, past continuous tense, future continuous tense<br><br><b>Spelling and punctuation</b> |

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|                                 | <ul style="list-style-type: none"> <li>Identifies and discusses values</li> <li>Identifies and discusses messages in the text</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Discusses response to text</li> <li>Reads aloud and silently, adjusting reading strategies to suit the purpose and audience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Produces a first draft</li> <li>Reviews draft</li> <li>Edits draft</li> <li>Publishes final draft</li> </ul> <p>Translates the written biography to a short, simple CV using an appropriate frame focussing only on personal details.</p>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                     |
| <b>WEEK</b><br><br><b>5 – 6</b> | <b>Listens to and discusses a fable/story</b> <ul style="list-style-type: none"> <li>Identifies themes, asks questions, and relates ideas to own life experiences</li> <li>Identifies and discusses how stereotypes are created</li> <li>Discusses response to text</li> <li>Links to own life</li> <li>Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text, e.g. stereotyping.</li> <li>Uses presentation skills, e.g. volume, pace, pausing, posture, gesture etc.</li> </ul> | <b>Reads a fable/story</b> from the textbook or from the Teacher's Resource File (TRF) or class reader. <ul style="list-style-type: none"> <li>Pre-reading activities: prediction based on title and or graphics</li> <li>Reads fiction texts, e.g. short stories</li> <li>Reads aloud and silently, adjusting reading strategies to suit the purpose and audience</li> <li>Identifies and analyses the characteristics of different genres</li> <li>Discusses social and cultural values in texts</li> <li>Interprets and discusses message</li> <li>Shows understanding of the text, its relationship to own life, its purpose and how it functions</li> </ul> | <b>Writes a fable/story</b> <ul style="list-style-type: none"> <li>Uses animal characters</li> <li>Describes setting</li> <li>Uses plot</li> <li>Uses a theme or message</li> <li>Expresses ideas clearly and logically</li> <li>Develops and organises ideas through a writing process</li> <li>Produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience</li> <li>Reflects on and critically evaluates the final product on own, and with classmates and teacher</li> <li>Uses phonics and spelling rules to spell words used in personal texts</li> </ul> | <b>Word level work:</b> auxiliary verbs<br><br><b>Sentence level work:</b> present perfect tense<br><br><b>Word meaning:</b> idioms |
| <b>WEEK</b><br><br><b>7 – 8</b> | <b>Listens to prose</b> <ul style="list-style-type: none"> <li>Recalls main ideas and details from an extended text</li> <li>Discusses character and setting</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       | <b>Reads prose</b> <ul style="list-style-type: none"> <li>Reads an extended text</li> <li>Uses appropriate reading and comprehension strategies, e.g.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Writes prose</b> <ul style="list-style-type: none"> <li>Creates believable characters</li> <li>Shows knowledge of character, plot, setting, conflict, climax</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Word level work:</b> adjectives (attributive)<br><br><b>Sentence level work:</b> simple past tense                               |

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|                              | <ul style="list-style-type: none"> <li>Identifies and discusses values in the text</li> <li>Responds critically</li> <li>Evaluates and discusses events</li> <li>Identifies and discusses messages in the text</li> <li>Prepares oral on a character</li> </ul> | skimming for storyline <ul style="list-style-type: none"> <li>Identifies main and supporting ideas</li> <li>Interprets and discusses message</li> <li>Discusses setting and influence on characters</li> <li>Discusses type of character</li> <li>Suggests alternative endings</li> </ul> | <ul style="list-style-type: none"> <li>Plots main events using a flow chart</li> <li>Orders logically</li> <li>Expresses ideas clearly and logically</li> <li>Reflects on and evaluates writing</li> <li>Produces a first draft with awareness of the central idea</li> </ul> | <b>Spelling and punctuation</b> |
| <b>WEEK</b><br><b>9 – 10</b> | SUMMATIVE ASSESSMENT                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                               |                                 |

| GRADE 6 TERM 3              |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                    |
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| <b>WEEK</b><br><b>1 – 2</b> | <b>LISTENING AND SPEAKING (ORAL)</b>                                                                                                                                                                                                                                                                                                                     | <b>READING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>WRITING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>LANGUAGE USE</b>                                                                                                                                                                                |
|                             | <b>Listens to a an abridged biography</b><br><br>Introductory activities: <ul style="list-style-type: none"> <li>Tells about holiday events/past events</li> <li>Recalls events in the correct sequence and using the correct tense</li> <li>Identifies main and supporting ideas</li> <li>Identifies main events</li> <li>Creates a timeline</li> </ul> | <b>Reads an abridged autobiography</b> from the textbook, class reader or from the Teacher’s Resource File (TRF) <ul style="list-style-type: none"> <li>Pre-reading activities: prediction based on title and or graphics</li> <li>Reads fiction and non-fiction, e.g. journals</li> <li>Examines the text for hidden messages and summarising the main and supporting ideas</li> <li>Critically discusses cultural and social values in text</li> </ul> | <b>Writes a diary</b> <ul style="list-style-type: none"> <li>Uses chronology</li> <li>Uses first person</li> <li>Uses detailed entries</li> <li>Accounts events witnessed and reported</li> <li>Identifies and uses complex sentences using punctuation correctly</li> <li>Uses connecting words, e.g. ‘however’, synonyms and antonyms to link sentences into cohesive paragraphs</li> <li>Draws conclusions, writing a short report on the findings</li> </ul> | <b>Word level work:</b> interrogative, demonstrative, indefinite pronouns<br><br><b>Sentence level work:</b> simple present tense, past tense, future tense<br><br><b>Spelling and punctuation</b> |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                            |
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|                                 | <p>Group discussion</p> <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> <li>• Maintains discussion</li> <li>• Responds to others' ideas with empathy and respect</li> <li>• Identifies themes, asks questions, and relates ideas to own life experiences</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Identifies different perspectives and gives own perspective based on evidence in the text</li> <li>• Transfers detail from one form to another</li> <li>• Makes predictions, uses contextual clues to determine meaning, and makes inferences</li> </ul>                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                            |
| <b>WEEK</b><br><br><b>3 – 4</b> | <p><b>Listens to and discusses a friendly letter</b></p> <ul style="list-style-type: none"> <li>• Listens to playful, imaginative and creative letters</li> <li>• Discusses the content of the letters</li> <li>• Discuss key features of the letters motivating by examples</li> <li>• Listens and shows sensitivity to social and cultural differences through affirmation and language usage</li> <li>• Discusses tone and register in the letters</li> <li>• Identifies values in the letters</li> </ul> | <p><b>Reads a fiction text</b></p> <ul style="list-style-type: none"> <li>• Identifies different perspectives and gives own perspective based on evidence in the text</li> <li>• Transfers detail from one form to another</li> </ul> <p>Reading strategies</p> <ul style="list-style-type: none"> <li>• Scans for specific details</li> <li>• Skims for general idea</li> </ul> | <p><b>Writes a friendly letter</b></p> <ul style="list-style-type: none"> <li>• Uses correct layout</li> <li>• Shows awareness of audience and style</li> <li>• Uses appropriate tone</li> <li>• Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs</li> <li>• Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs</li> <li>• Uses correct spelling and punctuation</li> </ul> | <p><b>Word level work:</b> verbs (gerunds)</p> <p><b>Sentence level work:</b> future perfect tense</p> <p><b>Spelling and punctuation</b></p>                              |
| <b>WEEK</b><br><br><b>5 – 6</b> | <p><b>Listens to a short story (tall story/lie)</b></p> <p>Discusses</p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Theme</li> <li>• Setting</li> <li>• Characterisation</li> <li>• Listens and shows sensitivity to</li> </ul>                                                                                                                                                                                                                                                                | <p><b>Reads a short fiction story</b> from the textbook, class reader or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> <li>• Pre-reading activities: prediction based on title and or graphics</li> <li>• Examines the text for hidden messages and summarizes the main and supporting ideas</li> </ul>                                         | <p><b>Writes a short story (tall story)</b></p> <ul style="list-style-type: none"> <li>• Thinks about plot</li> <li>• Thinks about theme</li> <li>• Thinks about setting</li> <li>• Thinks about characterisation</li> <li>• Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive</li> </ul>                                                                                                                                                              | <p><b>Word level work:</b> adjectives (predicative)</p> <p><b>Sentence level work:</b> past perfect tense; future perfect tense</p> <p><b>Spelling and punctuation</b></p> |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                    |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <p>social and cultural differences through affirmation and language usage</p> <ul style="list-style-type: none"> <li>Identifies how stereotypes are created and how this affects the listener</li> <li>Identifies exaggeration</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation</li> <li>Critically discusses cultural and social values in text</li> </ul> <p>Discusses</p> <ul style="list-style-type: none"> <li>Plot</li> <li>Theme</li> <li>Setting</li> <li>Characterisation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>paragraphs</p> <ul style="list-style-type: none"> <li>Shows understanding of setting, plot, characters, conflict and theme</li> <li>Correct use of tenses</li> </ul>                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                    |
| <p><b>WEEK</b></p> <p><b>7 – 8</b></p> | <p><b>Listens to audio/visual /read text:</b></p> <ul style="list-style-type: none"> <li>Views and discusses content and messages of the text</li> <li>Discusses appropriateness of the graphics to the text</li> <li>Discusses the effectiveness of the graphics and music</li> <li>Shares ideas on the title and the text</li> <li>Discusses any new words vital to the understanding of the programme</li> <li>Discusses main characters and the underlying message</li> <li>Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker's body language</li> </ul> | <p><b>Reads an information text</b> from the textbook or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> <li>Follows short printed instructions and interprets them and explains simple visual text: graphs, diagrams, graphics</li> <li>Pre-reading activities: prediction based on title and or graphics</li> <li>Examines the text for hidden messages and summarises the main and supporting ideas</li> <li>Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation</li> <li>Critically discusses cultural and social values in text</li> <li>Identifies different perspectives and gives own perspective based on evidence in the text</li> <li>Interprets and analyses details in graphical texts</li> <li>Transfers detail from one form</li> </ul> | <p><b>Writes a script for a short audio-visual report</b></p> <ul style="list-style-type: none"> <li>Defines the concept</li> <li>Outlines the script</li> <li>Uses correct format</li> <li>Uses interesting main and supporting characters</li> <li>Uses effective plot and conflict</li> <li>Writes and designs visual texts using language, pictures and sound effects creatively, e.g. an advertisement for television</li> <li>Uses different sources to research, processes and evaluates information</li> </ul> | <p><b>Word level work:</b> verbs (participle)</p> <p><b>Sentence level work:</b> active voice, passive voice</p> <p><b>Sentence level work:</b> command</p> <p><b>Spelling and punctuation</b></p> |

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | to another                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                          |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WEEK</b><br><b>9 – 10</b> | <b>Listens to and discusses short dramas</b> <ul style="list-style-type: none"> <li>Discusses key feature of the text and how it would change for different audiences and purposes</li> <li>Identifies how stereotypes are created and how this affects the listener</li> <li>Identifies themes, asks questions,</li> <li>Identifies and discusses values in the text</li> <li>Links content and messages in the text to own life</li> <li>Gives critical comment on messages in the text</li> </ul> | <b>Reads reviews of play/drama</b> <p>Explains the effects of words, imagery and sound effects in a radio or TV drama</p> <ul style="list-style-type: none"> <li>Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation</li> <li>Critically discusses cultural and social values in text</li> <li>Identifies different perspectives and gives own perspective based on evidence in the text</li> <li>Interprets and analyses details in graphical texts</li> </ul> | <b>Writes a role play or dialogue</b> <ul style="list-style-type: none"> <li>Uses characterisation</li> <li>Creates tension</li> <li>Advances the plot</li> <li>Establishes tone or mood</li> <li>Shows an understanding of style and register</li> <li>Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs</li> <li>Sentence level work</li> <li>Action verbs</li> <li>Finite verbs</li> <li>Auxiliary verbs</li> </ul> | <b>Word level work:</b> stems, prefixes, suffixes<br><br><b>Sentence level work:</b> active voice, passive voice<br><br><b>Spelling and punctuation:</b> quotation marks |

| GRADE 6 TERM 4              |                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                  |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <b>LISTENING AND SPEAKING (ORAL)</b>                                                                                                                                                                                                                                                | <b>READING</b>                                                                                                                                                                                                                                             | <b>WRITING</b>                                                                                                                                                                                                                                                                                       | <b>LANGUAGE USE</b>                                                                                                                                                                                                                              |
| <b>WEEK</b><br><b>1 – 2</b> | <b>Listens to TV/radio interviews/ (role play interview in class)</b> <ul style="list-style-type: none"> <li>Identifies main ideas and responds appropriately</li> <li>Makes an oral presentation facing the audience</li> <li>Shows an awareness of different audiences</li> </ul> | <b>Reads aloud individually – interview questionnaire</b> <ul style="list-style-type: none"> <li>Discusses how the choices made by the author influences the reader</li> <li>Discusses the diversity of social and cultural values in interview</li> </ul> | <b>Writes an interview questionnaire and writes up responses</b> <ul style="list-style-type: none"> <li>Creates an interview questionnaire</li> <li>Uses what, when, where, who</li> <li>Probes and digs for answers</li> <li>Uses open-ended questions</li> <li>Uses follow-up questions</li> </ul> | <b>Word level work:</b> adverbs of degree, duration, frequency<br><br><b>Sentence level work:</b> direct speech, indirect speech<br><br><b>Word meaning:</b> understatement, multiple meaning, ambiguity<br><br><b>Spelling and punctuation:</b> |

|                             |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                 |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
|                             | <ul style="list-style-type: none"> <li>Varies the volume, tone and tempo of voice</li> <li>Reflects on own, and others' presentations and skills, sensitively</li> <li>Gives balanced and constructive feedback</li> <li>Uses language to investigate and explore</li> <li>Draws conclusions and makes recommendations</li> </ul> | <ul style="list-style-type: none"> <li>Gives reasons for response to interview</li> <li>Analyses the effect of stereotyping, bias and prejudice within interview</li> <li>Offers opinions about stereotyping, bias and prejudice and is able to justify opinion</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>Plans, drafts and refines writing responses</li> <li>Uses a wide variety of vocabulary, appropriate grammar</li> <li>Develops an hypothesis and invents results</li> <li>Uses different sources to research, processes and evaluates the information</li> <li>Uses different tenses, spelling and punctuation</li> </ul>                                                                                                                                                  | question mark                                                                                                                   |
| <b>WEEK</b><br><b>3 – 4</b> | <b>Listens to and discusses descriptive paragraph</b> <ul style="list-style-type: none"> <li>Listens critically to essays, notes specific details</li> <li>Manipulates language to argue and persuade others</li> <li>Participates in discussions on the essay asking relevant questions and responding to questions</li> </ul>   | <b>Reads a descriptive paragraph</b> from the textbook or from the Teacher's Resource File (TRF). <ul style="list-style-type: none"> <li>Reads a variety of different texts by local and international authors</li> <li>Recognises that different kinds of text use different language structures</li> <li>Explains cause and effect in a story.</li> </ul> | <b>Writes a descriptive paragraph</b> <ul style="list-style-type: none"> <li>Focuses on one moment</li> <li>Describes feelings</li> <li>Describes setting</li> <li>Uses the writing process</li> <li>Brainstorming ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Produces a final draft</li> <li>Appeals to the senses</li> </ul> <p>Uses a solid structure:</p> <ul style="list-style-type: none"> <li>Beginning</li> <li>Middle</li> <li>Ending</li> </ul> | <b>Word level work:</b> adverbs of manner, time, place<br><br><b>Sentence level work:</b> compound sentences, complex sentences |
| <b>WEEK</b><br><b>5 – 6</b> | <b>Listens to a book review</b> <ul style="list-style-type: none"> <li>Responds critically by identifying the key elements of a book review</li> </ul>                                                                                                                                                                            | <b>Reads (parts of) a book</b> <ul style="list-style-type: none"> <li>Reads an extended text</li> <li>Identifies main and supporting ideas</li> </ul>                                                                                                                                                                                                       | <b>Writes an emotional response to a book</b> <ul style="list-style-type: none"> <li>Writes a short summary</li> <li>Plots main events using a flow</li> </ul>                                                                                                                                                                                                                                                                                                                                                   | <b>Sentence level work:</b> noun phrases and clauses<br><br><b>Sentence level work:</b> verb phrases                            |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                        |
|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        | <ul style="list-style-type: none"> <li>Recalls main ideas and details from a text</li> <li>Comments on comments made on a book</li> <li>Retells part of a story</li> <li>Comments on emotional response to a book</li> <li>Identifies and discusses values</li> <li>Identifies and discusses messages in the text</li> <li>Invents and describes preferred results or endings</li> <li>Uses appropriate presentation skills</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Interprets and discusses message</li> <li>Discusses key elements of a book review</li> <li>Comments on storyline</li> <li>Comments on response to the text</li> <li>Comments on values</li> <li>Comments on messages in the text</li> <li>Invents and describes preferred results or endings</li> </ul>                                                                                                                                                                                                          | <p>chart</p> <ul style="list-style-type: none"> <li>Orders logically</li> <li>Expresses ideas clearly and logically</li> <li>Reflects on emotional response</li> <li>Gives a brief summary without revealing the ending</li> <li>Reflects on the purpose of the book</li> <li>Uses quotations from the book</li> <li>Makes recommendations</li> <li>Produces a first draft with awareness of the central idea</li> <li>Reviews and edits draft</li> <li>Publishes final draft</li> </ul>                                                                                  | <p>and clauses</p> <p><b>Word meaning:</b> pun</p> <p><b>Spelling and punctuation:</b> colon, semi-colon, contraction</p>                                              |
| <p><b>WEEK</b></p> <p><b>7 – 8</b></p> | <p><b>Listens to and discusses poems</b></p> <ul style="list-style-type: none"> <li>Responds critically to poems</li> <li>Comments on the use of alliteration, repetition and onomatopoeia in poems and uses these for creative and imaginative self-expression, e.g. in poems</li> <li>Listens for information and summarises main ideas, and notes specific details</li> <li>Discusses social, moral and cultural values in the text</li> <li>Comments on how values and messages are conveyed in the text</li> <li>Reflects on own and others' presentations and skills</li> <li>Sensitively gives balanced and constructive feedback</li> <li>Looks at strengths and</li> </ul> | <p><b>Reads a poem</b></p> <p>Identifies and discusses social, moral and cultural values in stories.</p> <ul style="list-style-type: none"> <li>Reads and responds critically to poetry</li> <li>Reads aloud and silently</li> <li>Adjusts reading strategies to suit the purpose and audience</li> <li>Interprets and discusses message</li> <li>Shows understanding of the poem and its relationship to own life</li> <li>Identifies and evaluates the kind and suitability of the language and register of poem for its intended audience</li> </ul> | <p><b>Writes a poem/response to a poem</b></p> <ul style="list-style-type: none"> <li>Writes sentences using reflexive and indefinite pronouns</li> <li>Writes for personal and exploratory purposes</li> <li>Uses alliteration, assonance, metaphor, onomatopoeia, simile, symbol, theme</li> <li>Reflects on and evaluates writing and creative work</li> <li>Develops and organises ideas through a writing process</li> <li>Revises work, focusing on improving the language, organisation and style</li> <li>Uses feedback from classmates and/or teacher</li> </ul> | <p><b>Sentence level work:</b> subject; object</p> <p><b>Word meaning:</b> similes, metaphors, personification</p> <p><b>Spelling and punctuation:</b> parentheses</p> |

|                                   |                                                                                                                                                |  |  |  |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
|                                   | <div>weaknesses</div> <ul style="list-style-type: none"><li>Identifies how stereotypes are created and their effects on the listener</li></ul> |  |  |  |
| <div>WEEK</div> <div>9 – 10</div> | SUMMATIVE ASSESSMENT                                                                                                                           |  |  |  |

## SECTION 4

### ASSESSMENT IN HOME LANGUAGE

#### 4.1 INTRODUCTION

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

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

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

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

The programme of assessment allows for summative assessment, which could take the form of a test or examination, at the end of every term. The work on which assessment is conducted must have been covered during the term. The assessment items must be pitched at different cognitive levels to ensure validity. See table 1 below.

## **4.2 INFORMAL OR DAILY ASSESSMENT**

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

Informal assessment is a daily monitoring of learners' progress. The purpose hereof -is to continuously collect information that can be used to improve their learning.. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions etc. Informal assessment should be used to provide feedback to learners and to inform planning for teaching. The results of the informal or daily assessment tasks may not be formally recorded unless the teacher wishes to do so. Learners or teachers can mark these assessment tasks. Learners' participation in assessment (self or peer assessment) enable them to learn from and reflect on their own or others' performance.

## **4.3 FORMAL ASSESSMENT**

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessment include tests, examinations, practical tasks, projects, oral presentations, demonstrations, performances etc.

Formal assessment tasks form part of a year-long formal Programme of Assessment (POA) in each grade tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment tasks are subject to

moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

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

#### **4.3.1 Formal Assessment requirements for Home Language**

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

The tasks must be dealt with as follows:

- Two formal assessment tasks to be completed at the end of each of the first three terms AND one in the fourth term. One of the tasks must be a mid-year test or examination.
- The first formal assessment task in each term should be done in the middle of the term. The second formal assessment task in each term should be done towards the end of the term.
- Each formal assessment task should be made up of activities that assess Listening and Speaking, Reading, Writing, and Language structure and Use, and should take place over a period of days. Language structure and use should be assessed in context.
- Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Ensure that these aspects have been informally assessed and feedback given to the learner before they are formally assessed.
- All assessment in the Intermediate Phase is internal.

#### **4.3.2 Focus on Reading and Writing**

The main skills in languages are output skills such as Reading and Writing. Learners apply their thinking skills and their knowledge of language items and structures. For this reason, major emphasis is placed on the application of knowledge rather than on

language knowledge. The implication here is that there is a weighting between the different language skills that should be observed and that we should be guided by the percentage awarded to each language skill within an assessment task.

### 4.3.3 The form of tasks per term

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

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

**Table 1**

| Cognitive Levels in questioning (Comprehension)                        | Percentage of Task |
|------------------------------------------------------------------------|--------------------|
| Level 1 (Barret's level 1 & 2 questions – direct or recall questions)  | 40%                |
| Level 2 (Barret's level 3 questions – inferences)                      | 40%                |
| Level 3 (Barret's level 4 & 5 questions – evaluation and appreciation) | 20%                |

## 4.4 PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks.

### Subject requirements

Requirements for the compilation of a task is given in percentages. Where the programme indicates 20 per cent for a language skill it means that in the final allocation of marks for that language skill should be 20 per cent of the total and not twenty marks. Schools are

not limited to a number of marks allocated to a language skill as long as the weighting for each language skill is observed for each task according to the percentage allocated in the assessment programme. For example in Grade 4, , a language knowledge test may be set for 50 marks or more, as long as the final weighting does not exceed the weighting indicated in the assessment programme.

In Writing parts of the planning process or the whole process should be assessed at least once per term. The lengths of texts for writing as indicated in Section 3.3 should be strictly adhered to.

## The Programme of Assessment

| <i>Term 1</i>                                       |            |                                                     |            |                                                     |            |
|-----------------------------------------------------|------------|-----------------------------------------------------|------------|-----------------------------------------------------|------------|
| Grade 4                                             |            | Grade 5                                             |            | Grade 6                                             |            |
| Task 1                                              | %          | Task 1                                              | %          | Task 1                                              | %          |
| Narrative text}                                     |            | Narrative text}                                     |            | Narrative text                                      |            |
| Listens to and speaks about family / friends / pets | 25         | Listens to and speaks about family / friends / pets | 20         | Listens to and speaks about family / friends / pets | 20         |
| Language use in speaking about narrative texts      | 15         | Language use in speaking about narrative texts      | 15         | Language use in speaking about narrative texts      | 15         |
| Reads aloud                                         | 20         | Reads aloud                                         | 20         | Reads aloud                                         | 15         |
| Reflects on stories/text read independently         | 15         | Reflects on stories/text read independently         | 15         | Reflects on stories/text read independently         | 20         |
| Writes a-paragraph about family / friends / pets    | 25         | Writes a-paragraph about family / friends / pets    | 30         | Writes a-paragraph about family / friends / pets    | 30         |
| <b>Total</b>                                        | <b>100</b> | <b>Total</b>                                        | <b>100</b> | <b>Total</b>                                        | <b>100</b> |

| Task 2                             | %  | Task 2                             | %  | Task 2                             | %  |
|------------------------------------|----|------------------------------------|----|------------------------------------|----|
| Literature (poetry)                |    | Literature (poetry)                |    | Literature (poetry)                |    |
| Listens to and speaks about poetry | 20 | Listens to and speaks about poetry | 20 | Listens to and speaks about poetry | 20 |
| Comprehension test                 | 30 | Comprehension test (poem)          | 30 | Comprehension test (poem)          | 30 |

|                                              |            |                                              |            |                                              |            |
|----------------------------------------------|------------|----------------------------------------------|------------|----------------------------------------------|------------|
| Language structure and use taken from a poem | 20         | Language structure and use taken from a poem | 20         | Language structure and use taken from a poem | 20         |
| Writes a poem                                | 30         | Writes a poem                                | 30         | Writes a poem                                | 30         |
| <b>Total</b>                                 | <b>100</b> | <b>Total</b>                                 | <b>100</b> | <b>Total</b>                                 | <b>100</b> |

| <i>Term 2</i>                                               |            |                                                             |            |                                                             |            |
|-------------------------------------------------------------|------------|-------------------------------------------------------------|------------|-------------------------------------------------------------|------------|
| <b>Grade 4</b>                                              |            | <b>Grade 5</b>                                              |            | <b>Grade 6</b>                                              |            |
| <b>Task 1</b>                                               | <b>%</b>   | <b>Task 1</b>                                               | <b>%</b>   | <b>Task 1</b>                                               | <b>%</b>   |
| Instructional text                                          |            | Instructional text                                          |            | Instructional text                                          |            |
| Listening and responding to instructional texts             | 25         | Listening and responding to instructional texts             | 20         | Listening and responding to instructional texts             | 20         |
| Language structure and use taken from an instructional text | 15         | Language structure and use taken from an instructional text | 15         | Language structure and use taken from an instructional text | 15         |
| Reads aloud                                                 | 20         | Reads aloud                                                 | 20         | Reads aloud                                                 | 15         |
| Reflects on stories/text read independently                 | 15         | Reflects on stories/text read independently                 | 15         | Reflects on stories/text read independently                 | 20         |
| Writes an instructional text                                | 25         | Writes an instructional text                                | 30         | Writes an instructional text                                | 30         |
| <b>Total</b>                                                | <b>100</b> | <b>Total</b>                                                | <b>100</b> | <b>Total</b>                                                | <b>100</b> |

| <b>Task 2 (June test/examination)</b>          | <b>%</b>   | <b>Task 2 (June test/examination)</b>          | <b>%</b>   | <b>Task 2 (June test/examination)</b>          | <b>%</b>   |
|------------------------------------------------|------------|------------------------------------------------|------------|------------------------------------------------|------------|
| Informational/descriptive texts (report)       |            | Informational/descriptive texts (report)       |            | Paper 1                                        |            |
| Listens to and speaks about reports            | 20         | Listens to and speaks about reports            | 20         |                                                | 20         |
| Comprehension test (report)                    | 30         | Comprehension test (report)                    | 30         | Comprehension test (report)                    | 30         |
| Language structure and use taken from a report | 20         | Language structure and use taken from a report | 20         | Language structure and use taken from a report | 30         |
| Writes a report                                | 30         | Writes a descriptive text                      | 30         | Paper 2:<br>Biography<br>Short report          | 40         |
| <b>Total</b>                                   | <b>100</b> | <b>Total</b>                                   | <b>100</b> | <b>Total</b>                                   | <b>100</b> |

| <b><i>Term 3</i></b>                          |          |                                               |          |                                               |          |
|-----------------------------------------------|----------|-----------------------------------------------|----------|-----------------------------------------------|----------|
| <b>Task 1</b>                                 | <b>%</b> | <b>Task 1</b>                                 | <b>%</b> | <b>Task 1</b>                                 | <b>%</b> |
| Narrative texts (tall story-                  |          | Narrative texts (tall story)                  |          | Narrative texts (tall story)                  |          |
| Listens to and speaks about tall stories      | 25       | Listens to and speaks about tall stories      | 20       | Listens to and speaks about tall stories      | 20       |
| Language structure and use taken from a story | 15       | Language structure and use taken from a story | 15       | Language structure and use taken from a story | 15       |
| Reads aloud                                   | 20       | Reads aloud                                   | 20       | Reads aloud                                   | 15       |

|                                             |            |                                             |            |                                             |            |
|---------------------------------------------|------------|---------------------------------------------|------------|---------------------------------------------|------------|
| Reflects on stories/text read independently | 15         | Reflects on stories/text read independently | 15         | Reflects on stories/text read independently | 20         |
| Writes own tall story                       | 25         | Writes own tall story                       | 30         | Writes own tall story                       | 30         |
| <b>Total</b>                                | <b>100</b> | <b>Total</b>                                | <b>100</b> | <b>Total</b>                                | <b>100</b> |

| <b>Task 2</b>                                    | <b>%</b>   | <b>Task 2</b>                                    | <b>%</b>   | <b>Task 2</b>                                 | <b>%</b>   |
|--------------------------------------------------|------------|--------------------------------------------------|------------|-----------------------------------------------|------------|
| Dialogue/drama                                   |            | Dialogue/drama                                   |            | Dialogue/drama                                |            |
| Listens to and speaks about dialogues            | 20         | Listens to and speaks about dialogues            | 20         | Listens to and speaks about dramas            | 20         |
| Comprehension test (dialogue)                    | 30         | Comprehension test (dialogue)                    | 30         | Comprehension test (drama)                    | 30         |
| Language structure and use taken from a dialogue | 20         | Language structure and use taken from a dialogue | 20         | Language structure and use taken from a drama | 20         |
| Writes a dialogue                                | 30         | Writes a dialogue                                | 30         | Writes a drama                                | 30         |
| <b>Total</b>                                     | <b>100</b> | <b>Total</b>                                     | <b>100</b> | <b>Total</b>                                  | <b>100</b> |

***Term 4***

| <b>Task 1</b>                                          | <b>%</b> | <b>Task 1</b>                                    | <b>%</b> | <b>Task 1</b>                                           | <b>%</b> |
|--------------------------------------------------------|----------|--------------------------------------------------|----------|---------------------------------------------------------|----------|
| Persuasive texts (advertisement)                       |          | Persuasive texts (speech)                        |          | Persuasive texts (book report)                          |          |
| Listens to and speaks about a speech                   | 25       | Listens to and speaks about a speech             | 20       | Listens to and speaks about a speech                    | 20       |
| Language structure and use taken from an advertisement | 15       | Language structure and use taken from the speech | 15       | Language structure and use taken from a book discussion | 15       |
| Reads aloud                                            | 20       | Reads aloud                                      | 20       | Reads aloud                                             | 15       |

|                                             |            |                                             |            |                                             |            |
|---------------------------------------------|------------|---------------------------------------------|------------|---------------------------------------------|------------|
| Reflects on stories/text read independently | 15         | Reflects on stories/text read independently | 15         | Reflects on stories/text read independently | 20         |
| Writes an advertisement                     | 25         | Writes a speech                             | 30         | Writes a book report                        | 30         |
| <b>Total</b>                                | <b>100</b> | <b>Total</b>                                | <b>100</b> | <b>Total</b>                                | <b>100</b> |

| Task 2 (November test/examination)             | %          | Task 2                                         | %          | Task 2                                                     | %          |
|------------------------------------------------|------------|------------------------------------------------|------------|------------------------------------------------------------|------------|
| Transactional texts (letter)                   |            | Transactional texts (letter)                   |            | Paper 1<br>Comprehension<br>Language structure and use     | 40         |
| Listens to and speaks about letters            | 20         | Listens to and speaks about letters            | 20         | Paper 2<br>Writes narrative paragraph<br>Writes a dialogue | 40         |
| Comprehension test                             | 30         | Comprehension test                             | 30         | Paper 3: Oral                                              | 20         |
| Language structure and use taken from a letter | 20         | Language structure and use taken from a letter | 20         |                                                            |            |
| Writes a dialogue                              | 30         | Writes a dialogue                              | 30         |                                                            |            |
| <b>Total</b>                                   | <b>100</b> | <b>Total</b>                                   | <b>100</b> | <b>Total</b>                                               | <b>100</b> |

## 4.5 RECORDING AND REPORTING

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

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

### CODES AND PERCENTAGES FOR RECORDING AND REPORTING

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

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

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

#### **4.6 MODERATION OF ASSESSMENT TASKS**

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

##### **Requirements for moderation of Formal Assessment Tasks(SBA)**

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

Reliability refers to the attainment of the same 'test' results when the same assessment instrument is used again by a different assessor.

Assessment should also be fair towards the learner. The learner must be well informed about the skills that will be measured and the instrument that is going to be used. The rubric should give guidance to learners about expectations for the task. Fairness also implies that the learner must have been exposed to similar learning experiences before the final assessment.

Moderators at school level must give quality comments based on the requirements above to ensure that the assessment practice at school is enhanced. Moderation cannot simply be a monitoring exercise to check that the number of tasks have been done or that a memorandum has been applied correctly. In Languages it means that the moderator will give good

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

#### **4.7 General**

This document should be read in conjunction with:

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

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