

2021 National Recovery Annual Teaching Plan

South African Sign Language Home Language Grade 6 – Term 1



basic education
 Department:
 Basic Education
 REPUBLIC OF SOUTH AFRICA

GRADE 6 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 3 days	Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
WEEK 2	<p>Observes and discusses current issues based on news item</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Observes for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to the questions • Discusses the social, moral and cultural values in the text • Participates in a class / teacher-led discussion • Follows the observing process 	<p>“Reads” a news item</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting based on title and pictures • Activates prior knowledge • Asks and answer questions • Explains opinions about the text • Discusses new signs from the text • Shares thoughts and opinions • Reflects on what was viewed • Visualizes what is being ‘read’ • Evaluates and draws conclusions • Follows the visual reading process 	<p>Records a news item</p> <ul style="list-style-type: none"> • Plans: collects and organize information; sign facts • Gives a title • Uses an appropriate format, introduction (background, purpose, scope), body (answers to Who, What, Where, When, Why and How), conclusions • Selects appropriate content • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate language and conventions – role shifting if needed <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Phonology:</p> <p>Parameters</p> <p>Types of signs</p> <p>Minimal pairs: Stokoe principle</p>

GRADE 6 - TERM 1

SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 3-4</p>	<p>Observes and discusses a story / folklore</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are related and their effects on the viewer. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects cultural customs, values and beliefs • Reflects on the struggle between good and evil • Follows the observing process 	<p>“Reads” a story / folklore</p> <ul style="list-style-type: none"> • Pre-reading” activities, e.g. prediction based on title • Identifies the main idea, the characters and the plot • Identifies key details in what was viewed • Interprets and discusses message • Comments on storyline • Follow the visual “reading” process <ul style="list-style-type: none"> • Summarizes the text 	<p>Records a story</p> <ul style="list-style-type: none"> • Depicts a story /a past event / fiction • Uses a story line that is convincing • Establishes a time frame (i.e. past, present, future) and marks time changes when needed • Uses a captivating introductory paragraph • Uses an interesting ending • Ensures sustained interest with style and action • Uses descriptive elements • Uses clear structure – Beginning/ Middle / Ending <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording • Produces first draft (signed) • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Morphology: Classifiers</p> <p>Syntax/Semantics: Abstract nouns Determiners</p>
<p>FORMAL ASSESSMENT TASK 1 - OBSERVING AND SIGNING: Based on the work done in the term (20 marks) (Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.)</p>				

GRADE 6 - TERM 1

SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 5-6</p>	<p>Observes a persuasive text, e.g. “speech”</p> <ul style="list-style-type: none"> • Purpose / intention of presentation • Appropriate language register for audience • Facial expression and body language • Introduction and conclusion • Follows the observing and signing process <p>Un/prepared presentation: “speech”</p> <ul style="list-style-type: none"> • Use clearly expressed ideas showing awareness of audience and purpose • Use clear objective language showing purpose / intention of presentation • Use appropriate language register and tone for audience • Use appropriate facial expression and body language • Use persuasive language where applicable • Use effective introduction and conclusion 	<p>“Reads” a persuasive text, e.g. advertisement</p> <ul style="list-style-type: none"> • Infers meaning • Understands purpose of text • Expresses personal response to images • Evaluates the image for effectiveness • Asks relevant, critical questions using appropriate question forms, e.g. who, which, what, when, how, why • Discusses language use including persuasive and emotive language • Identifies and discusses graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed • Confirms purpose and audience • Follows the visual reading process 	<p>Records a persuasive text, e.g. an advertisement</p> <ul style="list-style-type: none"> • Keep the attention of the viewer—ensuring that the important signs stand out. • Creates a desire to own the product or use the service. • Considers the following in designing: <ul style="list-style-type: none"> - The target market (for whom the advertisement is intended) - Positioning (where and when the advertisement will appear) - Appeals (to what sense is the advertisement appealing?) - The structure - The language used (repetitive, figurative) 	<p>Syntax/Semantics:</p> <p>Basic sentence types: Statements, negations, questions, commands, topicalisation, conditionals, compound</p>
<p>FORMAL ASSESSMENT TASK 2: RECORDING</p> <ul style="list-style-type: none"> • Essay (20 marks) <p>Narrative or Descriptive 2 – 4 minutes Done during the term</p>				

GRADE 6 - TERM 1

SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Observes and discusses a dialogue (one signer)</p> <ul style="list-style-type: none"> • Observes dialogue conventions, such as turn taking. • Observes body language • Observes language register and tone. • Observes beginning and conclusion • Compiles questions • Makes notes • Participates in a class discussion, explaining own opinion 	<p>“Reads” a drama</p> <p>Focus on the key features of a drama:</p> <ul style="list-style-type: none"> • Context / Plot / sub-plot • Characterization • Message / theme • Background and setting • Mood, ironic twist and ending • Stage directions • Discusses author’s point of view. • Follows the visual reading and viewing process <p>• Summarizes the text</p>	<p>Records a dialogue (one signer - by using role shift)</p> <ul style="list-style-type: none"> • Uses correct dialogue conventions • Reveals characters and motivation • Maintains topic • Follows turn-taking rules • Uses SASL conventions appropriately including eye contact, register, style • Uses a variety of compound and complex sentences • Concludes the dialogue 	<p>Syntax/Semantics:</p> <p>Basic sentence types: Statements, negations, questions, commands, topicalisation, conditionals, compound</p> <p>Discourse</p> <p>Role shift</p>
<p>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 marks)</p> <ul style="list-style-type: none"> • Literary/Non- literary text (20 marks) • Visual text (10 marks) • Language Structures and Conventions (20 marks) <p>Activities for this task do not have to be done in one session.</p>				
WEEK 9-10	<p>Gives and follows instructions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the features of instructional signed text • Recalls procedure • Asks questions to clarify • Comments on clarity of instructions • Signs clear instructions • Gives clear instructions, e.g. on how to make a cup of tea • Follows the observing process 	<p>“Reads” a poem</p> <ul style="list-style-type: none"> • Literal meaning • Figurative meaning • Figures of speech, imagery, sign choice, signing mode (emotional intention), emotional responses and interpretations • Design features - rhyme, rhythm, eye gaze, pausing, refrain, alliteration (repetition of parameters) • Analyses and discusses the five parameters in different sign utterances and how they impact on the meaning • Expresses feelings stimulated by the poem 	<p>Records a poem</p> <ul style="list-style-type: none"> • Produce short poems • Use appropriate poetic devices, e.g. symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size • Use appropriate SASL discourse conventions <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Syntax/ Semantics:</p> <p>Figures of speech: simile, metaphor personification, idioms</p>

FORMATIVE ASSESSMENT ACTIVITIES			
Observing and Signing activities <ul style="list-style-type: none"> Variety of Observing and Signing activities Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> Visual Reading Process “Reading” for Comprehension activities Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> Recording Process Chunking Transactional Texts Essay Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities
GRADE 6 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1			
FORMAL ASSESSMENT TASK 1 - OBSERVING AND SIGNING: Based on the work done in the term (20 marks) (Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.)	FORMAL ASSESSMENT TASK 2: RECORDING <ul style="list-style-type: none"> Essay (20 marks) Descriptive / narrative (2 – 4 minutes) During the term	FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 MARKS) <ul style="list-style-type: none"> Literary/Non- literary text (20 marks) Visual text (10 marks) Language Structures and Conventions (20 marks) 	

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 6 – Term 2

GRADE 6 - TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Observes and discusses an instructional text, e.g. recipe, directions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Becomes familiar with the object or process • Considers vocabulary, grammar, expressions, technical language and phrases that might be used • Identifies the features of instructional text • Prepare clear and logical sequence of instructions, e.g. on how to make a cup of tea • Uses visual material e.g. instruction manuals with illustrations • Asks questions to clarify • Signs the instructions 	<p>“Reads” a recipe or other instructional text</p> <ul style="list-style-type: none"> • Shows understanding of the text and how it functions - sequence of instructions • Orders jumbled instructions • Uses appropriate “reading” and comprehension strategies: prediction, contextual clues • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or Instructions • Interprets visuals/ Answers questions about the visuals • Follows the visual reading and viewing process 	<p>Records an instructional text, e.g. on how to make a cup of tea</p> <ul style="list-style-type: none"> • Instructions must be in clear and logical sequence order - Lists materials and ingredients • Plans and prepares - clear and logical sequence of instructions • Becomes familiar with the process • Considers vocabulary, grammar, technical language and phrases - uses commands • Uses visual material <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Syntax/ Semantics: Prepositions</p> <p>Discourse: Cohesion and coherence</p>
<p>FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING: (20 marks) This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>				

GRADE 6 - TERM 2

SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 3-4</p>	<p>Observes a story / folklore</p> <ul style="list-style-type: none"> • Identifies and discusses the main message • Recalls specific detail in the story • Reflects on values and messages values • Discusses character, plot and setting • Follows the observing process <p>Participates in class / teacher led discussions</p> <ul style="list-style-type: none"> • Takes turns to sign • Stays on topic • Asks relevant questions • Maintains discussion <p>Responds to others' ideas with empathy and respect</p>	<p>“Reads” a longer story</p> <ul style="list-style-type: none"> • Collects and synthesizes information • Expresses ideas and opinions • Asks and answers questions • Identifies and comments on main idea and specific details • Discusses character, plot and setting • “Retells” the events in sequence • Follows the observing process <p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> • “Retells story” or main ideas in 3 to 5 sentences (summarizes) • Expresses emotional response to texts. • Relates to own life experiences • Compares texts “read” 	<p>Records a review on a signed text</p> <ul style="list-style-type: none"> • Reflects on individual response to a story • Evaluate or provide ‘critique’ to the text presented • Various reviewers may respond differently to the same text • Projects his/her ‘judgement’ on the work presented • Gives relevant facts, for example, title of the book, name/s of the author name of publisher, etc. <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Syntax: Semantics:</p> <p>Adjectives Synonyms Antonyms</p> <p>Discourse:</p> <p>Cohesion and coherence Chunking</p>

GRADE 6 - TERM 2

SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	Observes to and discusses a story <ul style="list-style-type: none"> Collects and synthesises information Expresses ideas and opinions Asks and answers questions Identifies and comments on main idea and specific details Discusses character, plot and setting "Retells" the events in sequence Follows the observing process 	"Reads" a story <ul style="list-style-type: none"> "Pre-reading" activities, e.g. prediction based on title Uses different types of questions in SASL Identifies main and supporting ideas Interprets and discusses message Comments on storyline Follows the visual reading process Summarises the text 	Records a descriptive chunk <ul style="list-style-type: none"> Describes someone / something to allow viewer to experience the topic vividly Creates a picture in signs Chooses signs and expressions carefully to achieve the desired effect Establishes a time frame (i.e. past, present, future) and marks time changes when needed Uses a captivating introductory paragraph and an interesting ending Uses figurative language, e.g. similes, metaphors Follows the recording process Uses the recording process <ul style="list-style-type: none"> Planning/pre-recording, Drafting (recording), Revising, Editing, Final recording, and Publishing/Presenting 	Syntax/ Semantics: Figures of speech: simile, metaphor personification, idioms Discourse: Cohesion and coherence Chunking
FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> Transactional text: (10 marks) To be done before the controlled test				

GRADE 6 - TERM 2

SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Observes and discusses an information text e.g. a news report</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and respond appropriately • Participates in a class discussion, explaining own opinion • Discusses format, features, language use and structure of the text • Asks critical questions which do not have obvious answers • Follows the observing process 	<p>“Reads” an information text e.g. a news report</p> <ul style="list-style-type: none"> • “Pre-reading”: predicting based on title and pictures • Activates prior knowledge • Asks and answer questions • Explains opinions about the text • Discusses new signs from the text • Shares thoughts and opinions • Reflects on what was viewed • Visualizes what is being ‘read’ • Evaluates and draws conclusions • Follows the visual reading process 	<p>Records an information text e.g. a news report</p> <ul style="list-style-type: none"> • Plans: collects and organize information; sign facts • Gives a title • Uses an appropriate format, introduction (background, purpose, scope), body (answers to Who, What, Where, When, Why and How), conclusions • Selects appropriate content • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate language and conventions –role shifting if needed <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Reinforcement of language structures and conventions covered in previous weeks</p>
WEEK 9-10	<p>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST</p> <p>RESPONSE TO TEXTS (50 marks)</p> <ul style="list-style-type: none"> • Literary/Non- literary text (20 marks) • Visual text (10 marks) • Summary (5 marks) • Language Structures and Conventions (15 marks) 			

FORMATIVE ASSESSMENT ACTIVITIES

Observing and Signing activities	Visual Reading and Viewing activities	Recording activities	Language Structures and Conventions activities
<ul style="list-style-type: none"> • Variety of Observing and Signing activities • Observing and Signing activities that comply with the Covid-19 conditions 	<ul style="list-style-type: none"> • Visual Reading Process • “Reading” for Comprehension activities • Literature activities based on the prescribed genres for the semester 	<ul style="list-style-type: none"> • Recording Process • Chunking • Transactional Texts • Essay • Creative Recording 	<ul style="list-style-type: none"> • Variety of Language Structures and Convention activities

GRADE 6 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2

FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING

(20 marks)

This task is a continuation from Term 1. It will be completed and recorded in Term 2.

FORMAL ASSESSMENT TASK 4: RECORDING

- Transactional text: (10 marks)

Recorded before the controlled test

FORMAL ASSESSMENT TASK 5: CONTROLLED TEST

RESPONSE TO TEXTS (50 MARKS)

- Question 1; Literary / non-literary text comprehension (20 marks)
- Question 2: Visual text comprehension (10 marks)
- Question 3: Summary (5 marks)
- Question 4: Language Structures and Conventions in context (15 marks)

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 6 – Term 3

GRADE 6 - TERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Conversation about drama:</p> <ul style="list-style-type: none"> • Takes part in informal conversations • Uses correct register • Maintains the conversation • Identifies main and supporting ideas • Answers questions <p>Participates in class / teacher led discussion</p> <ul style="list-style-type: none"> • Takes turns to turn • Stays on topic • Asks relevant questions • Maintains discussion <p>Responds to others' ideas with empathy and respect</p>	<p>“Reads” a drama Focus on the key features of a drama:</p> <ul style="list-style-type: none"> • Context / Plot / sub-plot • Characterization • Message / theme • Background and setting • Mood, ironic twist and ending • Stage directions • Follows the visual reading and viewing process <p>Reflects on texts “read” independently</p> <ul style="list-style-type: none"> • “Retells” drama or main ideas (summarizes) • Expresses emotional response to texts. • Relates to own life experiences 	<p>Records a dialogue (one signer - by using roleshift)</p> <ul style="list-style-type: none"> • Uses correct dialogue conventions • Maintains topic • Follows turn-taking rules • Uses SASL conventions appropriately including eye contact, register, style • Concludes the dialogue <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Discourse Roleshift</p>
WEEK 3-4	<p>Observes a description of an object and describes it</p> <ul style="list-style-type: none"> • Identifies the object described correctly • Uses signs that correctly describe the object • Uses some new signs • Uses adjectives 	<p>“Reads” a review of a drama</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title • Identifies different perspectives and gives own perspective based on the review • Asks questions • Clarifies issues • Answers higher order questions • Follows the visual reading process 	<p>Records a description of a character</p> <ul style="list-style-type: none"> • This is a brief description of a character as if you were trying to introduce the character. • Include in the description aspects such as physical appearance, mannerisms and values <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Morphology: Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs; Function of space</p>

SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Observes and discusses a short story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the viewer. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Follows the observing process 	<p>“Reads” a longer story</p> <ul style="list-style-type: none"> • Pre-reading” activities, e.g. prediction based on title • Uses different types of questions in SASL • Identifies main and supporting ideas • Interprets and discusses message • Comments on storyline • Follows the visual reading process) 	<p>Records a diary entry / vlog (social media message)</p> <ul style="list-style-type: none"> • Presents his/her evaluation of the day or event • Records from the signer’s point of view • The language choice is simple and to the point • Uses everyday language and keep to the point • The signing mode will be determined by the nature of the entry • Follows the recording process <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Syntax/Semantics:</p> <p>Adjectives Adverbs Pronouns (placement and indexing)</p>
WEEK 4 - 8	<p>PROJECT: Project based on any ONE of the literature genres studied: poems / folklore / short stories / drama / longer story. Note: There must be a variation of genres across the grades. Planning / Preparation/ Research/ Investigation of signed (“oral”) presentation and creative recording of project.</p>			
<p>FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT (40 marks) Stage 1: Research (Learners do research on their project) (10 marks) Weeks 4 – 5</p> <p>Stage 2: Recording (Learners engage in the recording of their project. Introduction and explanation of project instructions and methodology.) (30 marks)</p> <ul style="list-style-type: none"> • Planning/pre-recording of the creative recording project • Drafting (recording) • Revising • Editing • Final recording • Publishing/Presenting 		<p>FORMAL ASSESSMENT TASK 7: CREATIVE RECORDING PROJECT (20 marks) Stage 3: Signed presentation (Learners do the Signed presentation of their project) (20 marks) Signed (“oral”) presentation</p> <ul style="list-style-type: none"> • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Shows evidence of research/ investigation • Uses appropriate body language and presentation skills, e.g. makes eye contact, pace, signing mode, size, etc. • Participates in a discussion • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others 		

	Week 6		(Commence with the signed task in term 3 and conclude in term 4 when the mark will be recorded.)	
WEEK 7-8	<p>Observes a signed presentation on how to follow instructions or procedures</p> <ul style="list-style-type: none"> • Observes the product carefully • Considers sign choice and technical language • Observes the logical sequence of instructions • Notes the pace and signing size/modulation • SASL structure • Follows the observing process <p>Signs instructions on how to use a product</p> <ul style="list-style-type: none"> • Becomes familiar with the object and process • Considers sign choice and technical language • Prepares a logical sequence of instructions • Considers pace and signing size/modulation • Uses correct SASL structure 	<p>“Reads” an information text e.g. instructions or procedures</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Skimming and scanning signed text features • Understanding the sequence • Coherence in presentation • Technical language and phrases • Visual material 	<p>Records an instructional text such as how to use a tool, prepare food, etc.</p> <ul style="list-style-type: none"> • Uses appropriate format, style • Focuses on a target audience with purpose and context • Chunk cohesion • Uses suitable sign choice and sentence structure • Logical sequencing 	<p>Morphology:</p> <p>Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs; Function of space</p>

SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	<p>Observes and discusses information text with visuals</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and respond appropriately • Participates in a class discussion, explaining own opinion • Reflects, clarifies and discusses • Asks critical questions • Follows the observing process 	<p>“Reads” an information text with visuals (e.g. pictures/diagrams/maps)</p> <ul style="list-style-type: none"> • Infers meaning • Understands purpose of text • Expresses personal response to images • Evaluates the image for effectiveness • Confirms purpose and audience • Follows the visual reading process 	<p>Records an information text, e.g. a news item</p> <ul style="list-style-type: none"> • Plans: collects and organize information; sign facts • Gives a title • Uses an appropriate format, introduction (background, purpose, scope), body (answers to Who, What, Where, When, Why and How), conclusions • Selects appropriate content • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate language and conventions –role shifting if needed <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Reinforcement of language structures and conventions covered in previous weeks</p>

FORMATIVE ASSESSMENT ACTIVITIES

<p>Observing and Signing activities</p> <ul style="list-style-type: none"> • Variety of Observing and Signing activities • Observing and Signing activities that comply with the Covid-19 conditions 	<p>Visual Reading and Viewing activities</p> <ul style="list-style-type: none"> • Visual Reading Process • “Reading” for Comprehension activities • Literature activities based on the prescribed genres for the semester 	<p>Recording activities</p> <ul style="list-style-type: none"> • Recording Process • Chunking • Transactional Texts • Essay • Creative Recording 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities
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GRADE 6 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3

<p>FORMAL ASSESSMENT TASK 6</p> <ul style="list-style-type: none"> • Creative Recording (10+30=40 marks) <p>Project based on any ONE of the literature genres studied: poems / short stories / folklore / drama / longer story</p>	<p>FORMAL ASSESSMENT TASK 7 Observing and signing</p> <ul style="list-style-type: none"> • Signed presentation of project (20 marks) <p>Note: There must be a variation of genres across the grades.</p> <p>Commence with the signed (“oral”) task in term 3 and conclude in term 4 when the mark will be recorded.</p>
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2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 6 – Term 4

GRADE 6 - TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Observes and discusses an instructional text, e.g. recipe, directions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure and gives specific detail • Gives clear instructions • Asks questions to clarify and responds appropriately • Comments on clarity of instructions <p>Gives clear instructions, e.g. on how to make a cup of tea</p> <ul style="list-style-type: none"> • Plans and prepares • Becomes familiar with the object or process • Considers vocabulary, grammar, expressions, technical language and phrases that might be used • Prepares clear and logical sequence of instructions • Uses visual material e.g. instruction manuals with illustrations • Signs the instructions 	<p>“Reads” an instructional text e.g. recipe, direction</p> <ul style="list-style-type: none"> • Pre-reading”: predicting from title and pictures • Uses “reading” strategies, e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Discusses new signs • Follows the visual reading process 	<p>Records an instructional text</p> <ul style="list-style-type: none"> • Instructions must be in clear and logical sequence order - Lists materials and ingredients • Plans and prepares - clear and logical sequence of instructions • Becomes familiar with the process • Considers vocabulary, grammar, technical language and phrases - uses commands • Uses visual material <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Syntax and Semantics: Adverbs of time, manner, location, intensification Modals</p>
<p>FORMAL ASSESSMENT TASK 7:</p> <p>Observing and Signing: Signed presentation (20 marks)</p> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>				

GRADE 6 - TERM 4

SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 3-4</p>	<p>Observes a humorous story</p> <ul style="list-style-type: none"> • Depicts a story or humorous event • Identifies and discusses the main message • Recall specific detail in the story • Reflects on values and messages values • Discuss character, plot and setting • Follows the observing process 	<p>“Reads” a humorous story</p> <ul style="list-style-type: none"> • “Pre-reading” activities, e.g. prediction based on title • Uses different types of questions in SASL • Identifies main and supporting ideas • Interprets and discusses message • Comments on storyline • Follows the visual “reading” process <p>• Summarises the text</p>	<p>Records a short summary</p> <ul style="list-style-type: none"> • Plots main events using a flow chart • Orders logically • Expresses ideas clearly and logically • Reflects on emotional response • Makes recommendations <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Morphology:</p> <p>Predicates Temporal aspect, simple/punctual – repetitive /iterative, habitual</p> <p>Syntax/ Semantics:</p> <p>Tense</p>
<p>WEEK 5-6</p>	<p>Observes and discusses a dialogue (one signer)</p> <ul style="list-style-type: none"> • Observes dialogue conventions, such as turn taking. • Observes body language • Observes language register and tone. • Observes beginning and conclusion • Compiles questions • Makes notes • Participates in a class discussion, explaining own opinion <p>Role-plays a dialogue (one signer - by using role shift)</p> <ul style="list-style-type: none"> • Use of correct dialogue conventions, such as turn taking. • Appropriate body language • Appropriate language register and tone • Suitable beginning and conclusion • Maintains discussion • Responds to others’ ideas with empathy and respect 	<p>“Reads” a poem</p> <ul style="list-style-type: none"> • Asks and answers questions • Compares different poems viewed • Expresses feelings stimulated by the poem • Discusses main idea and specific details such as the figure of speech elements presented in the poem • Discusses the purpose of the text • Identifies and discuss design features, rhyme, rhythm, eye gaze, pausing, parameters, repetition etc. 	<p>Records a poem</p> <ul style="list-style-type: none"> • Produces short poems • Uses appropriate poetic devices, e.g. symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size • Uses appropriate SASL discourse conventions <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Syntax/ Semantics:</p> <p>Basic sentence types: Question mark wobble</p> <p>Figures of speech: simile, metaphor personification, idioms</p>

GRADE 6 - TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	FORMAL ASSESSMENT TASK 8: <ul style="list-style-type: none"> Transactional text: (10 marks) Recorded before the controlled test			
WEEK 7-8	Revision and preparation for test	Revision and preparation for test	Revision and preparation for test	Revision and preparation for test
WEEK 9-10	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (50 marks) <ul style="list-style-type: none"> Question 1: Literary/Non- literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (5 marks) Question 4: Language Structures and Conventions (15 marks) 			
FORMATIVE ASSESSMENT ACTIVITIES				
	Observing and Signing activities <ul style="list-style-type: none"> Variety of Observing and Signing activities Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> “Reading” Process “Reading” for Comprehension activities Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> Recording Process Chunking Transactional Texts Essay Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 6 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4		
FORMAL ASSESSMENT TASK 7: OBSERVING AND SIGNING <ul style="list-style-type: none"> Signed (“oral”) presentation (20 marks) This task is a continuation from Term 3. It will be completed and recorded in Term 4.	FORMAL ASSESSMENT TASK 8: RECORDING <ul style="list-style-type: none"> Transactional text: (10 marks) Recorded before the controlled test	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (50 MARKS) <ul style="list-style-type: none"> Question 1: Literary / non-literary text comprehension (20 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary (5 marks) Question 4: Language Structures & Conventions (15 marks)