

# REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 5 - ENGLISH HL - TERM 1 - 4)



GRADE 5 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 1 – 2</b>	<p><b>Listens and responds to a story</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies main ideas and specific details</li> <li>• Relates to own life</li> <li>• Discusses and gives opinion</li> </ul>	<p><b>Reads a story</b></p> <p>Text from the textbook or TRF:</p> <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> <li>• Uses a dictionary for vocabulary development</li> </ul>	<p><b>Writes a story (Narrative /Descriptive)</b></p> <ul style="list-style-type: none"> <li>• Selects content appropriate for the purpose</li> <li>• Uses appropriate language and text structure</li> <li>• Uses the correct format</li> <li>• Writes topic sentences and includes relevant information to develop coherent paragraphs</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses a dictionary for spelling and vocabulary development</li> <li>• Uses complex tenses</li> </ul> <p><b>Uses the writing process</b></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>	<p><b>Word level work:</b> common and proper nouns, noun prefixes, suffixes</p> <p><b>Sentence level work:</b> simple past tense</p> <p><b>Word meaning:</b> synonyms</p> <p><b>Spelling and punctuation:</b> full stop, comma, quotation marks and dictionary use</p>
<p><b>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.</b></p>				

**GRADE 5 TERM 1**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p><b>WEEK 3-4</b></p>	<p><b>Listens and responds to an information text</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</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 a group situation</li> </ul>	<p><b>Reads information text</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>• 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 opinions using speculation</li> <li>• Uses a mind-map/notes to summarise information</li> <li>• Uses a dictionary for vocabulary Development</li> </ul> <p><b>Reads social texts</b>, e.g. sms / email</p> <ul style="list-style-type: none"> <li>• Explains main message</li> <li>• Identifies features of text</li> <li>• Discusses purpose of text</li> <li>• Uses a dictionary to find meaning of new words</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Retells story or main ideas</li> <li>• Expresses emotional response to texts read</li> <li>• Relates to own life</li> </ul>	<p><b>Writes information text</b></p> <ul style="list-style-type: none"> <li>• Writes three – four paragraphs</li> <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> <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><b>Writes an sms/ email</b></p> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> <li>• Organises information correctly</li> <li>• Uses correct format, e.g. salutation, date, etc.</li> </ul> <p><b>Uses the writing process</b></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>Presents neat, legible final draft</p>	<p><b>Word level work:</b> finite verbs, infinite verbs</p> <p><b>Sentence level work:</b> simple present tense, simple future tense</p> <p><b>Word meaning:</b> personification, proverbs, idiom, simile</p>

**FORMAL ASSESSMENT: TASK 1: ORAL**

- Read Aloud (20 marks)

Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.

**GRADE 5 TERM 1**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK</b>  <b>5 – 6</b>	<p><b>Listens and responds to a newspaper article</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> <li>• Uses information from the text in response to questions</li> <li>• Comments on the social, moral and cultural values in the text</li> <li>• Discusses the assumptions and the intention of the writer</li> </ul>	<p><b>Reads a newspaper article</b> from the textbook or TRF or any other source</p> <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> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul>	<p><b>Writes a newspaper article</b></p> <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>• Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation</li> </ul> <p><b>Uses the writing process</b></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>	<p><b>Word meaning:</b> prepositions, determiners, articles</p> <p><b>Sentence level work:</b> tenses</p> <p><b>Word meaning:</b> antonyms</p> <p><b>Spelling and punctuation:</b> question marks, dictionary use, word order</p>
<b>FORMAL ASSESSMENT TASK 2: WRITING</b> <ul style="list-style-type: none"> <li>• Essay (20 marks) Narrative or Descriptive</li> </ul> <p>During the term</p>				

**GRADE 5 TERM 1**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<p align="center"><b>WEEK 7 – 8</b></p>	<p><b>Listens and responds to story, e.g. folklore story (myth/legend) from a class reader.</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>• Distinguishes between realistic and unrealistic events</li> <li>• Justifies own opinion</li> <li>• Responds sensitively to ideas and suggestions</li> <li>• Gives balanced and constructive feedback on: plot, theme, setting</li> </ul>	<p><b>Reading a story, e.g. a folklore story (myth/legend) from the textbook or class reader</b></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</li> <li>• Reads aloud individually with clear Expression</li> <li>• Comments on plot, theme, characters and setting</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul>	<p><b>Writing a story, e.g. a folklore story (myth/legend)</b></p> <ul style="list-style-type: none"> <li>• Uses animal 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>• Uses figurative language, e.g. similes, metaphors</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Uses appropriate grammar, spelling and punctuation</li> </ul> <p><b>Uses the writing process</b></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>	<p><b>Word level work:</b> noun prefixes, adjectives, adverbs, pronouns, conjunctions</p> <p><b>Sentence level work:</b> subject, object, subject-verb agreement, concords,</p> <p><b>Word meaning:</b> proverbs, idioms, metaphor</p> <p><b>Spelling and punctuation:</b> dictionary use</p>
<p><b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks)</b></p> <ul style="list-style-type: none"> <li>• Literary/Non- literary text (15 marks)</li> <li>• Visual text (10 marks)</li> <li>• Language Structures and Conventions (15 marks)</li> </ul> <p>Activities for this task do not have to be written in one session</p>				

GRADE 5 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9 – 10	<b>Listens and responds to a poem</b> <ul style="list-style-type: none"> <li>Discusses central idea</li> <li>Appreciates and responds to the sound effects stimulated by the poem</li> </ul>	<b>Reads a poem</b> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title</li> <li>Identifies rhyme, alliteration and onomatopoeia and their effects</li> <li>Identifies and explains similes and metaphors</li> </ul>	<b>Writes a poem</b> <ul style="list-style-type: none"> <li>Uses alliteration</li> <li>Uses figurative language e.g. similes, metaphors</li> <li>Uses appropriate rhyme</li> </ul> <b>Uses the writing process</b> <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> </ul>	<b>Word meaning:</b> alliteration, similes, onomatopoeia, metaphor
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>				
	<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> <li>Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Reading Process</li> <li>Reading aloud activities</li> <li>Reading Comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>Writing Process</li> <li>Paragraphing</li> <li>Transactional Texts</li> <li>Essay</li> <li>Creative Writing</li> </ul>	<b>Language Structures and Conventions activities</b> <ul style="list-style-type: none"> <li>Variety of Language Structures and Convention activities</li> </ul>
<b>GRADE 5 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1</b>				
<b>FORMAL ASSESSMENT TASK 1 ORAL</b> <ul style="list-style-type: none"> <li>Read aloud (20 marks)</li> </ul> Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.	<b>FORMAL ASSESSMENT TASK 2: WRITING</b> <ul style="list-style-type: none"> <li>Essay (20 marks) Descriptive / narrative (3 paragraphs)</li> </ul> During the term	<b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks)</b> <ul style="list-style-type: none"> <li>Literary/Non- literary text (15 marks)</li> <li>Visual text (10 marks)</li> <li>Language Structures and Conventions (15 marks)</li> </ul>		

**GRADE 5 TERM 2**

SKIL	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 1-2</b>	<p><b>Gives and follows instructions</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens and gives specific detail</li> <li>• Uses correct sequence</li> <li>• Asks relevant questions and responds appropriately</li> <li>• Carries out instructions</li> </ul>	<p><b>Reads an instructional text containing a sequence of instructions</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 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> <li>• Discusses new vocabulary from the read tex</li> <li>• Uses a dictionary</li> </ul>	<p><b>Writes instructions e.g. how to make a sandwich</b></p> <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> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning / pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> adverbs of manner, time, place, degree; prepositions, moods, adjectives</p> <p><b>Sentence level work:</b> simple sentences, complex sentences</p> <p><b>Spelling and punctuation:</b> full stop, exclamation marks, abbreviations – acronyms, initialisation, truncation</p>

**FORMAL ASSESSMENT TASK 1: ORAL Read Aloud (20 marks)**

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

**GRADE 5 TERM 2**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<p align="center"><b>WEEK 3- 4</b></p>	<p><b>Listens and responds to a report</b></p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Listens to central idea and specific Details</li> <li>• Answers questions</li> <li>• Shares ideas and offers opinion</li> <li>• Analyses information</li> <li>• Summarises information</li> <li>• Presents information using a table/chart/graph</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>• Formulates relevant content based on investigation</li> <li>• Converts information from one form to another</li> <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>Word level work:</b> adjectives, pronouns, conjunctions, connections</p> <p><b>Sentence level work:</b> past continuous tense, future continuous tense, active and passive voice, reported speech, question form</p> <p><b>Spelling and punctuation:</b> ellipsis, exclamation mark, quotation marks, question marks</p>

**GRADE 5 TERM 2**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<b>WEEK 5 - 6</b>	<p><b>Listens to a poem</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <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>• 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><b>Reads a poem</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 pictures</li> <li>• Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending</li> <li>• Identifies rhyme and rhythm and comments on their effect on the listener</li> <li>• Expresses feelings and opinions</li> <li>• Relates to own life</li> <li>• Uses a dictionary for vocabulary development</li> </ul>	<p><b>Writes a poem</b></p> <ul style="list-style-type: none"> <li>• Uses alliteration, (consonance and 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>	<p><b>Word level work:</b> collective nouns, abstract nouns, interjections</p> <p><b>Sentence level work:</b> present continuous tense</p> <p><b>Word meaning:</b> alliteration, assonance, consonance, personification, rhythm, rhyme, metaphor, simile</p> <p><b>Spelling and punctuation:</b> word division, dictionary use, exclamation mark</p>
<p><b>FORMAL ASSESSMENT TASK 4:</b></p> <ul style="list-style-type: none"> <li>• <b>Transactional writing: (10 marks)</b> <b>Written before the controlled test</b></li> </ul>				

**GRADE 5 TERM 2**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center"><b>WEEK 7 - 8</b></p>	<p><b>Listens to and discusses folklore (myth/legend)</b></p> <p>Text from the textbook, class reader or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <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>Reads folklore (myth/legend)</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 of characters</li> <li>• Discusses new vocabulary from the text</li> <li>• Uses a dictionary</li> </ul>	<p><b>Writes a folklore (myth/legend)</b></p> <ul style="list-style-type: none"> <li>• Uses animal 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>• 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 characters</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> infinite verbs, gerund, singular and plural, diminutive prefixes (African languages), adjectives</p> <p><b>Sentence level work:</b> object; questions, direct and indirect speech</p> <p><b>Spelling and punctuation:</b> quotation marks</p>

<p>WEEK 9 - 10</p>	<p><b>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS)</b></p> <ul style="list-style-type: none"> <li>• Question 1: Literary/Non- literary text (15 marks)</li> <li>• Question 2: Visual text (10 marks)</li> <li>• Question 3: Summary writing (5 marks)</li> <li>• Question 4: Language Structures and Conventions (10 marks)</li> </ul>			
<p><b>FORMATIVE ASSESSMENT ACTIVITIES</b></p>				
<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> <li>• Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>		<p><b>Reading and Viewing activities</b></p> <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Reading aloud activities</li> <li>• Reading Comprehension activities</li> <li>• Literature activities based on the three prescribed genres for the semester</li> </ul>	<p><b>Writing and Presenting activities</b></p> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Paragraphing</li> <li>• Transactional Texts</li> <li>• Essay</li> <li>• Creative Writing</li> </ul>	<p><b>Language Structures and Conventions activities</b></p> <ul style="list-style-type: none"> <li>• Variety of Language Structures and Convention activities</li> </ul>
<p><b>GRADE 5 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2</b></p>				
<p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>• Read Aloud (20 marks)</li> </ul> <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>	<p><b>FORMAL ASSESSMENT TASK 4: WRITING</b></p> <ul style="list-style-type: none"> <li>• Transactional writing: (10 marks)</li> </ul> <p>Written before the controlled test</p>	<p><b>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST (40 marks) RESPONSE TO TEXTS</b></p> <ul style="list-style-type: none"> <li>• Question 1: Literary / non-literary text comprehension (15 marks)</li> <li>• Question 2: Visual text comprehension (10 marks)</li> <li>• Question 3: Summary writing (5 marks)</li> <li>• Question 4: Language Structures and Conventions in context (10 marks)</li> </ul>		

**GRADE 5 TERM 3**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center"><b>WEEK 1 - 2</b></p>	<p><b>Listens to and responds to an extract from novel</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listen to extracts from the novel</li> <li>• Listens for main message and specific details</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>• Discusses the main ideas and specific details</li> <li>• Explains events clearly and in sequence</li> <li>• Expresses feelings in relation to events</li> <li>• Relates to own life</li> <li>• Discusses the social, moral and cultural values in the text</li> </ul>	<p><b>Reads an extract from a novel</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 book review</b></p> <ul style="list-style-type: none"> <li>• Uses a frame</li> <li>• Pre-writing: listens to extracts from a read novel</li> <li>• Selects content appropriate for the purpose</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>Word level work:</b> relative pronouns, reflexive pronouns, adjectives, adverbs, conjunctions, connections, interjections</p> <p><b>Sentence level work:</b> simple present tense, simple past tense, concords</p> <p><b>Word meaning:</b> similes, proverbs, idioms</p> <p><b>Spelling and punctuation:</b> full stop, comma, dictionary use, word division</p>

**GRADE 5 TERM 3**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center"><b>WEEK 3 -4</b></p>	<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>• Introductory activities: predicts from title/picture</li> <li>• Retells the drama scene in sequence</li> <li>• Identifies and discusses the central idea, plot, setting, atmosphere and characters</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>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 plot, setting 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>• Creates characters</li> <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, direct and indirect speech</p> <p><b>Word meaning:</b> oxymoron</p> <p><b>Spelling and punctuation:</b> quotation marks, semi-colon, inverted commas</p>

**GRADE 5 TERM 3**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center"><b>WEEK 5 -6</b></p>	<p><b>Listens and participates in a class discussion on project work based on literature study</b></p> <ul style="list-style-type: none"> <li>• Listens to information about project</li> <li>• Respects other learners by listening to them</li> <li>• Encourages other group members to support fellow learners</li> <li>• Code switches if necessary</li> <li>• Asks and answers questions</li> <li>• Shares ideas and opinions</li> <li>• Uses a framework to present ideas/thoughts/plans:               <ul style="list-style-type: none"> <li>-Topic</li> <li>-Main points and supporting ideas</li> <li>-Research / investigation to be done</li> </ul> </li> </ul>	<p><b>Reads a story</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>• Discusses main idea, characters and setting</li> <li>• Explains how writers use vocabulary and language to describe the plot, setting and characters</li> <li>• Reads aloud individually with clear Expression</li> <li>• Comments on plot, theme, setting</li> <li>• Gives reasons for action of characters</li> </ul>	<p><b>Writes a story (Narrative/Descriptive)</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> </ul> <p><b>Writes descriptions of characters</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> <li>• Plans, drafts and refines writing</li> </ul>	<p><b>Word level work:</b> verbs (infinitives), adjectives, adverbs, pronouns, conjunctions, types of nouns</p> <p><b>Sentence level work:</b> statements, questions, commands, direct and indirect speech</p> <p><b>Word meaning:</b> metaphors, similes, idioms, proverbs, homophones</p> <p><b>Spelling and punctuation:</b> colon, semi- colon, inverted comma, capital letters</p>

**GRADE 5 TERM 3**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<b>WEEK 7-8</b>	<p><b>Gives and follows instructions</b> Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens and gives specific detail</li> <li>• Uses correct sequence</li> <li>• Asks relevant questions and responds appropriately</li> <li>• Carries out instructions</li> </ul>	<p><b>Reads an instructional text containing a sequence of instructions (How to write a project)</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 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> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul>	<p><b>Writes instructions (How to write a project)</b></p> <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> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> degrees of comparison, adverbs</p> <p><b>Sentence level work:</b> simple short sentences, subject-verb agreement</p> <p><b>Spelling and punctuation:</b> abbreviations, inverted commas</p>

GRADE 5 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 4 - 8	Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel. Note: There must be a variation of genres across the grades. Planning / Preparation/ Research/ Investigation of oral presentation and creative writing of project.			
	<p><b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT (40 MARKS)</b></p> <p>Stage 1: Research (Learners do research on their project) (10 marks): Week 4 - 5</p> <p>Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)</p> <ul style="list-style-type: none"> <li>• Planning/pre-writing of the creative writing project</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p>Week 6</p>	<p><b>FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT</b></p> <p>Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks)</p> <p>Oral presentation</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>• Shows evidence of research/ investigation</li> <li>• Uses appropriate body language and presentation skills, e.g. makes eye contact, volume</li> <li>• Participates in a discussion</li> <li>• Gives constructive feedback</li> <li>• Maintains discussion</li> <li>• Shows sensitivity to the rights and feelings of others</li> </ul> <p>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.)</p>		

TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 9 - 10</b>	<p><b>Listens to and discusses a weather report</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <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> </ul>	<p><b>Reads a weather report</b> from newspaper, a 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>• Uses reading strategies, e.g. makes predictions and uses textual and contextual clues</li> <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>• Interprets visuals</li> <li>• Uses a mind-map/notes to summarise information</li> </ul>	<p><b>Writes a weather report</b></p> <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> <p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> verbs, gerunds, pronouns, adverbs, adjectives, conjunctions, abstract nouns</p> <p><b>Sentence level work:</b> simple sentences, compound sentences, future tense</p> <p><b>Word meaning:</b> homophones, homonyms, polysemy, antonyms, synonyms</p>

**FORMATIVE ASSESSMENT ACTIVITIES**

<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> <li>• Listening and Speaking activities that comply with the Covid-19 conditions</li> </ul>	<p><b>Reading and Viewing activities</b></p> <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Reading aloud activities</li> <li>• Reading Comprehension activities</li> <li>• Literature activities based on the three prescribed genres for the semester</li> </ul>	<p><b>Writing and Presenting activities</b></p> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Paragraphing</li> <li>• Transactional Texts</li> <li>• Essay</li> <li>• Creative Writing</li> </ul>	<p><b>Language Structures and Conventions activities</b></p> <ul style="list-style-type: none"> <li>• Variety of Language Structures and Convention activities</li> </ul>
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**GRADE 5 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3**

<p><b>FORMAL ASSESSMENT TASK 6</b></p> <ul style="list-style-type: none"> <li>• Creative Writing (10+30=40 marks)</li> </ul> <p>Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel.</p>	<p><b>FORMAL ASSESSMENT TASK 7 Oral</b></p> <ul style="list-style-type: none"> <li>• Oral presentation of project (20 marks)</li> </ul> <p>Note: There must be a variation of genres across the grades.</p> <p>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.)</p>
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**GRADE 5 TERM 4**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<b>WEEK 1 - 2</b>	<p><b>Listens to and discusses an advertisement</b></p> <p>Text from the textbook or Teacher's Resource File (TRF) or any other source</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Identifies key issues</li> <li>• Discusses the effectiveness of the advertisement</li> <li>• Expresses thoughts and feelings in an imaginative way</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>Writes an advertisement</b></p> <ul style="list-style-type: none"> <li>• Expresses ideas clearly and logically</li> <li>• Uses appropriate visuals and layout for the purpose</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>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> degrees of comparison, adverbs</p> <p><b>Sentence level work:</b> simple short sentences, subject-verb agreement</p> <p><b>Spelling and punctuation:</b> abbreviations, inverted commas</p>
<p><b>FORMAL ASSESSMENT TASK 7:</b></p> <ul style="list-style-type: none"> <li>• <b>Oral Presentation (20 marks)</b></li> </ul> <p><b>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</b></p>				

**GRADE 5 TERM 4**

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center"><b>WEEK 3 - 4</b></p>	<p><b>Listens and responds to a report</b>, e.g. news, topical issues Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <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>Reads an information text with visuals</b> (e.g. pictures/diagrams/maps) 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> <li>• Uses a dictionary for vocabulary development [to be repeated with every activity]</li> </ul>	<p><b>Writes a report</b></p> <ul style="list-style-type: none"> <li>• Writes a report using a frame</li> <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>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> conjunctions, moods</p> <p><b>Sentence level work:</b> noun phrase, adjectival phrase, adverbial phrase, prepositional phrase</p> <p><b>Word meaning:</b> synonyms, antonyms, homophones, homonyms, polysemy</p> <p><b>Spelling and punctuation:</b> word division, dictionary, capital letters</p>

**GRADE 5 TERM 4**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<b>WEEK 5 - 6</b>	<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>• Introductory activities: prediction</li> <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</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> <ul style="list-style-type: none"> <li>• Writes three – four paragraphs</li> <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> <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><b>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> definite and indefinite articles, adjectives</p> <p><b>Sentence level work:</b> noun clause, verb clause, negative form, question form</p> <p><b>Word meaning:</b> metaphors, similes, proverbs, idioms</p> <p><b>Spelling and punctuation:</b> dictionary use, word division</p>
<p><b>FORMAL ASSESSMENT TASK 8:</b></p> <ul style="list-style-type: none"> <li>• <b>Transactional writing: (10 marks)</b> <b>Written before the controlled test</b></li> </ul>				

**GRADE 5 TERM 4**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING (ORAL)</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<b>WEEK 7 - 8</b>	-	Revision		Revision
<b>WEEK 9- 10</b>	<b>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (40 marks)</b> <ul style="list-style-type: none"> <li>• Question 1: Literary/Non- literary text (15 marks)</li> <li>• Question 2: Visual text (10 marks)</li> <li>• Question 3: Summary writing (5 marks)</li> <li>• Question 4: Language Structures and Conventions (10 marks)</li> </ul>			
<b>FORMATIVE ASSESSMENT ACTIVITIES</b>				
	<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> </ul> <b>Listening and Speaking activities that comply with the Covid-19 conditions</b>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>• Reading Process</li> <li>• Reading aloud activities</li> <li>• Reading Comprehension activities</li> </ul> <b>Literature activities based on the three prescribed genres for the semester</b>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>• Writing Process</li> <li>• Paragraphing</li> <li>• Transactional Texts</li> <li>• Essay</li> </ul> <b>Creative Writing</b>	<b>Language Structures and Conventions activities</b> <p align="center"><b>Variety of Language Structures and Convention activities</b></p>

**GRADE 5 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4**

**FORMAL ASSESSMENT TASK 7:**

- 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:**

- Transactional writing: (10 marks)
- Written before the controlled test

**FORMAL ASSESSMENT TASK 9: CONTROLLED TEST  
RESPONSE TO TEXTS (40 MARKS)**

- Question 1: Literary/Non- literary text (15 marks)
- Question 2: Visual text (10 marks)
- Question 3: Summary writing (5 marks)
- Question 4: Language Structures and Conventions (10 marks)