



# Revised National Curriculum Statement Grades R-9 (Schools)

## Languages

English - First Additional Language



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This document must be read as part of the Revised National Curriculum Statement Grades R-9 (Schools).

This Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview
2. Eight Learning Area Statements:
  - Languages
  - Mathematics
  - Natural Sciences
  - Social Sciences
  - Arts and Culture
  - Life Orientation
  - Economic and Management Sciences
  - Technology

## HOW TO USE THIS BOOK

- For general information see:
  - *Introducing the National Curriculum Statement* in Chapter 1 – This will provide information on Outcomes-based Education, the Revised Curriculum Statement Grades R-9 (Schools), and Learning Programmes.
  - *Introducing the Learning Area* in Chapter 1 – This will provide an introduction to the Learning Area Statement including its features, scope and Learning Outcomes.
  - *Learner Assessment* – This chapter provides guidelines to assessment principles in Outcomes-based Education, discusses continuous assessment, and provides examples of record-keeping.
  - The *Reference Lists* provide both a general *Curriculum and Assessment Glossary* and a specific *Learning Area Glossary*.
- The body of this book is divided into several chapters. There is one chapter for each of the Phases of the General Education and Training Band – Foundation Phase, Intermediate Phase, Senior Phase. Each of these chapters has a brief introductory section, followed by the Assessment Standards for the Phase. There is also a chapter on Learner Assessment.
- The Assessment Standards for each Phase are presented in a way that makes it possible to track progression. That is, similar Assessment Standards for each grade are lined up with each other so that the teacher will be able to compare progression over the years. This results in some blank spaces, as not every Assessment Standard has its match in every grade.
- Certain symbols are used throughout this book to guide the reader in finding the information she or he is looking for. These symbols are:



Assessment Standards



Grade



Learning Outcome

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# CHAPTER 1

## INTRODUCTION

### INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum transformation and development in South Africa. The Preamble to the Constitution states that the aims of the Constitution are to:

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

Education and the curriculum have an important role to play in realising these aims. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa.

### Outcomes-based Education

Outcomes-based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their maximum ability. This it does by setting the outcomes to be achieved at the end of the process. The outcomes encourage a learner-centred and activity-based approach to education. The Revised National Curriculum Statement builds its Learning Outcomes for the General Education and Training Band for Grades R-9 (for schools) on the critical and developmental outcomes that were inspired by the Constitution and developed in a democratic process.

The critical outcomes envisage learners who are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- 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.

The developmental outcomes envisage learners who are also able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national, and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;

- explore education and career opportunities; and
- develop entrepreneurial opportunities.

Issues such as poverty, inequality, race, gender, age, disability and challenges such as HIV/AIDS all influence the degree and way in which learners can participate in schooling. The Revised National Curriculum Statement Grades R-9 (Schools) adopts an inclusive approach by specifying the minimum requirements for all learners. All the Learning Area Statements try to create an awareness of the relationship between social justice, human rights, a healthy environment and inclusivity. Learners are also encouraged to develop knowledge and understanding of the rich diversity of this country, including the cultural, religious and ethnic components of this diversity.

### Revised National Curriculum Statement: Learning Area Statements

The Revised National Curriculum Statement Grades R-9 (Schools) consists of an Overview and eight Learning Area Statements for:

- Languages;
- Mathematics;
- Natural Sciences;
- Social Sciences;
- Arts and Culture;
- Life Orientation;
- Economic and Management Sciences; and
- Technology.

Each Learning Area Statement identifies the main Learning Outcomes to be achieved by the end of Grade 9. Each Learning Area Statement also specifies the Assessment Standards that will enable the Learning Outcomes to be achieved. Assessment Standards are defined for each grade and describe the depth and breadth of what learners should know and be able to do. Each Learning Area Statement's Assessment Standards show how conceptual and skill development can take place over time. Assessment Standards can be integrated within grades as well as across grades. The achievement of an optimal relationship between integration across Learning Areas (where necessary and educationally sound), and conceptual progression from grade to grade, are central to this curriculum.

### Revised National Curriculum Statement: Learning Programmes

The Revised National Curriculum Statement is aimed at promoting commitment as well as competence among teachers, who will be responsible for the development of their own Learning Programmes. In order to support this process, the Department of Education will provide policy guidelines based on each Learning Area Statement. Provinces will develop further guidelines where necessary in order to accommodate diversity.

The underlying principles and values of the Revised National Curriculum Statement Learning Area Statements underpin the Learning Programmes. Whereas the Learning Areas stipulate the concepts, skills and values to be achieved on a grade by grade basis, Learning Programmes specify the scope of learning and assessment activities for each phase. Learning Programmes also contain work schedules that provide the pace and sequence of these activities each year, as well as exemplars of lesson plans to be implemented in any given period.

In the Foundation Phase, there are three Learning Programmes: Literacy, Numeracy and Life Skills. In the Intermediate Phase, Languages and Mathematics are distinct Learning Programmes. Learning Programmes must ensure that the prescribed outcomes for each learning area are covered effectively and comprehensively. Schools may decide on the number and nature of other Learning Programmes in the Intermediate Phase based on the organisational imperatives of the school, provided that the national priorities and developmental needs of learners in a phase are taken into account. In the Senior Phase, there are eight Learning Programmes based on the Learning Area Statements. Time allocations for each Learning Area are prescribed for all Grades and Phases.

### Time Allocations

In terms of Section 4 of the Employment of Educators Act, (1998), the formal school day for teachers will be seven hours. In terms of the National Education Policy Act, (1996), the formal teaching time per school week is 35 hours. This is set out in:

- (i) Overview Document ISBN 1-919917-08-X, pages 17 & 18.
- (ii) Government Gazette No. 23406, Vol. 443, May 2002, pages 26 & 27

### Assessment

Each Learning Area Statement includes a detailed section on assessment. An outcomes-based framework uses assessment methods that are able to accommodate divergent contextual factors. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply skills. Assessment should also help students to make judgments about their own performance, set goals for progress and provoke further learning.

### The Kind of Teacher that is Envisaged

All teachers and other educators are key contributors to the transformation of education in South Africa. This Revised National Curriculum Statement Grades R-9 (Schools) envisions teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and Learning Area or Phase specialists.

### The Kind of Learner that is Envisaged

The promotion of values is important not only for the sake of personal development, but also to ensure that a national South African identity is built on values very different from those that underpinned apartheid education. The kind of learner that is envisaged is one who will be inspired by these values, and who will act in the interests of a society based on respect for democracy, equality, human dignity, life and social justice. The curriculum seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen.

## INTRODUCING THE LANGUAGES LEARNING AREA - ENGLISH

### Definition

The Languages Learning Area includes:

- all eleven official languages: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, and Xitsonga; and
- languages approved by the Pan South African Language Board (PANSALB) and the South African Certification Authority (SAFCERT) such as Braille and South African Sign Language.

The Learning Area for each official language is presented in three parts, each with its own volume: Home Language, First Additional Language, and Second Additional Language.

In a multilingual country like South Africa it is important that learners reach high levels of proficiency in at least two languages, and that they are able to communicate in other languages.

### The Additive Approach to Multilingualism

The Languages Learning Area is in line with the Department of Education's language-in-education policy. This policy gives School Governing Bodies the responsibility of selecting school language policies that are appropriate for their circumstances and in line with the policy of additive multilingualism. The Languages Learning Area Statement provides a curriculum that is supportive of whatever decision a school makes. It follows an additive approach to multilingualism:

- All learners learn their home language and at least one additional official language.
- Learners become competent in their additional language, while their home language is maintained and developed.
- All learners learn an African language for a minimum of three years by the end of the General Education and Training Band. In some circumstances, it may be learned as a second additional language.

The home, first additional and second additional languages are approached in different ways:

- The home language Assessment Standards assume that learners come to school able to understand and speak the language. They support the development of this competence, especially with regard to various types of literacy (reading, writing, visual and critical literacies). They provide a strong curriculum to support the language of learning and teaching.
- The first additional language assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The curriculum starts by developing learners' ability to understand and speak the language. On this foundation, it builds literacy. Learners are able to transfer the literacies they have acquired in their home language to their first additional language. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes including learning.
- The second additional language is intended for learners who wish to learn three languages. The third language may be an official language or a foreign language. The Assessment Standards ensure that learners are able to use the language for general communicative purposes. It assumes that less time will be allocated to learning the second additional language than to the home language or first additional language.

The Languages Learning Area covers all 11 official languages as:

- home languages;
- first additional languages; and
- second additional languages.

## Language of Learning and Teaching

It is recommended that the learner's home language should be used for learning and teaching wherever possible. This is particularly important in the Foundation Phase where children learn to read and write.

Where learners have to make a transition from their home language to an additional language as the language of learning and teaching, this should be carefully planned:

- The additional language should be introduced as a subject in Grade 1.
- The home language should continue to be used alongside the additional language for as long as possible.
- When learners enter a school where the language of learning and teaching is an additional language for the learner, teachers and other educators should make provision for special assistance and supplementary learning of the additional language, until such time as the learner is able to learn effectively in the language of learning and teaching.

## Purpose

Languages are central to our lives. We communicate and understand our world through language. Language thus shapes our identity and knowledge.

Languages serve a variety of purposes, which are reflected in the Languages Learning Area Statement. These are:

- *Personal* – to sustain, develop and transform identities; to sustain relationships in family and community; and for personal growth and pleasure.
- *Communicative* – to communicate appropriately and effectively in a variety of social contexts.
- *Educational* – to develop tools for thinking and reasoning, and to provide access to information.
- *Aesthetic* – to create, interpret and play imaginatively with oral, visual and written texts.
- *Cultural* – to understand and appreciate languages and cultures, and the heritage they carry.
- *Political* – to assert oneself and challenge others; to persuade others of a particular point of view; to position oneself and others; and to sustain, develop and transform identities.
- *Critical* – to understand the relationships between language, power and identity, and to challenge uses of these where necessary; to understand the dynamic nature of culture; and to resist persuasion and positioning where necessary.

## Unique Features and Scope

How does the Languages Learning Area contribute to the curriculum?

- It develops reading and writing, the foundation for other important literacies.
- It is the medium for much of the other learning in the curriculum, such as Mathematics and the Social Sciences.
- It encourages intercultural understanding, access to other views, and a critical understanding of the concept

of culture.

- It stimulates imaginative and creative activity, and thus promotes the goals of arts and culture.
- It provides a way of communicating information, and promotes many of the goals of science, technology and environmental education.
- It develops the critical tools necessary to become responsible citizens.

### Languages: combining knowledge, skills and values

There are six main Learning Outcomes:

- The first four outcomes cover five different language skills - listening, speaking, reading, viewing and writing.
- Outcome 5 deals with the use of languages for thinking and reasoning, which is especially important for the language of learning and teaching. This outcome is not included in the curriculum for second additional languages, since its aim is not to prepare learners to use this language as a language of learning and teaching. The Mathematics curriculum also covers the skills in this outcome to some extent.
- Outcome 6 deals with the core of language knowledge - sounds, words and grammar - in texts. This knowledge is put into action through the language skills described in the other outcomes.

These outcomes have been written to give specific focus to particular kinds of knowledge and skills, and to make them clear and understandable. When we use language, however, we integrate knowledge, skills and values to express ourselves. A central principle of the Languages Learning Area Statement is therefore the integration of these aspects of language through the creation and interpretation of texts.

### Languages Learning Outcomes



#### Learning Outcome 1: Listening

**The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.**



#### Learning Outcome 2: Speaking

**The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.**



#### Learning Outcome 3: Reading and Viewing

**The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.**



#### Learning Outcome 4: Writing

**The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.**



### Learning Outcome 5: Thinking and Reasoning

**The learner will be able to use language to think and reason, as well as to access, process and use information for learning.**



### Learning Outcome 6: Language Structure and Use

**The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.**

#### Integration of outcomes

Listening and speaking, reading and viewing, writing, thinking and reasoning, and knowledge of sounds, words and grammar - although presented as separate outcomes - should be integrated when taught and assessed.

For example, learners:

- listen to a particular kind of text (for example, a description of a process such as gold mining or paper making);
- read and analyse key features of another text of the same type (for example, use of simple present tense, passive voice, linking words such as ‘first’, ‘next’, ‘then’); and
- design and create a new text of the same type, including visual material in the form of a flow diagram.

#### Creating and interpreting texts

To be able to create and interpret texts, learners need knowledge about language, knowledge about texts, and language skills and strategies.

Texts can be:

- oral – for example, a speech;
- written – for example, a letter;
- a combination of written and visual – for example, an advertisement; and
- multimedia – for example, a film or televised text.

Knowledge of language and texts includes knowledge about:

- context – the purpose, topic and audience;
- text structure – for example, of a poem or an advertisement;
- language-related social practices and conventions – for example, how you greet people in different languages;
- grammar, sounds and vocabulary of the language;
- writing and spelling in written text; and
- images and design in visual text.

### Integrating language learning: values

All texts carry values, which may be positive (for example, democratic) or negative (for example, sexist or racist). These values are not always obvious. Learners need to become conscious and critical of the values present in the texts they read and view, and the texts they create themselves.

When they analyse and, where necessary, challenge the values present in oral, visual and written texts, learners will:

- learn how texts take a particular view of people and events;
- develop the critical skills to examine and, if necessary, resist these views and the values associated with them; and
- become conscious of how they express values in the texts they create themselves - for example: tolerance, empathy, respect, pleasure, humour, playfulness, displeasure, anger.

### Integrating language learning: themes

Language learning can also be integrated through themes. Using a theme allows the learner to build vocabulary related to the topic.

Careful choice of themes and topics stimulates the interest of the learner. To achieve this, teachers should try to:

- find a balance of topics and themes which interest boys and girls, and rural and city learners, as well as themes which unite learners across these divisions;
- choose topics that are relevant to the learners' lives, and yet also move them beyond what they already know - for example, they can learn about other countries and cultures; and
- select themes and topics that link with the Critical and Developmental Outcomes - for example, learners need to engage with important human rights and environmental issues such as poverty, HIV/AIDS, the right to land, and consumerism.

### Human rights and environmental justice

Languages are an important tool for achieving human rights and environmental justice. Through its Assessment Standards, the Languages Learning Area Statement seeks to develop this tool to its fullest potential. Learners should become confident bilingual (or multilingual) speakers, who have the critical tools to read their world and the texts spoken and written about it. They should be able to analyse these texts and 'rewrite' them in ways that expand possibilities in relation to both human rights and environmental justice.



## CHAPTER 2

# FOUNDATION PHASE

### (Grades R-3)

## INTRODUCTION

Many children will eventually study some of their other Learning Areas through their additional language. They must be prepared for this in their Additional Language classes. For example, they should be able to conceptualise in their additional language, and to ask and answer challenging questions.

Textbooks in Grade 4 demand a reading vocabulary of several thousand words. One of the main tasks of the Additional Language class is to help learners develop this vocabulary. Teachers should set achievable targets and regularly assess learners' vocabulary through quizzes and word puzzles.

## Focus

### Starting out – Grade R and Grade 1

When children begin learning an additional language, they acquire it mainly through listening. For example, they listen to stories with built-in repetition of new words and structures. The storyteller uses gestures, pictures and real-life objects to make the meaning clear. Learners start to make sense of what they hear. They begin to pick up words, structures, sounds and ways of communicating. At this stage their understanding is much greater than their ability to speak the language. As learners grow in confidence and understanding, they will begin to speak. They will:

- use formulaic language (e.g. greetings);
- repeat frequently-used words and phrases;
- respond to simple questions with one or two word answers;
- sing simple songs; and
- perform action rhymes.

It may be necessary for learners to use their home language, for example, when discussing how a story makes them feel. They will need constant praise and encouragement if they are to become confident users of the language.

## Emergent literacy

It is important to build a strong foundation of understanding in spoken language. This includes knowledge of grammar and vocabulary that is learned naturally as children listen to and begin to use their additional language. This foundation is important when learners begin to read and write in their new language. Listening to stories is also part of the foundation for literacy. Children learn how stories are structured. This kind of knowledge is called 'emergent literacy'. There are other ways that learners develop their literacy in the additional language, for example:

- seeing signs in the environment and understanding that they signify something;

- using rhymes that play with language and develop awareness of the separate sounds of the new language (phonemic awareness); and
- trying to read and write in their new language, even though their writing might look like scribbles on a page.

Teachers should encourage this literacy behaviour. They should also ensure that learners are reading many picture books with very simple captions.

### Making progress – Grade 2

Once learners know how to read and write in their home language, they can use their literacy skills to read and write in their new language. Their ability to transfer these skills will depend on their knowledge of the new language, especially their knowledge of vocabulary and grammar. For example:

- The learner may be able to read the following sentences from a story in the home language (e.g. isiXhosa): ‘Umajozi utsiba ucingo. Luphakamile kakhulu.’
- The child tackling the same sentences in a new language (e.g. English) could use knowledge of print and phonics to sound out the words: ‘Majozi jumps over the fence. It is very high.’
- Although many of the letters represent the same sounds, some are different. For example the ‘c’ in ‘ucingo’ is a dental click, but it is ‘s’ in ‘fence’. Most importantly, the words ‘jump over’, ‘fence’ and ‘very high’ must be in the child’s oral vocabulary, and the learner must know grammatically that ‘it’ refers to the fence.

Of course, children have already learned in their home language how to use pictorial illustrations to help them work out the meaning of words. Thus they draw on the home language, yet need to understand the unique features of the additional language.

### Encouraging skills development

Learners will continue to develop their listening and speaking skills. They should be able to listen to longer texts with more varied vocabulary and grammar. Learners can be encouraged to speak more and to ask for clarification when they do not understand. They may need to codeswitch from time to time (e.g. to give a personal response to a story), but they should be encouraged to use the English they know wherever possible. They should be able to take part in simple conversations on familiar topics.

To develop their reading ability, learners should read many books at the right language level. A wide vocabulary is important, and learners should begin keeping a personal dictionary. Reading and writing are closely connected. It is through reading a great deal that children learn to write well. At this level, writing in the new language will be mainly:

- labelling things (e.g. their drawings);
- writing lists of various kinds; and
- copying and writing sentences.

### Consolidating progress – Grade 3

Learners should consolidate their ability to read and write in their new language. They should be independently reading a wide range of fiction and non-fiction books at an appropriate level. They should continue to expand their vocabulary by keeping a dictionary.

Learners should be encouraged to write in their new language. Initially, this will mean using single words or phrases to label pictures or complete sentences. The teacher will need to support learners' writing by providing:

- sentence 'frames' (e.g. 'My favourite food is ....');
- 'frames' for writing simple texts (e.g. a book report).

When learners are able to do the task independently, the frames can be taken away and they can be encouraged to write without this kind of help. Teachers should let learners know they should not be afraid to make mistakes. Remember: the aim is to build learners' confidence and fluency.

Learners continue to develop their listening and speaking skills, taking part in conversations, listening to and producing longer texts of more varied kinds. They should be given challenging tasks that develop their additional language to the full.

### Developing Language Knowledge – Grammar, Vocabulary and Pronunciation

Learners should *not* be given grammatical rules or lists of vocabulary to learn. They will learn grammar, vocabulary and pronunciation in context by repeatedly:

- hearing and reading structures, words and sounds in oral and written texts; and
- writing down unfamiliar words in their dictionaries, learning and using them.

In the early years of learning an additional language, fluency (the ability to understand and communicate confidently) is more important than accuracy. Developing a wide vocabulary is the key to fluency. The teacher must provide an environment that is rich in language at a level learners can understand. New vocabulary should be constantly re-used and consolidated. The teacher can also help learners to:

- build vocabulary around topics and themes;
- notice the way words are formed (e.g. happy/unhappy); and
- relate new words to their equivalents in the home language.

Once children can read and write, they can develop their vocabulary through wide reading and through systematically recording words in a personal dictionary and learning them.

## LEARNING OUTCOMES



### Learning Outcome 1: Listening

**The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.**

As much as possible, learners should listen to the additional language pitched at the right level. This is the foundation for the development of all the other language skills.



### Learning Outcome 2: Speaking

**The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.**

Learners will begin to express themselves in the additional language in simple ways. They will begin to communicate across cultural and language boundaries. They should learn through experience that multilingualism is personally and socially enriching.



### Learning Outcome 3: Reading and Viewing

**The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.**

Reading is essential for language development, for learning to write, for enjoyment and for learning about the world. Reading texts provides the starting point for integrated teaching and learning of other language skills.



### Learning Outcome 4: Writing

**The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.**

Writing is closely linked to reading and is an essential tool for learning across the curriculum. Learning to write well in the additional language is crucial if learners are to study some of their other Learning Areas in this language.



### Learning Outcome 5: Thinking and Reasoning

**The learner will be able to use language to think and reason, as well as to access, process and use information for learning.**

Learners will begin to understand concepts and will learn skills and strategies for thinking and accessing information in their other Learning Areas. It is vital that learners can do this in their additional language, if they are to use this language to study some of their other Learning Areas.



## Learning Outcome 6: Language Structure and Use

**The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.**

Grammar and vocabulary are the building blocks of language. Vocabulary is the key to fluency. If learners are to achieve similar levels of competence in their home and additional languages by the end of Grade 9, vocabulary development must be a priority from Grade R onwards.

## ASSESSMENT STANDARDS AND TEXTS

### Notes:

- In the next sections, the Assessment Standards for each Learning Outcome will be given for each grade. Examples are given of texts that can be used for integrated language learning. These are not the only possible examples, and the teacher can add to them by choosing any other suitable and available texts.
- Teachers need to remember that not all learners will have attended Grade R. Concepts, skills and strategies for Grade R need to be taught and consolidated in Grade 1.

## Assessment Standards and Texts for Grades R



## Grade R

### Recommended Texts

#### Oral:

- Simple instructions
- Dramatised stories, supported by gestures, pictures and real-life objects, and including plenty of natural repetition (e.g. choruses for children to join in)
- Action rhymes
- Songs
- Games (including those from other cultures and traditions)

#### Written/Visual:

- Picture stories, including those with very simple captions

#### Multimedia:

- Simple television programmes

## Grade R



### Learning Outcome 1

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Learning Outcome 2

#### SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Understands short, simple, dramatised stories:
  - joins in choruses at appropriate points (e.g. ‘He huffs and he puffs and he *blows the house down.*’);
  - draws a picture of the story;
  - connects the story to own life, with discussion in the home language.
- Understands simple oral instructions by responding physically (e.g. ‘Come here, please.’).
- Shows respect for classmates by giving them a chance to speak, and by listening to them.



### Assessment Standards

We know this when the learner:

- Uses and responds appropriately to simple greetings and farewells, and thanks people.
- Memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation.
- Uses polite forms such as ‘please’, ‘thank you’, and ‘sorry’.

## Grade R



### Learning Outcome 3

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Recognises some high-frequency words in the media (brand names) and the environment ('STOP', 'GO').
- Reads picture books.
- Names the sound own name begins with (first step in phonemic awareness).
- Learns rhymes and songs which develop phonemic awareness (e.g. 'We're going to the zoo, zoo, zoo; you can come too, too, too.').



### Learning Outcome 4

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Draws pictures on which the teacher writes labels.
- Understands that writing and drawing are different.
- Understands the purpose of writing – that it carries meaning.
- Copies simple words already known orally.
- Makes attempts at writing, such as trying to write own name.



### Learning Outcome 5

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- Understands concepts and some vocabulary relating to:
  - identity (e.g. 'My name is...');
  - number (e.g. one, two);
  - size (e.g. big, small);
  - colour (e.g. red, yellow).
- Identifies similarities (e.g. by responding to an instruction such as 'Put all the yellow ones together.').



## Grade R



### Learning Outcome 6

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Shows some understanding of question forms in oral texts (e.g. ‘What...?’, ‘Who...?’, ‘How many/much/old etc....?’, ‘Which...?’, ‘Can....?’).
- Shows some understanding of the simple present and present progressive tenses in oral texts (e.g. ‘She likes school.’ ‘He is reading.’).
- Shows some understanding of imperatives in oral texts (e.g. ‘Come here.’ ‘Don’t sit down.’).
- Shows some understanding of modal verbs in oral texts (e.g. ‘I can skip/run/jump.’).
- Shows some understanding of negative forms in oral texts (e.g. ‘I don’t like meat.’ ‘I can’t swim.’).
- Shows some understanding of plurals of nouns (e.g. book, books), including some irregular forms (e.g. tooth, teeth) in oral texts.
- Shows some understanding of personal pronouns in oral texts (e.g. I, he, she, you, we, they).
- Shows some understanding of prepositions in oral texts (e.g. in, at, on, to).
- Shows some understanding of adjectives (e.g. big, small) and adverbs (e.g. slowly, quickly) in oral texts.
- Understands between 200 and 500 common words in oral texts in context.

## Assessment Standards and Texts for Grades 1-3

### Grade 1

#### Recommended Texts

##### **Oral:**

- Simple instructions
- Stories supported by gestures, pictures and real-life objects, and including repetition (e.g. choruses)
- Radio and audiotape stories
- Recounts
- Simple descriptions
- Action rhymes
- Songs
- Games
- Riddles and jokes

##### **Written/Visual:**

- Picture stories and picture books with simple captions (including those from other cultures and traditions)
- Rhymes
- Photographs
- Magazine pictures

##### **Multimedia:**

- Television programmes (e.g. Takalani Sesame)
- Videos
- CD-ROMs and Internet (where available)



Grade 2

### Recommended Texts

#### Oral:

- Instructions of growing complexity
- Narratives (simple stories, fables, legends)
- Radio and audiotape stories
- Recounts
- Simple descriptions
- Word problems (language across the curriculum – Mathematics)
- Action rhymes
- Songs
- Poems
- Games
- Riddles and jokes

#### Written/Visual:

- Simple stories (including those from other cultures and traditions)
- Lists (e.g. shopping lists)
- Recounts
- Simple descriptions
- Songs
- Rhymes and poems
- Instructions (e.g. how to make a paper aeroplane)
- Simple charts (e.g. time chart for history)
- Simple word problems (Mathematics)
- Games (e.g. board games)
- Magazine pictures
- Photographs

#### Multimedia:

- Television programmes (e.g. Takalani Sesame)
- Simple television advertisements
- Videos
- CD-ROMs and Internet (where available)



## Grade 3

### Recommended Texts

#### Oral:

- Instructions of growing complexity
- Narratives (stories, fables, and legends, including those from other traditions)
- Radio and audiotape stories
- Recounts
- Descriptions
- Dialogues and conversations
- Radio advertisements
- Songs
- Poems
- Games
- Riddles and jokes

#### Written/Visual:

- Books (fiction and non-fiction), including those from other cultures and traditions
- Comics
- Lists
- Recounts
- Instructions
- Rules (e.g. school rules)
- Calendar
- Social texts (invitations, greetings cards)
- Children's plays
- Charts and bar graphs
- Word puzzles (e.g. crossword puzzles)
- Magazine and newspaper pictures
- Photographs

#### Multimedia:

- Television programmes (e.g. Kideo)
- Television advertisements
- Videos
- CD-ROMs and Internet (where available)



## Grade 1



### Learning Outcome 1

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Understands short, simple stories:
  - mimes the story;
  - joins in choruses at appropriate points (e.g. He huffs and he puffs and he *blows the house down.*);
  - draws a picture of the story;
  - puts pictures in the right sequence;
  - answers simple, literal 'yes/no' and open questions with one-word answers;
  - says how the story made the learner feel (using home language if necessary).
  
- Understands simple descriptions (e.g. by listening to a description of an object or person and matching it with a picture).
  
- Understands simple oral instructions by responding physically (e.g. 'Put up your hand').

## Grade 2



### Assessment Standards

We know this when the learner:

- Shows understanding of simple stories:
  - predicts what the story will be about from the title;
  - acts out the story and says the words spoken by the characters;
  - draws a picture about the story and says or copies a few words about it;
  - sequences pictures and matches captions with pictures;
  - answers simple, literal yes/no and open questions with short answers;
  - says how the story made the learner feel;
  - answers questions that connect the story to own life in own home language;
  - shows understanding of recounts by recalling the events in sequence (e.g. ‘Yesterday, Ouma went to town. She bought a lot of things. First, she bought some vegetables.’).
- Shows understanding of a simple description by identifying what is described (e.g. ‘It is round. Sometimes it is red. Sometimes it is green. It tastes sweet. What is it?’).
- Shows understanding of a short sequence of instructions (e.g. ‘Draw a circle. Colour it red.’).

## Grade 3



### Assessment Standards

We know this when the learner:

- Shows understanding of stories:
  - predicts what the story will be about from the title;
  - answers literal comprehension questions (e.g. true/false questions);
  - predicts what will happen next;
  - recalls and retells parts of the story;
  - notes relevant information (e.g. in a simple chart);
  - expresses feelings about the story;
  - discusses in own home language any social and ethical issues (e.g. whether something is fair);
  - summarises the story, with the support of the teacher.
- Shows understanding of recounts by recalling events in the right sequence.
- Shows understanding of descriptions by noting relevant information (e.g. completing simple charts).
- Shows understanding of a sequence of instructions by following them correctly.

## Grade 1



### Learning Outcome 1 Continued

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - distinguishes between different sounds at the beginning and ends of word (e.g. words that begin with 'b');
  - recognises plural 's' at the end of words (e.g. one book, two books).
  
- Shows respect for classmates by giving them a chance to speak, and by listening to them.



## Grade 2



### Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - distinguishes between different sounds that are important for reading and writing (e.g. ‘e’ and ‘a’) and words (e.g. ‘bed’ and ‘bad’);
  - recognises some rhyming words in common rhymes and songs (e.g. ‘We’re going to the zoo, zoo, zoo, You can come too, too, too.’);
  - recognises ‘-ing’ and ‘-ed’ endings in words.
- Shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language.

## Grade 3



### Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - distinguishes between different vowel sounds that are important for reading and writing (e.g. ‘u’ and ‘ur’ in ‘hut’ and ‘hurt’);
  - recognises the weak vowel ‘schwa’ in unstressed syllables (e.g. *colour*, *about*).
- Shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language.

## Grade 1



### Learning Outcome 2

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Responds appropriately to simple questions with single words or formulaic phrases such as 'I'm fine' and 'My name is ...'.
- Memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation.
- Uses polite forms such as 'please', 'thank you', and 'sorry'.
- Uses and responds appropriately to simple greetings and farewells, makes simple requests and thanks people.
- Expresses self in simple ways if given an oral structure (e.g. 'I like ...' and 'I don't like ...').
- Pronounces familiar words clearly.

## Grade 2



### Assessment Standards

We know this when the learner:

- Responds appropriately to simple questions.
- Memorises and performs songs, action rhymes and simple poems.
- Shows respect and politeness and understands that terms of respect vary in different languages (e.g. Mama, Bhuti, Mrs Smith).
- Makes simple requests and statements (e.g. 'Can I have a page, please?' or 'I'm feeling sick.').
- Talks about a drawing or picture.
- Attends to pronunciation as part of reading, for example:
  - distinguishes between long and short vowels, as in 'pull' and 'pool';
  - distinguishes between vowels that are often confused, such as 'e' and 'a' in 'bed' and 'bad'.
- Recounts a short sequence of simple experiences or events.
- Asks for clarification (e.g. 'I don't understand. Please say it again.').
- Gives very simple instructions.

## Grade 3



### Assessment Standards

We know this when the learner:

- Answers questions using words and phrases.
- Performs a rhyme, poem or song.
- Shows awareness of appropriate cultural forms of address (e.g. how politeness and terms of respect vary in different languages).
- Makes requests.
- Talks about a picture, photograph or object.
- Attends to pronunciation as part of reading, for example:
  - learns to use the weak vowel, as in 'the book', and 'about';
  - pays attention to pronunciation and intonation as part of communication (e.g. uses the rhythm and stress patterns of the additional language).
- Recounts a sequence of experiences or events.
- Asks for clarification (e.g. 'Can you explain it again, please?').
- Gives instructions.

## Grade 1



### Learning Outcome 2 Continued

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

(There are no further Assessment Standards for this Learning Outcome in Grade 1.)

## Grade 2



### Assessment Standards

(There are no further Assessment Standards for this Learning Outcome in Grade 2.)

## Grade 3



### Assessment Standards

We know this when the learner:

- Participates in a conversation on a familiar topic.
- Describes a process (e.g. getting ready for school).

## Grade 1



### Learning Outcome 3

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Uses pictures to understand written texts:
    - makes sense of a picture story (e.g. by identifying a picture that is out of sequence);
    - matches pictures and words (e.g. uses written words to label objects or pictures);
    - uses illustrations to understand simple captions in story books.
  - Matches words and objects by sticking labels on objects, starting with those that are similar in the home language (e.g. ruler/irula, board/ibhodi, desk/idesika).
  - Follows printed instructions on one-word flash cards (e.g. 'Stand', 'Jump', 'Smile').
  - Reads picture books with simple one-word or two-word captions.
- 
- Builds up sight recognition of common words (e.g. a, the, my, can, and).

## Grade 2



### Assessment Standards

We know this when the learner:

- Uses pictures to understand written text:
  - makes sense of a picture story (e.g. by sequencing pictures);
  - relates pictures to own experience;
  - says how pictures make self feel, codeswitching if necessary;
  - matches a sentence (a caption) to a picture;
  - draws a picture to illustrate a sentence.
  
- Begins to make meaning of written text by reading with the teacher.
  - reads the title and predicts what a book is about;
  - follows the teacher's eye and finger movements;
  - points to the correct word when it is being read;
  - answers short oral questions about the story;
  - with help from the teacher, retells the story.
  
- Recognises and makes meaning of letters and words:
  - recognises on sight an increasing number of high-frequency words (e.g. your, like).

## Grade 3



### Assessment Standards

We know this when the learner:

- Uses visual cues to make meaning:
  - understands a picture story or comic strip by relating captions and speech bubbles to visual images;
  - compares pictures and/or photos to own experience and discusses them critically (e.g. 'Whose experience do they represent?').
  
- Makes meaning of written text by reading with the teacher:
  - reads the title;
  - predicts what a book is about from the title;
  - answers literal questions about the story;
  - describes how the story makes self feel;
  - retells the story;
  - discusses in own home language social and ethical issues (e.g. whether something in the story is fair).
  
- Recognises and makes meaning of letters and words:
  - recognises on sight an increasing number of high-frequency words;
  - uses word recognition and comprehension skills such as phonics, context clues and prediction to make sense of text.

## Grade 1



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - recognises initial consonants and short vowel sounds (e.g. as in 'c-at', 'f-at').



## Grade 2



## Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - recognises differences in pronunciation between home and additional language (e.g. ‘thatha’ and ‘then’);
  - understands the letter-sound relationships of most single consonants and short forms of vowels in words like ‘hat’ and ‘mat’;
  - segments simple words with single initial consonants and short vowels (CVC pattern) into onset (the first sound) and rime (the last part of the syllable) (e.g. f-at, c-at, m-at, h-at, s-at);
  - groups common words into word families (e.g. fat, cat, mat, hat, sat);
  - recognises the silent ‘e’ in common words such as ‘cake’;
  - recognises two-letter blends at the beginning of words, including those which only occur in borrowed words in own home language (e.g. gr-een, dr-um);
  - recognises common consonant diagraphs (single sounds spelt with two letters) at the beginning and ends of words (e.g. sh, th, ch);
  - recognises on sight an increasing number of high-frequency words (e.g. your, like);

## Grade 3



## Assessment Standards

We know this when the learner:

- Reads with increasing speed and fluency.
- Reads aloud, using correct pronunciation and appropriate stress.
- Uses self-correcting strategies such as re-reading, pausing, and practising a word before saying it aloud.
- Develops phonic awareness:
  - recognises differences in pronunciation between home and additional language;
  - recognises some differences between sound/spelling relationships in home and additional language (e.g. ‘thatha’ and ‘thin’);
  - recognises vowel sounds spelled with two letters (vowel diagraphs) (e.g. ea, ee, ay, ai, ar, er, or, ir, ur, ou, oo, oi);
  - recognises single consonants spelled with two consonants (consonant diagraphs) (e.g. wh, th, sh, ph, ll, ss, zz);
  - recognises two and three consonant blends at the beginnings and ends of words (e.g. bl, str, lp, nds);
  - recognises the first sounds (onset) and last syllable (rime) in more complex patterns (e.g. dr-eam, cr-eam, str-eam, scr-eam);
  - recognises more complex word families (e.g. dream, cream, stream, scream);
  - recognises known rhymes (e.g. fly, sky, dry);
  - recognises some more complex suffixes (e.g. zz+es, -ies, -ly).

## Grade 1



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

(There are no further Assessment Standards for this Learning Outcome in Grade 1.)

## Grade 2



### Assessment Standards

We know this when the learner:

- uses phonic knowledge and skills as part of reading and writing strategies (to sound out words when reading and spell words when writing).
- Reads fiction and non-fiction books at an appropriate level for information and enjoyment.
- Demonstrates a reading vocabulary of between 250 and 500 common words. Learners who will study some Learning Areas through their additional language should aim for 500 words.

## Grade 3



### Assessment Standards

We know this when the learner:

- Reads on own for information and enjoyment:
  - reads and follows instructions (e.g. how to play a game);
  - reads fiction and non-fiction books of own choice;
  - tells a classmate about the book self has read;
  - distinguishes between fiction and non-fiction;
  - reads a description of a process (e.g. how paper is made);
  - reads familiar poems and rhymes.
- Demonstrates a reading vocabulary of between 700 and 1500 common words. Learners who will study some Learning Areas through their additional language should aim for 1500 words.

## Grade 1



### Learning Outcome 4

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Copies familiar words and short sentences (e.g. labels or titles for own drawings).
- Uses simple, familiar words to complete sentence 'frames' (e.g. 'My name is...'; 'I like...'; 'I do not like...').
- Writes lists with titles (e.g. 'My Friends').

## Grade 2



### Assessment Standards

We know this when the learner:

- Chooses and copies a caption which accurately describes a picture.
- Writes a caption for a picture.
- Completes sentences by filling in missing words.
- Writes sentences using a 'frame' (e.g. 'I like...').
- Puts jumbled sentences in the right order and copies them.
- Uses punctuation – capital letters and full stops.
- Uses phonic knowledge to begin to spell words correctly.
- Spells familiar words correctly from memory.
- Identifies and corrects spelling errors in familiar words.
- Writes familiar words from dictation.
- Writes words in alphabetical order (e.g. in a personal dictionary).
- Writes lists (e.g. shopping lists).
- Writes headings for lists (e.g. animals: dog, cow, sheep).

## Grade 3



### Assessment Standards

We know this when the learner:

- Writes individual words such as labels.
- Enters words in a personal dictionary.
- Spells common words correctly.
- Writes lists and gives them headings (e.g. insects: ants, bees, butterflies).
- Writes sentences using a 'frame' (e.g. 'I can...').
- Writes own sentences without a 'frame' (e.g. expressing feelings and personal opinions).
- Uses punctuation – commas, question marks and exclamation marks.
- Sequences and copies sentences to make a paragraph.
- Writes short formulaic texts (e.g. invitations or greetings cards).
- With support, writes a short dialogue.
- Using a 'frame', writes a simple recount (e.g. 'Yesterday, I..... Then I...').

## Grade 1



### Learning Outcome 5

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- Understands concepts and vocabulary relating to:
  - identity (e.g. 'My name is...');
  - number (e.g. one, two);
  - shape (e.g. circle, square);
  - size (e.g. big, small);
  - time (e.g. now);
  - age (e.g. 'I am 6.');
  - direction (e.g. left, right);
  - sequence (e.g. first, second);
  - ability (e.g. 'I can...').
- Identifies things from simple descriptions (e.g. 'I am an animal. I have four legs. I have a very long neck. I have two small horns. Who am I?').
- Uses language for thinking:
  - identifies similarities and differences (e.g. 'Put all the circles together.' 'Find the one that is different.');
  - identifies parts from the whole (e.g. parts of the face, a body);
  - classifies things (e.g. 'Put plastic things in one pile and wooden things in another.');
  - sequences things (e.g. from biggest to smallest).
- Records information on simple charts using ticks and crosses, or simple 'yes' and 'no'.

## Grade 2



### Assessment Standards

We know this when the learner:

- Understands concepts and vocabulary relating to:
  - identity (e.g. ‘I speak isiXhosa, English, and Afrikaans.’);
  - number (e.g. 11, 12);
  - shape (e.g. triangle, star);
  - size (e.g. long, tall, short);
  - direction (e.g. up, down);
  - sequence (e.g. fourth, fifth);
  - ability (e.g. ‘I can/could...’).
  
- Uses language for thinking:
  - identifies similarities and differences (e.g. compares a fish and a dolphin);
  - identifies parts from the whole (e.g. parts of a car);
  - classifies things by putting similar things together, and by identifying the odd one out;
  - sequences things (e.g. from tallest to shortest).
  
- Works with charts:
  - fills in charts (e.g. a timetable of daily activities);
  - carries out a class survey (e.g. of favourite foods) and records the information in a chart or simple bar graph;
  - makes a timeline showing important dates in the past (e.g. events in own ‘life history’).

## Grade 3



### Assessment Standards

We know this when the learner:

- Understands concepts and vocabulary relating to measurement (e.g. ‘How long is it?’, ‘How far is it?’).
  
- Uses language for thinking and problem-solving:
  - compares things critically (e.g. ‘Which is more useful, a bicycle or a car? Who uses bicycles and cars? Which are better for the environment?’);
  - discusses and solves problems in groups (e.g. ‘How can we keep our environment clean?’).
  
- Collects and records information in different ways:
  - carries out a simple survey (e.g. ‘How learners come to school – by taxi, bus, car, bicycle or on foot?’);
  - records information in different ways (e.g. a table, a chart, a diagram, a bar graph).

## Grade 1



### Learning Outcome 5 Continued

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- Understands and uses some mathematical language (e.g. add, take away from).



## Grade 2



### Assessment Standards

We know this when the learner:

- Understands and uses some everyday language which is necessary for Mathematics:
  - listens to, reads and solves simple word problems for Mathematics, with attention to words such as ‘more’, ‘less’, ‘share’, ‘half’, ‘left’, ‘altogether’ (e.g. ‘Yusuf has ten sweets. He gives two sweets to Nwabisa. How many sweets does he have left?’).
- Keeps a personal dictionary.

## Grade 3



### Assessment Standards

We know this when the learner:

- Uses language to understand concepts and vocabulary relating to different Learning Areas (e.g. makes a timeline for history).
- Keeps a personal dictionary and uses a children’s dictionary (if possible, both a bilingual and a monolingual dictionary).
- Asks questions for clarification.
- Transfers information from one mode to another:
  - listens to a short talk and fills in information on a chart or labels a diagram;
  - uses information from a visual or written text to create a chart, bar graph, or mind map, or to label a diagram;
  - uses information from a chart, bar graph, diagram, mind map or picture to write or complete a short text.

## Grade 1



### Learning Outcome 6

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Understands question forms in oral texts (e.g. ‘What...?’, ‘Who...?’, ‘How many/much/old etc....?’, ‘Which...?’, ‘Can....?’).
- Understands simple sentences in oral texts (e.g. ‘I want to go home.’).
- Understands the simple present and present progressive tenses in oral texts (e.g. ‘She likes school.’ ‘He is reading.’).
- Understands imperatives in oral texts (e.g. ‘Come here.’ ‘Don’t sit down.’).
- Understands some modals in oral texts (e.g. ‘I can skip/run/jump.’).
- Understands some negative forms in oral texts (e.g. ‘I don’t like meat.’ ‘I can’t swim.’).
- Understands plurals of nouns in oral texts (e.g. book, books), including some irregular forms (e.g. tooth, teeth).
- Understands some personal pronouns in oral texts (e.g. my, your, his, her, our, their book).
- Understands some prepositions in oral texts (e.g. in, at, on, to).
- Understands a few adjectives (e.g. big, small) and adverbs (e.g. slowly, quickly) in oral texts.

## Grade 2



### Assessment Standards

We know this when the learner:

- Understands and uses some question forms: (e.g. ‘What happened yesterday/last week/this morning?’ ‘When did you go?’ ‘Have you ever ...?’).
- Understands and uses the simple past tense (e.g. ‘Yesterday she watched/did not watch TV.’), including irregular forms (e.g. went, ate, read) and the present perfect tense (‘She has lost her watch.’ ‘I have not seen him.’).
- Understands and uses some modals (e.g. ‘I can read.’).
- Understands and uses some adjectives (e.g. young, old, happy, sad).
- Modifies adjectives and adverbs (e.g. very big/slow, quite small/fast).

## Grade 3



### Assessment Standards

We know this when the learner:

- Understands and uses a variety of question forms (e.g. ‘Where ...?’ ‘When ...?’ ‘Why ...?’).
- Understands and uses the future tense (e.g. ‘It is going to rain tomorrow.’ ‘I will see you next week.’).
- Understands how possibility or probability is expressed (e.g. ‘He may/will come tomorrow.’).
- Understands how necessity is expressed (e.g. ‘You should/must wash your hands.’).
- Understands how language is used to sequence things (e.g. next, then).
- Uses some adjectives (e.g. bored, tired).

## Grade 1



### Learning Outcome 6 Continued

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Understands between 500 and 1000 common spoken words in context by the end of Grade 1.

## Grade 2



### Assessment Standards

We know this when the learner:

- Understands and uses some adverbs in the correct word order (e.g. ‘Thembi *always* brushes her teeth.’).
- Understands between 1000 and 1500 common spoken words in context by the end of Grade 2. Learners who will study some of the Learning Areas through their additional language should aim for 1500 words.

## Grade 3



### Assessment Standards

We know this when the learner:

- Uses some adverbs in the correct word order (e.g. ‘Johan writes *carefully*.’).
- Understands between 1500 and 3000 common spoken words in context by the end of Grade 3. Learners who will study some of the Learning Areas through their additional language should aim for 3000 words.



## CHAPTER 3

# INTERMEDIATE PHASE

### (Grades 4-6)

## INTRODUCTION

In the Foundation Phase, learners received a rich introduction to their additional language. They will understand many words and structures, though they will not have been taught them directly. They should have developed confidence, enjoyment and some fluency in communicating in their additional language.

### Focus

In Grades 4 to 6, learners will begin to:

- take more notice of words and grammatical structures they are already familiar with from the Foundation Phase;
- explore the way their additional language works and take some conscious control of it; and
- use this developing knowledge to check their use of language, especially when writing.

### Gradual learning

Remember: language is acquired slowly and gradually. Even though conscious attention may be given to vocabulary and grammar, accurate use of words and structures will take a long time. It is not necessary that learners perfect one structure before moving on to the next. They will still make many mistakes, and this is a natural part of learning an additional language. However, increasingly, they will develop their understanding of how their additional language works and gradually move closer and closer to accurate use.

In the Foundation Phase, learners should have become confident readers in their home and additional languages. They should have been exposed to a wide range of children's texts. In Grades 4 to 6, they will use this foundation to become confident writers.

### Careful support with writing

Writing at this level needs to be carefully supported and guided. Initially the teacher can give support using 'frames' and models of particular kinds of texts (e.g. a simple poem, a report). As learners become familiar with the text (e.g. how it is structured, what kind of language is used), they will attempt a similar piece of writing on their own.

As with learning to speak an additional language, the process of learning to read and write is gradual. Children learn through trying things out – through trial and error. They need regular feedback and encouragement to help them learn. Remember: although the Learning Outcomes each have a different skill as their focus, they should always be integrated in the Learning Programme.

## Use of Learners' Home Language

In the Intermediate Phase learners should be encouraged to communicate in their additional language wherever possible in the class time allocated for this subject. This is important because they need to get exposure, interact and negotiate meaning in their additional language in order to acquire it. However, there will still be times when learners need to draw on their home language. For example, they will probably need to codeswitch when discussing complex issues such as the social and ethical dimensions of a story, or when comparing the grammar of their home and additional languages (e.g. prepositions are separate words in English and Afrikaans but they are part of the morphology of other words in African languages: on the table/etafuleni).

## LEARNING OUTCOMES



### Learning Outcome 1: Listening

**The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.**

Learners should listen to a great deal of the additional language pitched at the right level. This is the foundation for the development of all the other language skills.



### Learning Outcome 2: Speaking

**The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.**

Learners will become confident in expressing themselves in the additional language in simple ways. They will communicate across cultural and language boundaries. They should learn through experience that multilingualism is personally and socially enriching.



### Learning Outcome 3: Reading and Viewing

**The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.**

Reading is essential for language development, for enjoyment and for learning about the world. In this phase, learners will read for their own personal growth. It is also through reading that they learn about written text. Reading is thus the foundation for writing.



### Learning Outcome 4: Writing

**The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.**

Writing is closely linked to reading and is an essential tool for learning across the curriculum. It is also important for learners' personal growth.





### Learning Outcome 5: Thinking and Reasoning

**The learner will be able to use language to think and reason, as well as to access, process and use information for learning.**

Learners will understand more complicated concepts, and will learn skills and strategies for thinking and accessing information in their other Learning Areas.



### Learning Outcome 6: Language Structure and Use

**The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.**

Grammar and vocabulary are the building blocks of language. Knowledge of grammar and vocabulary is the key to fluent reading. Grammar and vocabulary should be taught in context, and integrated with reading, writing, listening and speaking.

## ASSESSMENT STANDARDS AND TEXTS

In the next sections, the Assessment Standards for each Learning Outcome will be given for each grade. Examples are given of texts that can be used for integrated language learning. These are not the only possible examples, and the teacher can add to them by choosing any other suitable and available texts.



## Grade 4

### Recommended Texts

#### Oral:

- Stories
- Fables
- Legends
- Songs
- Simple children's poems
- Jokes and riddles
- Instructions
- Recounts
- Directions
- Descriptions of people and objects
- Reports of events
- Conversations
- Radio programmes



## Grade 4

### Recommended Texts Continued

#### **Written/Visual:**

- Books (fiction and non-fiction)
- Simple children's poems
- Instructions
- Notices
- Book reports
- Recipes
- Timetables
- Diagrams
- Graphs and charts
- Simple maps and plans
- Photographs
- Cartoons
- Comics
- Pictures
- Word puzzles
- Dictionaries

#### **Multimedia:**

- Children's television programmes
- Television advertisements
- Children's films and videos (where available)
- CD-ROMs and Internet (where available)



Grade 5

### Recommended Texts

#### Oral:

- Stories
- Fables
- Legends
- Songs
- Children's poems
- Jokes and riddles
- Instructions
- Recounts
- Directions
- Messages (e.g. phone messages)
- Descriptions of people, objects and places
- Conversations
- Reports (e.g. radio news and weather)

#### Written/Visual:

- Books (fiction and non-fiction)
- Magazines
- Children's poems
- Instructions
- Notices
- Reports (e.g. of a simple experiment)
- Book reviews
- Invitations
- Postcards
- Recipes
- Timetables
- Schedules (e.g. for television)
- Diagrams
- Graphs and charts
- Simple maps and plans
- Word puzzles
- Comics
- Cartoons
- Posters
- Photographs
- Dictionaries

 Grade 5

### Recommended Texts Continued

**Multimedia:**

- Children's television programmes
- Television weather forecasts
- Television advertisements
- Children's films and videos (where available)
- CD-ROMs and Internet (where available)

 Grade 6

### Recommended Texts

**Oral:**

- Stories
- Fables
- Legends
- Songs
- Poems
- Jokes and riddles
- Instructions
- Recounts
- Directions
- Descriptions of people, objects, places and processes
- Conversations
- Interviews
- Reports
- Prepared talks

**Written/Visual:**

- Books (fiction and non-fiction)
- Newspapers
- Magazines
- Diaries
- Poems
- Playscripts
- Book reviews

 Grade 6

### Recommended Texts Continued

- Advertisements
- Posters
- Postcards
- Letters
- Recipes
- Instructions
- Notices
- Reports (e.g. of simple experiments)
- Timetables
- Schedules (e.g. for television)
- Diagrams, graphs and charts
- Maps and plans
- Word puzzles
- Cartoons
- Comics
- Posters
- Reference books (e.g. dictionaries, encyclopaedias)

### **Multimedia:**

- Television programmes
- Television weather forecasts
- Films and videos (where available)
- CD-ROMs and Internet (where available)

## Grade 4



### Learning Outcome 1

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Understands stories (told or read to learners):
  - answers literal questions;
  - predicts what will happen next;
  - responds personally;
  - discusses ethical and social issues (e.g. whether something is just or fair), codeswitching if necessary;
  - retells the story in the right sequence;
  - summarises the story with teacher's support.
  
- Understands oral instructions, directions and descriptions:
  - responds physically to instructions (e.g. how to make something);
  - listens to simple oral directions and follows a route or locates a place on a simple map or plan.
  
- Understands oral descriptions:
  - identifies people, objects or places;
  - labels a diagram.
  
- Understands recounted events:
  - answers questions about what happened first, second, etc.

## Grade 5



### Assessment Standards

We know this when the learner:

- Understands stories (told or read to learners):
  - answers literal questions;
  - responds personally;
  - notes relevant information (e.g. by labelling a simple diagram);
  - discusses ethical, social and critical issues (e.g. ‘Is the moral of the story right in all circumstances?’), codeswitching if necessary;
  - suggests an alternative ending for the story, codeswitching if necessary;
  - retells the story;
  - summarises the story with support.
  
- Understands oral instructions, directions and descriptions:
  - understands a sequence of instructions by responding physically (e.g. following instructions for a classroom task);
  - understands oral directions by following a route and locating a place on a map or plan.
  
- Understands oral descriptions:
  - identifies people, objects or places;
  - labels a diagram;
  - notes relevant information (e.g. on a chart).
  
- Understands recounted events:
  - answers questions about what happened first, second, etc.;
  - recounts the same events with support.

## Grade 6



### Assessment Standards

We know this when the learner:

- Understands stories (told or read to learners):
  - answers literal questions;
  - notes relevant information (e.g. by filling in a chart);
  - responds personally;
  - connects the story to own life;
  - discusses social, ethical and critical issues (e.g. ‘What kind of person is the hero?’ ‘How does s/he act?’ ‘Is s/he represented realistically or in a stereotyped way?’), codeswitching if necessary;
  - suggests an alternative ending to the story, codeswitching if necessary;
  - retells the story;
  - summarises the story.
  
- Understands oral instructions and directions:
  - understands a complex sequence of instructions by responding physically (e.g. following instructions to set up a science experiment);
  - understands oral directions by noting them down and following them on a map.
  
- Understands oral descriptions:
  - identifies people, objects or places;
  - labels a diagram;
  - notes relevant information (e.g. on a chart);
  - answers questions.
  
- Understands recounted events:
  - answers questions about what happened first, second, etc.;
  - recounts the same events.

Grade 4



Learning Outcome 1  
Continued

**LISTENING**

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



Assessment Standards

We know this when the learner:

- Respects other learners:
  - gives them a chance to speak;
  - listens to them;
  - encourages their attempts to speak their additional language.



## Grade 5



### Assessment Standards

We know this when the learner:

- Respects other learners:
  - gives other learners a chance to speak;
  - listens to them and encourages their attempts to speak their additional language;
  - encourages other group members to support fellow learners.

## Grade 6



### Assessment Standards

We know this when the learner:

- Respects other learners:
  - gives other learners a chance to speak;
  - listens to them and encourages their attempts to speak their additional language;
  - encourages other group members to support fellow learners.

## Grade 4



### Learning Outcome 2

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Interacts in additional language:
  - asks simple questions (e.g. asks for clarification);
  - gives short answers to questions;
  - takes part in a short conversation on a familiar topic.
  
- Acts in culturally appropriate ways:
  - role-plays some familiar situations (e.g. giving directions);
  - shows some awareness of social and cultural differences (e.g. how to express politeness in the additional language);
  - switches from one language to another where appropriate (e.g. greeting a stranger who does not speak own language).
  
- Uses additional language to communicate information:
  - recalls and describes (recounts) a sequence of actions using connecting words (e.g. first, then, next);
  - gives simple instructions;
  - describes people, objects and simple processes.

## Grade 5



### Assessment Standards

We know this when the learner:

- Interacts in additional language:
  - asks and answers questions;
  - takes part in a conversation on a familiar topic;
  - expresses an opinion and gives a reason for it;
  - expresses feelings.
- Acts in culturally appropriate ways:
  - role-plays some familiar situations using appropriate language and gestures;
  - shows increasing awareness of social and cultural differences (e.g. understands the differences in expressing politeness in home and additional language);
  - switches from one language to another where appropriate (e.g. to include someone in a group who does not speak own language).
- Uses additional language to communicate information:
  - recounts a sequence of actions using connecting words;
  - gives a sequence of instructions;
  - describes a process;
  - describes the purpose of something (e.g. a familiar tool and what it is used for);
  - talks about a familiar topic with preparation (e.g. my favourite sportsperson).

## Grade 6



### Assessment Standards

We know this when the learner:

- Interacts in additional language:
  - asks and answers questions;
  - sustains a conversation on a familiar topic;
  - expresses an opinion and gives reasons for it;
  - expresses feelings.
- Acts in culturally appropriate ways:
  - role-plays some familiar situations using appropriate language and actions;
  - shows an awareness of the common values expressed in different ways in different languages (e.g. 'Ndicela ...' and 'Please ...' are different ways of expressing the same value of politeness and respect for others);
  - switches from one language to another where appropriate (e.g. to show respect for someone else's language).
- Uses additional language to communicate information:
  - recounts a sequence of actions using connecting words;
  - gives a sequence of instructions;
  - describes a process;
  - describes the purpose of something (e.g. a piece of equipment and what it is used for);
  - talks about an issue with preparation (e.g. how to save water);
  - carries out a class survey (e.g. interviews classmates), and records responses on chart or graph).

## Grade 4



### Learning Outcome 2 Continued

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Uses additional language creatively:
  - tells a simple story;
  - creates and performs simple play scripts;
  - performs a familiar short rhyme, poem or song;
  - plays a game involving language.
  
- Shows awareness of the way language constructs knowledge and identity and positions people:
  - resists name-calling of any kind (e.g. cruel names, racist names, xenophobic names).

## Grade 5



### Assessment Standards

We know this when the learner:

- Uses additional language creatively:
  - tells a story;
  - performs poems, songs and simple plays;
  - plays games involving language;
  - imagines and describes possibilities (e.g. what learner would do with R100).
- Shows awareness of the way language constructs knowledge and identity and positions people:
  - understands how the way someone is addressed:
    - ▶ tells us about the relationship to that person (e.g. a learner calling a teacher 'Mam' or calling an older friend 'Bhuti'),
    - ▶ constructs that person's identity negatively (e.g. calling an older person 'girl') or positively (e.g. calling her 'Mama' or 'Gogo').

## Grade 6



### Assessment Standards

We know this when the learner:

- Uses additional language creatively:
  - tells a story;
  - performs poems, songs and simple plays;
  - invents a game involving language;
  - imagines and describes possibilities.
- Shows awareness of the way language constructs knowledge and identity and positions people:
  - begins to look critically at naming practices (e.g. how slaves and workers were named by owners/employers, women taking their husbands' surnames, newly married women being renamed by their husbands' families, naming people as 'makwerekwere').

## Grade 4



### Learning Outcome 3

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Understands in a simple way some elements of stories:
  - title (e.g. chooses the best title from alternatives and gives reasons);
  - characters (e.g. thinks of appropriate names for unnamed characters);
  - notices how characters and plots are constructed to represent a particular view of the world (e.g. What roles do girls and boys play in the story? Are they stereotyped, or do boys and girls have the same possibilities?);
  - notices the role that pictures play in the construction of meaning (e.g. How are boys and girls depicted in the pictures?).
  
- Understands, in a very simple way, some elements of poetry:
  - rhyme (e.g. ring, sing);
  - words which begin with the same sound (e.g. 'Naughty Nomsa never listens.');
  - words which imitate their sound (e.g. swish, swish);
  - differences in the way languages represent these sounds (e.g. 'cluck cluck' and 'kri kri').

## Grade 5



### Assessment Standards

We know this when the learner:

- Understands in a simple way some elements of stories:
  - title, setting and characters (e.g. matches adjectives to characters in a story);
  - the moral of a story (where this is appropriate);
  - notices how characters and plots are constructed to represent a particular view of the world (e.g. Are old people and young people represented stereotypically or in realistic ways that show their diversity?);
  - notices the role that visual images (pictures, photographs) play in the construction of meaning (e.g. How are old and young people represented in the pictures?).
  
- Understands, in a simple way, some elements of poetry:
  - rhyme;
  - words which begin with the same sound;
  - words which imitate their sound;
  - comparisons (e.g. ‘He sings like a bird.’ ‘She is a star.’).

## Grade 6



### Assessment Standards

We know this when the learner:

- Understands some elements of stories:
  - understands title, setting and plot (e.g. says why things happened in the way they did);
  - understands characters (e.g. describes their feelings and talks about reasons for their actions);
  - identifies and discusses social and ethical issues in the story (e.g. Is the story just and fair?);
  - notices how characters and plots are constructed to represent a particular view of the world (e.g. Are people of different races and/or cultures represented stereotypically or in realistic ways that show their diversity?);
  - notices the role that visual images play in the construction of meaning (e.g. How are people of different races and/or cultures represented?);
  - suggests alternative ways of representing characters and their actions.
  
- Understands, in a simple way, some elements of poetry:
  - rhyme;
  - words which begin with the same sound;
  - words which imitate their sound;
  - comparisons;
  - talking about a thing (e.g. the sun) as if it is a person (e.g. ‘The sun is smiling.’);
  - some terms to describe these elements (meta-language) – alliteration, onomatopoeia.

## Grade 4



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Reads for information:
  - reads simple maps and plans (e.g. follows a route);
  - reads and follows texts involving procedures (e.g. a recipe);
  - reads and follows timetables;
  - reads diagrams, graphs and charts (e.g. a family tree);
  - summarises a paragraph with support (e.g. fills in missing words in written summary);
  - reads texts across the curriculum (e.g. textbooks in other Learning Areas).
  
- Reads media texts:
  - understands the layout and design of a poster or public notice.



## Grade 5



### Assessment Standards

We know this when the learner:

- Reads for information:
  - reads simple maps and plans (e.g. finds a place);
  - reads and follows texts involving procedures (e.g. instructions for a science experiment);
  - reads diagrams, graphs and charts (e.g. a flow diagram);
  - scans timetables and television schedules for specific information;
  - summarises a paragraph with support (e.g. puts into sequence given sentences to make a summary);
  - reads texts across the curriculum (e.g. textbooks in their Learning Areas).
- Reads and responds to social texts (e.g. invitations).
- Reads media texts:
  - reads and understands the layout and design of a magazine (e.g. a school magazine or young people's magazine).

## Grade 6



### Assessment Standards

We know this when the learner:

- Reads for information:
  - follows instructions, recipes, maps and plans;
  - scans timetables and television schedules for specific information;
  - summarises a paragraph (e.g. identifies the main point and the topic sentence);
  - reads texts across the curriculum (e.g. textbooks in other Learning Areas).
- Reads and responds to social texts (e.g. letters).
- Identifies aspects of style related to audience (e.g. formal versus informal).
- Reads media texts:
  - identifies how advertisements persuade readers, for example, by using:
    - ▶ adjectives (e.g. new, amazing, fantastic),
    - ▶ poetic devices such as alliteration (e.g. 'Meal in a Minute'),
    - ▶ humour,
    - ▶ science or famous people to promote the product;
  - understands the layout and design of a magazine, and compares it to a newspaper.

## Grade 4



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Reads for pleasure and information:
  - reads fiction and non-fiction books at an appropriate reading and language level;
  - evaluates books in a book report;
  - reads and solves puzzles (e.g. a crossword puzzle).
  
- Uses reference books and develops vocabulary:
  - uses a dictionary;
  - demonstrates a reading vocabulary of between 1000 and 2500 common words. Learners who will study other Learning Areas through their additional language should aim for 2500 words.

## Grade 5



### Assessment Standards

We know this when the learner:

- Reads for pleasure:
  - reads fiction and non-fiction at an appropriate reading and language level;
  - evaluates books in a book report;
  - reads a very simple book review;
  - solves word puzzles.
  
- Uses reference books and develops vocabulary:
  - uses a dictionary;
  - demonstrates a reading vocabulary of between 2000 and 3500 common words. Learners who will study other Learning Areas through their additional language should aim for 3500 words.

## Grade 6



### Assessment Standards

We know this when the learner:

- Reads for pleasure:
  - reads much fiction and non-fiction at an appropriate reading and language level;
  - reads some new kinds of texts (e.g. a personal diary);
  - evaluates books in a book report;
  - reads a simple book or film review;
  - solves word puzzles.
  
- Uses reference books and develops vocabulary:
  - uses the contents page and index to find information;
  - uses a dictionary;
  - demonstrates a reading vocabulary of between 3000 and 5000 common words. Learners who will study other Learning Areas through their additional language should aim for 5000 words.

## Grade 4



### Learning Outcome 4

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Writes to communicate information:
  - draws and labels simple maps, diagrams, graphs and charts;
  - writes lists with headings;
  - writes simple instructions;
  - writes a recount of events;
  - expresses an opinion in writing (e.g. whether a book was interesting or boring);
  - using a 'frame' or structure, writes a book review.
  
- Writes for social purposes:
  - writes a simple note or message.
  
- Writes creatively:
  - uses some techniques for creative writing:
    - ▶ words which imitate their sound (e.g. swish),
    - ▶ words beginning with the same sound (e.g. 'Naughty Nomsa'),
    - ▶ repeating the same structure to create a poetic rhythm and pattern, for example:  
"The wind blows  
Leaves flutter  
The grass sings  
Autumn calls";
  - with structured support, writes a simple play script or dialogue;
  - with structured support, writes a simple story.

## Grade 5



### Assessment Standards

We know this when the learner:

- Writes to communicate information:
  - draws and labels simple maps, diagrams, graphs and charts;
  - writes a sequence of instructions;
  - writes a recount of events;
  - writes a recipe;
  - writes a short description of a person, object or simple process;
  - expresses an opinion in writing and gives a reason for it (e.g. why a book was interesting or boring);
  - writes a book review.
  
- Writes for social purposes:
  - writes a short message such as a postcard.
  
- Writes creatively:
  - writes a play script or dialogue;
  - writes a simple story;
  - uses some techniques for creative writing:
    - ▶ words which imitate their sound,
    - ▶ words beginning with the same sound,
    - ▶ making a thing (e.g. grass) sound like a person (e.g. ‘the grass sings’),
    - ▶ repeating the same structure to create a poetic rhythm and pattern.

## Grade 6



### Assessment Standards

We know this when the learner:

- Writes to communicate information:
  - draws and labels plans, maps, graphs and charts;
  - writes a description of a person, object or simple process;
  - using a ‘frame’ or structure, writes a simple report (e.g. of a science experiment);
  - expresses an opinion and gives reasons for it (e.g. why one poem is better than another);
  - writes a book review.
  
- Writes for social purposes:
  - with a ‘frame’, writes a simple personal letter;
  - identifies some differences between formal and informal style (e.g. word choice);
  - identifies some differences between speech and writing;
  - writes for personal reflection (e.g. a diary).
  
- Writes creatively:
  - shows development in the ability to write stories, play scripts and dialogues (e.g. by using poetic devices to create interesting titles, by including dialogue in a story).

## Grade 4



### Learning Outcome 4 Continued

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Designs media texts:
  - designs a simple poster and/or notice.
  
- Uses developing knowledge of language structure and use:
  - writes paragraphs with the support of a 'frame' or structure;
  - spells familiar words correctly;
  - begins to use a wider range of punctuation (e.g. apostrophes).

## Grade 5



### Assessment Standards

We know this when the learner:

- Designs media texts:
  - designs a poster and/or notice.
  
- Treats writing as a process, and uses developing knowledge of language structure and use:
  - writes rough drafts;
  - reads them critically;
  - gets feedback from the teacher and classmates;
  - rewrites after feedback;
  - begins to understand differences in writing style (e.g. spoken or informal style and written or formal style);
  - spells familiar words correctly;
  - uses a wider range of punctuation (e.g. inverted commas).

## Grade 6



### Assessment Standards

We know this when the learner:

- Designs media texts:
  - designs a poster, a simple advertisement and a simple questionnaire;
  - writes a simple news report.
  
- Understands the writing process, and uses developing knowledge of language structure and use:
  - writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;
  - understands the difference between revising (changing content and structure) and editing (correcting mistakes);
  - edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional languages) and tools (e.g. a dictionary).

## Grade 4



### Learning Outcome 5

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- Uses language across the curriculum:
  - explains some concepts used in other Learning Areas (e.g. nutrition in Life Skills);
  - knows and is able to use some of the vocabulary of other Learning Areas;
  - understands and produces texts used in other Learning Areas (e.g. a timeline).
  
- Uses language for thinking:
  - answers and begins to ask some more complex questions (e.g. 'Why...?' 'How do you think ...?');
  - sequences things according to criteria (e.g. oldest to newest);
  - classifies things (e.g. different kinds of vehicles) according to criteria (e.g. their purpose, capabilities);
  - identifies similarities and differences between things (e.g. between a helicopter and an aeroplane);
  - distinguishes parts from the whole (e.g. car: engine, steering wheel, tyres);
  - expresses cause and effect;
  - expresses an opinion and gives a reason for it;
  - with support, discusses advantages and disadvantages (e.g. of travelling by taxi);
  - with support, writes simple definitions and gives examples (e.g. matches a concept and its definition with an example).



## Grade 5



### Assessment Standards

We know this when the learner:

- Uses language across the curriculum:
  - explains some concepts from other Learning Areas (e.g. drought in Social Sciences);
  - knows and is able to use some of the vocabulary of other school subjects (e.g. Natural Science);
  - understands and produces texts used in other Learning Areas (e.g. a description of a simple process in Technology or Life Skills);
  - reads and follows instructions for a simple scientific experiment.
  
- Uses language for thinking:
  - answers and begins to ask some more complex questions (e.g. ‘Why didn’t they...?’ ‘What would you do?’);
  - formulates questions about a written text;
  - sequences things (e.g. the stages of a process);
  - classifies things according to criteria (e.g. mammals and non-mammals);
  - identifies similarities and differences between things;
  - distinguishes parts from the whole;
  - expresses cause and effect;
  - expresses opinions and gives reasons for them;
  - discusses advantages and disadvantages;
  - with support, writes about advantages and disadvantages (e.g. fills them in on a table);
  - writes simple definitions and gives examples.

## Grade 6



### Assessment Standards

We know this when the learner:

- Uses language across the curriculum:
  - explains some concepts from other Learning Areas (e.g. entrepreneur);
  - extracts information from materials used in Languages and other Learning Areas;
  - knows and is able to use some of the vocabulary of other Learning Areas (e.g. Natural Science);
  - understands and produces texts used in other Learning Areas (e.g. reads instructions for a simple scientific experiment and, with support, writes up the results).
  
- Uses language for thinking:
  - answers and asks some more complex questions (e.g. ‘Can you think of another explanation for this?’);
  - sequences things according to criteria;
  - analyses the features of things in order to classify them;
  - identifies similarities and differences between things;
  - distinguishes parts from the whole;
  - expresses cause and effect;
  - discusses advantages and disadvantages and writes about them;
  - evaluates, makes choices and judgments, and gives reasons for them;
  - writes definitions and gives examples.

## Grade 4



### Learning Outcome 5 Continued

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- Collects and records information in different ways:
  - describes a simple process orally and, with support, describes it in writing;
  - designs, draws and labels simple maps, plans, charts, graphs and diagrams.
  
- Transfers information from one mode to another (e.g. chart to text):
  - listens to a short talk and records information on a chart, or labels a diagram;
  - uses information from a written text to create a graph or chart, or to label a diagram;
  - uses information from a chart, graph or diagram to write a short text.

## Grade 5



### Assessment Standards

We know this when the learner:

- Collects and records information in different ways:
  - describes a simple process orally and in writing;
  - designs, draws and labels maps, plans, charts, graphs and diagrams.
- Transfers information from one mode to another:
  - listens to a talk and records information on a chart, or labels a diagram;
  - uses information from a visual or written text to create a graph or chart, or to label a diagram;
  - uses information from a chart, graph or diagram to write a text;
  - does a mind map summary of a short text.

## Grade 6



### Assessment Standards

We know this when the learner:

- Collects and records information in different ways:
  - carries out some simple research (e.g. a traffic survey);
  - designs, draws and labels maps, plans, charts, graphs and diagrams.
- Transfers information from one mode to another:
  - listens to a talk and records information on a chart, or labels a diagram;
  - uses information from a visual or written text to create a graph or chart, or label a diagram;
  - uses information from a chart, graph or diagram to write a text;
  - does a mind map summary of a short text.

## Grade 4



### Learning Outcome 6

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Understands and uses some question forms, such as ‘Why didn’t ...?’, ‘Have you ever ...?’, ‘Do you think ...?’.
  
- Uses the tenses introduced in the Foundation Phase to communicate orally and in writing, for example:
  - simple present (e.g. ‘She likes school.’);
  - present progressive (e.g. ‘He is reading.’);
  - present perfect (e.g. ‘I have finished.’);
  - simple past (e.g. ‘I saw him yesterday.’);
  - future (e.g. ‘I will see him tomorrow.’ ‘I’m going to see him tomorrow.’);
  - understands and uses adverbs of frequency (e.g. ‘She hardly ever visits me.’).

## Grade 5



### Assessment Standards

We know this when the learner:

- Understands and uses some question forms, such as ‘Why couldn’t ...?’ and ‘What/How do you think ...?’.
- Uses language forms and structures to communicate orally and in writing:
  - uses the tenses introduced in previous grades to communicate orally and in writing;
  - uses subject-verb concord (e.g. ‘I have/she has’);
  - uses the passive voice to communicate orally and in writing:
    - ▶ present passive (e.g. ‘Gold is mined in South Africa.’),
    - ▶ past passive (e.g. ‘The telephone was invented in the 20th century.’);
  - uses a conditional form to communicate orally and in writing (e.g. ‘If she works hard, she will be successful.’);
  - uses some prepositions to communicate orally and in writing (e.g. prepositions of place such as: at, in, on, between);
  - uses determiners to communicate orally and in writing (e.g. a, the, one, every, both, a few, several);
  - uses some adjectives as comparatives and superlatives (e.g. bigger than, more expensive than, the biggest, the most expensive).

## Grade 6



### Assessment Standards

We know this when the learner:

- Understands and uses some question forms, such as ‘Why do you think ...?’ and ‘Why doesn’t ...?’.
- Uses language forms and structures to communicate orally and in writing:
  - uses tenses:
    - ▶ present and past passive,
    - ▶ past progressive/past perfect progressive (e.g. ‘I was watching TV when it happened.’ ‘She has been watching TV since ten o’clock.’);
  - uses the negative concord (e.g. ‘I don’t have’, ‘she doesn’t have’);
  - develops the use of conjunctions (e.g. since, during);
  - uses comparatives (e.g. as ... as, whereas);
  - uses a conditional form to communicate orally and in writing (e.g. ‘If I won some money, I would buy food.’);
  - extends use of prepositions, determiners and adjectives.

## Grade 4



### Learning Outcome 6 Continued

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Understands and uses modals to express possibility, probability and necessity, for example:
  - I *can* go to the party;
  - I *can't* go to the party;
  - I *could* go to the party;
  - She *must* go to the party;
  - She *mustn't* go to the party;
  - Smoking *will* damage your health;
  - Eating too much *may* damage your health.
  
- Understands and uses singular and plural forms of nouns:
  - ordinary nouns (e.g. one shirt, two shirts);
  - nouns which do not have plurals (e.g. soccer, cricket);
  - nouns which only have plurals (e.g. scissors, trousers).
  
- Understands simple sentence structure:
  - co-ordinates sentences with 'and';
  - analyses simple sentences (e.g. 'Bongi/always/goes to school.').

## Grade 5



### Assessment Standards

We know this when the learner:

- Understands and uses simple sentence structure:
  - co-ordinates sentences with 'but';
  - analyses simple sentences (e.g. 'The light bulb/was invented/in 1877.').

## Grade 6



### Assessment Standards

We know this when the learner:

- Understands more complex sentences structure:
  - uses relative clauses (e.g. 'Gold, which is mined in Gauteng, is an important export.');
  - uses ellipsis – leaving things out (e.g. 'Some people are rich; some are not.').

## Grade 4



### Learning Outcome 6 Continued

**LANGUAGE STRUCTURE AND USE**  
The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Develops own vocabulary:
  - identifies words which mean the same thing (e.g. angry, cross);
  - identifies opposites (e.g. loud, soft);
  - uses personal dictionaries;
  - understands between 2000 and 3500 common spoken words in context by the end of Grade 4. Learners who will study some of the other Learning Areas through their additional language should aim for 3500 words.



## Grade 5



### Assessment Standards

We know this when the learner:

- Develops own vocabulary:
  - analyses word formation (e.g. drum, drummer);
  - uses a personal dictionary;
  - understands between 3000 and 4500 common spoken words in context by the end of Grade 5. Learners who will study some of the other Learning Areas through their additional language should aim for 4500 words.

## Grade 6



### Assessment Standards

We know this when the learner:

- Develops own vocabulary:
  - recognises words which go together (e.g. ‘strong coffee’ but not ‘powerful coffee’);
  - words which sound the same but are spelled differently (e.g. right/write);
  - words which are often confused (e.g. diary/dairy);
  - understands between 4000 and 5500 common spoken words in context by the end of Grade 6. Learners who will study some of the other Learning Areas through their additional language should aim for 5500 words.



## CHAPTER 4

### SENIOR PHASE

#### (Grades 7-9)

### INTRODUCTION

In Grades 7-9 learners are preparing for Further Education and Training, and for life and work in the adult world. Therefore, they should demonstrate high levels of competence in listening, speaking, reading, writing and thinking. The Language Learning Outcomes and Assessment Standards emphasise life skills and study skills.

In this phase, learners should be:

- able to reason independently through language;
- able to debate important issues, including human rights and environmental issues;
- informed about career and further learning opportunities; and
- informed about their rights and responsibilities as citizens in a democratic, multicultural society.

### Focus

Learners will read and write a range of more complex texts with a greater degree of independence than in the earlier grades. The texts will include those related to other Learning Areas (e.g. Social Sciences and Natural Sciences). They will learn to write longer texts, for example, moving:

- from sentences and paragraphs which express a process to writing a full scientific report; and
- from writing a short personal story to writing an autobiography of several pages.

Learners will read and write texts that include visual, graphic and numeric material (e.g. photos, diagrams and statistics). They will develop expertise in design and layout.

### Study Skills for Lifelong Learning

Learners will develop the study skills necessary for lifelong learning. They will learn how to:

- read in different ways for different purposes;
- improve their reading speed;
- skim and scan text;
- summarise text;
- use reference sources such as dictionaries, encyclopaedias, and the Internet; and
- take a critical approach to texts and to information.

### Note:

In Grades 7, 8 and 9, learners will start reading networks.

## LEARNING OUTCOMES



### Learning Outcome 1: Listening

**The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.**

In an additional language, listening is a very important source of new language knowledge (e.g. vocabulary, idiom, grammar, socio-cultural knowledge).



### Learning Outcome 2: Speaking

**The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.**

Learning to speak an additional language confidently and intelligibly is a challenge, and learners need much opportunity, support and encouragement to achieve this.



### Learning Outcome 3: Reading and Viewing

**The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.**

Reading is essential for language development, for enjoyment, for personal growth and for learning about the world. Reading is also the foundation for writing.



### Learning Outcome 4: Writing

**The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.**

Writing is closely linked to reading, and is an essential tool for thinking and learning across the curriculum. It is a means of self-expression and personal growth. It is necessary for further study and for successful citizenship.



### Learning Outcome 5: Thinking and Reasoning

**The learner will be able to use language to think and reason, as well as to access, process and use information for learning.**

Learners will understand more complicated concepts, develop more complex thinking skills and learn further strategies for accessing information in their other Learning Areas. These will help open the way to lifelong learning.



## Learning Outcome 6: Language Structure and Use

**The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.**

A good knowledge of grammar and vocabulary is essential for fluent reading, writing and speech. Grammar and vocabulary should be taught in context, and integrated with reading, writing, listening and speaking.

## ASSESSMENT STANDARDS AND TEXTS

In the next sections, the Assessment Standards for each Learning Outcome will be given for each grade.

Examples are given of texts that can be used for integrated language learning. These are not the only possible examples, and the teacher can add to them by choosing any other suitable and available texts.



## Grade 7

### Recommended Texts

#### Oral:

- Stories
- Fables
- Legends
- Songs
- Poems
- Jokes
- Instructions
- Directions
- Descriptions of people and objects
- Reports of events
- Conversations
- Prepared talks
- Radio advertisements
- Radio talk shows



## Grade 7

### Recommended Texts Continued

#### **Written/Visual:**

- Books (fiction and non-fiction)
- Newspapers
- Magazines
- Poems
- Play-scripts
- Diaries
- Procedural texts (instructions, recipes)
- Factual descriptions
- Reports (e.g. science)
- Textbooks from other Learning Areas
- Notices
- Book reviews
- Timetables
- Posters
- Diagrams, graphs and charts
- Maps
- Photographs
- Word puzzles
- Cartoons
- Comics
- Reference books (e.g. dictionaries, encyclopaedias)

#### **Multimedia:**

- Children's television programmes
- Television advertisements
- Films and videos
- CD-ROMs and Internet (where available)



Grade 8

### Recommended Texts

#### Oral:

- Stories
- Fables
- Legends
- Songs
- Poems
- Jokes
- Instructions
- Directions
- Messages (e.g. phone messages)
- Descriptions of people, objects and places
- Reports of events
- Conversations
- Prepared talks
- Radio advertisements
- Talk shows

#### Written/Visual:

- Books (fiction and non-fiction)
- Newspapers
- Magazines
- Poems
- Play-scripts
- Diaries
- Postcards
- Procedural texts (instructions)
- Factual descriptions
- Reports (e.g. science)
- Explanations
- Textbooks from other Learning Areas
- Advertisements
- Notices
- Posters
- Book and TV reviews
- Invitations
- Timetables and schedules (e.g. television)
- Diagrams, graphs and charts
- Word puzzles
- Timetables and schedules (e.g. television)

## Grade 8

### Recommended Texts Continued

- Diagrams, graphs and charts
- Word puzzles
- Cartoons
- Reference books (e.g. dictionaries, encyclopaedias)

### **Multimedia:**

- Children's television programmes
- Weather forecasts
- Television advertisements
- Films and videos
- CD-ROMs and Internet (where available)

## Grade 9

### Recommended Texts

#### **Oral:**

- Stories
- Fables
- Legends
- Songs
- Poems
- Jokes
- Instructions
- Directions
- Descriptions of people, objects, places and processes
- Reports of events
- Conversations
- Interviews
- Prepared talks
- Radio news
- Weather reports





Grade 9

## Recommended Texts Continued

### Written/Visual:

- Books (fiction and non-fiction)
- Newspapers
- Magazines
- Poems
- Play-scripts
- Diaries
- Postcards and letters
- Procedural texts (e.g. instructions)
- Factual descriptions
- Reports
- Explanations
- Textbooks from other Learning Areas
- Advertisements
- Notices
- Posters
- Book and television reviews
- Diagrams, graphs and charts
- Reference books (e.g. encyclopaedias)

### Multimedia:

- Television programmes
- Weather forecasts
- Advertisements
- Films and videos
- CD-ROMs and Internet (where available)

## Grade 7



### Learning Outcome 1

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Understands and appreciates stories, including those told by other learners:
  - responds personally and critically, asks and answers questions;
  - evaluates the storytelling performance and gives feedback.
- Understands oral texts (e.g. recounts, sports commentaries):
  - answers questions of growing complexity;
  - identifies point of view (e.g. considers two accounts of the same incident);
  - with support, retells and summarises.
- Listens for specific information:
  - takes very simple notes (e.g. completes given notes, lists points);
  - uses information to complete a table or chart, or label a diagram.
- Listens actively in a discussion:
  - responds to ideas and treats other views with respect;
  - invites contributions from others and responds to their views;
  - disagrees politely and does not interrupt others.

## Grade 8



### Assessment Standards

We know this when the learner:

- Understands and appreciates stories, including those told by other learners:
  - responds personally and critically, asks and answers questions;
  - evaluates the storytelling technique and performance, and gives feedback.
- Understands oral texts (e.g. poems, radio plays):
  - answers questions of growing complexity;
  - identifies point of view;
  - retells and summarises;
  - describes the features or characteristics of different kinds of oral texts (e.g. poem or factual text).
- Listens for specific information:
  - takes own simple notes;
  - uses information to complete a table or chart, or label a diagram.
- Listens actively in discussion:
  - shows openness to ideas and treats the views of others with respect;
  - invites contributions from others and responds to their views;
  - is prepared to challenge others but does so politely and does not interrupt them;
  - criticises the ideas and not the person.

## Grade 9



### Assessment Standards

We know this when the learner:

- Understands and appreciates stories, including those told by other learners:
  - responds personally and critically, asks and answers questions;
  - evaluates the storytelling technique and performance and gives feedback.
- Understands oral texts (e.g. radio talk shows, texts with statistics):
  - answers questions;
  - retells and summarises;
  - identifies point of view and is able to offer an alternative point of view;
  - analyses the features of different kinds of oral texts (e.g. a conversation, a story).
- Listens for specific information:
  - takes own simple notes;
  - uses information to complete a table or chart, or label a diagram.
- Listens actively in discussion:
  - shows openness to ideas and treats the views of others critically but with respect;
  - invites contributions from others and responds to their views;
  - is prepared to challenge others but does so politely and does not interrupt them;
  - criticises the ideas and not the person.

## Grade 7



### Learning Outcome 2

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Translates:
  - tells stories from home language in the additional language.
  
- Interacts in additional language:
  - uses language for a range of functions: expresses opinions and feelings, makes choices, gives advice and makes suggestions (e.g. 'I think you should...'), etc.;
  - takes part in a role-plays of different situations involving different kinds of language (e.g. formal and informal telephone conversations).
  
- Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.
  
- Begins to debate social and ethical issues:
  - shares out roles (e.g. chairperson, timekeeper, secretary);
  - brings people into the discussion (e.g. 'What do you think?', 'Don't you?');
  - interrupts politely (e.g. 'Excuse me ...');
  - expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because ...');
  - expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but...');
  - switches languages where necessary.

## Grade 8



### Assessment Standards

We know this when the learner:

- Translates and interprets:
  - tells stories from home language in the additional language;
  - translates or interprets messages.
  
- Interacts in additional language:
  - uses language for a range of functions: offers and invites ('Would you like ...?'), politely refuses ('I'm sorry ...'), etc.;
  - takes part in role-plays of different situations involving different kinds of language (e.g. reporting a crime to the police).
  
- Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.
  
- Debates social and ethical issues:
  - shares roles (e.g. chairperson, timekeeper, secretary);
  - brings people into the discussion (e.g. 'What do you think?', 'Don't you?');
  - interrupts politely (e.g. 'Excuse me...');
  - expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...');
  - expresses agreement ('You're right.') and disagreement ('Yes, but...');
  - switches languages where necessary.

## Grade 9



### Assessment Standards

We know this when the learner:

- Translates and interprets:
  - tells stories from home language in the additional language;
  - translates or interprets messages;
  - translates or interprets where necessary in a conversation.
  
- Interacts in additional language:
  - uses language for a range of functions: makes polite requests and asks people not to do things ('Would you mind not ...'), asks for help from friends or strangers ('Excuse me ... I wonder if you could...'), etc.;
  - takes part in role-plays of different situations involving different kinds of language (e.g. a job interview).
  
- Shows developing ability to use features of spoken language to communicate: word stress, weak vowels, intonation and rhythm.
  
- Debates social and ethical issues by arguing persuasively and responding critically:
  - shares roles (e.g. chairperson, timekeeper, secretary);
  - brings people into the discussion (e.g. 'What do you think?', 'Don't you?');
  - interrupts politely (e.g. 'Excuse me ...');
  - expresses opinions and supports them with reasons (e.g. 'I'd just like to say that ... because...');
  - expresses agreement (e.g. 'You're right.') and disagreement (e.g. 'Yes, but...');
  - switches languages where necessary.

## Grade 7



### Learning Outcome 2 Continued

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Demonstrates critical awareness of own language use:
  - uses language to include people, and *not* to exclude people.

## Grade 8



### Assessment Standards

We know this when the learner:

- Interviews someone:
  - formulates and asks relevant questions;
  - uses appropriate tone, register and body language;
  - records responses.
  
- Demonstrates critical awareness of own language use:
  - uses language to include rather than exclude people;
  - is strategic about when to use additional language and when to use home language.

## Grade 9



### Assessment Standards

We know this when the learner:

- Is interviewed by someone (e.g. a job interview):
  - anticipates the questions that will be asked and prepares for them;
  - answers questions;
  - uses appropriate tone, register and body language.
  
- Gives a short formal talk or presentation:
  - uses some statistics and visual effects (e.g. a poster);
  - uses challenging topics (e.g. HIV/AIDS, human rights and environmental issues).
  
- Demonstrates critical awareness of own language use:
  - uses language to include rather than exclude people;
  - is strategic about when to use additional language and when to use home language;
  - shows awareness of the way language constructs knowledge and identity and positions people (e.g. when giving a talk about HIV/AIDS).

## Grade 7



### Learning Outcome 3

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Reads a text (fiction or non-fiction):
  - identifies purpose, audience and context;
  - notices how the text is constructed to represent a particular view of the world (point of view);
  - notices the role played by visual images in constructing meaning;
  - identifies main points;
  - with fiction, demonstrates an understanding of character, plot and setting.
  
- Understands in a simple way some elements of poetry (e.g. simile, rhyme, alliteration, personification), and understands some of the terms used to describe these elements (e.g. personification).
  
- Reads and responds to social texts (e.g. simple invitations, letters):
  - identifies purpose, audience and context.



## Grade 8



### Assessment Standards

We know this when the learner:

- Reads a text (fiction or non-fiction):
  - identifies purpose, audience and context;
  - infers meaning (things which cannot be found directly in the text);
  - explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical);
  - distinguishes main points from supporting detail;
  - with fiction, demonstrates an understanding of character, plot and setting.
  
- Understands some elements of poetry (e.g. simile, rhythm), and understands some of the terms used to describe this language (e.g. simile).
  
- Reads and responds to social texts (e.g. personal letters, notices):
  - identifies purpose, audience and context;
  - describes features of the type of text being read (e.g. a personal letter).

## Grade 9



### Assessment Standards

We know this when the learner:

- Reads a text (fiction or non-fiction):
  - identifies purpose, audience and context;
  - infers meaning;
  - identifies what is not said in a text;
  - identifies the register/style (formal or informal);
  - explains and assesses point of view in both written and visual parts of the text, and offers alternative points of view;
  - shows understanding of the way in which texts position readers (e.g. by using the inclusive pronoun 'we');
  - identifies topic sentences, distinguishes main points from supporting detail;
  - with fiction, demonstrates an understanding of character, plot, setting and narrator;
  - compares different kind of texts and matches them with their purpose (e.g. instructing, persuading).
  
- Understands some elements of poetry (e.g. metaphor, rhythm), and understands some of the terms used to describe this language (e.g. metaphor).
  
- Reads and responds to social texts (e.g. simple business letters):
  - identifies purpose, audience and context;
  - describes features of the type of text being read (e.g. a simple job advertisement);
  - comments on register/style (formal or informal);
  - analyses point of view, construction of meaning, way in which reader is positioned.

## Grade 7



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Reads for information:
  - follows information texts (e.g. a description of a process like paper making);
  - reads simple diagrams, graphs and charts;
  - summarises information.
  
- Analyses advertisements and pamphlets:
  - identifies the audience ('Who is this advert for?');
  - identifies the context (Where do you see adverts like this?);
  - identifies the message;
  - identifies emotive language;
  - says how it makes self feel and why.
  
- Uses reading strategies:
  - matches different ways of reading to different texts (e.g. reads instructions slowly and carefully);
  - uses strategies to work out the meanings of words (e.g. reads the surrounding words, asks someone to translate it);
  - begins to develop and evaluate reading speed.

## Grade 8



## Assessment Standards

We know this when the learner:

- Reads for information:
  - follows information texts (e.g. an explanation of how something works, like our kidneys);
  - reads diagrams, graphs and charts of increasing complexity;
  - summarises information.
  
- Analyses photographs in texts (e.g. advertisements and newspapers):
  - identifies the subject, context, audience and message of the photo;
  - identifies from whose point of view the photo has been taken;
  - identifies what has been left out of the photo and why;
  - judges whether the photo is memorable and gives reasons.
  
- Uses reading strategies:
  - matches different ways of reading to different texts (e.g. scans a telephone directory);
  - develops and evaluates reading speed;
  - uses strategies to work out the meanings of words (e.g. looks at illustrations or diagrams, and discusses the word in home language).

## Grade 9



## Assessment Standards

We know this when the learner:

- Reads for information:
  - reads information texts (e.g. a short newspaper article);
  - reads diagrams, graphs and charts of increasing complexity;
  - reads texts with statistics;
  - summarises information.
  
- Critically analyses media texts (e.g. a short newspaper article):
  - identifies subject, context, audience and message of written and visual text;
  - analyses the type of text and register/style (e.g. newspaper articles have headlines, and use short sentences and paragraphs, direct speech, short and simple adjectives in order to get readers' attention).
  
- Uses reading strategies:
  - skims texts – identifies the topic and key points, and uses layout features (e.g. illustrations);
  - matches different ways of reading to different texts (e.g. skims newspaper articles for main ideas);
  - develops and evaluates reading speed;
  - uses strategies to work out the meanings of words (e.g. discusses the word in home language).

## Grade 7



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Reads for pleasure:
  - reads fiction and non-fiction books at an appropriate reading and language level;
  - reads some new kinds of books (e.g. romances);
  - evaluates books in a book report;
  - reads a simple book review;
  - solves word puzzles.
- Shows some understanding of how reference books work:
  - uses contents page and index to find information;
  - uses a dictionary: understands dictionary entry (spelling, pronunciation, parts of speech, meaning);
  - uses a simple thesaurus.
- Demonstrates a reading vocabulary of between 4000 and 5500 common words. Learners who will study other Learning Areas through their additional language should aim for 5500 words.

## Grade 8



### Assessment Standards

We know this when the learner:

- Reads for pleasure:
  - reads fiction and non-fiction books at an appropriate reading and language level;
  - reads some new kinds of books (e.g. crime thrillers);
  - reads and writes book reviews.
  
- Shows some understanding of how reference books work:
  - uses contents page and index to find information;
  - uses a dictionary and a simple thesaurus.
  
- Demonstrates a reading vocabulary of between 5000 and 6500 common words. Learners who will study other Learning Areas through their additional language should aim for 6500 words.

## Grade 9



### Assessment Standards

We know this when the learner:

- Reads for pleasure:
  - reads fiction and non-fiction books at an appropriate reading and language level;
  - reads some new kinds of books (e.g. science fiction);
  - reads and writes book reviews.
  
- Shows some understanding of how reference books work:
  - evaluates and selects books, using contents pages and indexes;
  - uses a dictionary, a simple thesaurus and an encyclopaedia.
  
- Develops a reading vocabulary of between 6000 and 7500 common words. Learners who will study other Learning Areas through their additional language should aim for 7500 words.

## Grade 7



### Learning Outcome 4

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Writes to communicate information:
  - fills in forms and timetables;
  - writes one or two paragraphs describing a process (e.g. how to change a car tyre);
  - uses information from an interview to write a report or description;
  - writes text types required in other Learning Areas (e.g. a report).
  
- Writes for social purposes:
  - writes simple personal letters (e.g. accepts an invitation, responds to an advertisement), showing awareness of features of the text type.
  
- Writes for personal reflection:
  - writes a diary.
  
- Writes creatively:
  - shows development in the ability to write stories, poems and play-scripts (e.g. by including dialogue in a story).

## Grade 8



## Assessment Standards

We know this when the learner:

- Writes to communicate information:
  - writes a short explanation of how or why something happens (e.g. how an electric circuit works);
  - writes one or two paragraphs about the advantages and disadvantages of something (e.g. cars as a form of transport);
  - uses information from a survey to write a report (including heading, introduction, how the research was carried out, the results, and recommendations);
  - writes text types required in other Learning Areas (e.g. a historical narrative).
- Writes for social purposes:
  - writes personal letters (e.g. politely refusing an invitation), showing awareness of the text type, of purpose, audience and context, and of register/style;
  - writes e-mail messages.
- Writes for personal reflection:
  - writes a diary.
- Writes creatively:
  - shows development in the ability to write stories, poems and play-scripts (e.g. by using figurative language);
  - translates stories (and other texts) from home language.

## Grade 9



## Assessment Standards

We know this when the learner:

- Writes to communicate information:
  - writes longer texts of several paragraphs describing processes and procedures, giving explanations, giving advantages and disadvantages, arguing for and against;
  - writes texts that include graphs and statistics;
  - does a survey and writes it up (e.g. as a report or a newspaper article);
  - writes text types required in other Learning Areas (e.g. an explanation of how a circuit works for Technology).
- Writes for social purposes:
  - writes a simple business letter (e.g. a job application) and a CV);
  - writes informal and more formal e-mail messages;
  - writes the minutes of a meeting (e.g. an SRC meeting);
  - shows awareness of text type, purpose, audience, context and register/style.
- Writes for personal reflection:
  - writes a diary or journal.
- Writes creatively:
  - translates stories (and other texts) from home language – tries to capture the idiom and notices how idiom (and often values) are different in the two languages;
  - shows development in the ability to write stories, poems and play-scripts (e.g. by working with design).

## Grade 7



### Learning Outcome 4 Continued

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Designs media texts:
  - using a 'frame', designs a simple advertisement;
  - using a 'frame', designs a simple brochure.
  
- Treats writing as a process:
  - drafts, reads and discusses own writing critically;
  - uses feedback to revise, edit and rewrite;
  - uses knowledge of grammar, spelling, etc., to edit;
  - thinks about design and layout.
  
- Uses developing knowledge of language structure and use:
  - makes text cohesive (e.g. by using pronouns);
  - begins consciously to adopt a point of view in writing.



## Grade 8



### Assessment Standards

We know this when the learner:

- Designs media texts:
  - designs a simple advertisement or pamphlet;
  - writes a simple news report.
  
- Treats writing as a process:
  - drafts, reads and discusses own writing critically;
  - uses feedback to revise, edit and rewrite;
  - uses knowledge of grammar, spelling, etc., to edit;
  - pays some attention to design and layout.
  
- Uses developing knowledge of language structure and use:
  - makes a text cohesive (e.g. using linking words to link paragraphs);
  - writes good paragraphs with one main idea, a topic sentence and supporting sentences, and is able to reflect on it;
  - writes introductions and conclusions;
  - adopts a point of view.

## Grade 9



### Assessment Standards

We know this when the learner:

- Designs media texts:
  - writes simple personal advertisements (e.g. advertising something for sale);
  - designs magazine, CD and book covers.
  
- Treats writing as a process:
  - drafts, reads and discusses own writing critically;
  - uses feedback to revise, edit and rewrite;
  - uses knowledge of grammar, spelling, etc., to edit;
  - plans the layout of a text, including how to incorporate graphs and pictures;
  - evaluates design and layout.
  
- Uses developing knowledge of language structure and use:
  - shows an understanding of style and register (e.g. rewrites a story as a newspaper article);
  - shows an understanding of the information structure of texts;
  - writes coherent, longer pieces of writing, with introductions and conclusions;
  - critically evaluates own point of view;
  - begins to see how own writing positions the reader.

## Grade 7



### Learning Outcome 5

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- Uses language and literacy across the curriculum:
  - understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. 'trade' in Economic and Management Sciences);
  - understands and produces texts used in other Learning Areas (e.g. a factual description in Geography or a report in Natural Sciences).
  
- Uses language for thinking:
  - asks and answers more complex questions (e.g. 'What would happen if ....?');
  - defines and classifies.
  
- Collects and records information in different ways:
  - selects relevant material and takes notes (identifies key words and sentences, lists important points);
  - does simple research and writes a report using tools such as graphs, tables, diagrams and statistics;
  - transfers information from one mode to another (e.g. uses information from a visual or written text to create a graph or a chart, or to label a diagram).

## Grade 8



### Assessment Standards

We know this when the learner:

- Uses language and literacy across the curriculum:
  - understands some concepts from other Learning Areas and uses the vocabulary associated with them in their additional language (e.g. ‘symptom’ in Life Orientation);
  - understands and produces texts used in other Learning Areas (e.g. an explanation of how the kidneys work, or the production of a report in Natural Sciences);
  - produces visual or graphic material to support texts (e.g. a diagram for an explanation).
  
- Uses language for thinking:
  - asks and answers more complex questions (e.g. ‘When this is changed, then what else would change?’);
  - writes definitions, classifications and generalisations;
  - understands and uses evidence to support a theory or argument (e.g. a photograph, objects from the past, an interview with a witness).
  
- Collects and records information in different ways:
  - selects relevant material and takes notes (organises points under headings; abbreviates words);
  - reads and synthesises information from two simple texts on the same topic;
  - transfers information from one mode to another by, for example, using mind maps.

## Grade 9



### Assessment Standards

We know this when the learner:

- Uses language and literacy across the curriculum:
  - understands some concepts from other Learning Areas and uses the vocabulary associated with them in the additional language (e.g. ‘xenophobia’ in Social Sciences);
  - writes texts required in other Learning Areas (e.g. reports and explanations in Natural Sciences);
  - produces visual or graphic material to support texts (e.g. diagrams for explanations and reports).
  
- Uses language for thinking:
  - asks and answers more complex questions;
  - expands generalisations, definitions and classifications into paragraphs;
  - thinks of examples for general statements;
  - understands and uses evidence to support a theory or argument (e.g. scientific evidence);
  - draws conclusions.
  
- Collects and records information in different ways:
  - selects relevant information and takes notes (organises key ideas under headings and sub-headings, uses layout such as capital letters and underlining);
  - reads and synthesises information from several texts on the same topic;
  - transfers information from one mode to another (e.g. uses statistics to write paragraphs, uses mind maps).

## Grade 7



### Learning Outcome 6

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Revises the grammar learned in the earlier grades.
- Extends use of questions to include questions tags.
- Extends use of prepositions, determiners, adjectives and adverbs.
- Understands and uses modals to express possibility, probability and necessity, for example:
  - ‘It will rain.’ (certain – positive);
  - ‘It should rain.’ (probable);
  - ‘It may rain.’ (possible);
  - ‘It might rain.’ (unlikely);
  - ‘It will not rain.’ (certain – negative).
- Understands and uses modals to express obligation and necessity, for example:
  - ‘You must be careful.’ (necessity);
  - ‘You should be careful.’ (desirable);
  - ‘You shouldn’t be careless.’ (undesirable);
  - ‘You mustn’t be careless.’ (forbidden).
- Understands and uses the first conditional (e.g. ‘If the lens is dirty, the camera won’t work.’).
- Uses some language to talk about language (meta-language – terms such as verb, noun, adverb, adjective).
- Expands vocabulary (e.g. by working with word families: happy, unhappy, happiness, unhappiness, happily).

## Grade 8



### Assessment Standards

We know this when the learner:

- Distinguishes between verbs that can and cannot take the progressive (e.g. 'I have a problem.', not 'I am having a problem.').
- Uses the future tense with 'when' clauses (e.g. 'When I finish work, I will rest.').
- Uses the past perfect (e.g. for reported speech).
- Extends use of nouns (e.g. countable and uncountable nouns).
- Extends use of determiners (e.g. some and any: 'I have some paper, but I don't have any chalk.').
- Uses modals to express politeness (e.g. 'Can/Could I borrow a pencil?').
- Understands and uses the second conditional (e.g. 'If I met the President, I would ask him to build houses for everybody.').
- Uses some language to talk about language (meta-language – terms such as pronunciation).
- Expands vocabulary (e.g. by mind mapping related words, such as words about war).

## Grade 9



### Assessment Standards

We know this when the learner:

- Understands and uses different ways of talking about the future (e.g. 'I am going to see him tomorrow.', 'I will see him tomorrow.', 'I am seeing him tomorrow.', 'He flies to Cape Town tomorrow.').
- Understands and uses the past perfect progressive tense (e.g. 'He had been waiting for an hour by the time I arrived.').
- Understands and uses direct and indirect speech.
- Expands use of modals:
  - function (e.g. 'You should/ought to ...');
  - form – common mistakes with modal verbs (e.g. 'He can be able to do ...');
  - uses the modal verb 'used to'.
- Understands and uses the third conditional (e.g. 'If I had not locked the gates, the car would have been stolen.').
- Uses the passive voice in the future (e.g. 'An election will be held next month.').
- Uses complex sentences (e.g. relative clauses).
- Uses some language to talk about language (meta-language – terms such as paragraph).
- Expands vocabulary (e.g. uses prefixes to form new words: autobank, autobiography, automatic).

## Grade 7



### Learning Outcome 6 Continued

**LANGUAGE STRUCTURE AND USE**  
The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Demonstrates an understanding of between 4000 and 6500 common spoken words in context by the end of Grade 7. Learners who will do some of their learning through their additional language should aim for 6500 words.







## CHAPTER 5 LEARNER ASSESSMENT

### INTRODUCTION

The assessment framework of the Revised National Curriculum Statement Grades R-9 (Schools) is based on the principles of outcomes-based education. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply knowledge and skills. Assessment should also help students to make judgements about their own performance, set goals for progress and provoke further learning.

To assist in the process of learner assessment, this Revised National Curriculum Statement:

- outlines the Learning Outcomes and their associated Assessment Standards in each Learning Area and for each grade in the General Education and Training Band (Grades R-9);
- contextualises the Critical and Developmental Outcomes within the Learning Outcomes and Assessment Standards; and
- places Assessment Standards at the heart of the assessment process in every grade. Assessment Standards describe the level at which learners should demonstrate their achievement of the Learning Outcome(s) and the ways (depth and breadth) of demonstrating their achievement.

The following diagram illustrates the interaction between the design elements of this Revised National Curriculum Statement:



### ASSESSMENT PRINCIPLES USED IN OUTCOMES-BASED EDUCATION

#### Definition

Assessment in the Revised National Curriculum Statement Grades R-9 (Schools) is a continuous, planned process of gathering information about the performance of learners measured against the Assessment Standards of the Learning Outcomes. It requires clearly-defined criteria and a variety of appropriate strategies to enable teachers to give constructive feedback to learners and to report to parents and other interested people.

## Key Elements

Outcomes-based education is a way of teaching and learning which makes it clear what learners are expected to achieve. The principle by which it works is that the teacher states beforehand what the learners are expected to achieve. The teacher's task is to teach in order to help learners to satisfy the requirements of the Assessment Standards in the curriculum; the learners' task is to learn or do what the Assessment Standards expect. Assessment is essential to outcomes-based education because it must be possible to assess when a learner has achieved what is required in each grade.

To help learners to reach their full potential, assessment should be:

- transparent and clearly focused;
- integrated with teaching and learning;
- based on predetermined criteria or standards;
- varied in terms of methods and contexts; and
- valid, reliable, fair, learner-paced, and flexible enough to allow for expanded opportunities.

## Purposes of Assessment

The main purpose of assessing learners should be to enhance individual growth and development, to monitor the progress of learners and to facilitate their learning. Other uses of assessment include:

- *baseline assessment of prior learning*  
Baseline assessment usually takes place at the beginning of a grade or phase to establish what learners already know. It assists teachers to plan learning programmes and learning activities.
- *diagnostic assessment*  
Diagnostic assessment is used to find out about the nature and cause of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies.
- *formative assessment*  
Formative assessment monitors and supports the process of learning and teaching, and is used to inform learners and teachers about learners' progress so as to improve learning. Constructive feedback is given to enable learners to grow.
- *summative assessment*  
Summative assessment gives an overall picture of learners' progress at a given time, for example, at the end of a term or year, or on transfer to another school.
- *systemic assessment*  
Systemic assessment is a way of monitoring the performance of the education system. One component of this is the assessment of learner performance in relation to national indicators. Systemic assessment is conducted at the end of each phase of the General Education and Training Band. A representative sample of schools and learners is selected provincially or nationally for systemic assessment.

## CONTINUOUS ASSESSMENT

### Characteristics of Continuous Assessment

Continuous assessment is the chief method by which assessment takes place in the Revised National Curriculum Statement. It covers all the outcomes-based education assessment principles and ensures that assessment:

- *takes place over a period of time and is ongoing:* Learning is assessed regularly and the records of learners' progress are updated throughout the year.
- *supports the growth and development of learners:* Learners become active participants in learning and assessment, understand the criteria that are used for assessment activities, are involved in self-evaluation, set individual targets for themselves, reflect on their learning, and thereby experience raised self-esteem.
- *provides feedback from learning and teaching:* Feedback is a crucial element in formative assessment. Methods of feedback include appropriate questioning, focusing the teacher's oral and written comments on what was intended to be achieved by an assessment activity, and encouragement to a learner.
- *allows for the integrated assessment:* This may include assessing a number of related Learning Outcomes within a single activity, and combining a number of different assessment methods. Competence in particular Learning Outcomes can be demonstrated in many different ways, and thus a variety of assessment methods and opportunities must be provided through which learners can demonstrate their ability.
- *uses strategies that cater for a variety of learner needs (language, physical, psychological, emotional and cultural):* Continuous assessment allows teachers to be sensitive to learners with special education needs and to overcome barriers to learning through flexible approaches. In any group of learners, there are different rates and styles of learning. All learners do not need to be assessed at the same time and in the same way.
- *allows for summative assessment:* The accumulation of the results of continuous assessment activities provides an overall picture of a learner's progress at a given time. Summative assessment needs to be planned carefully from the beginning of the year, to include a variety of assessment strategies - for example, exercises, tasks, projects, school and class tests - which will provide learners with a range of opportunities to show what they have learned.

### Assessment Strategies

The choice of what assessment strategies to use is a subjective one, unique to each teacher, grade and school, and dependent on the teacher's professional judgement. The availability of space and resources influences this decision, but even when resources are similar, teachers differ in the way that they make their choices.

The methods chosen for assessment activities must be appropriate to the Assessment Standards to be assessed, and the purpose of the assessment must be clearly understood by all the learners and teachers involved. Competence can be demonstrated in a number of ways. Thus a variety of methods is needed to demonstrate their abilities more fully.

## Common Tasks for Assessment

The purpose of Common Tasks for Assessment is to:

- ensure consistency in teacher judgements;
- promote common standard setting;
- strengthen the capacity for school-based continuous assessment;
- increase the accuracy of the assessment process and tools;
- ensure that the school-based assessment tasks properly assess competencies and achievements; and
- ensure expanded opportunities for learners.

Common Tasks for Assessment may be set at national, provincial, district or cluster level, are conducted at school level, and are moderated externally

## MANAGING ASSESSMENT

### People Involved in Assessment

The school and the teachers have overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process. Provincial policies should ensure the involvement of learners, school assessment teams, district support teams, support services, and parents, as appropriate.

### School Assessment Programme

Each school must develop an assessment programme based on provincial and national assessment guidelines. It needs to have a School Assessment Plan and a team to facilitate the implementation of this programme. The team should have representatives from each Phase and Learning Area.

To ensure a professional approach to assessment, the school assessment programme must outline clearly:

- the way continuous assessment is planned and implemented;
- how record books are to be kept, their accessibility and security;
- the assessment codes determined by the province;
- internal verification of assessment;
- how moderation takes place in the school;
- the frequency and method of reporting;
- the monitoring of all assessment processes; and
- the training of staff in areas of assessment.

Areas where in-school training needs to take place include:

- how to use criteria/rubrics to assess;
- finding agreement between teachers in the same grade about what is considered necessary to satisfy the Learning Outcomes;
- how to write comments for assessment results and reports; and
- achieving a common understanding of the school's assessment programme.

## KEEPING RECORDS

### Record Books

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Learning Areas or Learning Programmes; and
- comments for support purposes.

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process.

The school assessment programme determines the details of how record books must be completed. The assessment codes are used to express how the learner is performing against the Learning Outcomes. Codes used must be clear and understood by learners and parents.

### Codes to Use for Assessment

There are many ways in which feedback from assessment can be provided to learners and recorded by teachers. Choosing the best way to do so for an assessment activity will depend on a number of factors, such as:

- the number of learners in the class and the amount of time available to the teacher;
- the complexity and the length of the assessment activity;
- the learning content or skills being assessed (e.g. Mathematics or writing);
- how quickly feedback is given;
- how individualised the feedback is;
- the criteria (or rubrics) used by the teacher to describe learners' performance; and
- whether learners' performance is to be compared to peers, to previous performance, and/or the requirements of the Assessment Standards and Learning Outcomes.

Some assessment codes are better for some purposes than for others. For example, comments can be detailed, individual and provide suggestions for improvement. Comments are also useful for reporting on learner performance against Assessment Standards. However, comments take long to write and are not very easy to record. Codes such as 'Excellent', 'Very Good', 'Good', 'Competent', and 'Insufficient' are much quicker to write and allow assessment of progress against previous work and against Assessment Standards. However, they do not provide the detail made possible by comments. Marks, on the other hand, are quickly recorded and can be added together, multiplied and divided. They are useful for assessing learners' performance in relation to others in the class, and to other grades or schools. However, they provide little information on learners' performance against the Assessment Standards.

Examples, among many others, of further assessment codes are:

- not yet achieved, almost there, achieved;
- satisfactory performance, needs support;
- A, B, C; and
- phrases (or rubrics) designed especially for the assessment activity or report.

Whatever assessment code is used, feedback is more effective when combined with comments. There is more likely to be an improvement in achievement when learners are given written feedback rather than marks only. Although marks and percentages are very useful for recording purposes, as it is easy to write marks into a record book, they are often not useful for feedback and reporting. Other problems presented by marks are that they can be aggregated and manipulated and that they hide much about learners' achievement and progress. If learners have completed more than one assessment activity there is a temptation to use the marks arithmetically, to add and to average. When this is done, marks lose their usefulness to feed back information. An average or aggregate mark hides the fact that a learner might have achieved the intended learning well in one aspect but not in another.

Marks give an overall impression of achievement but hide the reasons for the assessment of the achievement (or lack of achievement) from the learner, and prevent a focus on learning something from the assessment. They also do not describe learner progress in the curriculum well. In many cases maintaining the same mark (provided it is a satisfactory one) is regarded as an indication of good progress. A mark of 70 against the Grade 5 Assessment Standards and a mark of 70 against the Grade 6 Assessment Standards disguises completely the progress a learner might have made during the year, which is best described in a statement, code, or comment(s).

## National Codes

In recording or reporting on learner achievement in the Learning Outcomes specific to a grade, the following codes are to be used:

**4** = Learner's performance *has exceeded* the requirements of the Learning Outcome for the grade.

**3** = Learner's performance *has satisfied* the requirements of the Learning Outcome for the grade.

**2** = Learner's performance *has partially satisfied* the requirements of the Learning Outcome for the grade.

**1** = Learner's performance *has not satisfied* the requirements of the Learning Outcome for the grade.

## Progression Schedules

At the end of each year, a progression schedule must be completed, and signed by the principal and a departmental official. The progression schedule is a record with summary information about the progress of all learners in the grade in the school.

The progression schedule should include the following information:

- name of the school and school stamp;
- list of learners in each grade;
- codes for progress in each Learning Area (National Coding System);
- codes for progress in each grade (progress to the next grade or stay in the same grade);

- comments on strengths and areas for support in each Learning Area; and
- date and signature of principal, teacher or other educator, and departmental official.

## Learner Profiles

A learner profile is a continuous record of information that gives an all-round impression of a learner's progress, including the holistic development of values, attitudes and social development. It assists the teacher in the next grade or school to understand the learner better, and therefore to respond appropriately to the learner. The profile must be safeguarded for every learner and should accompany learners throughout their school careers.

The following kinds of information should be included in a learner profile:

- personal information;
- physical condition and medical history;
- schools attended and record of attendance;
- participation and achievements in extra-curricular activities;
- emotional and social behaviour;
- parental involvement;
- areas needing additional support;
- summative end-of-year overall report; and
- progression summary records of the schooling years.

### Notes:

- The learner profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards and Edlab cards. The central purpose of a learner profile is to assist the learner by having access to the variety of information it includes.
- Personal information in a profile should never be used to discriminate unfairly against a learner.
- Learner profiles should not be confused with portfolios. A portfolio is a method of assessment that gives the learner and teacher together an opportunity to consider work done for a number of assessment activities. The work is placed in a folder, file or box. The learner profile, on the other hand, is a record containing information about a learner.

## REPORTS

### Information to be Included in Reports

Teachers need to be accountable to learners, parents, the education system and the broader community in assessing their learners. This takes place through reporting. In addition to written reports, oral or practical presentations, displays of learners' work and exhibitions might be used.

Every report on a learner's overall progress should include information on:

- the learning achieved;
- the learner's competencies;
- support needed; and

- constructive feedback, which should contain comments about the learner's performance in relation to peers and the learner's previous performance in relation to the requirements of the Learning Areas.

Reporting to parents should be done on a regular basis to encourage their involvement and participation. Teachers must report at the end of each term using formal report cards.

It will usually not be possible to give information on achievement in each Learning Outcome. However, reports should give information on achievement in each of the Learning Areas or Learning Programmes (in the case of the Foundation Phase).

## Report Cards

The minimum requirements for a report card are:

### 1) *Basic information*

- name of school;
- name of learner;
- grade of learner;
- date of birth of learner;
- year and term;
- date and signature of parent or guardian;
- date and signature of teacher;
- date and signature of principal;
- dates of closing and opening of school;
- school stamp;
- school attendance profile; and
- the explanation of the codes of the national coding system.

### 2) *Strengths and needs*

- Give a description of the strengths, developmental needs, or areas of support required by the learner in each Learning Area or Learning Programme.
- Use the national coding system to evaluate performance against the Assessment Standards and the Learning Outcomes covered thus far - it is not necessary to give a code for each Learning Outcome. In an end of year report, the overall performance of the learner in the Learning Areas must be shown.

### 3) *Comments on each Learning Area or Learning Programme*

- Give comments on each Learning Area or Learning Programme, with special emphasis on students who have exceeded the requirements or need further support. Comments on specific strengths and areas of support should be linked to the Assessment Standards. These comments will allow parents, learners and other educators to gain an understanding of what support the learner needs.





## REFERENCE LISTS

### CURRICULUM AND ASSESSMENT GLOSSARY

*This is an alphabetical list of key terms used in designing the Revised National Curriculum Statement Grades R-9 (Schools) and its learner assessment principles.*

**assessment** – a continuous planned process of gathering information on learner performance, measured against the Assessment Standards

**Assessment Standards** – the knowledge, skills and values that learners need to show to achieve the Learning Outcomes in each grade

**baseline assessment** – initial assessment used to find out what learners already know

**continuous assessment** – assessment model that encourages integration of assessment into teaching and the development of learners through ongoing feedback

**critical outcomes** – together with the Developmental Outcomes, key outcomes of Revised National Curriculum Statement Grades R-9 (Schools), that are inspired by the Constitution; they include core life skills for learners, such as communication, critical thinking, activity and information management, group and community work, and evaluation skills

**Curriculum 2005** – the first version of the post-apartheid National Curriculum Statement. That 1997 education policy document gives a framework for Early Childhood Development, General Education and Training, Further Education and Training, and Adult Basic Education and Training. This Revised National Curriculum Statement Grades R-9 (Schools) aims to strengthen Curriculum 2005.

**developmental outcomes** – together with the Critical Outcomes, key outcomes of the Revised National Curriculum Statement Grades R-9 (Schools) that are inspired by the Constitution; they include enabling learners to learn effectively and to become responsible, sensitive and productive citizens

**exit-level** – when learners complete Grade 9 and are awarded the General Education and Training Certificate

**formative assessment** – a form of assessment that assesses learner progress during the learning process in order to provide feedback that will strengthen learning

**Foundation Phase** – the first phase of the General Education and Training Band: Grades R, 1, 2 and 3

**General Education and Training Band** – the ten compulsory schooling years, made up of the Foundation, Intermediate and Senior Phases

**General Education and Training Certificate** – the certificate obtained on successful completion of the General Education and Training Band

**integration** – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools), that requires learners to use their knowledge and skills from other Learning Areas, or from different parts of the same Learning Area, to carry out tasks and activities

**Intermediate Phase** – the second phase of the General Education and Training Band: Grades 4, 5 and 6

**language of learning and teaching** – the language that is most used in a particular learning and teaching environment; some learners experience learning and teaching in an additional language (not their home language).

**learning areas** – the eight fields of knowledge in the Revised National Curriculum Statement Grades R-9 (Schools): Languages, Mathematics, Natural Sciences, Technology, Social Sciences, Arts and Culture, Life Orientation, and Economic and Management Sciences

**learning area statements** – the statement for each Learning Area that sets out its Learning Outcomes and Assessment Standards

**learner profile** – an all-round record of a learner's progress, including personal information, social development, support needs, samples of work and annual reports

**learning programmes** – programmes of learning activities, including content and teaching methods; these are guided by the Revised National Curriculum Statement Grades R-9 (Schools) but developed by provinces, schools and teachers

**national coding system** – a standard national system of performance codes used to report on a learner's progress

**outcomes** – the results at the end of the learning process in outcomes-based education; these outcomes help shape the learning process

**outcomes-based education** – a process and achievement-oriented, activity-based and learner-centred education process; in following this approach, Curriculum 2005 and the Revised National Curriculum Statement Grades R-9 (Schools) aim to encourage lifelong learning

**portfolio** – individual file or folder of each learner's work

**progression** – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools) that enables the learner to gradually develop more complex, deeper and broader knowledge, skills and understanding in each grade

**progression schedules** – end-of-year tool for recording the progress of all learners in a grade, including codes for progress in each Learning Area and grade, and comments on support needed

**summative assessment** – different from formative assessment, as it is about regular reports of a learner’s progress, usually at the end of the term or year

## LANGUAGES LEARNING AREA GLOSSARY

**active listening** – when a person tries to put themselves in the place of the speaker and listens seriously to what he or she has to say

**additional language** – a language learned in addition to one’s home language

**additive multilingualism** – when a person learns a language (or languages) in addition to his or her home language. This does not replace the home language but is learned alongside it.

**aesthetic** – the use of language to create something fine and pleasurable

**allegory, allegorical** – An allegory is a story in which the characters and actions represent general truths and good and bad qualities. Allegorical language is language in which characters and actions are used to make moral points.

**alliteration** – the repeated use of the same sound at the beginning of words in a sequence (e.g. round the rocks the ragged rascal ran)

**antonym** – a word that is opposite in meaning to another word in the same language (e.g. ‘tall’ and ‘short’ are antonyms in English)

**assessment standards** – the language knowledge, skills and values that learners must be able to demonstrate they know or can do by the end of a particular grade

**audience** – the person or persons who will listen to, read or view a particular text (e.g. the audience for a radio talk show, a newspaper article or a television advertisement)

**auditory discrimination** – the ability to distinguish between the separate sounds of a language

**authentic texts** – texts which are used in the real world (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, labels from packets, brochures, forms, letters)

**balanced approach to literacy** – an approach which supports learners’ emergent literacy (see entry below), which encourages learners to enjoy books and to focus on meaning, and which also gives them the techniques and strategies to unlock the code of the written word

**bias** – a tendency to favour one thing over another so that one is unable to make a fair assessment

**blends, blending** – an aspect of phonics in which children learn how to put together two or three letters to make a sound (e.g. ‘spr’ in ‘spread’)

**cliché** – an expression or an idea that has been used so often it has lost its expressive power (e.g. ‘the rainbow nation’)

**climax** – the most exciting, effective or important part of a story, which usually comes near the end

**code-switching** – switching from one language to another for a purpose (e.g. to include others, to show that one is together with the people one is speaking to)

**coherent** – something which makes logical sense. A coherent paragraph is one in which there is a clear development of ideas, and in which sentences have clear logical links.

**cohesive** – cohesive devices link sentences together in a paragraph or text and give it unity. They can be pronouns or words which repeat the content in different ways (e.g. ‘Gold is mined in South Africa. It is one of the country’s main exports.’)

**collocation** – words that typically go together or that cluster around the same topic or subject matter (e.g. ‘salt and pepper’; ‘strong coffee’ but *not* ‘powerful coffee’)

**conjunction** – a word used to join two clauses in a sentence (e.g. ‘and’, ‘but’, ‘so’)

**connotative meaning** – the meanings which a word suggests (e.g. ‘plump’ has positive connotations such as attractive, comfortable, cheerful; whereas ‘fat’ has more negative connotations)

**consonant cluster** – consonants which occur together in consistent patterns in a language (e.g. in English ‘str’ as in ‘strange’, ‘strip’ and ‘struggle’)

**context** – a text is always produced and received in a context. The context includes the broad and the immediate situation. The text must be appropriate to both kinds of context.

**denotative meaning** – the literal or straightforward meaning of a word

**diagraph** – two letters used to refer to a single sound. In English there are consonant diagraphs (e.g. ‘th’, ‘sh’) and vowel diagraphs (e.g. ‘ea’, ‘ee’)

**directionality** – the fact that in English we read from left to right, and when we come to the end of a row of print, we must begin on the left-hand side again. This is something that children have to learn.

**emergent literacy** – refers to a child’s growing knowledge of the printed word. Children see print in the environment and begin to understand its purpose. They may have stories told or read to them and they learn how stories work and what books are. So even before they come to school they often know a lot. They may try to write their names using their own ideas about letters and spelling (i.e. emergent spelling), and they may pretend to read a book (i.e. reading-like behaviour). This is the beginning of children’s literacy.

**emotive language** – language which arouses strong feelings

**empathy, empathetically** – an ability to imagine oneself in another person’s place, to do something with empathy

**enunciate, enunciation** – to pronounce words carefully and clearly

**expository text** – text which involves explanation

**foreign language** – a language spoken beyond the borders of South Africa (e.g. French)

**formulaic language** – language which is learned in chunks (e.g. greetings). It often relates to specific contexts (e.g. ordering a meal in a restaurant). When we begin to learn a language, much of what we learn is of this kind. Gradually, we begin to make sense of the patterns and rules of the language, and we become able to express our own ideas in very simple ways.

**frame** – a temporary support (or scaffolding) for writing or speaking; for example, the teacher could provide the following frame for a poem:

Red is the colour of anger  
Red is the colour of blood  
Red is the colour of danger  
Red is the colour of love

\_\_\_\_\_ is the colour of \_\_\_\_\_  
\_\_\_\_\_ is the colour of \_\_\_\_\_  
\_\_\_\_\_ is the colour of \_\_\_\_\_  
\_\_\_\_\_ is the colour of \_\_\_\_\_

**free writing** – when learners are given the freedom to write whatever they like without worrying about mistakes. Learners should be encouraged to write as much as possible.

**graded readers** – books which are written with grammar and vocabulary at different levels (e.g. 500 word level, 1000 word level). They enable learners to read at a level appropriate to their language knowledge.

**holistic** – approaches to language which integrate all the skills and various kinds of knowledge in activities and do not focus on each in turn

**home language** – the language which children learn through being immersed in it in their home and/or community. More than one language can be learned in this way, so learners can have more than one home language.

**homonym** – a word which has both the same sound and spelling as another but has a different meaning (e.g. the noun ‘bear’ and the verb ‘to bear’)

**homophone** – a word which sounds the same as another but is spelled differently and has a different meaning (e.g. ‘one’ and ‘won’)

**hyperbole** – an exaggeration (e.g. to describe something so that it appears bigger than it really is - for example, 'He gave me a mountainous plate of food.')

**image** – a picture or visual representation of something

**imagery** – words which create images in our minds (e.g. similes, metaphors, personification)

**infer** – to read between the lines to form an opinion about something

**innuendo** – something unpleasant which is suggested rather than explicitly stated

**intonation** – a pattern of rise and fall in the pitch of one's voice which contributes to the meaning of sentences (e.g. questions are spoken with a rising intonation)

**irony** – something which is the opposite of what is expected; using words to mean the opposite of what is expected

**literacy** – the ability to read and use written information and to write for different purposes. It is part of a general ability to make sense of one's world.

**literacies** – There are various kinds of literacy: reading and writing; cultural literacy (understanding the cultural, social and ideological values that shape our reading of texts); critical literacy (the ability to respond critically to the messages in texts); visual literacy (the reading/writing of images, signs, pictures, etc.); media literacy (the reading of newspapers, magazines, television and film as cultural messages).

**meta-language** – a language used to talk about language. It includes terminology such as 'sound', 'word', 'sentence', 'text', 'context', 'audience', etc.

**metaphor** – using one thing to describe another thing which has similar qualities (e.g. 'Education is the key to success.')

**modals** (including **modal verbs**) – enable speakers/writers to express different shades and degrees of meaning about things like possibility and probability (e.g. 'I may/might/must/could go.'). They are also used to express politeness (e.g. 'Could you open the window, please?').

**mode** – There are different modes of communication: the written mode, the spoken or oral mode, the visual mode (which includes graphic forms such as charts). Changing information from one mode to another (e.g. using a graph to write a passage, using information from an oral text to label a picture) is a very important part of language learning.

**multimedia** – an integrated range of modes that could include text, visual material, sound, video, etc.

**multimodal texts** – texts which are designed to make use of more than one mode of communication (e.g. sound, print and images)

**onomatopoeia** – words which sound like what they describe (e.g. a brush *swishes*, a cow *moos*)

**onset** – the part of a syllable before the first vowel (e.g. *c*-at)

**personification** – attributing human characteristics to non-human things (e.g. ‘Mrs Sun is smiling; she’s getting out of bed.’)

**phoneme** – the separate sounds of a language (e.g. ‘t’, ‘th’, ‘k’, ‘sh’, ‘ee/ea’ and ‘oa’ are all phonemes of English)

**phonemic awareness** – the ability to distinguish between the separate sounds of the language (e.g. in English to identify the same sound in ‘bad’, ‘sad’, ‘glad’, ‘mad’, and to distinguish between the sounds in ‘bed’, ‘bad’, ‘bud’ and ‘bird’)

**phonics** – the relationship between sounds and their spelling. This assists in word recognition when reading and helps one to spell.

**phonic families** – groups of words containing the same sound (e.g. ‘bad’, ‘sad’, ‘glad’, ‘mad’)

**pun** – a play on words (e.g. ‘Seven days without water makes one weak.’)

**punch line** – the last few words of a joke or story that give it meaning and make it funny

**reading vocabulary** – words which a reader understands in context. Some of these words will be part of the reader’s *active vocabulary* (words they use). Other will be part of their *passive vocabulary* (words they can understand in context but do not know well enough to use).

**to recount** – to tell about past events in a sequence (e.g. to say or write about what one did last weekend)

**a recount** – a type of text. The speaker or writer describes a sequence of events. An example would be a child telling what happened at the weekend in the class ‘news time’.

**register** – the words, style and grammar used by speakers and writers in different contexts or situations (e.g. official documents are written in a formal register, legal documents are written in a legal register)

**rhetorical question** – a question asked for effect and not in order to get an answer (e.g. ‘Do you know how lucky you are?’)

**rhyme** – words or lines of poetry that end with the same sound including a vowel (e.g. sad, mad, glad, bad)

**rhythm** – a regular and repeated pattern of sounds (e.g. of strongly and weakly stressed syllables)

**rime** – the part of the syllable from the first vowel onwards (e.g. *c*-at). It has the potential to rhyme.



**sarcasm** – speaking or writing using expressions which clearly mean the opposite of what is felt, in order to be unkind or offensive in an amusing way (e.g. saying to someone who has arrived at a meeting very late, ‘So good of you to come.’)

**scaffolding** – When we ‘scaffold’ learning, learners are enabled to do things with support that they could not otherwise do. Once they are able to do the task independently, the temporary scaffolding can be taken away.

**scanning** – to run one’s eyes over a text in order to find specific information (e.g. scan a telephone directory for a name and number, or a timetable for the time of a train or bus)

**simile** – comparing one thing directly with another (e.g. ‘Her nails were as red as blood.’ ‘His smile was like sunshine.’)

**sight words** – words that readers recognise automatically (on sight). They do not need to decode them phonically or think about them. In the early stages of reading, sight words are usually frequently-occurring or ‘high frequency’ words like ‘he’, ‘she’, ‘they’, ‘a’, ‘the’, ‘are’, ‘were’, ‘my’, etc.

**skimming** – to read a text very quickly to get an overview (e.g. skim the newspaper headlines for the main news)

**slang** – informal language often used by a particular group of people (e.g. teenage slang)

**standard** – The standard variety of a language is that which is printed in books, newspapers, official documents, grammars and dictionaries. It is not necessarily the best form of the language, but it is the one that has become accepted for historical and/or political reasons as the standard variety.

**stereotype** – a fixed (and often biased) view about what a particular type of person (e.g. a woman, a foreigner, a particular race) is like

**stress** (word, sentence) – to give force to a particular syllable in a word (e.g. the word ‘machine’ is stressed on its second syllable); to give force to particular words in a sentence (e.g. ‘The girl walked across to the other side of the road.’)

**subordinate clause** – the clause in a sentence which depends on the main clause (e.g. ‘When I get there, I will phone you.’)

**syllable, syllabification, polysyllabic** – a word or part of a word which contains a vowel sound or a consonant acting as a vowel (e.g. the word ‘bottle’ has two vowel sounds ‘bott’ and a syllabic ‘l’). Syllabification is the way in which syllables form together to make words. A polysyllabic word is a word with more than one syllable (e.g. ‘umbrella’ has three syllables; it is polysyllabic).

**symbol** – something which stands for or represents something else (e.g. ‘A dove is a symbol of peace.’)

**synonym** – a word which has the same meaning or nearly the same meaning as another word in the same language (e.g. big and large are synonyms in English)

**synthesise, synthesis** – to draw together and combine information or ideas from a variety of sources. A synthesis is a clear and succinct summary of these combined ideas.

**tempo** (e.g. **speech tempo**) – the speed at which spoken words are delivered (e.g. in a speech or the performance of a poem)

**text** – any written, spoken or visual form of communication involving the purposeful use of language

**text structure** – There are different kinds of texts with recognisable structures (e.g. conversations, poems, letters, jokes, instructions, stories, novels, plays, etc.).

**tone** – tone is the emotional message of a text. In a written text, it is achieved through words (e.g. neutral word to create an objective tone). In a film, it could be created through music or the setting.

**understatement** – a statement which is not strong enough to express the true or full facts or feelings (e.g. ‘To say I am angry is the understatement of the year.’)

**visual discrimination** – distinguishing between the shape of different letters and words

**weak vowels** – in English the vowels in unstressed syllables have a weak form (e.g. the vowel sound at the beginning of the words ‘about’ or ‘machine’ ; the vowel sounds in words like ‘a’, ‘the’ and ‘at’ are usually unstressed)

**word bank** – a store or file of new words

**xenophobia, xenophobic** – xenophobia is an unreasonable fear or hatred of foreigners; xenophobic language is language which expresses this