



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

## Languages

English - Second Additional Language



DEPARTMENT OF EDUCATION

Department of Education

Sol Plaatje House

123 Schoeman Street

Private Bag X895

Pretoria 0001

South Africa

Tel: +27 12 312-5911

Fax: +27 12 321-6770

120 Plein Street

Private Bag X9023

Cape Town 8000

South Africa

Tel: +27 21 465-1701

Fax: +27 21 461-8110

<http://education.pwv.gov.za>

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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

### INTERMEDIATE PHASE

#### (Grades 4-6)

#### INTRODUCTION

The purpose of learning a second additional language is to be able to interact effectively with other South Africans. Part of being a good South African citizen is being multilingual. The overall aim should be for the learner to feel confident about using the language, especially in oral communication, so that the learner enjoys being able to switch from one language to another. There should be a strong element of fun and enjoyment, while fostering a respect for the language and culture. What they learn should help them to communicate with South Africans who speak the second additional language.

Learners may also study a foreign language such as French, German, Arabic or Hindi as their second additional language. This will enable them to communicate with people from other parts of Africa and the world. It can prepare them for work in tourism. The language may be part of the learner's heritage or a religious language, and will form an important part of their identities.

#### Focus

Learners beginning to study a second additional language can already read and write, and have learned much about language learning. They can use what they know about learning their first additional language, and what they know about reading and writing, in learning the new language. They are at a stage where they can identify and analyse language patterns, and use grammatical rules. In the beginning, they will understand more than they can produce. Their reading and viewing skills in their home language will be good by this stage - their challenge will be to develop their language ability in their second additional language so that they can put these skills into practice.

#### Slowly Building Second Additional Language Skills

Reading and writing for these learners will be an important way of consolidating the spoken language, committing it to memory, and developing learning strategies. Extended reading will be a very important way of building knowledge of vocabulary and structures. Graded readers and simple comics will have an important role to play. Learners must become confident that they are able to learn an additional language. This means that, at first, they should not be expected to talk or write much, but should listen to and read much language input pitched at the correct level. Tasks must be achievable and practical to help learners consolidate their use of the second additional language. There is less time in the curriculum for the second additional language. Learners will not, therefore, be expected to use the language for thinking and reasoning; as a result, Learning Outcome 5 is not included for the second additional language.

## Encouraging Practical and Lifelong Learning

Learners should be encouraged to:

- watch television programmes and listen to the radio in the second additional language; and
- go out and use the language in the school and community: learners are more likely to learn the language successfully if they find ways of seeing, listening to and using it as part of their daily routines.

The school needs to create an environment where multilingualism is encouraged, supported and valued. The second additional language class should help learners to:

- develop strategies for language learning;
- understand that learning new languages is part of lifelong learning; and
- deepen their understanding and appreciation of the value of multilingualism and multiculturalism.

## 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.**

Listening to much of the additional language pitched at the right level forms the foundation for the development of all other skills. The range of situations and learners' responses will be limited at first.



### 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 gain confidence in expressing themselves in a limited range of situations at first. Initially, this will be restricted to formulaic language (such as greetings). Through listening, they will gradually be able to use the language more creatively. Through interacting with speakers of the language, they will experience multilingualism as 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.**

Initially, the language in texts will be very simple. Reading carefully graded texts is essential for developing language, especially vocabulary. Reading is also the foundation for writing in the additional language.



### Learning Outcome 4: Writing

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

Learners will write simple texts for communication (e.g. messages). With the help of 'frames', they will be able to do some more creative writing.



### Learning Outcome 5: Thinking and Reasoning

There is no Learning Outcome 5 for the Second Additional Language. (See Chapter 1, the section entitled 'Languages: combining knowledge, skills and values'.)



### Learning Outcome 6: Language Structure and Use

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

Sounds, grammar and vocabulary are the building blocks of language. They should be taught in context and integrated with reading, 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:

- Short, simple instructions
- Short, simple stories
- Short, simple factual texts
- Short, simple conversations on familiar topics
- Simple role-plays
- Simple songs

#### Written/Visual:

- Picture stories with simple captions
- Comic strips
- Simple advertisements
- Simple questionnaires and forms
- Signs in the environment
- Reference books for language learning:
  - monolingual and bilingual dictionaries
  - textbooks

#### Multimedia:

- Short extracts from television programmes

## Grade 5

### Recommended Texts

#### Oral:

- Recounts
- Instructions
- Simple stories
- Simple, factual texts
- Simple conversations on familiar topics
- Role-plays
- Radio advertisements

#### Written/Visual:

- Picture stories with simple captions
- Comic strips
- Simple stories (including graded readers)
- Simple factual texts (including graded readers)
- Advertisements
- Simple questionnaires and forms
- Simple authentic texts (e.g. greeting cards, shopping lists, supermarket receipts)
- Reference books for language learning:
  - monolingual and bilingual dictionaries
  - textbooks

#### Multimedia:

- Short extracts from television programmes
- Television advertisements

## Grade 6

### Recommended Texts

#### Oral:

- Recounts
- Instructions
- Directions
- Stories
- Factual texts
- Conversations on familiar topics
- Role-plays
- Radio advertisements, weather forecasts



## Recommended Texts

### Continued

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

- Comic strips
- Stories (including graded readers)
- Factual texts (including graded readers)
- Advertisements
- Short, authentic texts (e.g. horoscopes)
- Questionnaires and forms
- Posters
- Simple poems
- Cartoons
- Jokes
- Reference books for language learning:
  - monolingual and bilingual dictionaries
  - textbooks

#### **Multimedia:**

- Short extracts from television programmes
- Television advertisements
- Multimedia language programmes available on CD-ROM (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:

- Shows understanding of instructions by responding physically.
- Understands and responds to simple questions (e.g. ‘What is your name?’ ‘Where do you live?’ ‘How old are you?’ ‘Do you have any brothers and sisters?’).
- Shows understanding of a very short, simple story or factual text by answering simple questions.
- Shows understanding of some short, authentic oral texts (e.g. a simple popular song) by answering questions requiring ‘yes’, ‘no’, short answers or filling in words in the written text.
- Shows the learner knows the sounds of the language:
  - distinguishes between pairs of words (e.g. live/leave, bed/bad, bud/bird).
- Begins to recognise some features of intonation and stress.
- Writes a short, simple dictation.

## Grade 5



### Assessment Standards

We know this when the learner:

- Listens to and responds to instructions.
- Listens to and responds to simple questions (e.g. ‘What is your favourite food?’ ‘Can you play chess?’).
- Listens to short, simple stories.
- Listens to some short, authentic texts (e.g. a popular song, a radio or television advertisement), answers oral questions, and completes a simple chart or diagram.
- Distinguishes the sounds of the language (important for pronunciation, reading and writing).
- Begins to recognise some features of intonation and stress.
- Writes a short dictation.

## Grade 6



### Assessment Standards

We know this when the learner:

- Listens to and responds to a fairly complex sequence of instructions (e.g. how to play a game).
- Listens to and responds to simple questions (e.g. ‘Have you ever been to Cape Town?’ ‘Who is your favourite singer?’).
- Listens to simple stories and factual texts, and answers questions orally or in writing.
- Listens to some short authentic texts (e.g. a radio or television weather forecast), and answers oral or written questions or completes a chart, diagram or text.
- Distinguishes the sounds of the language (important for pronunciation, reading and writing).
- Begins to recognise some features of intonation and stress.
- Writes a dictation.

## 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:

- Responds appropriately to simple questions (e.g. ‘What is your name? How old are you?’).
- Makes polite requests (e.g. ‘Can I go to the toilet, please?’).
- Interviews a partner (e.g. about likes and dislikes).
- Role-plays some familiar situations (e.g. meeting a new friend for the first time).
- Understands cultural similarities and differences (e.g. how you greet and address people in home, first and second additional languages).

## Grade 5



## Assessment Standards

We know this when the learner:

- Responds appropriately to simple questions (e.g. ‘What is your favourite sport? When was your birthday?’).
- Recounts events (e.g. ‘On Saturday I went to town. First, I went to the post office.’).
- Role-plays some familiar situations (e.g. going shopping).
- Understands cultural similarities and differences (e.g. how you express politeness in home, first and second additional languages).
- Carries out a simple class survey (e.g. favourite food or sports).
- Expresses feelings, using a simple frame, for example, ‘I am ... (happy, sad, tired).’; ‘I feel ... (happy, sad, tired)’.
- Makes polite requests (e.g. ‘Can I try on those shoes, please?’).
- Asks for clarification (e.g. ‘I don’t understand. Please explain.’)

## Grade 6



## Assessment Standards

We know this when the learner:

- Responds appropriately to questions (e.g. ‘Can you tell me the way to the hospital? Where is the nearest police station? When was your birthday?’).
- Asks for and gives directions (e.g. ‘You go down this street. When you reach the robots, you turn left.’).
- Takes part in a simple conversation (e.g. about the weather).
- Role-plays some familiar situations (e.g. asking for directions).
- Understands cultural similarities and differences (e.g. how to approach a stranger and ask for directions).
- Carries out a simple class survey (e.g. favourite television programmes or sports).
- Gives a report-back (e.g. on a class survey).
- Makes polite requests (e.g. ‘Can you tell me the way to the police station, please?’).
- Asks for clarification (e.g. ‘I don’t understand. Can you speak more slowly, please?’).



## Grade 5



### Assessment Standards

We know this when the learner:

- Reads short texts with visual support, for example:
  - an advertisement;
  - picture stories with captions;
  - comic strips.
  
- Reads, listens to and/or sings a simple, popular song.
  
- Reads a very simple story or factual text.
  
- Uses reference books for language learning:
  - bilingual/monolingual dictionary;
  - language textbook.
  
- Reads some short authentic texts (e.g. greeting card, shopping list, supermarket receipt, newspaper headlines).
  
- Reads a number of graded readers (500 to 1000 word level).
  
- Demonstrates a reading vocabulary of about 1000 words by the end of the year.

## Grade 6



### Assessment Standards

We know this when the learner:

- Reads short texts with visual support, for example:
  - advertisements;
  - picture stories with captions;
  - comic strips;
  - cartoons;
  - jokes.
  
- Reads a simple story or factual text (e.g. a CD cover).
  
- Uses reference books for language learning:
  - bilingual/monolingual dictionary;
  - language textbooks.
  
- Reads some short authentic texts (e.g. a newspaper weather forecast, simple horoscopes, popular songs).
  
- Reads a number of graded readers (1000 to 1500 word level).
  
- Demonstrates a reading vocabulary of about 1500 words by the end of the year.

## 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:

- Completes simple forms (e.g. a questionnaire about self).
- Writes a simple dialogue (e.g. fills in the speech bubbles in a comic strip).
- Fills in missing words in sentences.
- Writes sentences using a frame (e.g. 'I like... I do not like...').
- Puts sentences in the right order to create a paragraph.
- Translates a simple text from the second additional language into the home language.
- Distinguishes between different words that sound the same but are spelled differently (e.g. meat/meet).

## Grade 5



### Assessment Standards

We know this when the learner:

- Completes simple forms (e.g. a questionnaire about favourite food, clothes and music).
- Writes and performs a simple dialogue (e.g. buying something in a shop).
- Writes sentences using a frame (e.g. 'I feel...').
- Puts sentences in the right order to create a paragraph.
- Translates a short text from the home language into the second additional language. Spells words with double letters (e.g. run + ing = running).

## Grade 6



### Assessment Standards

We know this when the learner:

- Completes simple forms (e.g. a questionnaire about own personality).
- Writes and performs a simple dialogue (e.g. gives directions).
- Writes a poem using a frame (e.g. 'The wind makes me feel... The rain makes me feel...').
- Writes a paragraph.
- Translates short texts (e.g. a popular song with a simple, repetitive lyric), from the additional language into the home language, with some attempt at idiomatic use of language.
- Designs a poster (e.g. to present results of class survey or to show their favourite things).

## 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:

- Pronounces the sounds of the language in words with a fair degree of accuracy.
- Uses stress correctly in words with a fair degree of accuracy.
- Uses stress correctly in sentences with a fair degree of accuracy.
- Differentiates between words where only one sound is different (e.g. ship/sheep; bud/bird).
- Creates a simple sentence (e.g. 'I like fried chicken.').
- Understands and uses the simple present tense (e.g. 'I live in Durban.').
- Understands and uses negative statements (e.g. 'I don't like rugby.').
- Understands and uses the auxiliary 'do' (e.g. 'Do you like tennis? I don't like tennis.').
- Understands and uses imperatives (e.g. 'Open your books.').
- Understands and uses plurals (e.g. 'I have two sisters.').
- Understands and uses pronouns (e.g. my book, your book, her book).
- Understands and uses question forms (e.g. 'Where do you live?' 'How old are you?' 'How many brothers and sisters do you have?').

## Grade 5



## Assessment Standards

We know this when the learner:

- Uses the sounds, vocabulary and grammar of the additional language.
- Pronounces words with a fair degree of accuracy.
- Uses stress correctly in sentences with a fair degree of accuracy.
- Differentiates between words where only one sound is different (e.g. slip/sleep, bed/bird).
- Incorporates some adjectives and adverbs into simple sentence structure (e.g. 'It is a beautiful day. I usually watch TV at night.').
- Understands and uses the present progressive tense (e.g. 'She is writing on the board.').
- Understands and uses the past tense (e.g. 'This morning I got up at 6 o'clock.').
- Understands and uses plurals (e.g. book/books).
- Understands and uses linking words (e.g. first, second, then, next).
- Records vocabulary in a personal dictionary.
- Does some word puzzles and games (e.g. a simple crossword puzzle, hangman).
- Demonstrates a reading vocabulary of about 1000 words by the end of Grade 5.

## Grade 6



## Assessment Standards

We know this when the learner:

- Pronounces words reasonably accurately.
- Uses word and sentence stress with reasonable accuracy.
- Incorporates some adjectives and adverbs into simple sentence structure (e.g. 'It is sunny/rainy/windy.' 'It is raining hard.').
- Co-ordinates sentences with 'and' (e.g. 'Lindi went to town and bought some groceries.').
- Uses the present perfect tense (e.g. 'She has arrived. She hasn't arrived yet. Have you ever seen an elephant?').
- Uses the future tense (e.g. 'It's going to rain tomorrow. No, it won't. It will be sunny.').
- Uses conditionals (e.g. 'If it's sunny tomorrow, we'll go to the beach.').
- Records vocabulary in a personal dictionary.
- Completes some word puzzles (e.g. a simple crossword puzzle).
- Plays word games (e.g. word bingo).
- Spells some words with silent letters (e.g. listen, talk, write).
- Forms words (e.g. sing + er = singer; piano + ist = pianist).

## 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 some prepositions (e.g. in, on, to).
- Records vocabulary relating to the classroom and personal identity in a personal dictionary.
- Plays language games (e.g. 'I spy with my little eye...')
- Demonstrates a reading vocabulary of up to 500 words by the end of Grade 4.

## Grade 5



### Assessment Standards

(There are no further Assessment Standards for this Learning Outcome in Grade 5.)

## Grade 6



### Assessment Standards

We know this when the learner:

- Demonstrates a reading vocabulary of about 1500 words by the end of Grade 6.



## CHAPTER 3

### SENIOR PHASE

#### (Grades 7-9)

### INTRODUCTION

By the end of the Senior Phase, learners should be able to communicate confidently and effectively with their fellow South Africans for social purposes in their second additional language. They should be able to meet speakers of this language halfway, by switching to their language in conversation. This shows respect for individuals, and enables learners to feel part of the South African nation. By now learners should feel confident about using the language, especially in oral communication. They should enjoy being able to switch from one language to another. There should be a strong element of fun and enjoyment for the learner, while a respect for the language and culture is fostered.

In the case of students who are learning a foreign language, they too should be confident users of the language by the end of the Senior Phase. They should be able to use the language for social interaction, and read and write it quite well.

### Focus

Learners should have acquired some basic competence in their second additional language in the Intermediate Phase. They will develop and extend this competence in the Senior Phase. By the end of Grade 9, learners should be able to use the language confidently and fluently for a fairly wide range of social purposes. For example, they should be able to communicate comfortably with fellow students who speak the language. They should be able to make a telephone call and watch popular television programmes in the second additional language. Their pronunciation should be intelligible and they should not make too many mistakes with grammar and vocabulary. They should have a passive vocabulary of around 3,000 words (words they can understand but not necessarily use). They should have some appreciation of the culture of the language. For example, they should be aware of cultural differences and taboos, and they should know how to interact with people appropriately and respectfully. They should feel at home with speakers of the language.

The school needs to create an environment where multilingualism is encouraged, supported and valued. In the case of foreign languages, they need to be brought to life in the school, for example, through ‘cultural days’. Learning the second additional language should help learners to develop strategies for language learning and understand that learning new languages is part of lifelong learning.

### Texts at the Right Level

In the second additional language, learners’ age and interests will be in advance of their language level. It is important to find simple, authentic texts of interest to adolescents. Graded reading material has an important role to play. If learners are reading at the right level, they will acquire language as they read.

## 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.**

Listening a great deal to the additional language pitched at the right level forms the foundation for the development of all other skills. Learners will gradually be able to understand longer, less familiar texts in more varied situations.



### 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 less reliant on formulaic language (language learned as memorised chunks, e.g. how to ask for petrol at a service station), and will gradually be able to use language more creatively to express their own ideas.



### 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 of interesting, carefully selected texts at the right level is essential for developing language, especially vocabulary. Reading is also the foundation for writing in the additional language. Reading is especially important for foreign language learners because the written language is their main source of exposure outside of the classroom.



### Learning Outcome 4: Writing

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

Learners will be able to write more fluently and for a greater range of purposes.



### Learning Outcome 5: Thinking and Reasoning

There is no Learning Outcome 5 for the Second Additional Language. (See Chapter 1, the section entitled 'Languages: combining knowledge, skills and values'.)



## 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.**

Sounds, grammar and vocabulary are the building blocks of language. They should be taught in context and integrated with reading, 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:

- Dialogues
- Conversations
- Messages
- Interviews
- Stories
- Songs
- Oral poems (e.g. raps)
- Reports (e.g. report-back on interview)
- Discussions
- Role-plays
- Jokes
- Word games
- Short extracts from radio programmes

#### Written/Visual:

- Stories
- Graded readers
- Magazine articles
- Advertisements
- Messages
- Greetings cards
- Postcards, letters
- Advertisements

## Grade 7

### Recommended Texts

#### Continued

- Word puzzles
- Tables, charts, graphs
- Reference books (monolingual and bilingual dictionaries, textbooks, grammar books)

#### Multimedia:

- Television programmes (e.g. soapies in the target language)
- Television advertisements
- Films
- Videos
- CD-ROMs and Internet (where available)

## Grade 8

### Recommended Texts

#### Oral:

- Dialogues
- Conversations
- Messages
- Interviews
- Stories
- Songs
- Oral poems (e.g. ballads)
- Reports (e.g. report-back on class survey)
- Discussions
- Role-plays
- Jokes
- Word games
- Extracts from radio programmes

#### Written/Visual:

- Stories
- Graded readers
- Magazine and newspaper articles
- Advertisements
- Messages
- Greetings cards

## Grade 8

### Recommended Texts

#### Continued

- Postcards, letters
- Advertisements
- Word puzzles
- Tables, charts, graphs
- Reference books (monolingual and bilingual dictionaries, textbooks, grammar books)

#### **Multimedia:**

- Television programmes (e.g. soapies in the target language)
- Television advertisements
- Films
- Videos
- CD-ROMs and Internet (where available)

## Grade 9

### Recommended Texts

#### **Oral:**

- Dialogues
- Conversations
- Messages
- Interviews
- Stories
- Songs
- Oral poems (e.g. praise poems)
- Reports (e.g. report-back on class survey)
- Discussions
- Debates
- Role-plays
- Jokes
- Word games
- Radio programmes

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

- Stories
- Graded readers
- Magazine and newspaper articles

 Grade 9

### Recommended Texts

#### Continued

- Advertisements
- Messages
- Greetings cards
- Postcards, letters
- Advertisements
- Word puzzles
- Tables, charts, graphs
- Reference books (monolingual and bilingual dictionaries, textbooks, grammar books)

#### **Multimedia:**

- Television programmes (e.g. talk shows in the target language)
- Television advertisements
- Films
- 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:

- Listens to and responds to simple questions (e.g. ‘Have you ever been to Cape Town?’ ‘When did you go there?’).
- Listens to a telephone message and takes it down.
- Listens to short, simple stories and factual texts.
- Listens to some short, authentic texts (e.g. a popular song).
- Distinguishes the sounds of the language (important for pronunciation, reading and writing).
- Begins to recognise some features of intonation and stress.
- Writes a short, simple dictation.

## Grade 8



### Assessment Standards

We know this when the learner:

- Listens to and responds to questions (e.g. ‘What should I/she do?’).
- Listens to a short conversation.
- Listens to simple stories and factual texts.
- Listens to/views some short, authentic texts (e.g. part of a popular television ‘soapie’).
- Distinguishes the sounds of the language (important for pronunciation, reading and writing).
- Recognises some features of intonation and stress.
- Writes a short dictation.

## Grade 9



### Assessment Standards

We know this when the learner:

- Listens to and responds to questions (e.g. ‘What did he tell you?’).
- Listens to a longer conversation.
- Listens to stories and factual texts.
- Listens to some short, authentic texts (e.g. a radio talk show).
- Distinguishes the sounds of the language (important for pronunciation, reading and writing).
- Recognises some features of intonation and stress.
- Writes a dictation (e.g. a letter).

## 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:

- Responds appropriately to questions (e.g. ‘Who’s speaking?’ ‘Can I speak to...?’ ‘Can I leave a message?’).
- Interviews a fellow learner and gives a report-back.
- Takes part in a conversation (e.g. on the telephone).
- Asks for clarification (e.g. ‘Sorry, the line is bad. I didn’t hear you.’).
- Understands cultural similarities and differences (e.g. social conventions in telephone calls).
- Role-plays some familiar situations (e.g. making a telephone call, receiving a cell phone call at an inappropriate time).
- Makes polite requests (e.g. ‘Can you take a message, please?’).

## Grade 8



### Assessment Standards

We know this when the learner:

- Responds appropriately to questions (e.g. ‘What do you think I should do?’ ‘I think you should...’ ‘If I were you, I would...’).
- Does a simple class survey (e.g. the things we worry about most), uses a table or graph to present the results, and gives a report-back.
- Takes part in a simple conversation (e.g. sharing a problem and asking for advice).
- Asks for clarification (e.g. ‘I’m not sure I understand. Are you saying that...?’).
- Understands cultural similarities and differences (e.g. what kind of personal information you can ask for in different cultures, what kind of things you can discuss in different cultures, taboos).
- Role-plays some familiar situations (e.g. ‘problems’ which young people experience).

## Grade 9



### Assessment Standards

We know this when the learner:

- Responds appropriately to questions (e.g. ‘What did she tell you?’ ‘She told me that she had been to town and she had seen Marianne.’).
- Reports on what someone has said.
- Takes part in small-group discussion, where one person reports back on what the others have said.
- Asks for clarification (e.g. ‘I’m not sure I understand. Are you saying that...?’).
- Understands cultural similarities and differences (e.g. how you speak about love in different cultures, what kinds of things you can and can’t say and do, taboos).
- Role-plays some familiar situations (e.g. dealing with an abusive person).
- Holds a class debate (e.g. on the advantages and disadvantages of school uniforms).

## 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 short texts with visual support (e.g. an advertisement, comic strips).
- Reads a simple song, poem, story or factual text.
- Reads some short authentic texts (e.g. a CD cover).
- Reads a number of graded readers (1500-2000 word level).
- Demonstrates a reading vocabulary of about 2000 words by the end of Grade 7.

## Grade 8



### Assessment Standards

We know this when the learner:

- Reads different kinds of stories and factual texts.
- Reads songs, poems, stories and factual texts.
- Reads some short authentic texts (e.g. letters from the advice page of a teenage magazine).
- Critically views an advertisement.
- Reads a number of graded readers (2000-2500 word level).
- Demonstrates a reading vocabulary of about 2500 words by the end of Grade 8.

## Grade 9



### Assessment Standards

We know this when the learner:

- Reads different kinds of stories (e.g. adventure stories) and factual texts.
- Reads more challenging songs, poems, stories and factual texts.
- Reads some short authentic texts (e.g. a valentine card).
- Critically views an advertisement.
- Reads a number of graded readers (2500-3000 word level).
- Demonstrates a reading vocabulary of about 3000 words by the end of Grade 9.

## 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 a message (e.g. on a telephone message pad).
- Writes and performs a simple dialogue (e.g. a conversation with a neighbour complaining about loud music).
- Designs a simple advertisement.
- Writes a paragraph.
- Translates a text from one language to another (e.g. an advertisement).
- Does some word puzzles and plays games (e.g. a crossword puzzle, Scrabble).
- Distinguishes between words which sound the same but are spelled differently (e.g. write/right; through/threw).

## Grade 8



### Assessment Standards

We know this when the learner:

- Writes a letter (e.g. to an advice column).
- Writes a reply to a letter.
- Writes and performs a simple dialogue (e.g. asking for and giving advice).
- Writes a short, simple story.
- Translates a short text from one language to another (e.g. the message on a postcard).
- Does some word puzzles and plays games (e.g. a crossword puzzle, Scrabble).
- Forms and spells new words (e.g. by adding '-ing' or '-ed' to verbs: hop/hopping/hopped, hope/hoping/hoped).

## Grade 9



### Assessment Standards

We know this when the learner:

- Writes a short text for social purposes (e.g. a personal letter).
- Writes creatively (e.g. a short poem).
- Writes and performs a simple dialogue (e.g. asking someone for a first date).
- Designs a short text which includes written and visual material (e.g. a greetings card, a poster).
- Writes a short story.
- Translates a short text from one language to another (e.g. a brochure).
- Does some word puzzles and plays games (e.g. a crossword puzzle, Scrabble).
- Demonstrates a growing ability to spell accurately.

## 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:

- Pronounces words, and uses word and sentence stress and intonation reasonably accurately.
- Modifies adjectives (e.g. very hard, really interesting, quite nice).
- Co-ordinates sentences with 'but' (e.g. 'It's a difficult book, but it's really interesting.').
- Uses present perfect progressive (e.g. 'She has been working really hard this term.').
- Uses the second conditional (e.g. 'If I won the Lotto, I would buy my mom a new house.').
- Uses modals to express possibility/probability:
  - 'It will rain.' (certain - positive);
  - 'It should rain.' (probable);
  - 'It may rain.' (possible);
  - 'It might rain.' (unlikely);
  - 'It will not/won't rain.' (certain - negative).
- Understands and uses words which go together (collocations) (e.g. 'strong coffee' but not 'powerful coffee').
- Records vocabulary in a personal dictionary.
- Demonstrates a reading vocabulary of about 2000 words by the end of Grade 7.

## Grade 8



### Assessment Standards

We know this when the learner:

- Pronounces words, and uses word and sentence stress and intonation reasonably accurately.
- Understands and uses determiners (e.g. a, an, the).
- Understands and uses prepositions (e.g. at, to, in).
- Understands and uses past progressive (e.g. 'He was reading a book.').
- Understands and uses modals to express obligation and necessity:
  - '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 phrasal verbs (e.g. put up with, own up, step down).
- Records vocabulary in a personal dictionary.
- Demonstrates a reading vocabulary of approximately 2500 words by the end of Grade 8.

## Grade 9



### Assessment Standards

We know this when the learner:

- Pronounces words, and uses word and sentence stress and intonation reasonably accurately.
- Understands and uses the past perfect tense (e.g. 'By the time I arrived, he had gone.').
- Understands and uses reported speech.
- Understands and uses the third conditional (e.g. 'If I won some money, I would buy food.').
- Uses word families to expand vocabulary (e.g. love, lovely, lover, loving, lovelorn, loveless).
- Records vocabulary in a personal dictionary.
- Demonstrates a reading vocabulary of about 3000 words by the end of Grade 9.



## CHAPTER 4 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



