



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**CURRICULUM AND ASSESSMENT POLICY
STATEMENT**

(CAPS)

INTERMEDIATE PHASE

FIRST ADDITIONAL LANGUAGE

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR FIRST ADDITIONAL LANGUAGE

1.1 Background

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

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette*, No. 29467 of 11 December 2006; and
 - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in the *Government Gazette*, No.29466 of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
 - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
 - Progression; content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 Time Allocation

1.4.1 Foundation Phase

The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
Beginning Knowledge	1 (2)
Arts and Craft	2
Physical Education	2
Health Education	1

Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
Creative Arts	1.5
Physical Education	1.5
Religion Studies	1

1.4.3 Senior Phase

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

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

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

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

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

SECTION 2

2.1 Definition

Language is a tool for thought and communication. It is through language that cultural diversity and social relations are expressed and constructed. Learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others and to manage their world.

The First Additional Language refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, i.e. medium of learning and teaching in education. The First Additional Language subject includes all the official languages: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda and Xitsonga.

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 literacy 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 cognitive level of the First Additional Language should be such that it may be used as a language of learning and teaching. Listening, speaking and language usage skills will be further developed and refined in the intermediate phase, thus developing the learners' reading and writing skills. The table below indicates the main skills in the First Additional Language curriculum.

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

Listening and speaking are central to learning in all subjects. Through effective listening and speaking strategies, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language. In the intermediate phase, **First Additional Language learners** will use listening and speaking skills to interact and negotiate meaning. They will build on skills developed in the foundation phase to carry on more sustained conversations, discussions and short oral presentations.

Well-developed **reading** skills are central to successful learning across the curriculum, as well as for full participation in society. Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts. Learners recognise how genre and register reflect the purpose, audience and context of texts. In the intermediate phase, **First Additional Language learners** will build on the foundation phase where their skills in becoming confident readers were developed and where they were exposed to a wide range of texts. In Grades 4, 5 and 6 they will use this base to become confident readers.

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

In the intermediate phase, **First Additional Language learners** will need careful support and guidance to develop the skills of producing sustained written text.

Learners will explore how **language is used** and develop a shared language for talking about language (a 'metalinguage'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning (from word and sentence levels to whole texts), and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and apply their understanding of **language structures** correctly. In the intermediate phase, First Additional Language learners will expand words and grammatical structures they are already familiar with from the foundation phase, explore the way their additional language works, and use this developing knowledge to check their use of language, especially when writing.

Learners use thinking and reasoning skills for academic learning across the curriculum. The kinds of cognitive skills needed for this are very different from the personal, social and literary uses of language. In the intermediate phase, First Additional Language learners will need structured support in developing these skills in their First Additional Language. They will operate at a higher level than they did in the foundation phase, as most will be learning through the medium of the First Additional Language.

2.2 Time allocation of First Additional Language in the curriculum

The teaching time for First Additional Language in the intermediate phase is five hours per week. All language content is provided within a two-week cycle (10 hours). Timetabling should make provision for one continuous double period per week. In a two-week cycle the following time allocation for the different language skills is suggested:

Skills	Time allocation per two-week cycle (hours)
*Listening and speaking (oral)	2
*Reading	5
*Writing	3
Language use and structure	*Language structures and use are integrated within the time allocation of the above-mentioned skills.

Thinking and reasoning skills are incorporated into the skills and strategies required for listening and speaking, for reading and for writing.

2.3 Learning and teaching support materials

2.3.1 Learner

Grades 4-6	
Core materials	
Prescribed language textbook	√
Dictionary	√
A reader/readers containing the following text types	
	√
Stories	√
Drama	√
Poetry	√
Information texts	√
Social texts	√
Media texts	√
Media materials	
Newspapers	√
Magazines	√
Television programmes	√
Radio programmes	√

2.3.2 Teacher

The teacher should have:

- a) A Curriculum and Assessment Policy Statement document
- b) The National Language in Education Policy
- c) The prescribed language textbook used by learners and other textbooks for resource purposes in addition to the prescribed one
- d) Dictionaries and reference books (monolingual, bilingual and multilingual dictionaries; thesaurus; encyclopaedia, etc.)
- e) A reader/readers containing the recommended text types
- f) A variety of media materials: newspapers, magazines, brochures, flyers, advertisements, posters, notices, etc.
- g) Access to audio/visual aids to be used in the classroom
- h) A teacher's resource file/book: this may be a file made up of materials collected by the teacher or a commercially published Teacher's Resource and Guide.

2.4 Language-teaching approaches

The approaches to teaching language are text-based, communicative and process-orientated. The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts.

A **text-based approach** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers and viewers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing

different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

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

Process approach to writing

Writing and designing texts is a process which consists of the following stages:

- Pre-writing/planning
- Drafting
- Revision
- Editing/proofreading
- Publishing/presenting.

Learners need an opportunity to put this process into practice and they should:

- decide on the purpose and audience of a text to be written and/or designed.
- brainstorm ideas using, for example mind maps, flow charts or lists.
- consult relevant sources, select relevant information and organise ideas.
- produce a first draft, which takes into account purpose, audience, topic and text structure.
- read drafts critically and get feedback from others (classmates or the teacher).
- edit and proofread the draft.
- produce a neat, legible, edited final version.

The reading process

The reading process consists of the pre-reading, reading and post-reading stages. The activities can be summarised as follows:

Pre-reading:

- Activating prior knowledge
- Looking at the source, author, and publication date
- Reading the first and last paragraphs of a section
- Making predictions.

Reading:

- Pause occasionally to check your comprehension and to let the ideas sink in.
- Compare the content to your predictions.
- Keep going even if you do not understand a part here and there.
- Reread a section if you get completely lost. Read confusing sections aloud, at a slower pace, or both.
- Ask someone to help you understand a difficult section.
- Add reading marks and annotate key points.
- Reflect on what you read.

Post-reading:

- If you will need to recall specific information, make a graphic organiser or outline of key ideas and a few supporting details.
- Draw conclusions.
- Write a summary to help you clarify and recall main ideas.

- Think about and write down new questions you have on the topic.
- Assess the purpose - did you accomplish it?
- Confirm your understanding of what you have read.
- Evaluate what you have read, taking into account bias, accuracy and quality.
- Extend your thinking - use ideas you saw in the text.

Speaking as a process

The delivery of different forms of oral communication involves the following stages:

- Planning and research
- Preparation of effective introduction, body and ending
- Presenting.

SECTION 3

3.1 Overview of skills, content and strategies

Grades 4-6		
Skills	Content	Strategies and sub-skills
Listening and speaking	<ul style="list-style-type: none"> • Listening comprehension • Different forms of oral communication: <ul style="list-style-type: none"> ○ Conversation ○ Speaking: Directions and instructions ○ Story telling ○ Role-play ○ Group discussion ○ Oral: Short speeches ○ Oral: Prepared reading aloud ○ Short poems and rhymes ○ Language games 	<p>Listening comprehension</p> <ul style="list-style-type: none"> • Recording main and supporting ideas by making notes, checklists, summaries, retelling, explaining • Clarifying questions <p>Communication for social purposes</p> <ul style="list-style-type: none"> • Initiating and sustaining conversations • Turn taking conventions • Encouraging use of the additional language <p>Prepared short speeches</p> <ul style="list-style-type: none"> • Research • Organise material coherently • Choose and develop main ideas and supporting ideas with examples • Correct format, vocabulary, language and conventions • Tone, voice projection, pace, eye contact, posture and gestures • Effective introduction and conclusion • Incorporate fitting visual, audio and/or audiovisual aids, eg. charts, posters, images <p>Prepared Reading (Reading aloud)</p> <ul style="list-style-type: none"> • Use of tone, voice projection, pace, eye contact, posture and gestures • Pronounce words correctly
Reading	<ul style="list-style-type: none"> • Recommended text types <ul style="list-style-type: none"> • Stories • Drama • Poetry • Information texts • Social texts • Media texts • Reading and viewing strategies • Summary • Visual literacy: advertising (poster, pamphlet), cartoon, comic strip, diagram / graph / table / charts • Comprehension 	<ul style="list-style-type: none"> • <u>Reading / viewing strategies:</u> Pre-reading, reading and post reading strategies <p>Introduce learners to :</p> <ul style="list-style-type: none"> ○ Text features – titles, illustrations, graphs, charts, diagrams, headings, subheadings, numbering, captions, headlines, format e.g. newspaper columns, , etc. ○ Text structures – lists, sequential order, description, procedures, main point and supporting points, narrative sequence. ○ Parts of a book – title page, table of contents, chapters, glossary, etc. ○ Skimming for main ideas ○ Scanning for supporting details

		<ul style="list-style-type: none"> ○ Inferring meaning of unfamiliar words and images by using word attack skills and contextual clues ○ Rereading ○ Making notes (main and supporting ideas) ○ Summarise main and supporting ideas in point form/paragraph as per required length ○ Clarifying ○ Making inferences ○ Explaining writer's point of view ○ Drawing conclusions / own opinion <p>Visual Literacy – (range of graphic and visual texts e.g. advertisements, notices, posters, comics, cartoons, photographs, pictures):</p> <ul style="list-style-type: none"> ○ Persuasive techniques: emotive language, bias ○ Impact of use of layout and design features e.g. font types and sizes, headings and captions, images <p>Poetry:</p> <ul style="list-style-type: none"> ● Literal meaning ● Theme and message ● Imagery e.g. simile and personification, word choice ● Sound devices e.g. rhyme, rhythm, punctuation, repetition, alliteration, onomatopoeia <p>Story and Drama</p> <ul style="list-style-type: none"> ● Plot ● Characters ● Background and setting ● Text structure and format ● Key features of the text <p>Information and social texts:</p> <ul style="list-style-type: none"> ● Audience and purpose ● Main idea and supporting ideas/specific details ● Text structure and format ● Key features of the text
Writing	<ul style="list-style-type: none"> ● Word writing e.g. lists ● Sentence writing ● Paragraph writing <p>Creative writing</p> <ul style="list-style-type: none"> ● descriptive e.g. descriptions of people, places and objects ● narrative e.g. stories ● imaginative e.g. short poems ● dialogues and short plays <p>Transactional writing</p> <ul style="list-style-type: none"> ○ Notes, messages, letters, 	<p>Process writing</p> <p>Pre-writing/planning</p> <p>Consider target audience and purpose</p> <p>Consider type of writing</p> <p>Brainstorm using mind-maps / lists</p> <p>Organise ideas</p> <p>Drafting</p> <p>Word choice</p> <p>Structuring sentences</p> <ul style="list-style-type: none"> ● Main and supporting ideas ● Specific features of the required text (e.g. direct speech for dialogue) ● Reads own writing critically ● Gets feedback from peers and teacher

	<p>greeting cards, invitations, posters, notices, brochures, advertisements</p> <ul style="list-style-type: none"> ○ Short written speeches 	<p><u>Revising, editing, proofreading and presenting</u></p> <ul style="list-style-type: none"> ● revises: improves content and structure of ideas ● Refines word choice, sentence and paragraph structure ● edits: corrects mistakes in grammar, spelling and punctuation ● presents neat, legible final version
<p>Language structure and use</p>	<p>Language rules</p> <ul style="list-style-type: none"> ● Punctuation marks ● Pronunciation ● Spelling rules ● Dictionary use ● Contraction ● Negation ● Time ● Number <p>Grammar</p> <p>Morphology</p> <ul style="list-style-type: none"> ● Affixes <ul style="list-style-type: none"> ○ Prefix, root, suffix ○ Inflections ○ Derivatives ● Parts of speech <ul style="list-style-type: none"> ○ Noun, article, pronoun, verb, adverb, adjective, tense, conjunction, preposition, etc <p>Syntax</p> <ul style="list-style-type: none"> ● Concord, sentence types, clauses, phrases, paragraphs, etc. <p>Semantics</p> <ul style="list-style-type: none"> ● Synonyms, antonyms, homonyms, homophones, etc. (FAL and grade appropriate) <p>Pragmatics</p> <ul style="list-style-type: none"> ● Figure of speech <ul style="list-style-type: none"> ○ idioms, simile, personification, etc. (FAL and grade appropriate) 	

3.2 Spreads of texts across Grades 4-6

A variety of texts have been selected for each two week period. The key texts are captured below. Learners will engage with some or all of the texts in a two week period, that is, they will listen to or present orally or read or write. Refer to Section 3.4 Teaching Plans for more information on the texts.

	Grade 4	Grade 5	Grade 6
Term 1			
Weeks 1&2	Story and recount	Story and recount	Story
Weeks 3&4	Information text – news report, map	Information text, recount and map	Information text – news report, letter and advert
Weeks 5&6	Story	Story, role-play, invitations and messages	Story, letter and diary
Weeks 7&8	Information text – procedures, lists	Information text - procedures	Information text – map, procedures
Weeks 9&10	Song, poem	Poetry	Poem
Term 2			
Weeks 1&2	Story, recount and message	Story and book review	Story e.g. folklore
Weeks 3&4	Information text and visual text e.g. charts and diagrams; poster	Information text and visual text e.g. charts	Information text and visual text e.g. diagrams
Weeks 5&6	Story e.g. folklore and recount	Story e.g. folklore and recount	Story, recount and personal letter
Weeks 7&8	Information text – procedures and diagrams	Information text – procedures	Information text, book review and survey
Weeks 9&10	SUMMATIVE ASSESSMENT		
Term 3			
Weeks 1&2	Biographical story e.g. in comic form, recount and dialogue	Biographical story e.g. in comic form	Biographical story e.g. in comic form, letter and diary
Weeks 3&4	Information text e.g. on social issues, poster and/or notices	Information text with visual text e.g. charts	Information text with visual text e.g. tables and /or graphs and a speech
Weeks 5&6	Story e.g. folklore and poem	Story e.g. folklore and poem	Story e.g. folklore and poem
Weeks 7&8	Information text with visual text e.g. charts/tables and procedures	Information text – factual text and procedures	Information texts – factual and visual text e.g. diagrams, and procedures
Weeks 9&10	Drama, role-play and book review	Drama	Drama

Term 4			
Weeks 1&2	Story	Story and recount	Story e.g. in comic form and letter
Weeks 3&4	Information text with visual text, role-play, charts and messages	Information text – magazine article and factual text	Information text - factual with visual text e.g. charts
Weeks 5&6	Story and poem	Story, poem, recount and book review	Story, poem, book review and letter
Weeks 7&8	Information text and poster/notice	Information text – factual and visual text e.g. charts and poster	Media text – news report, poster and advertisement
Weeks 9&10	SUMMATIVE ASSESSMENT		

3.3 Length of Texts for First Additional Language

Task	Grade 4	Grade 5	Grade 6
Paragraph • Words • Sentences	30-40	40-50	50-60
	3-5 sentences	4-6 sentences	6-8 sentences
Oral creative texts e.g. recounts, retelling or telling stories	100-120	120-130	130-150
Written creative and information text e.g. recounts, stories, reports	At least 50 words 1 to 2 paragraphs	At least 100 words 3 paragraphs	At least 150 words 5 paragraphs
Longer transactional texts, e.g. letters	Content only 40-60	60-80	80-100
Shorter texts, e.g. • Messages, notes • Summaries, diary entries, descriptions	20-30 words 30 – 40 words	30-40 40 – 50 words	40-60 50 – 60 words

	Term	1	2	3	4
Vocabulary Common spoken words	Grade 4	1600-2000	1700-2500	1850-3000	2000-3500
	Grade 5	2200-3750	2400-4000	2700-4250	3000-4500
	Grade 6	3250-4750	3500-5000	3700-5250	4000-5500
Reading vocabulary (new words)	Grade 4	750-1700 (75-250)	800-1900 (75-250)	900-2200 (75-250)	1000-2500 (75-250)
	Grade 5	1250-2700	1500-3000	1750-3300	2000-3500
	Grade 6	2200-3800	2400-4200	2700-4600	3000-5000

3.4 Teaching plans

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

3.4.1 How texts link together in the two week cycle

Different texts have been used as a basis for designing the two week teaching cycle. They have been selected on the basis of how they link together to form an integrated unit, for example, learners will listen to a story and then read a story. They will be asked to write a short oral description of a place or person (that will link to the story) or they might be asked to write a letter to a character in the story.

3.4.2 How the texts/activities are sequenced across the two week cycle

The texts do not have to be taught in a particular order. In most cases, there should be a listening and speaking activity/text to prepare for the reading or writing activity. Sometimes, the listening and speaking activity should derive from the reading text. Learners should engage with the different kinds of texts orally and in reading before they are asked to write these texts. In most cases, the text to be listened to e.g. a story or news report will be different to and at a higher level than the one that learners will read. This is because their listening skills are more developed than their reading skills.

3.4.3 The type of texts prescribed and recommended

There are prescribed text types that are to be taught in every two week cycle. These are specified in the teaching plan and should be contained in the prescribed textbook. In most cases, no specific story type is prescribed. Choices may be made from the variety of contemporary stories, imaginative stories (e.g. fantasy, adventure, detective, science fiction) historical stories (e.g. biographies) and folklore (e.g. myths, legends and fables) that are available. The same is true of poems and plays.

There is also a section entitled "Reflects texts read independently." These will be texts chosen from the reader/readers/other books and will support the texts read in the prescribed section. They can either be the same text type (to emphasise understanding of text structure) or a different text type (to stimulate further interest and extend the range of reading abilities). In all cases, this additional reading should relate to the topics and themes chosen for the prescribed texts in that two week cycle. This is very important as it consolidates the First Additional Language learner's knowledge and understanding of the vocabulary and concepts related to the topic.

3.4.4 Number of key texts in a two week cycle

In the early part of the year, there is usually only one text type or activity per two week cycle. Later on, there will be two and sometimes three text types or activities per two week cycle.

3.4.5 How the language structures and use are addressed

The content of the "Language structures and use" column is derived from the texts prescribed under the headings Listening and Speaking, Reading, and Writing) and will naturally be given attention in the process of engaging with the texts. However, it is also important that activities be developed that focus on the particular language structures, in context. These activities will be done during the time allocated for Listening and Speaking; Reading and Writing. For example, if a story is selected, learners will naturally use the simple past tense and will read texts using this text. In addition, it is important to do an activity that focuses on practising the use of this tense. More activities of this nature should be done as learners progress from Grade 4 to 6.

Teaching should integrate all the language skills and the language structures as they are interrelated. All of these should be taught in context.

GRADE 4

GRADE 4				
TERM 1				
WEEK 1-2	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
	<p>Listens to story</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Answers simple questions Retells the story in the right sequence Names characters in the story correctly Expresses feelings about the story <p>Gives a simple recount</p> <ul style="list-style-type: none"> Selects from own experience Selects appropriate topic Stays on topic Tells event in sequence <p>Practises listening and speaking</p> <ul style="list-style-type: none"> Performs a simple rhyme or song Responds physically to instructions 	<p>Reads a story</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies e.g. making predictions, uses phonic and contextual clues Answers questions about the text Explains the story line and identifies the main characters Retells the story in sequence Expresses feelings about the story Discusses new vocabulary from the read text Spells ten words from read text Uses a dictionary to revise alphabetical order <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Retells story or main ideas 	<p>Writes about the story</p> <ul style="list-style-type: none"> Writes own sentences without a frame, (e.g. expresses opinions) Expresses feelings about the story Uses punctuation correctly <p>Writes a simple recount using a frame, (e.g. yesterday I.....Then I.....)</p> <p>From the textbook or Teacher's Resource File</p> <ul style="list-style-type: none"> Uses the frame Selects from own experience Selects appropriate topic Stays on topic Tells event in sequence <p>Creates a personal dictionary</p>	<p>Revises common nouns and uses singular and plural forms</p> <p>Uses some tenses introduced in the Foundation Phase, e.g. simple present</p> <p>Uses correct punctuation (e.g. capital letters, full stops)</p> <p>Vocabulary development</p> <p>Spelling</p>

No formal assessment	Baseline assessment is done over these two weeks to determine areas for intervention planning and no percentage or codes are associated with this assessment.			
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 3-4	<p>Listens to information text e.g. a simple news report</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Answers questions Describes the event Shares ideas and offers opinions <p>Participates in a simple conversation on a familiar topic</p> <ul style="list-style-type: none"> Selects relevant topic Stays on topic Asks and answers simple questions Gives other learners a chance to speak <p>Listens to and responds to simple oral directions</p> <ul style="list-style-type: none"> Follows the directions Shows understanding of vocabulary 	<p>Reads information text e.g. news report</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies e.g. makes predictions, uses contextual clues to find meaning Discusses the title and headlines Answers questions about main idea and specific details Explains meaning of unfamiliar words <p>Reads a simple map</p> <ul style="list-style-type: none"> Identifies the place/s on the map Follows a route on the map Describes a route on the map using vocabulary relating to direction 	<p>Writes about a news event based on personal experience</p> <ul style="list-style-type: none"> Writes three sentences about an event using a frame Selects appropriate content Writes a title Uses appropriate vocabulary Uses appropriate grammar, spelling and punctuation Corrects spelling using a dictionary <p>Labels a simple map</p> <ul style="list-style-type: none"> Writes the names of place/s and other features on the map 	<p>Uses some tenses introduced in the Foundation Phase, e.g. simple past</p> <p>Revises common nouns and uses singular and plural forms</p> <p>Corrects spelling using a dictionary</p> <p>Spelling rules</p> <p>Vocabulary development</p>

	<p>relating to direction</p> <p>Practises listening and speaking</p> <ul style="list-style-type: none"> • Performs a simple rhyme or song 	<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or explains main ideas 		
Resources	Newspaper/magazine articles/textbook, dictionary	Newspaper/magazine articles/textbook/readers/other books/TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
Term 1 WEEK 5&6	<p>Listens to a story</p> <p>Text from the textbook or Teacher's Resource File</p> <ul style="list-style-type: none"> • Predicts what will happen next • Answers simple questions • Retells the story in the right sequence • Names characters in the story correctly • Identifies characters from oral descriptions • Expresses feelings about the story <p>Describes people/characters from the story</p> <ul style="list-style-type: none"> • Explains what the people look like 	<p>Reads a story</p> <p>Text from the textbook or Teacher's Resource File</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. making predictions, uses phonic and contextual clues • Explains the story line and identifies the main characters • Retells the story in sequence • Expresses feelings about the story • Answers questions about the text • Discusses new vocabulary from the read text • Spells ten words from read text 	<p>Writes about a story</p> <ul style="list-style-type: none"> • Writes own sentences without a frame, (e.g. expresses opinions) • Expresses feelings about the story • Uses punctuation correctly <p>Writes a description of people/ characters from the story using a frame</p> <ul style="list-style-type: none"> • Writes sentences about what people look like • Uses a few new words learnt from story • Uses adjectives • Corrects spelling using a dictionary <p>Records words and their meanings in a</p>	<p>Uses some tenses introduced in the Foundation Phase, e.g. simple past</p> <p>Understands and uses pronouns correctly</p> <p>Understands and uses a range of adjectives</p> <p>Uses some adverbs in the correct word order</p> <p>Spells familiar words correctly, using a personal dictionary</p>

	<ul style="list-style-type: none"> • Uses a few new words learnt from story • Uses adjectives <p>Practises listening and speaking</p> <ul style="list-style-type: none"> • Performs a simple rhyme or song • Responds physically to instructions 	<p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and expression <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas 	personal dictionary	
Resources	Textbook/TRF, dictionary	Textbook, Reader/s, Other books/TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 7-8	<p>Listens to and carries out instructions e.g. recipe/instructions for making something</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers questions • Asks questions to obtain information • Listens and responds appropriately • Describes what needs to be done <p>Gives simple instructions</p> <ul style="list-style-type: none"> • Uses correct specific details • Uses correct sequence • Uses the command form of the verb 	<p>Reads procedural texts e.g. recipe/instructions for making something</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. prediction, looks at pictures carefully, uses contextual clues • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses sequence of instructions • Follows the instructions 	<p>Writes instructions</p> <ul style="list-style-type: none"> • Numbers the instructions • Uses correct specific details • Uses the right sequence • Writes the instructions using a frame • Uses verbs correctly • Corrects spelling using a dictionary <p>Writes a list with headings</p> <ul style="list-style-type: none"> • Writes a list of items • Uses the correct format • Gives the list a heading • Uses singular and plural correctly 	<p>Uses some tenses introduced in the Foundation Phase, e.g. simple present tense</p> <p>Uses some adverbs in the correct word order</p> <p>Revises common nouns and uses singular and plural forms</p> <p>Uses verbs correctly</p> <p>Spelling rules</p> <p>Vocabulary development</p>

	<p>Practises listening and speaking</p> <ul style="list-style-type: none"> Does an action rhyme 	<p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation and expression <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Compares books read 	<p>Records words and their meanings in a personal dictionary</p>	
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books/TRF, dictionary	Textbook/worksheet/TRF dictionary	Textbook/worksheets/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 9-10	<p>Listens to a song/simple poem</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Recalls main idea Discusses central idea Relates to own experience Identifies rhyme and rhythm Identifies words which begin with the same sound Expresses feelings stimulated by the poem Performs song/selected lines <p>Plays a language game</p> <ul style="list-style-type: none"> Follows instructions correctly Uses a range of vocabulary 	<p>Reads a simple poem/s</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies e.g. prediction, looks at pictures carefully, uses contextual clues Identifies rhythm and rhyme Breaks up words into syllables Expresses feelings stimulated by the poem <p>Reads and solves a word puzzle</p> <ul style="list-style-type: none"> Spells words correctly Shows understanding of meanings 	<p>Writes sentences that rhyme</p> <ul style="list-style-type: none"> Writes pairs of sentences of the same length that rhyme Uses appropriate rhythm and rhyme Uses knowledge of syllables to develop the rhythm <p>Practises writing</p> <ul style="list-style-type: none"> Writes words that begin with the same sound e.g. Naughty Nomsa 	<p>Uses some tenses introduced in the Foundation Phase, e.g. simple past, simple present or future tenses</p> <p>Understands and uses negative forms</p> <p>Identifies words that mean the same thing</p> <p>Spelling rules</p> <p>Vocabulary development</p>

	<ul style="list-style-type: none"> Takes turns, giving others a chance to speak 	<p>of words</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, rhythm and expression <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Expresses emotional response to texts read. 		
Resources	Audio, Song, Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

GRADE 4

TERM 2

WEEK 1-2	<p>Listens to a story</p> <p>Text from the textbook or Teacher's Resource File (TRF) [instruction will be repeated every fortnight]</p> <ul style="list-style-type: none"> • Predicts what will happen next • Answers simple questions • Retells the story in the right sequence • Names characters in the story correctly • Identifies characters from oral descriptions • Gives a personal response to the story 	<p>Reads a contemporary story</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies e.g. making predictions and inferences, uses phonic and contextual clues • Asks and answers questions about the story • Identifies plot, setting and character • Explains opinions about the text • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writes a message</p> <ul style="list-style-type: none"> • Chooses appropriate content • Uses correct format • Addresses to a person • Ends with own name 	<p>Uses some tenses introduced in the Foundation Phase, e.g. simple past</p>
	<p>Gives a recount</p> <ul style="list-style-type: none"> • Selects from own experience • Selects appropriate topic • Stays on topic • Tells event in sequence <p>Practises listening and speaking</p> <ul style="list-style-type: none"> • Performs a simple rhyme or song 	<p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, expression and tempo <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Does a short oral book review using an appropriate frame 	<p>Writes a recount using a frame, (e.g. yesterday I.....Then I.....)</p> <p>From the textbook or Teacher's Resource File</p> <ul style="list-style-type: none"> • Uses the frame • Selects from own experience • Selects appropriate topic • Stays on topic • Tells event in sequence • Uses varied vocabulary 	<p>Understands and uses a range of verbs to describe actions</p> <p>Identifies words that mean the same thing</p> <p>Identifies words that mean the opposite</p> <p>Spelling rules</p> <p>Vocabulary development</p>

	<ul style="list-style-type: none"> • Responds physically to instructions 			
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 3-4	<p>Listens to weather reports</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Identifies specific details • Interprets the information given • Relates to personal experience <p>Listens to a description and describes an object</p> <ul style="list-style-type: none"> • Identifies the object described correctly • Uses words that correctly describe the object • Uses some new words • Uses adjectives <p>Practises listening and speaking</p> <p>Performs a simple rhyme or song</p>	<p>Reads information text with visuals e.g. charts/tables/diagrams /weather symbols</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures/visuals • Uses reading strategies e.g. skimming • Asks and answers questions • Discusses main idea and specific details • Interprets the information in the visuals <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Compares books/texts read 	<p>Summarises information text with support</p> <ul style="list-style-type: none"> • Fills in missing words in a written summary • Uses appropriate vocabulary • Uses some new words from the read text <p>Labels an object</p> <ul style="list-style-type: none"> • Uses appropriate vocabulary • Includes specific details • Uses labels correctly • Writes them in the correct place <p>Records words and their meanings in a personal dictionary</p>	<p>Uses some tenses introduced in the Foundation Phase, e.g. future tense</p> <p>Understands and uses singular and plural forms of nouns, including those which have no plurals e.g. soccer and water, and those that have only plurals e.g. scissors and trousers</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	TV, Radio, Textbook, TRF, dictionary	Folklore, Textbook, Reader/s, Other	Textbook/worksheet/TRF	Textbook/worksheet/TRF, dictionary

		books, TRF, dictionary	dictionary	
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 5-6	<p>Listens to stories e.g. fables/myths/legends</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> listens and relates to own experience Identifies specific details Keeps to the topic Retells the story <p>Participates in a simple conversation on a familiar topic</p> <ul style="list-style-type: none"> Selects relevant topic Stays on topic Asks and answers simple questions Listens to other learners Gives other learners a chance to speak <p>Practises listening and speaking</p> <ul style="list-style-type: none"> Responds physically to instructions Gives and follows simple instructions 	<p>Reads stories e.g. fables/myths/legends</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies e.g. predicting, using phonic and contextual clues. Identifies and comments on the plot, setting and characters <p>Reads and solves a word puzzle</p> <ul style="list-style-type: none"> Spells words correctly Shows understanding of meanings of words <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Retells story or main ideas in 3 to 5 sentences Expresses emotional response to texts read. 	<p>Writes a recount using a frame</p> <ul style="list-style-type: none"> Selects appropriate content for the topic Uses the frame Uses a variety of vocabulary Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the dictionary to check spelling and meanings of words <p>Writes sentences without a frame</p> <ul style="list-style-type: none"> Expresses feelings about story Gives reason for opinions Uses familiar vocabulary and some new words Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the dictionary to check spelling and meanings of words 	<p>Uses some tenses introduced in the Foundation Phase, e.g. simple past and present progressive</p> <p>Uses correct punctuation (e.g. capital letters, full stops, question marks, commas, exclamation marks)</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary

Time	2 hours	6 hours	4 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 7-8	<p>Listens to and carries out instructions e.g. recipe/instructions for making something</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Discusses specific details of text • Asks questions to obtain information • Listens and responds appropriately <p>Gives instructions (at least two steps)</p> <ul style="list-style-type: none"> • Uses appropriate vocabulary • Uses verbs correctly • Gives instructions in the correct sequence <p>Classifies things</p> <ul style="list-style-type: none"> • Divides items into groups according to specific criteria • Explains why things belong together 	<p>Reads procedural text e.g. a recipe/instructions for</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions <p>Reads information text with diagram</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures; previews text e.g. surveys headings • Asks and answers questions • Explains main ideas • Interprets information in the visual <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Relates to own life 	<p>Writes and describes a process with support</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Fills details into a frame • Uses specific details • Stays on topic • Uses appropriate grammar, spelling and punctuation • Records words and their meanings in a personal dictionary <p>Draws and labels a diagram</p> <ul style="list-style-type: none"> • Listens to oral information • Includes specific details • Uses appropriate vocabulary • Writes labels in correct place 	<p>Uses some tenses introduced in the Foundation Phase, e.g. simple present and present perfect tenses</p> <p>Understands and uses simple prepositions correctly e.g. in, on, etc.</p> <p>Uses correct punctuation (e.g. capital letters, full stops, question marks, commas, exclamation marks)</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Radio/TV, Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 9-10	ASSESSMENT			

GRADE 4

TERM 3

WEEK 1-2	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
	<p>Listens to a story about a person's life</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Discusses plot, setting and characters • Answers simple questions • Names characters in the story correctly • Retells the story in the right sequence • Expresses feelings about the story • Describes causes and effects of actions or events <p>Describes a person</p> <ul style="list-style-type: none"> • Explains what the people look like • Uses a few new words learnt from story • Uses adjectives 	<p>Reads a story about a person's life</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Interprets and explains the message • Uses reading strategies e.g. makes predictions, uses contextual clues to determine meaning, makes inferences • Describes feelings about the text giving reasons • Discusses the main character and other character • Does a role-play based on the story <p>Reads a story about an event</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. makes predictions, uses contextual clues to determine meaning • Retells event in correct sequence 	<p>Writes dialogue</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the frame appropriately • Characters' "speech" follows in logical order • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in a personal dictionary <p>Writes a recount e.g. of an event</p> <ul style="list-style-type: none"> • Stays on topic • Tells event in sequence • Uses properly constructed complete sentences. • Uses appropriate grammar, spelling and punctuation 	<p>Uses a range of tenses introduced in the Foundation Phase, e.g. simple present, present progressive, simple past</p> <p>Understands and uses adverbs of frequency e.g. "She hardly ever visits me."</p> <p>Understands and uses personal pronouns correctly</p> <p>Uses correct punctuation (e.g. capital letters, full stops, question marks, commas, exclamation marks)</p> <p>Spelling rules</p> <p>Vocabulary development</p>

	<p>Plays a language game</p> <ul style="list-style-type: none"> Follows instructions correctly Uses a range of vocabulary Takes turns, giving others a chance to speak 	<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Does a short oral book review using an appropriate frame 		
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time over two week cycle	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 3-4	<p>Listens to information text e.g. a report or news article</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Answers questions Describes the event Share ideas and offer opinions <p>Participates in short conversation on a familiar topic</p> <ul style="list-style-type: none"> Takes turns Stays on topic Asks relevant questions 	<p>Reads information text e.g. a report or news article on social issues</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies e.g. scans for specific details, skims for general idea Answers complex questions e.g. Why...? How do you think...? <p>Reads visual text e.g. poster or notices</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Discusses what the text is about Identifies specific information Interprets the information 	<p>Summarises information text with support</p> <ul style="list-style-type: none"> Fills in missing words in a written summary Uses appropriate vocabulary Uses some new words from the read text Uses the dictionary to check spelling and meanings of words <p>Designs and produces a visual text e.g. poster or notice</p> <ul style="list-style-type: none"> Uses the correct format Selects appropriate information Uses design features such as colour and different sizes or kinds of print (font) 	<p>Uses some tenses introduced in the Foundation Phase, e.g. simple past</p> <p>Understands and uses singular and plural forms of nouns</p> <p>Coordinates sentences with "and"</p> <p>Uses the dictionary to check spelling and meanings of words</p>

		<ul style="list-style-type: none"> • Discusses the purpose of the text • Discusses some of the language use • Identifies and discusses design features such as colour and different sizes or kinds of print (font) <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Compares books/texts read 		<p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time over two week cycle	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 5-6	<p>Listens to stories e.g. fables/myths/legends</p> <ul style="list-style-type: none"> • listens and relates to own experience • Identifies specific details • Retells in correct sequence • Describes cause and effect e.g. the effect of an action or event • Explains the moral of story <p>Listens to poem/s</p>	<p>Reads stories e.g. fables/myths/legends</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. predicting, uses phonic and contextual clues • Identifies and comments on the plot • Explains the moral of story • Describes cause and effect e.g. the effect of an action or event • Identifies and discusses stereotypes 	<p>Writes a story using a frame e.g. fables/myths/ legends</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the frame correctly • Uses a variety of vocabulary including connecting words and phrases • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs • Records words and their meanings in 	<p>Uses a range of tenses introduced in the Foundation Phase, e.g. simple past</p> <p>Identifies words that mean the same thing</p> <p>Identifies words that mean the opposite e.g. "loud", "soft"</p>

	<ul style="list-style-type: none"> • Discusses what the poem is about • Relates to own experience • Identifies rhyme and rhythm • Identifies words which begin with the same sound • Expresses feelings stimulated by the poem • Performs poem/selected lines <p>Practises listening and speaking</p> <ul style="list-style-type: none"> • Writes words that imitate their sounds e.g. bees buzz, glass tinkles 	<p>Reads poem/s</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. prediction, looks at pictures carefully, uses contextual clues • Identifies rhythm and rhyme • Breaks up words into syllables • Expresses feelings stimulated by the poem <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. 	<p>a personal dictionary</p> <p>Writes sentences that rhyme</p> <ul style="list-style-type: none"> • Writes pairs of sentences of the same length that rhyme • Uses appropriate rhythm and rhyme • Uses knowledge of syllables to develop the rhythm 	<p>Understands and uses a range of adjectives</p> <p>Understands and uses connecting words e.g. next, then</p> <p>Uses correct punctuation (e.g. capital letters, full stops, question marks, commas, exclamation marks)</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 7-8	<p>Listens to information text e.g. factual report</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers questions 	<p>Reads information text with visuals e.g. charts/tables/graphs</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and 	<p>Draws and labels visual text e.g. charts</p> <ul style="list-style-type: none"> • Uses appropriate vocabulary • Labels the text correctly • Uses correct format for labels e.g. one or two words only 	<p>Uses some tenses introduced in the Foundation Phase, e.g. simple present, present progressive</p> <p>Uses correct punctuation (e.g. capital</p>

	<ul style="list-style-type: none"> Identifies and comments on main idea and specific details Shares ideas and offers opinions Uses a range of vocabulary <p>Listens to description of a place and describes places</p> <ul style="list-style-type: none"> Identifies places correctly Uses words that correctly describe the place Uses some new words Uses adjectives <p>Practises listening and speaking</p> <ul style="list-style-type: none"> Performs a simple rhyme or song Responds physically to instructions 	<p>pictures/visuals</p> <ul style="list-style-type: none"> Uses reading strategies e.g. skimming Identifies and comments on main idea and specific details Interprets information in the visual text <p>Reads procedural texts e.g. a recipe or simple instructions</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies e.g. prediction, looks at pictures carefully, uses contextual clues Answers questions about the text Describes what needs to be done Discusses specific details of text Discusses sequence of instructions Follows the instructions <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Relates to own life 	<p>Uses information from a visual text to write information text</p> <ul style="list-style-type: none"> Interprets the information correctly Captures the information correctly Uses appropriate vocabulary Uses the dictionary to check spelling and meanings of words 	<p>letters, full stops, question marks, commas, exclamation marks and including apostrophes)</p> <p>Understands and uses a range of verbs to describe actions</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Poetry, Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

WEEK 9-10	<p>Listens to a play from radio, TV or written text</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Predicts from title • Retells the drama in sequence • Names characters correctly <p>Role plays a character or a familiar situation</p> <ul style="list-style-type: none"> • Selects appropriate content • Uses details accurately • Expresses thoughts and feelings • Stays on topic • Shows awareness of social differences • Switches from one language to another as appropriate 	<p>Reads a drama</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading predicting from title • Uses reading strategies • Identifies the story-line • Discusses characters and setting • Expresses feelings stimulated by the text • Discusses features of the text especially punctuation and format <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Does a short oral book review using an appropriate frame 	<p>Writes a simple play script with support</p> <ul style="list-style-type: none"> • Selects appropriate characters • Organises the conversation logically • Uses the frame correctly • Uses direct speech appropriately • Uses a variety of vocabulary • Uses appropriate grammar, spelling, punctuation and spacing • Records words and their meanings in a personal dictionary <p>Writes a simple book review using a frame</p> <ul style="list-style-type: none"> • Selects appropriate content • Gives own opinion 	<p>Uses some tenses introduced in the Foundation Phase, appropriate for direct speech</p> <p>Understands and uses personal pronouns correctly</p> <p>Uses some adverbs in the correct word order</p> <p>Coordinates sentences with "and"</p> <p>Uses correct punctuation (e.g. capital letters, full stops, question marks, commas, exclamation marks)</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Radio, TV, Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

GRADE 4

TERM 4

WEEK 1-2	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
	<p>Participates in conversation on a familiar topic</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Maintains the conversation Respects others' ideas <p>Plays a language game</p> <ul style="list-style-type: none"> Follows instructions correctly Uses a range of vocabulary Takes turns, giving others a chance to speak <p>Practises listening and speaking</p> <ul style="list-style-type: none"> Performs a simple rhyme or song Recalls experiences in the right sequence 	<p>Reads a contemporary story that highlights social issues</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies e.g. predicting what will happen next Answers and begins to ask more complex questions e.g. Why? How do you think? Retells story in sequence using connecting words Guesses and explains reasons for actions in the story Explains the cause and the effect in the story. Gives a personal response to the text <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Compares books/texts read 	<p>Writes a story with structured support</p> <ul style="list-style-type: none"> Selects appropriate content for the topic Uses the frame correctly Uses a variety of vocabulary including pronouns and connecting words and phrases. Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Records words and their meanings in a personal dictionary Uses language imaginatively 	<p>Analyses simple sentences into subject, verb, object e.g. "Bongi / read / her book"</p> <p>Understands and uses new prepositions</p> <p>Uses correct punctuation (e.g. capital letters, full stops, question marks, commas, exclamation marks)</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Spelling rules</p> <p>Vocabulary development</p>

Resources	Textbook, reader/s, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 3-4	<p>Listens to and role-plays interviews/talk show</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Recalls main ideas Asks relevant questions Responds appropriately Gives opinions <p>Listens to and gives oral message/s</p> <ul style="list-style-type: none"> Identifies main idea and specific details Identifies who the message is addressed to and who it is from Selects appropriate content for messages <p>Practises listening and speaking</p> <ul style="list-style-type: none"> Performs a simple rhyme or song 	<p>Reads information text with visual e.g. pictures/ photographs</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses a range of reading strategies e.g. predicting, using phonic and contextual clues, scanning for specific information Answers and begins to ask more complex questions e.g. Why? How do you think? Interprets and discusses visuals Summarises the text with support e.g. fills in missing words in a written summary <p>Reads a short information text with visual e.g. a chart of a family tree</p> <ul style="list-style-type: none"> Interprets the information Explains the information Discusses relationships between different parts of the visual 	<p>Writes a paragraph using a frame</p> <ul style="list-style-type: none"> Uses appropriate content Uses a variety of vocabulary including pronouns and connecting words and phrases. Uses appropriate grammar, spelling and punctuation Uses the dictionary to check spellings and meanings of words <p>Draws and labels a visual text e.g. chart</p> <ul style="list-style-type: none"> Captures the information correctly Shows the links between different parts of the visual correctly Writes sentences describing the chart Uses appropriate vocabulary Uses the dictionary to check spelling and meanings of words 	<p>Understands and uses personal pronouns correctly</p> <p>Understands and uses connecting words e.g. later, after that etc.</p> <p>Uses correct punctuation (e.g. capital letters, full stops, question marks, commas, exclamation marks)</p> <p>Uses the dictionary to check spellings and meanings of words</p> <p>Spelling rules</p> <p>Vocabulary development</p>

		<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Retells story or main ideas in 3 to 5 sentences Expresses emotional response to texts read. 	<p>Writes messages</p> <ul style="list-style-type: none"> Selects appropriate content for messages Addresses the message correctly Orders the information logically Writes own name at the end 	
Resources	Radio, TV, Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF, Dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 5-6	<p>Listens to a story</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Predicts what will happen next Discusses plot, setting and characters Discusses events in the story Gives a personal response to the story Retells story in the right sequence using connecting words <p>Listens to poem/s</p> <ul style="list-style-type: none"> Discusses what the poem is about Relates to own experience Identifies rhyme and rhythm Identifies words which begin with the same sound Expresses feelings stimulated by the poem 	<p>Reads a story with dialogue</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies e.g. predicting, using contextual clues Discusses plot, setting and characters Discusses events in the story Gives a personal response to the story Summarises story with help Identifies which parts of the story is the dialogue Role plays 	<p>Writes a story with structured support with dialogue</p> <ul style="list-style-type: none"> Selects appropriate content Uses the frame Uses direct speech for dialogue Extends sentences by adding adjectives and adverbs Uses extended vocabulary including pronouns and connecting words and phrases Uses appropriate grammar, spelling and punctuation Uses the dictionary to check spelling and meanings of words <p>Writes a simple poem/rhyming sentences using a frame</p>	<p>Uses the appropriate tenses for direct speech</p> <p>Use a range of adjectives and adverbs</p> <p>Understands and uses personal pronouns correctly</p> <p>Understands and uses connecting words e.g. later, after that etc.</p> <p>Uses correct punctuation (e.g. capital letters, full stops, question marks, commas,</p>

	<ul style="list-style-type: none"> • Performs poem/selected lines <p>Plays a language game</p> <ul style="list-style-type: none"> • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak 	<p>Reads poem/s</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. prediction, looks at pictures carefully, uses contextual clues • Identifies rhyme • Identifies words that begin with the same sound • Expresses feelings stimulated by the poem <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and expression <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Relates to own life 	<ul style="list-style-type: none"> • Selects a topic • Uses the frame correctly • Writes sentences that rhyme • Uses appropriate grammar, spelling and punctuation 	<p>exclamation marks)</p> <p>Uses the dictionary to check spellings and meanings of words</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 7-8	<p>Participates in conversation on a familiar topic</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Asks relevant questions and responds to questions • Maintains the conversation • Expresses opinions • Respects others' ideas 	<p>Reads information text</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from the title and pictures • Uses a range of reading strategies e.g. predicting, using phonic and contextual clues, 	<p>Writes a paragraph using a frame</p> <ul style="list-style-type: none"> • Uses appropriate content • Uses a variety of vocabulary including pronouns and connecting words and phrases • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check 	<p>Co-ordinates sentences with "and"</p> <p>Understands and uses personal pronouns correctly</p> <p>Understands and uses connecting words</p>

	<p>Listens to radio announcements or read out announcements</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Explains the main message Interprets and discusses message <p>Plays a language game</p> <ul style="list-style-type: none"> Follows instructions correctly Uses a range of vocabulary Takes turns, giving others a chance to speak 	<p>scanning for specific information</p> <ul style="list-style-type: none"> Answers and begins to ask more complex questions e.g. Why? How do you think? Interprets and discusses visuals Summarises the text with support e.g. fills in missing words in a written summary <p>Reads visual text e.g. poster or notice</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Discusses what the text is about Identifies specific information Interprets the information Discusses the purpose and audience of the text Discusses some of the language use Identifies and discusses design features such as colour and different sizes or kinds of print (font) Discusses the layout Discusses choice of images <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Expresses emotional response to texts read. 	<p>spellings and meanings of words</p> <p>Designs and produces a visual text e.g. poster</p> <ul style="list-style-type: none"> Uses the correct format Selects appropriate information Uses design features such as colour and different sizes or kinds of print (font) Uses appropriate layout 	<p>e.g. later, after that etc.</p> <p>Uses the dictionary to check spellings and meanings of words</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary

Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 9-10	SUMMATIVE ASSESSMENT			

GRADE 5

GRADE 5				
TERM 1				
WEEK 1-2	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
Baseline assessment	<p>Listens to a short story</p> <p>Text from the textbook or Teacher's Resource File (TRF) [instruction will be repeated every fortnight]</p> <ul style="list-style-type: none"> Answers literal questions Expresses simple opinion on the story Predicts what will happen next <p>Retells a story</p> <ul style="list-style-type: none"> Retells events in correct sequence, using simple past tense Names the characters correctly <p>Practises listening and speaking</p> <ul style="list-style-type: none"> Performs a short poem or rhyme 	<p>Reads a short story</p> <p>Text from the textbook or Teacher's Resource File (TRF) [instruction will be repeated every fortnight]</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures Uses reading strategies e.g. making predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Discusses the title, plot and where the story takes place (setting) Expresses simple opinion on the story Uses a dictionary <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Retells story or main ideas in 3 to 5 sentences 	<p>Writes a recount of events</p> <ul style="list-style-type: none"> Selects from experience Chooses appropriate content for the topic Stays on the topic Uses appropriate grammar, spelling and punctuation. Uses vocabulary related to topic <p>Creates a personal dictionary</p> <p>Writes an opinion on a story</p> <ul style="list-style-type: none"> Pre-writing: discusses what they like / dislike Writes 2 sentences to express what they like / dislike 	<p>Nouns</p> <ul style="list-style-type: none"> Revises singular and plural nouns <p>Verbs</p> <ul style="list-style-type: none"> Uses simple past tense <p>Revise punctuation</p> <ul style="list-style-type: none"> Capital and small letter Stop <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening,

				speaking, reading, viewing and writing
WEEK 3-4	<p>Takes part in a conversation about a familiar topic</p> <ul style="list-style-type: none"> Asks and answers simple questions on the topic Code switches if necessary Gives other learners a chance to speak Listens to them and encourages their attempts to speak their additional language Encourages other group members to support fellow learners. <p>Practises listening and speaking</p> <ul style="list-style-type: none"> Recalls a recent event Recounts events in correct sequence 	<p>Reads simple information text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: read and discuss title and look at pictures / diagrams / maps Uses reading strategies e.g. skims for general idea, uses contextual clues to find meaning Identifies main facts Explains meaning of unfamiliar words Answers questions about the text <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud from the information text, using the correct pronunciation <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Relates text to own life 	<p>Writes a recount of events</p> <ul style="list-style-type: none"> Selects appropriate content Writes a title Sequences events correctly Uses appropriate vocabulary Uses appropriate grammar, spelling and punctuation Corrects spelling using a dictionary and redrafts <p>Designs, draws and labels maps / plans</p> <ul style="list-style-type: none"> Selects familiar place Includes relevant labels <p>Records words and their meanings in a personal dictionary</p>	<ul style="list-style-type: none"> Subject-verb concord Simple past tense Prepositions <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, dictionary	Textbook/readers/other books/TRF, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	6 hours	4 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 5-6	Listens to a story.	Reads a story.	Writes a simple description	<ul style="list-style-type: none"> Uses present simple and present progressive tenses

	<p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Uses an oral description to identify people in the story • Expresses feelings and opinions about the story • Answers oral questions about the story <p>Role plays some familiar situations</p> <ul style="list-style-type: none"> • Participates in dialogue at least once • Uses correct tense <p>Practises listening and speaking</p> <ul style="list-style-type: none"> • Performs a simple poem 	<p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. makes predictions, uses contextual clues to find meaning, reads to find detail • Answers questions about the story <p>Reads social texts e.g. invitations</p> <ul style="list-style-type: none"> • Explains main message • Identifies features of text • Discusses purpose of text • Uses a dictionary to find meaning of new words <p>Reflects on texts read independently:</p> <ul style="list-style-type: none"> • Expresses emotional responses to texts read 	<ul style="list-style-type: none"> • Writes at least one paragraph • Writes creatively • Uses appropriate adjectives • Uses present simple and present progressive tenses <p>Writes a short message</p> <ul style="list-style-type: none"> • Chooses relevant content • Organises information correctly • Uses correct format e.g. salutation, date, etc. • Constructs sentences correctly <p>Writes a paragraph</p> <ul style="list-style-type: none"> • Describes planned event • Organises actions and events logically • Uses connecting words • Uses the future tense • Checks spelling and punctuation <p>Records words and their meanings in a personal dictionary</p>	<ul style="list-style-type: none"> • Adjectives • Uses pronouns correctly <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook/TRF, dictionary	Story, Textbook, Reader/s, Other books/TRF, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	6 hours	4 hours	Integrated with listening, speaking, reading, and writing

WEEK 7-8	<p>Carries out instructions e.g. for making or doing something.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Responds physically to instructions, following sequence correctly <p>Describes a simple process</p> <ul style="list-style-type: none"> • Uses connecting words, e.g. first, next, finally, etc. • Distinguishes parts from the whole <p>Plays a language game</p> <ul style="list-style-type: none"> • Gives instructions • Takes turns • Uses simple present tense 	<p>Reads procedural text.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Gives short oral review • Includes title, main character and plot / topic • Gives personal opinion of text 	<p>Writes instructions</p> <ul style="list-style-type: none"> • Uses correct specific details • Uses correct sequence, using connecting words e.g. first, next, etc. • Uses present simple tense • Uses correct structure and format <p>Records words and their meanings in a personal dictionary</p>	<ul style="list-style-type: none"> • Connecting words e.g. first, next, etc. • Present simple tense <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books/TRF, dictionary	Textbook/ TRF, dictionary	Textbook/worksheets/TRF, dictionary
Time	2 hours	6 hours	4 hours	Integrated with listening, speaking, reading, viewing and writing
WEEK 9-10	<p>Listens to a poem/song.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p>	<p>Reads poetry</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p>	<p>Writes a simple poem/s or rhyming sentences:</p> <ul style="list-style-type: none"> • Repeats the same structure to create a poetic rhythm and pattern 	Rhyming words

	<ul style="list-style-type: none"> • Talks about the poem (what poem is about) • Relates to own experience • Identifies rhyme and rhythm • Gives personal response (likes / dislikes the poem) <p>Performs the poem</p> <ul style="list-style-type: none"> • Pronounces words correctly • Shows understanding • Conveys rhythm 	<ul style="list-style-type: none"> • Discusses the topic and main ideas in the poem • Discusses rhyme • Discusses words that begin with the same sound • Discusses words that imitate their sound • Discusses comparisons e.g. “ He sings like a bird.” , “She is a star.” <p>Practises reading</p> <ul style="list-style-type: none"> • Reads poetry aloud • Use appropriate expression, showing understanding • Uses good pronunciation, phrasing and tempo <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Compares books read 	<ul style="list-style-type: none"> • Uses words which imitate their sounds • Uses words beginning with the same sound. <p>Records words and their meanings in a personal dictionary</p>	<p>Words that begin with same sound</p> <p>Future tense</p> <p>Spelling rules and spelling patterns</p> <p>Vocabulary development</p>
	ASSESSMENT			
Resources	Audio, Song, Textbook, TRF, dictionary	Song, Textbook, Reader/s, Other books, TRF, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary

GRADE 5

TERM 2

WEEK 1-2	<p>Listens to a story. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Answers literal questions Gives a personal response Answers more complex questions e.g. Why don't they...? What would you do...? Expresses feelings and opinions e.g. Why couldn't ...? 	<p>Reads a story. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: reads and discusses title and looks at pictures Uses reading strategies e.g. making predictions, using contextual clues Discusses new vocabulary Identifies sequence of events, setting and characters Makes up questions about the story Uses a dictionary 	<p>Writes a simple story with a structure</p> <ul style="list-style-type: none"> Writes an appropriate opening sentence Uses connecting words (and, but) Uses some adjectives as comparatives and superlatives Writes an appropriate ending 	<p>Co-ordinates sentences with "and" and "but".</p> <p>Uses tenses e.g. the simple past, simple present and future.</p>
	<p>Takes part in a conversation on a familiar topic, codeswitching if necessary</p> <ul style="list-style-type: none"> Asks and answers question Respects other learners by listening to them Encourages other learners to speak <p>Listening and speaking practice</p> <ul style="list-style-type: none"> Recalls experiences or events in the right sequence, answering questions, answering questions about what happened first, second etc. 	<p>Reads a simple book review</p> <ul style="list-style-type: none"> Identifies key features e.g. title, list of characters, brief summary and rating Gives opinion of the review <p>Records words and their meanings in a personal dictionary</p> <p>Reflects on texts read independently</p>	<p>Writes a simple book review with a frame</p> <ul style="list-style-type: none"> Uses frame correctly Includes title, main characters and plot / topic Includes summary of plot Gives personal opinion of text <p>Records words and their meanings in a personal dictionary</p>	<p>Uses some adjectives as comparatives and superlatives e.g. bigger than, the biggest, more expensive than, the most expensive</p> <p>Spelling rules</p> <p>Vocabulary development</p>

		<ul style="list-style-type: none"> Does a short oral book review 		
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	6 hours	4 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 3-4	<p>Listens to oral description of an object</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies what it is Describes what it is for Draws and labels it <p>Classifies things according to criteria such as their purpose or capability</p> <ul style="list-style-type: none"> Completes a table under appropriate headings <p>Listening and speaking practice</p> <ul style="list-style-type: none"> Performs a simple poem, rhyme or song 	<p>Reads information text with visuals e.g. diagrams/ charts/graphs/tables. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures/visuals Uses reading strategies e.g. skimming Scans e.g. timetables or schedules for specific information Answers questions on text and visuals <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Retells a story they have read 	<p>Writes a short description of an object</p> <ul style="list-style-type: none"> Includes specific details Uses correct determiners Uses relevant vocabulary Punctuation is correct <p>Makes a mind map summary of a short text</p> <ul style="list-style-type: none"> Identifies at least three main points Uses key words <p>Designs, draws and labels a simple diagram</p> <ul style="list-style-type: none"> Uses information from a written or visual text Includes specific details Uses appropriate vocabulary <p>Records words and their meanings in a personal dictionary</p>	<p>Uses correct determiners e.g. one, both, many</p> <p>Spelling rules</p> <p>Vocabulary development</p>

Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	6 hours	4 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 5-6	<p>Listens to stories e.g. fables/myths/legends.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Answers literal questions Gives a personal response Answers more complex questions e.g. Why don't they...? What would you do...? Expresses feelings and opinions e.g. Why couldn't <p>Notes relevant information from the story</p> <ul style="list-style-type: none"> Uses key words Labels a simple diagram or writes a list or fills in a table <p>Retells a story</p> <ul style="list-style-type: none"> Uses the simple past tense Uses the correct sequence Uses connecting words 	<p>Reads stories e.g. fables/myths/legends.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Reads for detail and uses contextual clues to find meaning Identifies and comments on the plot Gives reasons for action Understands the vocabulary Answers questions on the story Retells story in correct sequence (oral or writing) <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Expresses emotional response to texts read Relates reading to own life 	<p>Writes a recount of events</p> <ul style="list-style-type: none"> Writes at least two paragraphs Links paragraphs using connecting words Uses new vocabulary and punctuation learnt Uses techniques for creative writing, e.g. uses comparisons Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the dictionary to check spelling and meanings of words <p>Records words and their meanings in a personal dictionary</p>	<p>Word level work:</p> <ul style="list-style-type: none"> Uses pronouns correctly Uses some adjectives as comparatives and superlatives e.g. bigger than, biggest, more expensive than, most expensive <p>Sentence level work</p> <ul style="list-style-type: none"> Present perfect tense Uses a wider range of punctuation including inverted commas <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF, dictionary	Textbook/worksheet/TRF, dictionary

Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 7-8	<p>Listens to and responds to oral instructions. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Follows a route Locates a place Shows understanding of direction words <p>Role plays familiar situations e.g. giving directions or instructions</p> <ul style="list-style-type: none"> Gives at least 4 directions / instructions in the correct sequence Uses appropriate language / vocabulary and gestures e.g. direction words, the command form of the verb <p>Listening and speaking practice:</p> <ul style="list-style-type: none"> Performs poems and songs 	<p>Reads procedural text e.g. a recipe or instructions for making something</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures Uses reading strategies e.g. scanning for specific detail Discusses specific details of text Discusses sequence of instructions Answers questions on the text Follows the instructions correctly <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Compares books and texts read 	<p>Writes a recipe or instructions for making something with structured support.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Includes list of ingredients Includes method in correct sequence Uses appropriate vocabulary Uses present simple tense Spells familiar words correctly Uses dictionary to check spelling Presents work neatly using proper form, such as headings <p>Records words and their meanings in a personal dictionary</p>	<p>Present simple tense</p> <p>Abbreviations e.g. litres (l), grams (g), teaspoon (t)</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 9-10	SUMMATIVE			

GRADE 5

TERM 3

WEEK 1-2	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
	<p>Listens to oral description.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies places Notes relevant information from a story e.g. on a chart / table Identifies similarities and differences <p>Listening and speaking practice</p> <p>Recalls own experiences or events in a story in the right sequence</p> <p>Answers questions about what happened first, second, etc.</p>	<p>Reads a story about a person's life e.g. in comic form. Text from the textbook or Teacher's Resource File (TRF)</p> <p>Pre-reading: predicts from title and pictures</p> <p>Understands the features of the text</p> <p>Uses reading strategies e.g. uses contextual clues to determine meaning, makes inferences</p> <p>Expresses cause and effect in a story e.g. What happened when...?</p> <p>Answers questions about the story</p> <p>Identifies and discusses characters</p> <p>Reads a short paragraph</p> <p>Discusses main idea and specific details</p> <p>Summarises with support e.g. chooses the best summary</p> <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Does a short oral book review using an appropriate frame 	<p>Rewrites the comic / biography as a story, using a frame</p> <ul style="list-style-type: none"> Uses the simple past tense Identifies the main events Tells the events in the correct order Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Records words and their meanings in a personal dictionary</p>	<p>Analyses word formation</p> <p>Uses pronouns correctly</p> <p>Spelling rules</p> <p>Vocabulary development</p>

Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time over two week cycle	2 hours	6 hours	4 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 3-4	<p>Talks about a familiar topic with preparation</p> <ul style="list-style-type: none"> Plans and prepares important points Says at least 5 sentences on the topic Answers questions 	<p>Reads information texts e.g. graphs, charts. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: scans for important details Discusses main information given and the specific details Selects relevant details to answer questions <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Retells a story in about 5 sentences. 	<p>Designs, draws and labels simple graphs and charts. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Uses information from a visual or written text Organises information neatly Conveys information correctly Uses appropriate symbols / diagrams <p>Makes a mind map summary of a short text</p> <p>Identifies at least three main points</p>	<p>Writes simple definitions, with examples</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF dictionary	Textbook/worksheet/TRF, dictionary
Time over two week cycle	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and

				writing
WEEK 5-6	<p>Listens to stories e.g. fables/myths/legends</p> <ul style="list-style-type: none"> • Understands stories, answering literal questions • Gives personal response • Expresses and explains own opinion <p>Retells the story</p> <ul style="list-style-type: none"> • Describes events in sequence • Refers to main characters • Retelling of story line makes sense • Suggests an alternative ending • Uses tenses introduced in previous grades 	<p>Reads a story e.g. a myth or legend</p> <ul style="list-style-type: none"> • Understands how a plot and characters can represent a particular view of the world • Answers questions about story • Identifies the moral of the story <p>Reads poetry</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. prediction, looks at pictures carefully, uses contextual clues • Discusses topic and main idea • Discusses rhyme and comparisons (similes) • Expresses feelings stimulated by the poem <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and expression <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Relates texts to own life 	<p>Writes a simple story including dialogue,</p> <ul style="list-style-type: none"> • Writes an interesting story • Uses an appropriate tense • Co-ordinates sentences with “and” and “but” • Uses a wider range of punctuation, including inverted commas • Begins to use the writing process <p>Records words and their meanings in a personal dictionary</p> <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using e.g. mind maps • Writes first draft • Checks spelling • Writes final draft 	<p>Uses pronouns correctly</p> <p>Uses an appropriate tense</p> <p>Co-ordinates sentences with “and” and “but”</p> <p>Uses a wider range of punctuation, including inverted commas</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

WEEK 7-8	<p>Takes part in a conversation on a familiar topic</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners by listening to them Encourages group members to support fellow learners Uses concepts and vocabulary relating to other subjects. Code switches if necessary <p>Plays language game/s</p> <ul style="list-style-type: none"> Follows instructions correctly Uses a range of vocabulary Takes turns, giving others a chance to speak 	<p>Reads procedural text e.g. instructions for a simple scientific experiment.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and headings and pictures/visuals Uses reading strategies e.g. skimming Finds specific details Interprets visuals Describes the sequence and format Follows the instructions <p>Reads information texts from across the curriculum e.g. a short report from another subject</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and headings and pictures/visuals Uses reading strategies e.g. skimming Discusses main ideas and specific details Interprets and discusses visuals <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Relates to own life 	<p>Writes information text e.g. texts used in other subjects</p> <ul style="list-style-type: none"> Writes two to three paragraphs Organises information logically Uses formal language Includes specific details Uses passive voice appropriately Uses the dictionary to check spelling and meanings of words <p>Records words and their meanings in a personal dictionary</p> <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using e.g. mind maps Writes first draft Checks spelling Writes final draft 	<p>Analyses word formation</p> <p>Passive voice</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

WEEK 9-10	<p>Takes part in a conversation on a familiar topic</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners by listening to them Encourages other group members to support fellow learners Code switches if necessary Asks and answers more complex questions e.g. What would you do...? <p>Performs simple plays</p> <ul style="list-style-type: none"> Uses appropriate content and language Uses direct speech Develops sensible story line Uses voice and expression and gestures to convey meaning Pronounces words audibly and correctly 	<p>Reads a drama. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading predicting from title Uses reading strategies Identifies the story-line Discusses characters, setting and action Expresses feelings stimulated by the text Discusses the drama format <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, showing understanding of the text Reads aloud using proper pronunciation, pacing and volume. <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Compares books read 	<p>Writes a short play script,</p> <ul style="list-style-type: none"> Selects appropriate characters Organises the conversation and action logically Uses direct speech Uses an informal style of writing Uses appropriate punctuation e.g. colon, exclamation and question marks <p>Records words and their meanings in a personal dictionary</p> <p>Uses writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using mind maps Produces first draft Revises Proofreads Writes final draft Presents neat, legible final draft with correct spacing 	<p>Sentence level work:</p> <ul style="list-style-type: none"> Uses informal language appropriately Uses direct speech Uses appropriate punctuation e.g. colon, exclamation and question marks <ul style="list-style-type: none"> Uses present progressive tense <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Radio, TV, Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

GRADE 5

TERM 4

WEEK 1-2	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
	<p>Listens to a story. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Understands stories • Answers literal questions • Asks relevant questions and responds to questions • Answers and begins to ask some more complex questions e.g. Why couldn't ... ?; What...? How do you think ...? • Discusses ethical, social and critical issues in a story, code switching if necessary <p>Plays a language game</p> <p>Practises listening and speaking</p>	<p>Reads a story.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from the title and pictures • Uses reading strategies e.g. uses contextual clues to find the meaning of new words • Discusses main idea and other details. • Identifies the sequence of events • Identifies the setting and characters • Answers and begins to ask some more complex questions e.g. Why couldn't ... ?; What...? How do you think ...? • Discusses ethical, social and critical issues in a story, code switching if necessary <p>Reads and solves a word puzzle</p>	<p>Writes a recount of events</p> <ul style="list-style-type: none"> • Selects topic and content from own experience • Tells event in sequence • Expresses cause and effect <p>Writes a simple story</p> <ul style="list-style-type: none"> • Uses story structure • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Links paragraphs using connecting words • Uses appropriate grammar, spelling and punctuation • Uses correct tense consistently • Uses the dictionary to check spelling and meanings of words <p>Uses the following writing process to</p>	<p>Uses correct tenses</p> <p>Uses correct punctuation</p> <p>Pronouns</p> <p>Connecting words</p> <p>Spelling rules</p> <p>Vocabulary development</p>

		<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Retells the story in 5 or 6 sentences 	<p>write the story</p> <ul style="list-style-type: none"> Brainstorms ideas using e.g. mind maps Writes first draft Rewrites after feedback <p>Records words and their meanings in a personal dictionary</p>	
Resources	Textbook, reader/s, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 3-4	<p>Imagines and describes possibilities, e.g. what they would do with R100</p> <ul style="list-style-type: none"> Chooses relevant content Uses the conditional form <p>Participates in discussion</p> <ul style="list-style-type: none"> Discusses advantages and disadvantages Gives opinions Uses concepts and vocabulary relating to other subjects 	<p>Reads media text e.g. a magazine article.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts what text is about by previewing it Uses a range of reading strategies e.g. skimming, scanning Answers questions Discusses main ideas and specific details Understands the layout and design of media texts 	<p>Writes an information text about advantages and disadvantages</p> <ul style="list-style-type: none"> Reads a short text and discusses main ideas Identifies advantages and disadvantages Makes a mind map summary of the text Organises advantages and disadvantages into a table Uses the writing process 	<p>Uses the conditional form in writing</p> <p>Uses subject-verb concord</p> <p>Uses prepositions</p> <p>Spelling rules</p>

	<ul style="list-style-type: none"> • Takes turns, shows respect for others, respects others opinions <p>Plays a language game</p>	<ul style="list-style-type: none"> • Uses a range of reading strategies e.g. skimming, scanning • Answers questions <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Expresses emotional response to texts read <ul style="list-style-type: none"> ○ Relates text to own life 	<p>Uses the dictionary to check spelling and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <p>Uses the following writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using e.g. mind maps • Writes first draft • Rewrites after feedback 	Vocabulary development
Resources	Textbook, TRF, dictionary	Magazines, Textbook, Reader/s, Other books, TRF, dictionary	Textbook/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 5-6	<p>Listens to a story.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Identifies plot, characters and actions • Summarises story with support • Expresses an opinion, giving a reason for it • Uses tenses introduced in the earlier grades e.g. simple past and future 	<p>Reads a story.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from the title and pictures • Uses reading strategies e.g. uses contextual clues to find the meaning of new words • Discusses main idea and other details. • Identifies the sequence of events 	<p>Writes a recount of events</p> <ul style="list-style-type: none"> • Selects topic and content from own experience • Tells events in sequence • Expresses cause and effect • Uses appropriate grammar, vocabulary, spelling and information. • Uses the writing process 	<p>Uses tenses correctly</p> <p>Uses pronouns correctly</p> <p>Spelling rules</p> <p>Vocabulary development</p>

	<p>Tells a story</p> <p>Listening and speaking practice</p> <ul style="list-style-type: none"> Recalls events or experiences in the right sequence 	<ul style="list-style-type: none"> Identifies the setting and characters Answers and begins to ask some more complex questions e.g. Why couldn't ... ?; What...? How do you think ...? Discusses ethical, social and critical issues in a story, code switching if necessary <p>Reads poetry</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies e.g. uses contextual clues Answers questions about the poem Expresses feelings stimulated by the poem Discusses rhyme, words that begin with the same sounds and comparisons <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Do a short, oral book review 	<p>Writes a book review</p> <ul style="list-style-type: none"> Selects appropriate content and structure Expresses and explains own opinion Includes title, characters and summary <p>Uses the dictionary to check spelling and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <p>Uses the following writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using mind maps or lists, etc. Writes first draft Rewrites after feedback 	
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

WEEK 7-8	<p>Takes part in a conversation</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners Listens to them and encourages them to speak Code switches if necessary <p>Listening and speaking practice</p> <ul style="list-style-type: none"> Recalls experiences or events in the right sequence, answering questions about what happened first, second, etc. 	<p>Reads information text e.g. text about history</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: reads and discusses headings and pictures Uses reading strategies e.g. scans for information Notices the role that pictures and photographs play in constructing meaning Answers questions about the text Summarises a paragraph with support <p>Reads and understands a poster</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Interprets the information Discusses the purpose of the text Discusses some of the language use Identifies and discusses design features such as colour and different sizes or kinds of print (font) Discusses the layout 	<p>Designs a poster</p> <ul style="list-style-type: none"> Includes relevant information Includes a picture Uses print sizes effectively Presents neat, legible, final draft <p>Writes information text</p> <ul style="list-style-type: none"> Uses information from a chart, graph or diagram Writes two to three paragraphs Uses correct facts and organises facts properly Uses correct spelling and punctuation Uses connecting words <p>Uses the writing process</p> <ul style="list-style-type: none"> Writes first draft Revises Proofreads Writes final draft Presents neat, legible final draft 	<p>Uses prepositions correctly</p> <p>Analyses simple sentences into subject, verb and object</p> <p>Spelling rules:</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 9-10	SUMMATIVE ASSESSMENT			

GRADE 6

GRADE 6				
TERM 1				
WEEK 1-2	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
Baseline assessment	<p>Listens to a story.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Answers literal questions to show understanding Gives a personal response to the story, connecting it to own life <p>Plays language games</p>	<p>Reads a story. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures Uses reading strategies e.g. making predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Discusses the title, plot and where the story takes place (setting) Answers questions on the story <p>Does a word puzzle</p> <p>Reflects on texts read independently</p> <p>Does a short oral book review</p>	<p>Writes simple story</p> <ul style="list-style-type: none"> Uses a mind map or flowchart to plan Selects appropriate topic and content Writes an appropriate opening sentence Uses connecting words Writes an appropriate ending Uses appropriate grammar, vocabulary, spelling and punctuation <p>Records words and their meanings in a personal dictionary</p>	<p>Uses tenses to communicate in writing e.g. simple past tense etc.</p> <p>Uses pronouns correctly</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

WEEK 3-4	<p>Listens to a news report</p> <ul style="list-style-type: none"> • Understands concepts and uses vocabulary relating to other subjects • Expresses and explains own opinion <p>Sustains a conversation on a familiar topic</p> <ul style="list-style-type: none"> • Asks and answers questions • Respects other learners by listening to them and encouraging them to speak 	<p>Reads a simple news article. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies e.g. making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Answers questions on text • Expresses cause and effect <p>Reads social texts e.g. formal letter to the newspaper and a personal letter</p> <ul style="list-style-type: none"> • Discusses main idea and specific details • Identifies features e.g. format, salutation, etc • Discusses the difference between formal and personal letters 	<p>Writes a simple personal letter</p> <ul style="list-style-type: none"> • Uses a frame • Selects appropriate content • Directs letter at appropriate person for the purpose • Edits own writing by correcting grammar, punctuation and spelling errors 	<p>Develops the use of conjunctions e.g. "since", "during"</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	<p>Newspaper/magazine articles/textbook, dictionary</p>	<p>Newspaper/magazine articles/textbook/readers/other books/TRF, dictionary</p>	<p>Textbook/TRF, dictionary</p>	<p>Textbook/worksheet/TRF, dictionary</p>
Time	<p>2 hours</p>	<p>5 hours</p>	<p>3 hours</p>	<p>Integrated with time for listening, speaking, reading, viewing and writing</p>

WEEK 5-6	<p>Listens to a story.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Summarises story with support Understands and uses questions e.g. Why do you think...? Why doesn't ...? <p>Recalls experiences and events in the right sequence</p> <p>Distinguishes parts from the whole</p>	<p>Reads a fable.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures Uses reading strategies e.g. making predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Answers questions on text Identifies title, setting and plot <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Expresses own opinion 	<p>Writes for personal reflection, e.g. a diary</p> <ul style="list-style-type: none"> Uses a frame Uses an informal style Selects appropriate content for the topic Uses the appropriate structure as a frame Tells the events in the correct order Uses connecting words Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Records words and their meanings in a personal dictionary</p>	<p>Uses tenses to communicate in writing e.g. simple past tense etc.</p> <p>Uses adverbs</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Assessment				
Resources	Folklore/textbook/TRF, dictionary	Folklore, story, Textbook, Reader/s, Other books/TRF, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 7-8	<p>Listens to oral instructions.</p> <ul style="list-style-type: none"> Responds physically to complex sequence of instructions 	<p>Reads information text with visuals e.g. a map</p> <p>Text from the textbook or Teacher's</p>	<p>Writes a description of a simple process</p> <ul style="list-style-type: none"> Information given in the description makes sense 	<p>Extends use of prepositions</p>

	<p>Gives a sequence of instructions</p> <ul style="list-style-type: none"> • Instructions given make sense • Uses connecting words • Uses the correct order <p>Describes a process</p> <ul style="list-style-type: none"> • Information given in the description makes sense • Uses connecting words • Uses the correct order <p>Understands concepts and uses vocabulary relating to other subjects</p>	<p>Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title, pictures and headings • Uses reading strategies: scans for information • Understands visual features e.g. keys, symbols, etc. • Interprets information in the map/plan • Follows instructions <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Relates reading to their own life 	<ul style="list-style-type: none"> • Uses connecting words • Writes in the correct sequence • Uses formal language <p>Designs and draws plans / maps</p> <ul style="list-style-type: none"> • Adds correct labels • Uses approximate scale <p>Writes simple definitions</p> <ul style="list-style-type: none"> • Prewriting: studies different definitions • Selects appropriate items to define • Uses concrete, relevant examples • Writes concisely 	<p>Uses tenses to communicate in writing e.g. simple present tense etc.</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books/TRF, dictionary	Textbook/ TRF, dictionary	Textbook/worksheets/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 9-10	<p>Listens to poetry/songs</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Uses an oral description to identify people or objects 	<p>Reads poetry.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Discusses topic and main idea • Understands in a simple way some elements of poetry e.g. rhyme, 	<p>Writes a description of a person</p> <ul style="list-style-type: none"> • Selects appropriate content • Focuses on physical description • Writes creatively, using adjectives and adverbs • Edits own writing, correcting spelling errors 	<p>Extends use of adjectives</p> <p>Uses adverbs correctly</p> <p>Develops own vocabulary:</p> <ul style="list-style-type: none"> • Recognises words that go together

	Plays a language game	<p>alliteration, onomatopoeia, comparisons, personification</p> <ul style="list-style-type: none"> • Discusses new vocabulary from the read text • Uses a dictionary <p>Records words and their meanings in a personal dictionary</p> <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Compares texts read 	<p>Writes a description of an object</p> <ul style="list-style-type: none"> • Selects appropriate content • Focuses on physical description • Writes creatively, using adjectives and adverbs • Edits own writing, correcting spelling errors 	<ul style="list-style-type: none"> • Recognises words that sound the same but are spelled differently
Resources	Audio, Song, Textbook, TRF, dictionary	Song, Textbook, Reader/s, Other books, TRF, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

GRADE 6

TERM 2

WEEK 1-2

Listens to a story.

Text from the textbook or Teacher's Resource File (TRF)

- Answers literal questions
- Notes relevant information
- Tells and retells stories

Reads a story.

Text from the textbook or Teacher's Resource File (TRF)

- Pre-reading: reads and discusses title and looks at pictures
- Uses reading strategies e.g. making predictions, using contextual clues
- Discusses new vocabulary
- Identifies sequence of events, setting and characters (e.g. describes characters' feelings, and talks about reasons for their actions)
- Expresses cause and effect
- Uses a dictionary

Reflects on texts read independently

- Gives opinions and relates books to own life

Writes a simple story with a structure

- Uses story structure as a frame
- Writes an appropriate opening sentence
- Uses connecting words
- Uses some adjectives
- Writes an appropriate ending
- Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation
- Uses appropriate grammar, spelling and punctuation
- Uses the dictionary to check spelling and meanings of words

Expresses and explains an opinion

- Writes 2 to 3 sentences
- Selects relevant information
- Gives own personal opinion
- Explains sensibly

Records words and their meanings in a personal dictionary

Uses more complex sentence structure e.g. ellipsis ("Some people are rich; some are not.")

Spelling rules

Vocabulary development

			<p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a rough draft • Rewrites after editing 	
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 3-4	<p>Listens to oral description of an object</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Identifies what it is • Describes what it is for • Draws and labels it <p>Analyses and classifies things, identifying similarities and differences</p> <p>Understands concepts and uses vocabulary relating to other subjects</p>	<p>Reads texts used in other subjects. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: discusses the topic and revises key vocabulary • Reads an informational paragraph and identifies main idea and topic sentence • Answers questions on text and visuals e.g. graphs, diagrams, tables <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Summarises what they have read in a few sentences 	<p>Writes a description of an object</p> <ul style="list-style-type: none"> • Includes relevant, specific details • Describes physical appearance • Uses correct determiners • Uses relevant vocabulary • Punctuation is correct • Drafts writing, gets feedback, edits and rewrites <p>Designs, draws and labels a simple diagram</p> <ul style="list-style-type: none"> • Uses information from a written or visual text • Includes specific details • Uses appropriate vocabulary 	<p>Extends use of prepositions, determiners and adjectives</p> <p>Uses tenses correctly</p> <p>Spelling rules</p> <p>Vocabulary development</p>

			Records words and their meanings in a personal dictionary	
Resources	TV, Radio, Textbook, TRF, dictionary	Folklore, Textbook, Reader/s, Other books, TRF, dictionary	Textbook/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 5-6	<p>Listens to a recount of an event</p> <ul style="list-style-type: none"> Answers questions about what happened first, second, etc, recounting the same event <p>Listens to a story. Text from the textbook or Teacher's Resource File (TRF)</p> <p>Answers literal questions</p> <p>Gives a personal response, relating story to own life</p> <p>Expresses and explains own opinion</p> <p>Asks and answers questions, giving an opinion e.g. Why do you think...?, Why doesn't ...?</p> <p>Role-plays some familiar situations</p>	<p>Reads stories. Texts from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Reads for detail and uses contextual clues to find meaning Identifies and comments on the plot Gives reasons for action Understands the vocabulary Answers questions on the story <p>Reads personal and social texts e.g. a personal diary or letter</p> <ul style="list-style-type: none"> Reads for detail and notices informal style <p>Records words and their meanings in a personal dictionary</p>	<p>Writes a simple personal letter</p> <ul style="list-style-type: none"> Uses a frame Uses an informal style Writes at least two paragraphs Uses new vocabulary and punctuation learnt Uses appropriate grammar, spelling, punctuation and spaces between paragraphs 	<p>Uses tenses consistently and correctly</p> <p>Spelling rules</p> <p>Vocabulary development</p>

	<ul style="list-style-type: none"> • Uses appropriate language and actions • Organises content sensibly 	<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Expresses emotional response to texts read • Relates reading to own life 		
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/worksheet/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 7-8	<p>Carries out a class survey (e.g. interviews class mates), recording responses on a chart or graph</p> <p>Sustains a conversation on a familiar topic</p> <ul style="list-style-type: none"> • Listens to and gives other learners chance to speak • Asks and answers questions • Gives an opinion e.g. Why do you think...? <p>Plays a language game</p>	<p>Reads information text e.g. timetables and television schedules</p> <ul style="list-style-type: none"> • Pre-reading: discusses the topic and revises key vocabulary • Reads an informational paragraph and identifies main idea and topic sentence • Answers questions on text and visuals e.g. timetables and television schedules • Scans for specific information <p>Read a simple book review</p> <ul style="list-style-type: none"> • Identifies key features e.g. title, list of characters, brief summary and rating 	<p>Writes simple definitions</p> <ul style="list-style-type: none"> • Give examples • Writes formally and concisely <p>Expresses and explains an opinion</p>	<p>Uses the negative concord</p> <p>Uses more complex sentence structure e.g. ellipsis ("Some people are rich; some are not.")</p> <p>Spelling rules</p> <p>Vocabulary development</p>

		<p>Solves word puzzles</p> <ul style="list-style-type: none"> • Uses a dictionary <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Compares books and texts read 		
Resources	Radio/TV, Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/TRF dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 9-10	SUMMATIVE			

GRADE 6

TERM 3

WEEK 1-2	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
	<p>Listens to a story about a person's life</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Answers literal questions Discusses the key characters Notes relevant information on a chart e.g. timeline Summarises the story <p>Listens to oral description of place/s</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies places Notes relevant information e.g. on a chart / table Identifies similarities and differences 	<p>Reads a story about a person's life e.g. in comic form. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Describes the features of the text Uses reading strategies e.g. uses contextual clues to determine meaning, makes inferences Answers questions about the story Identifies the setting Identifies and discusses characters Describes cause and effect in a story e.g. What happened when...? Or Why do you think ... happened? Gives a personal response to the story Connects it to own life 	<p>Writes diary entries</p> <ul style="list-style-type: none"> Selects appropriate content for the topic Uses the appropriate structure as a frame Tells the events in the correct order Uses connecting words Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Uses the writing process</p> <ul style="list-style-type: none"> Writes first draft Revises and edits Produces final draft <p>Records words and their meanings in a personal dictionary</p>	<p>Uses connecting words e.g. "then", "after that"</p> <p>Uses more complex sentence structure – uses relative clauses</p> <p>Uses a range of pronouns correctly</p> <p>Spelling rules</p> <p>Vocabulary development</p>

	<p>Listening and speaking practice</p> <p>Performs rhymes, songs or poems</p> <p>Recounts experiences or events in the right sequence, using connecting words</p>	<p>Reads simple personal letters</p> <ul style="list-style-type: none"> Identifies main ideas Answers literal questions Identifies features of text e.g. date, salutation <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Does a short oral book review using an appropriate frame 		
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF dictionary	Textbook/worksheet/TRF, dictionary
Time over two week cycle	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 3-4	<p>Listens to a simple talk on an issue</p> <ul style="list-style-type: none"> Asks and answers more complex questions Discusses the main idea Gives opinions Respects other learners by listening to them Encourages other group members to support fellow learners <p>Talks about an issue after preparation</p> <p>e.g. how to save water, prevent air pollution</p>	<p>Reads information texts with visuals e.g. tables, graphs, charts. Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: scans for important details Asks questions Selects relevant details to answer questions Makes a mind map summary of the text/selection of the text 	<p>Writes information text using visuals e.g. tables, graphs, charts</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Reads selected text Uses information from the text to draw and label graphic text e.g. tables or charts or graphs Shows clearly the relationship between different parts of the diagram or other graphic text 	<p>Uses conditional form orally and in writing e.g. "If I won some money, I would buy food."</p> <p>Uses a range of tenses</p> <p>Spelling rules</p>

	<ul style="list-style-type: none"> • Selects appropriate topic and content • Stays on topic • Organises content logically <p>Collects information e.g. carries out simple research such as a survey</p> <ul style="list-style-type: none"> • Selects questions to be asked • Asks and answers questions • Records information as notes in the questionnaire developed 	<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells a story in about 5 sentences. 	<p>Develops a simple questionnaire</p> <ul style="list-style-type: none"> • Writes questions clearly • Leaves space for answers • Uses the question form correctly <p>Transfers text into graphic form e.g. uses notes of information collected</p> <ul style="list-style-type: none"> • Transfers information into graphic form e.g. a graph or table • Analyses information <p>Writes a short report e.g. on information collected</p> <ul style="list-style-type: none"> • Evaluates information and makes judgements, giving reasons for them • Uses an appropriate structure for the report • Organises paragraphs correctly, for example using a topic and supporting sentences 	Vocabulary development
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF dictionary	Textbook/worksheet/TRF, dictionary
Time over two week cycle	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

<p>WEEK 5-6</p>	<p>Listens to stories e.g myth, legend or fable</p> <p>Answers literal questions Gives a personal response, relating story to own life Expresses and explains own opinion Suggests an alternative ending, imagining and describing possibilities</p> <p>Retells a story</p> <ul style="list-style-type: none"> • Uses the correct sequence of events • Refers correctly to the characters in the story • Uses tenses introduced in previous grades • Suggests an alternative ending. <p>Listens to a song/simple poem</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme • Expresses feelings stimulated by the poem • Performs song/selected lines 	<p>Reads a story e.g myth, legend or fable</p> <ul style="list-style-type: none"> • Pre-reading: predicts from pictures • Discusses title, plot, characters and setting • Discusses how a plot of a story can represent a particular view of the world • Answers questions about story • Summarises the story orally • Identifies the moral of the story <p>Reads poetry</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme • Discusses comparisons made in the poem <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume. 	<p>Writes a simple story, beginning to use the writing process</p> <ul style="list-style-type: none"> • Selects interesting content • Uses the story structure as a frame • Uses a beginning, middle and end • Tells events in appropriate order • Uses an appropriate tense and co-ordinates sentences with "and" and "but" • Uses a wider range of punctuation, including inverted commas • Uses appropriate spacing for paragraphs <p>Records words and their meanings in a personal dictionary</p> <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using e.g. mind maps • Writes first draft • Gets feedback on content and use of grammar and vocabulary • Checks spelling • Writes final draft <p>Writes for fun e.g. simple four line</p>	<p>Uses pronouns correctly</p> <p>Uses an appropriate tense</p> <p>Co-ordinates sentences with "and" and "but"</p> <p>Uses a wider range of punctuation, including inverted commas</p> <p>Spelling rules</p> <p>Vocabulary development</p>
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		<p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Relates texts to own life 	<p>poem or rhyming sentences</p> <ul style="list-style-type: none"> • Chooses topic • Writes rhyming sentences on topic • Uses one comparison 	
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF dictionary	Textbook/worksheet/TRF, dictionary
Time over two week cycle	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 7-8	<p>Listens to and carries out instructions e.g. from a procedural text</p> <ul style="list-style-type: none"> • Predicts what might come next • Discusses specific details of text • Discusses sequence of instructions • Discusses the form of the verb used in <p>Plays a language game</p> <ul style="list-style-type: none"> • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak 	<p>Reads and follows information text involving procedures e.g. recipe or instructions for a simple scientific experiment.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and headings and surveys the text e.g. contents page or index • Uses reading strategies e.g. skimming • Interprets visuals • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses the format of the text • Discusses sequence of instructions 	<p>Writes information text e.g. texts used in other subjects</p> <ul style="list-style-type: none"> • Writes two to three paragraphs • Organises information logically • Uses a topic sentence and supporting sentences • Uses formal language • Includes specific details • Uses passive voice appropriately <p>Makes a mind map summary of a short text</p> <ul style="list-style-type: none"> • Identifies at least three main points • Organises information neatly • Uses appropriate symbols /diagrams/other relevant graphic text 	<p>Uses the passive voice correctly</p> <p>Develops own vocabulary, recognising words that go together and words that sound the same but are spelled differently</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Spelling rules</p> <p>Vocabulary development</p>

		<ul style="list-style-type: none"> Follows the instructions <p>Reads information texts across the curriculum e.g. a short report from another subject</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and headings and surveys the text e.g. contents page or index Uses reading strategies e.g. scanning for specific information Interprets visuals Answers questions about the text Gives the main ideas and supporting details <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Gives main ideas Describes features of some of texts read e.g. reference books with content pages and index 	<ul style="list-style-type: none"> Shows clearly the relationship between different parts of the diagram or other graphic text Uses appropriate vocabulary Checks spelling Uses the dictionary to check spelling and meanings of words <p>Records words and their meanings in a personal dictionary</p> <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using e.g. mind maps Writes first draft Checks spelling Writes final draft 	
Resources	Poetry, Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF dictionary	Textbook/worksheet/TRF, dictionary
Time over two week cycle	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 9-10	Participates in conversation on a familiar topic Text from the textbook or Teacher's Resource	Reads a drama. Text from the textbook or Teacher's Resource File	Writes a short play script, using a more informal style of writing	<ul style="list-style-type: none"> Uses informal language

	<p>File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Sustains the conversation Expresses opinions Respects others' ideas Encourages other learners to speak the additional language <p>Performs simple plays</p> <ul style="list-style-type: none"> Uses appropriate content and language Uses direct speech Develops sensible story line Uses voice and expression and gestures to convey meaning Pronounces words audibly and correctly 	<p>(TRF)</p> <ul style="list-style-type: none"> Pre-reading predicting from title Uses reading strategies Identifies the story-line Discusses characters, setting and action Expresses feelings stimulated by the text Discusses features of the text especially punctuation and format <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, showing understanding of the text Reads aloud using proper pronunciation, pacing and volume. <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Presents a short oral book report with appropriate content and structure, and gives own opinion 	<ul style="list-style-type: none"> Selects appropriate characters Develops the conversation and action logically Uses direct speech Uses appropriate punctuation e.g. colon, exclamation and question marks <p>Records words and their meanings in a personal dictionary</p> <p>Uses writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using mind maps Produces first draft Gets feedback and revises Proofreads Writes final draft Presents neat, legible final draft with correct spacing 	<p>appropriately</p> <ul style="list-style-type: none"> Uses direct speech Uses appropriate punctuation e.g. colon, exclamation and question marks Uses comparatives e.g. "as...as", "whereas" <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Radio, TV, Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time over two week cycle	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing

GRADE 6

TERM 4

WEEK 1-2	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
	<p>Listens to a story.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Summarises the story Answers and begins to ask and answer more complex questions e.g. Why couldn't ... ?; What...? How do you think ...? Discusses ethical, social and critical issues in a story, code switching if necessary <p>Tells own story</p> <ul style="list-style-type: none"> Selects appropriate content and title Organises events logically Names characters in story Uses connecting words <p>Presents an oral book review</p> <ul style="list-style-type: none"> Selects appropriate content and 	<p>Reads a story e.g. in comic form</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies: uses contextual clues to find the meaning of new words Discusses plot, setting and characters Discusses the sequence of events, answering questions about what happened first, second, etc Asks and answers more complex questions e.g. Why couldn't ... ?; What...? How do you think ...? Expresses and explains own opinion Discusses how characters represent a particular view of the world Discusses the role that visual images play Discusses alternative ways of presenting characters 	<p>Writes a simple story</p> <ul style="list-style-type: none"> Uses story structure as a frame Uses language imaginatively especially a variety of vocabulary Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation Uses appropriate grammar, spelling and punctuation Uses correct tense consistently Uses the dictionary to check spelling and meanings of words <p>Uses the following writing process to write the story</p> <ul style="list-style-type: none"> Brainstorms ideas using e.g. mind maps Writes first draft Rewrites after feedback <p>Records words and their meanings in a</p>	<p>Uses a range of pronouns correctly</p> <p>Uses connecting words e.g. "first", "then"</p> <p>Uses a range of punctuation correctly</p> <p>Uses the correct tense consistently</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Spelling rules</p> <p>Vocabulary development</p>

	<p>structure</p> <ul style="list-style-type: none"> Expresses and explains own opinion 	<p>Reads informal letters</p> <ul style="list-style-type: none"> Pre-reading: predicts based on skimming the text Uses reading strategies: uses contextual clues to find the meaning of new words Identifies main idea and specific details Discusses the purpose of the letter Discusses the format of the letter <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, showing understanding Reads aloud using proper pronunciation, pacing and volume <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Retells the story in 5 or 6 sentences 	<p>personal dictionary</p>	
Resources	Textbook, reader/s, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/ TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 3-4	<p>Participates in discussion</p> <ul style="list-style-type: none"> Discusses advantages and disadvantages Uses appropriate concepts and vocabulary e.g. those relating 	<p>Reads information text e.g. text about history</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p>	<p>Use information from a chart, graph or diagram to write a text</p> <ul style="list-style-type: none"> Writes two to three paragraphs Facts are correct and well organised Spelling and punctuation are correct 	<p>Extends use of prepositions and determiners</p>

	<p>to other subjects</p> <ul style="list-style-type: none"> • Takes turns • Respects others' opinions • Encourages others to speak <p>Listens to and discusses a talk</p> <ul style="list-style-type: none"> • Records specific information on a chart or mind map • Discusses main ideas and specific details <p>Plays a language game</p> <ul style="list-style-type: none"> • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak 	<ul style="list-style-type: none"> • Pre-reading: reads and discusses headings and pictures • Uses reading strategies e.g. scans for information • Notices the role that pictures and photographs play in constructing meaning • Answers questions about the text • Summarises a paragraph with support <p>Reads and solves a work puzzle</p> <ul style="list-style-type: none"> • Spells words correctly • Shows understanding of meanings of words <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> ○ Expresses emotional response to texts read ○ Relates text to own life 	<p>Writes information text about advantages and disadvantages</p> <ul style="list-style-type: none"> • Reads a short text and identify advantages and disadvantages • Makes a mind map summary of a short text • Organises advantages and disadvantages into a table <p>Writes definitions with examples</p> <ul style="list-style-type: none"> • Prewriting: studies different definitions • Selects appropriate items to define • Uses concrete, relevant examples <p>Uses the dictionary to check spelling and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p>	<p>Uses appropriate tenses correctly</p> <p>Uses correct punctuation</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Spelling rules</p> <p>Vocabulary development</p>
Resources	Radio, TV, Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 5-6	<p>Listens to a story.</p> <p>Text from the textbook or Teacher's</p>	<p>Reads a story.</p> <p>Text from the textbook or Teacher's</p>	<p>Writes a book review</p> <ul style="list-style-type: none"> • Selects appropriate content and 	<p>Develops the use of conjunctions, e.g. "since", "during"</p>

	<p>Resource File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Summarises the story Answers and begins to ask and answer more complex questions e.g. Why couldn't ... ?; What...? How do you think ...? Expresses an opinion, giving a reason for it e.g. on ethical, social and critical issues in a story, code switching if necessary Uses tenses introduced in the earlier grades e.g. simple past and future <p>Listens to a poem</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Recalls main idea Discusses central idea Relates to own experience Identifies rhyme and words that begin with the same sounds (alliteration) Identifies and discusses comparisons (e.g. similes) Expresses feelings stimulated by the poem 	<p>Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies: uses contextual clues to find the meaning of new words Discusses plot, setting and characters Discusses the sequence of events, answering questions about what happened first, second, etc Asks and answers more complex questions e.g. Why couldn't ... ?; What...? How do you think ...? Expresses and explains own opinion <p>Reads poetry</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies e.g. uses contextual clues Answers questions about the poem Expresses feelings stimulated by the poem Discusses rhyme and alliteration Discusses comparisons made in the poem (similes) <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, 	<p>structure</p> <ul style="list-style-type: none"> Expresses and explains own opinion Includes title, characters and summary <p>Writes a letter using a frame</p> <ul style="list-style-type: none"> Selects appropriate content Uses the frame correctly Addresses the message correctly Orders the information logically Writes own name at the end Uses an informal style of writing appropriate for the purpose <p>Uses the dictionary to check spelling and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <p>Uses the following writing process for the book review and letter</p> <ul style="list-style-type: none"> Brainstorms ideas using e.g. mind maps Writes first draft Rewrites after feedback 	<p>Extends the use of adjective</p> <p>Use the dictionary to check spelling</p> <p>Spelling rules</p> <p>Vocabulary development</p>
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	<ul style="list-style-type: none"> Performs song/selected lines <p>Listening and speaking practice</p> <ul style="list-style-type: none"> Recounts events or experiences in the right sequence, answering questions about what happened first, second, third, etc 	<p>showing understanding</p> <ul style="list-style-type: none"> Reads aloud using proper pronunciation, pacing and volume <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Do a short, oral book review 		
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary	Textbook/TRF, dictionary	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 7-8	<p>Takes part in a conversation, code switching if necessary</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners Listens to other learners and encourages them to speak <p>Participates in discussion</p> <ul style="list-style-type: none"> Imagines and describes possibilities, e.g. what they would do if they were the Principal of the school Uses the conditional Takes turns Respects others' opinions Encourages others to speak 	<p>Reads media texts e.g. magazine article.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts what text is about by previewing it Uses a range of reading strategies e.g. skimming, scanning Answers questions Discusses main ideas and specific details Discusses the layout and design of the text Compares layout and design to that of newspaper <p>Reads and understands posters and</p>	<p>Writes a simple news report</p> <ul style="list-style-type: none"> Includes relevant information Includes a clear main idea Develops information logically Uses connecting words and organises paragraphs properly Uses the correct format Uses appropriate grammar, vocabulary, spelling and punctuation <p>Designs a poster e.g. advertising an event</p> <ul style="list-style-type: none"> Includes relevant information Includes a picture Uses the correct format Uses design features such as colour and different sizes or kinds of print 	<p>Uses prepositions correctly</p> <p>Uses punctuation correctly</p> <p>Uses appropriate tenses correctly and consistently</p> <p>Uses the correct subject-verb concord</p> <p>Spelling rules</p>

	<p>Listening and speaking practice</p> <ul style="list-style-type: none"> • Performs rhymes, songs or poems • Recounts experiences or events in the right sequence, using connecting words 	<p>advertisements</p> <ul style="list-style-type: none"> • Pre-reading: discusses pictures • Interprets the information • Discusses the purpose of the text • Discusses some of the language use • Identifies and discusses design features such as colour and different sizes or kinds of print (font) • Discusses the layout • Compares different texts e.g. posters and advertisements 	<p>(font)</p> <ul style="list-style-type: none"> • Presents neat, legible, final draft <p>Designs an advertisement</p> <ul style="list-style-type: none"> • Includes relevant information • Includes a picture • Selects appropriate information • Uses the correct format • Uses language and punctuation creatively • Uses design features such as colour and different sizes or kinds of print (font) • Presents neat, legible, final draft <p>Records words and their meanings in a personal dictionary</p>	<p>Vocabulary development</p>
Resources	Textbook, TRF, dictionary	Textbook, Reader/s, Other books, TRF, dictionary, magazines, newspapers, posters, advertisements	Textbook/ TRF, Dictionary, posters, advertisements	Textbook/worksheet/TRF, dictionary
Time	2 hours	5 hours	3 hours	Integrated with time for listening, speaking, reading, viewing and writing
WEEK 9-10	SUMMATIVE ASSESSMENT			

SECTION 4

Assessment in the First Additional Language

The First Additional Language learners' success depends on regular, informal assessment and feedback from the teacher as they engage with texts and language skills. The teaching plan sets out the required content, skills and strategies for teaching and learning over a year. This is what will be assessed at increasing levels of development (progression). Not everything taught needs to be formally assessed. However, it is essential that learners' progress is assessed through both formal and informal assessment as this informs planning.

Learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and written recording skills where necessary should be observed on a daily basis. It is important, too, that learners' understanding of what they are reading is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore, also take place regularly and not just be a once-off assessment. Formal reading assessment should therefore focus on reading aloud as well as activities which help you to determine how much the learner has understood, for example, retelling a story or answering questions. Assessment of written work will focus primarily on the learner's ability to convey meaning, as well as how correctly they have written, for example, correct grammar, spelling and punctuation. All assessment should recognise that language learning is a process and that learners will not produce a completely correct piece of work the first time round.

When giving a formal assessment task, there will be a focus on a particular skill, for example Listening and Speaking, or Reading or Writing. However, because language learning is an integrated process, more than one skill will be used. The language structures should be assessed in context. Assessment is not only done as written work, but allows for practical and oral work too. It is important to assess what learners understand and not what they can just memorise, so assess skills in context as much as possible e.g. learners may spell all their words correctly during a test on Friday, but are they able to use those same words correctly spelt when writing/recording their personal news or a story?

Assessment will be in the form of observation, written exercises, oral activities and presentations, written tests, reading aloud and other forms of assessment. In formal assessment, use rubrics, checklists and rating scales as well as other assessment tools to observe, assess and record learners' levels of understanding and skill.

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some students experiencing barriers may not be able to attain some of the aims as they are presented in the Curriculum and Assessment Policy Statement.