



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**Curriculum and Assessment Policy
Statement: Technical Occupational**

Year 1 - 4

HOME LANGUAGE:

ENGLISH

PUBLIC COMMENT

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;

- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum 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;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;
 - Providing employers with a sufficient profile of a learner's competences.
 - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, 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.
- (c) The curriculum 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 the 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 set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex; and
 - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) 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. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;

- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.			

Subjects	Time
Technical Occupational: Electives	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

SECTION 2:

INTRODUCTION TO ENGLISH HOME LANGUAGE

2.1 WHAT IS LANGUAGE?

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

2.2 LANGUAGE LEVELS

2.2.1. Home Language

The Home Language level assumes that learners come to school able to understand and speak the language. It is the language first acquired by learners. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level.

2.2.2. First Additional Language

The First Additional Language refers to a language that is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education.

2.3 SKILLS TO BE STUDIED IN ENGLISH HOME LANGUAGE

The Language curriculum is packaged according to the following skills:

1	Listening and Speaking
2	Reading and Viewing
3	Writing and Presenting
4	Language Structures and Conventions

2.4 Specific Aims

2.4.1 Listening and Speaking

Listening and speaking are central to learning in all subjects. Through effective Listening and Speaking, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognize values and attitudes embedded in texts and to challenge biased and manipulative language.

Because learners will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. the questions she asks) to the level of the individual child.

2.4.2 Reading and Viewing

Well-developed Reading and Viewing skills are central to successful learning across the curriculum. Learners develop proficiency according to their own ability in Reading and Viewing in a wide range of literary and non-literary texts, including visual texts. Learners recognize how genre and register reflect the purpose, audience and context of texts.

Every day, time must be set aside for focused lessons covering reading (Shared Reading, Group Guided Reading, Paired and Independent Reading, Phonics) and writing (Shared Writing, Group Writing and Individual Writing, grammar and spelling activities). During this time the teacher does group guided reading with two groups while other learners are busy with consolidation activities such as written comprehension, phonics, spelling, grammar and writing. Paired / independent reading can also take place at the same time.

The requirements for reading are divided into:

- Shared Reading (including Shared Writing)
- Group Guided Reading
- Paired / Independent Reading
- Phonics (including Phonemic Awareness)

2.4.2.1 Shared reading (and/or shared Writing) usually happens in the first 15 minutes of the Reading and Writing Focus Time. The teacher works with the whole class.

The first session focuses on the enjoyment and first 'look' at the text, with the learners giving a personal response to the text. In the next session the same text is used and the focus shifts to more involvement in the reading with the teacher using the discussions that take place to develop vocabulary, comprehension, decoding skills and text structures (grammar, punctuation, etc.). Learners then read the text themselves and engage in oral, practical and written activities based on the text.

You will also set a variety of comprehension activities to ensure that learners understand what they read.

2.4.2.2 Group, Guided reading

This is an **ability-group reading teaching strategy** where all the members in the group read the same text under the direction of the teacher. The teacher plans the lessons to include a range of word-attack strategies that learners will learn to apply when meeting challenges in texts. The 'text talk' between teacher and learners (and learners with each other) is central to this approach.

Steps in a Group Guided reading lesson

i. Select an appropriate text:

In group guided reading the texts should be at a lower level than the texts used for Shared Reading. Read through the text beforehand and note any features of structure, vocabulary or syntax that may be challenging for the learners.

ii. Introduction:

Introduce the type of book or chapter for the session and introduce the topic. Assist the learners to make connections with the topic and their own life experiences

iii. Picture talk or Browsing:

Teach them to browse through the text paying attention to captions, chapter headings and any other organisational features such as table of contents and/or sub-headings within the text. Where new or difficult words appear in the text, the teacher introduces these words in the 'text talk', prior to the learners reading the text themselves.

2.4.2.3 Paired and independent reading

Paired and Independent Reading provides learners with reading practice and encourages reading for enjoyment.

Paired reading can take place at anytime, anywhere, as a class reading activity. Learners can read together or take turns to read or two learners who have completed their tasks can read together while other learners complete their work.

Learners should be encouraged to read books on their own in order to develop fluency provided that the books are easy enough for them to read without assistance.

The five main components of teaching reading are:

- Phonemic awareness
- Word recognition (sight words and phonics)
- Comprehension
- Vocabulary
- Fluency

2.4.2.4 Phonemic awareness

Phonemic awareness is recognising that speech consists of a sequence of sounds and being able to recognise these individual sounds, how they make words and how these words can make sentences

Phonics

Phonics refers to the sounds in words and the symbols (letters of the alphabet) used to represent them. It is an important tool in both reading and writing.

Word recognition

Sight words involve the learner recognising an individual word on 'sight' through the use of continued repetition of a word. Words that appear frequently in text (high frequency words) can be learnt in this way.

Comprehension

During the reading lessons the teacher has many opportunities to engage learners in a range of levels of thinking and questioning in order to develop their comprehension skills.

Reading fluency

Fluency levels can be improved by teaching specific reading skills for decoding and word recognition, by selecting simpler texts, by providing more interesting texts, by re-reading books and by increasing the volume of texts read.

The reading process

The reading process consists of pre-reading, reading and post reading stages. The activities the learner will be engaged in 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
- Compare the content to your predictions
- Use the context to work out the meaning of unknown words as much as is possible; where this is not possible, use a dictionary
- Visualize what you are reading
- Keep going even if you don't understand a part here and there.
- Reread a section if you do not understand at all. 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 organizer 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 new questions you have on the topic
- Ask yourself if you accomplished your purpose?
- Understanding – confirm your understanding of the text
- Evaluate – bias, accuracy, quality of the text
- Extend your thinking – use ideas you saw in text

2.4.3 Writing and Presenting

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Learners will learn to write a range of creative and informational texts, initially using writing frames as support and gradually learning to write particular text types independently.

The language periods should provide opportunities to support learners with barriers to learning, enrichment for those who are doing well, assessment activities and time to write. Written work must be marked and overseen by the teacher so that progress of each individual learner can be tracked, monitored and can be used to inform the next steps to be taken in the learning pathway.

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. Writing which is

appropriately scaffold using writing frames, produces 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.

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 organize 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 and
- Produce a neat, legible, edited final version.

2.4.4 Language Structures and Conventions

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the Home Language. Learners will learn how **Language Structures and Conventions** are used, and will develop a shared language for talking about language (a 'meta-language').

They need to evaluate their own and other texts critically in terms of meaning, effectiveness and

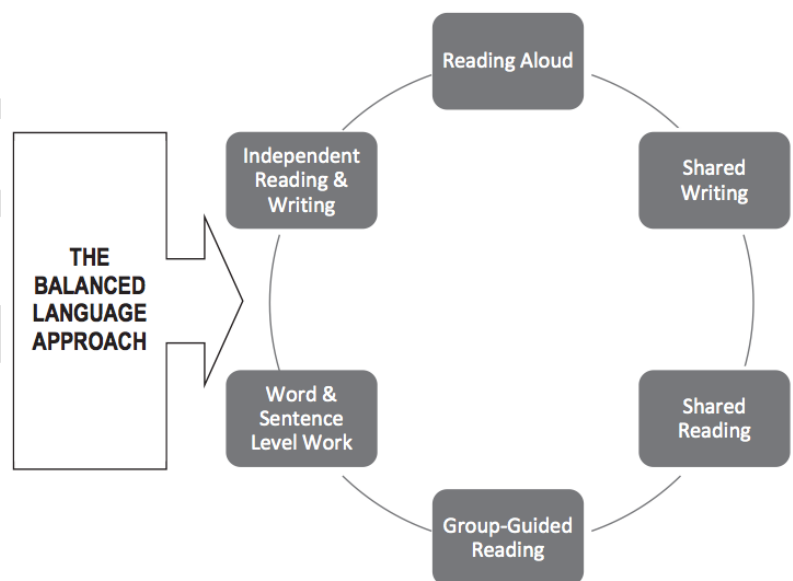
accuracy. They will also be able to use this knowledge to experiment with language to build meaning from word and sentence levels to whole texts, and to see how a text and its context are related. Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **Language Structures and Conventions**. It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. When selecting listening and reading texts for each two-week cycle, make sure that they contain some of the language items you want to cover. Create activities related to these texts that will enable learners to use these items, in context. Select some of the items your learners have difficulty with and give them formal practice.

Language teaching approaches

The **Balanced Language Approach** has been adopted by the Department of Basic Education (DBE) as the methodology to teach Languages. It balances various approaches to the teaching of reading and uses all language skills (listening, reading, speaking and writing) in a balanced way.

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, viewers and designers of texts. It involves listening to, reading, viewing and analyzing texts to understand how they are produced and what their effects are.

A **communicative approach** suggests that when learning a language, a learner should have an extensive exposure to the target language and many opportunities to practice or produce the language by communicating for social or practical purposes.



2.5 Requirements for English Home Language

2.5.1 Time Allocation

At Home Language Level, Language is taught for 3 hours per week. All language content is taught within a two-week cycle (6 hours)

Skills	Time Allocation per Two-week Cycle (Hours)			
	Year 1	Year 2	Year 3	Year 4
Listening & Speaking (Oral)	2 hours	2 hours	2 hours	2 hours
Reading and Viewing	2 hours	2 hours	2 hours	2 hours
Writing & Presenting	1 hour	1 hour	1 hour	1 hour
Language Structures and Conventions	1 hour	1 hour	1 hour	1 hour

2.5.2 Resources

Learners should have the following resources for Home Language study in Year 1 to Year 4.

Year 1 - Year 4	
Core Materials	
Dictionary	
Reading books	
Readers containing the following text types	
Folklore	Drama
Short stories	Poetry
Novel	
Resources	
Newspapers	Games
Magazines	Objects relating to topics
Television Programmes	Puzzles
Radio Programs	Alphabet charts
Pictures and posters	Newspapers and magazines
Number charts	Newsprint

Home language teachers should have:

- (a) A Curriculum and Assessment Policy Statement document for Skills/Vocational learning programme.
- (b) Language in Education Policy.
- (c) Suitable textbooks for curriculum adaptation.
- (d) Dictionary (monolingual, bilingual, multilingual, thesaurus, encyclopedia)
- (e) Literature genres suitable for learner's context.
- (f) A variety of media materials: newspapers, magazines, brochures and resources from vocational subjects.
- (g) Access to audio-visual aids to be used in the classroom

Classroom resources

- a) A range of texts to accommodate different reading levels, e.g. a selection of readers with sufficient copies of texts at each level for the class including resources from vocational curriculum.
- b) A variety of media materials: newspapers, magazines, brochures, flyers, advertisements, posters, notices, vocational resources etc.
- c) Audio/visual aids and tools/equipment from vocational workshops to enhance the curriculum.

2.5.3 Infrastructure, equipment and finances

- Audio/visual Aids (television, CD player, DVD player, head phones, computers, I-pads etc.
- Reading books, dictionaries, posters/wall charts, flash cards, writing books.
- Finances: required to provide teachers with necessary LTSM.

2.6 Career opportunities

- Opportunities in the workplace relevant to the skill of specialisation.
- Further study at an FET College.
- Call centre operators, receptionists, interpreter, etc.

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview per term

3.1.1 Term 1

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Listening and Speaking	<ul style="list-style-type: none"> Predicts what happens in story Identifies characters Recalls main/central idea Retells events in correct sequence Listens to a story e.g. Folklore (myth or legend) Listens to and discusses an instructional text, e.g. A recipe 	<ul style="list-style-type: none"> Predicts what happens in story Identifies characters Recalls main/central idea Listens to and discusses a story, e.g. myth/legend and does a listening comprehension Retells a story Listens to and discusses an article 	<ul style="list-style-type: none"> Listens to radio/ newspaper reports and discusses current issues Listens to and discusses a folklore Listens to a persuasive text, e.g. radio advertisement Listens to and discusses a dialogue Prepared/ unprepared speaking 	<ul style="list-style-type: none"> Listens to a short story/folklore Retells a story Listens to and discusses a poem Have a conversation about drama Takes part in a dialogue Group/panel discussion Unprepared speech on newspaper / magazine article

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Reading and Viewing	<ul style="list-style-type: none"> • Reads appropriate short stories • Reads a story e.g. Folklore (myth or legend) • Reads instructional text, i.e. the group reads the same story. 	<ul style="list-style-type: none"> • Reads appropriate stories • Reads an article 	<ul style="list-style-type: none"> • Reads newspaper articles • Reads folklore • Reads a persuasive text • Reads a simple play/drama • Uses reading and comprehension strategies, e.g. skimming, scanning, intensive reading, visualisation, inferring meaning and conclusions, fact and opinion and meaning of words. 	<ul style="list-style-type: none"> • Investigates key features of literature text • Uses reading comprehension and reading strategies <ul style="list-style-type: none"> ○ Skimming and Scanning ○ Intensive reading ○ Visualisation ○ Inferring meaning and conclusions ○ Fact and opinion ○ Meaning of words • Reads poetry • Reads short stories/folklore • Reads newspaper / magazine articles

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Writing and Presenting	<ul style="list-style-type: none"> Writes instructions e.g. How to make a cup of tea, etc. Writes a paragraph of 3-5 sentences 	<ul style="list-style-type: none"> Writes a paragraph, Writes a book report Writes a character description 	<ul style="list-style-type: none"> Writes a letter to a newspaper Writes a summary of a folklore Writes a persuasive text e.g. speech/advert Writes a dialogue 	<ul style="list-style-type: none"> Writes a narrative paragraph Writes own poem Writes a review/letter Writes a speech
Language Structures and Conventions	<p><u>Word level work:</u></p> <ul style="list-style-type: none"> Proper Nouns Common nouns Prefix, root and suffix Plurals 	<p><u>Word level work:</u></p> <ul style="list-style-type: none"> Common Nouns Proper Nouns Adjectives 	<p><u>Word level work</u></p> <ul style="list-style-type: none"> Common and Proper Noun Countable and uncountable nouns Conjunctions Prepositions 	<p><u>Word level work:</u></p> <ul style="list-style-type: none"> Nouns – common nouns, proper nouns, abstract nouns, compound nouns, collective nouns Revision on verbs (Tenses) Pronouns, personal pronouns, possessive pronouns Singular and plural Adjectives Degrees of comparison Statements

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	<u>Sentence Level Work:</u> <ul style="list-style-type: none"> Simple sentences Complex sentences 	<u>Sentence Level Work:</u> <ul style="list-style-type: none"> Simple present tense 	<u>Sentence level work</u> <ul style="list-style-type: none"> Simple sentences & Complex sentences Direct & Indirect(Reported) Speech Present, Past and Future Tense 	<u>Sentence Level Work:</u> <ul style="list-style-type: none"> Simple sentences Statements Simple present and past tense
	<u>Spelling and Punctuation:</u> <ul style="list-style-type: none"> Full stops Comma Question mark Exclamation mark Capital and lower case (small) letters 	<u>Spelling and Punctuation:</u> <ul style="list-style-type: none"> Full stops Question mark Exclamation mark Capital letters Dictionary use 	<u>Spelling and punctuation</u> <ul style="list-style-type: none"> Full stop Comma Capital and lower case letters Inverted commas/quotation marks Dictionary use 	<u>Spelling and Punctuation:</u> <ul style="list-style-type: none"> Full stop Comma Inverted commas Exclamation mark Question mark Capital and small letters
		<u>Word meaning:</u> <u>X</u>	<u>Word meaning</u> <ul style="list-style-type: none"> Antonyms s 	<u>Word meaning:</u> <ul style="list-style-type: none"> Synonyms Antonyms Homophones

3.1.2 TERM 2

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Listening and Speaking	<ul style="list-style-type: none"> • Listens to and discusses a short story • Listens to and discusses a fable/ myth/legend • Listens to and carries out instructions, e.g. recipe/instructions for making something • Listens to a weather report 	<ul style="list-style-type: none"> • Listen to a short drama and participates in a groups discussion • Listens to a story • Listens to an interview • Listens to a play 	<ul style="list-style-type: none"> • Listens to and discusses an instructional text • Participates in a group/panel discussion • Listens to and discusses an information text • Role play a drama 	<ul style="list-style-type: none"> • Listening comprehension • Groups discussion on how to give instructions/ follow procedures • Prepared/ unprepared speaking
Reading and Viewing	<ul style="list-style-type: none"> • Reads information texts with visuals, e.g. charts /tables/ maps/graphs • Reads fables/ myth/legend where the values in the text are discussed and the story is retold. • Reads an instructional text using reading strategies 	<ul style="list-style-type: none"> • Reads a short story • Reads information texts with visuals, e.g. charts /tables/ maps • Reads a play 	<ul style="list-style-type: none"> • Reads an instructional text • Reads a story/drama • Reads an information text • Reads a simple play/drama 	<ul style="list-style-type: none"> • Reads youth novel/drama • Reads written and/or visual texts, e.g. cartoons/strips / advertisements • Reads an instructional text like instructional procedures

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	<p>and discussing the sequence of instructions.</p> <ul style="list-style-type: none"> • Reads a short story • Uses a dictionary. 			<ul style="list-style-type: none"> • Reads information text with visuals, e.g. maps, landmarks, scales
Writing and Presenting	<ul style="list-style-type: none"> • Writes information text where the information is organised logically and appropriate visuals are designed/Weather chart. • Write a description of a character • Writes an instructional text (Recipe) 	<ul style="list-style-type: none"> • Writes a transactional text e.g. formal/informal letter • Writes a report on the interview • Write a short summary based on the play 	<ul style="list-style-type: none"> • Writes an instructional text • Writes a-review • Writes an information text • Write a drama review 	<ul style="list-style-type: none"> • Writes a narrative essay • Write transactional texts: advertisements/posters, instructions, • Write a review of a story/novel • Writes transactional text: an informal letter, report or magazine article, investigative report

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Language Structures and Conventions	<u>Word level work:</u> <ul style="list-style-type: none"> • Synonyms • Antonyms • Degrees of comparison • Verbs • Adverbs 	<u>Word level work:</u> <ul style="list-style-type: none"> • Adjectives • Singular and Plurals 	<u>Word level work</u> <ul style="list-style-type: none"> • Revise work done in Term 1 • Collective nouns • Gender • Prepositions • Conjunction • Singular and plural 	<u>Word level work:</u> <ul style="list-style-type: none"> • Revise Term 1 • Dual use of some nouns • Gender • Adverbs • Prepositions
	<u>Sentence level work:</u> <ul style="list-style-type: none"> • Present tense • Future tense • Past tense 	<u>Sentence level work:</u> <ul style="list-style-type: none"> • Past tense • Direct and indirect speech 	<u>Sentence level work</u> <ul style="list-style-type: none"> • Revise work done in Term 1 • Positive and negative • Simple and complex sentences 	<u>Sentence level work:</u> <ul style="list-style-type: none"> • Revise Term 1 • Direct and indirect speech • Active and passive voice • Present progressive tense • Direct and reported speech • Correct word order • Sentence structure

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	<u>Spelling and punctuation:</u> <ul style="list-style-type: none"> • Full stop • Comma • Question mark • Exclamation mark • Dictionary use 	<u>Spelling and punctuation:</u> <ul style="list-style-type: none"> • Question mark • Exclamation mark • Inverted commas • Dictionary use 	<u>Spelling and punctuation</u> <ul style="list-style-type: none"> • Revise work done in Term 1 • Comma • Exclamation mark • Question mark 	<u>Spelling and punctuation:</u> <ul style="list-style-type: none"> • Revise Term 1 • Hyphen • Apostrophe • Quotation marks
	<u>Word meaning:</u> <ul style="list-style-type: none"> • Idioms 	<u>Word meaning:</u> <ul style="list-style-type: none"> • x 	<u>Word meaning</u> <ul style="list-style-type: none"> • Synonyms • Antonyms 	<u>Word meaning:</u> <ul style="list-style-type: none"> • Revise Term 1 • Literal, figurative, emotive language

3.1.3 TERM 3

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Listening and Speaking	<ul style="list-style-type: none"> Listen to an extract from a novel Listens and discusses information text Listens to information texts with visuals e.g. charts/tables/maps Listens to a poem 	<ul style="list-style-type: none"> Listens to short story Listens to and discusses and advertisement Listens to and discusses a weather report Listens to and views audio-visual/read text: cartoon/comic strips 	<ul style="list-style-type: none"> Listens to and discusses a story/text Listens/views audio-visual / read text, e.g. cartoon/comic strips Listens to and views and advertisement Listens to a poem 	<ul style="list-style-type: none"> Prepared and unprepared speech Debate/group discussion Listen comprehension: text from a short story Listening comprehension based on giving directions Listens to a recorded advertisement
Reading and Viewing	<ul style="list-style-type: none"> Reads information texts with visuals, e.g. charts / tables/maps Read a poem 	<ul style="list-style-type: none"> Reads and advertisement Reads a story Reads a weather report Reads a cartoon/comic strip 	<ul style="list-style-type: none"> Reads a story/text Reads a cartoon/comic strip Reads an advertisement Reads a poem 	<ul style="list-style-type: none"> Reads/views for comprehension Reading comprehension Reads/views visual text, e.g. an advertisement
Writing and Presenting	<ul style="list-style-type: none"> Use the topic to write their text Writes a descriptive paragraph 	<ul style="list-style-type: none"> Writes an advertisement Writes own opinion on a book/ a book review 	<ul style="list-style-type: none"> Writes a story/text review Writes a cartoon/comic script Create an advertisement 	<ul style="list-style-type: none"> Writes a covering letter and CV Creates own story Writes an /descriptive

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	<ul style="list-style-type: none"> Writes a poem Writes information from a table/ graph/map into a paragraph, Uses the writing process 	<ul style="list-style-type: none"> Writes an information text, e.g. weather report Make meaning from pictures 	<ul style="list-style-type: none"> Writes own poem 	<ul style="list-style-type: none"> essay Writes a transactional text: a diary entry Design an advert
Language Structures and Conventions	<u>Word level work:</u> <ul style="list-style-type: none"> Adverbs Prepositions Conjunctions 	<u>Word level work:</u> <ul style="list-style-type: none"> Pronouns Adverbs Degrees of comparison Verbs Adjectives Antonyms Synonyms 	<u>Word level work</u> Revise work done in Term 1 and 2: <ul style="list-style-type: none"> Nouns Verbs Adverbs Adjectives Degrees of comparison 	<u>Word level work:</u> Revise Term 1 and 2: <ul style="list-style-type: none"> Common and complex nouns Concrete and abstract nouns
	<u>Sentence level work:</u> <ul style="list-style-type: none"> Simple sentences Complex sentences Statements Present tense Simple past tense 	<u>Sentence level work:</u> <ul style="list-style-type: none"> Simple present tense Simple past tense Future tense Direct and Indirect Speech 	<u>Sentence level work</u> <ul style="list-style-type: none"> Revise work done in Term 1 and 2 Present and Past tense Chronological (sequential) order, order of importance Persuasive and emotive 	<u>Sentence level work:</u> <ul style="list-style-type: none"> Revise Term 1 and 2 Noun clauses Adjectival and adverbial clauses Complex sentences with relative clauses Chronological (sequential)

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	<ul style="list-style-type: none"> • Future tense • Verbs • Stems 		language	<ul style="list-style-type: none"> • order, order of importance • Persuasive and emotive language • Bias and prejudice • Stereotypes • Rhetoric devices • Tenses • Description paragraph • Introductory and closing paragraphs • Sentence structure • Sentence types • Speech • Voice • Direct and reported speech • Fact and opinion • Concord

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	<u>Spelling and punctuation:</u> <ul style="list-style-type: none"> • Full stop • Comma • Question mark • Exclamation mark • Colon • Capital and small letters 	<u>Spelling and punctuation:</u> <ul style="list-style-type: none"> • Abbreviations 	<u>Spelling and punctuation</u> <ul style="list-style-type: none"> • Revise Term 1 & 2 • Dictionary use • Colon 	<u>Spelling and punctuation:</u> <ul style="list-style-type: none"> • Ellipsis • Capitalization • Abbreviations • Inverted commas • Spelling patterns • Punctuation marks
	<u>Word meaning:</u> <ul style="list-style-type: none"> • One word for a phrase 	<u>Word meaning:</u> <ul style="list-style-type: none"> • Antonyms • Synonyms 	<u>Word meaning</u> <ul style="list-style-type: none"> • Revise work done in Term 1 and 2 • Idioms 	<u>Word meaning:</u> <ul style="list-style-type: none"> • Revise Term 1 and 2

3.1.4 TERM 4

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Listening and Speaking	<ul style="list-style-type: none"> • Listens to stories, express their feelings about the story and answer open-ended questions. • Asks relevant questions using appropriate question forms, e.g. who, which, what, when, how, why • Listens to a dialogue • Participates in group discussions • Gives balanced and constructive feedback 	<ul style="list-style-type: none"> • Listens to and discusses and instructional text • Unprepared speech • Prepared speech • Listen to a poem • Listen to a report • Listens to a story and acts it out 	<ul style="list-style-type: none"> • Listens to and discusses a short story • Listening comprehension TV news presentation • Role play meeting procedure in class • Listens to a dialogue • Unprepared speech • Prepared speech 	<ul style="list-style-type: none"> • Prepared/ Unprepared speech • Debate/group discussion on use of e-mail/posters/ diary entries/flyers
Reading and Viewing	<ul style="list-style-type: none"> • Reads information text, e.g. advertisement, pictures/diagrams/maps • Uses a dictionary 	<ul style="list-style-type: none"> • Reads a novel/story/ poem • Reads instructional text, e.g. recipe, directions, rules etc. • Reads a report • Reads a poem 	<ul style="list-style-type: none"> • Reads a novel/story /poem • Reading, viewing for comprehension; advertisement/newspaper article • Read a text with a notice/ agenda 	<ul style="list-style-type: none"> • Reads a text with a diary/ e-mail/flyers • Reads poetry

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
			<ul style="list-style-type: none"> Reads a drama 	
Writing and Presenting	<ul style="list-style-type: none"> Writes a friendly letter/diary entry Uses topic and supporting sentences to develop coherent paragraphs Writes a report Writes a character sketch Link sentences using connecting words and phrases Uses a dictionary for spelling and vocabulary development Uses correct spelling and punctuation 	<ul style="list-style-type: none"> Writes an instructional text Writes a character sketch Writes a short summary Translate the visual impulse into words 	<ul style="list-style-type: none"> Writes a narrative paragraph Writes a transactional text, e.g. giving directions, e-mail, posters/diary entries/flyers Writes a longer transactional text e.g. Notice/Agenda/Minutes Writes a character sketch 	<ul style="list-style-type: none"> Writes transactional texts, e.g. giving directions, e-mail, posters/dairy entries/flyers, newspaper/magazine article, diary entry, journalistic report Paragraphs

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Language Structures and Conventions	<p><u>Word level work:</u></p> <ul style="list-style-type: none"> • Conjunctions • Pronouns (focus on concepts that have been covered) • Definite and indefinite articles • Adjectives 	<p><u>Word level work:</u></p> <ul style="list-style-type: none"> • Adjectives: numerical • Adverbs • Nouns • Pronouns • Gender 	<p><u>Word level work</u></p> <ul style="list-style-type: none"> • Revise work done in Term 1, 2 and 3 • Prefixes, suffixes and roots 	<p><u>Word level work:</u></p> <ul style="list-style-type: none"> • Revise Term 1,2, and 3

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	<u>Sentence level work:</u> <ul style="list-style-type: none"> Tenses Negative form Question form 	<u>Sentence level work:</u> <ul style="list-style-type: none"> Negative and positive forms 	<u>Sentence level work</u> <ul style="list-style-type: none"> Revise work done in Term 1, 2 and 3 Question form Literal and Figurative meaning 	<u>Sentence level work:</u> <ul style="list-style-type: none"> Revise Term 1, 2 and 3 Questions and prompts Abbreviated statements Ambiguity Procedure; compare/contrast
	<u>Spelling and punctuation:</u> <ul style="list-style-type: none"> Full stops Comma Question mark Exclamation mark Colon Capital letters Word division Dictionary use 	<u>Spelling and punctuation:</u> <ul style="list-style-type: none"> Dictionary use Colon Full stop Comma 	<u>Spelling and punctuation</u> <ul style="list-style-type: none"> Revise work done in Term 1, 2 and 3 Font 	<u>Spelling and punctuation:</u> Revise Term 1, 2 and 3

TOPIC/SKILLS	YEAR 1	YEAR 2	YEAR 3	YEAR 4
	<u>Word meaning:</u> <ul style="list-style-type: none"> • comparisons • Idioms 	<u>Word meaning:</u> <ul style="list-style-type: none"> • Synonyms • Antonyms • Idioms 	<u>Word meaning</u> <ul style="list-style-type: none"> • Revise work done in Term 1, 2 and 3 	<u>Word meaning:</u> <ul style="list-style-type: none"> • Revise Term 1, 2 and 3

3.2 CONTENT OUTLINE PER TERM

Information under Topic/Skill and Content column must be addressed as Policy where the information under Techniques/activities etc. are suggested guidelines for teachers and is not Policy.

Content within a term may be sequenced differently but must be done in the same term and year.

3.2.1 YEAR 1 TERM 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 & 2		Baseline Assessment	Standardised Baseline test
Week 3 & 4	<u>Listening and Speaking</u>	<u>Listens to short story,</u> <ul style="list-style-type: none">Orally answer questions about the story.	<u>Activities/Differentiation:</u> <ul style="list-style-type: none">Listen to the story.Discuss the main message in the story.Listening can be supported by gestures, facial expressions and pictures to assist with comprehension. <u>Integration:</u> <ul style="list-style-type: none">Speak about which tools are used in the various workshops. e.g. a hairdryer is used to dry hair <u>Resources:</u> <ul style="list-style-type: none">Select a story that is age appropriate and of interest to the learners.Use textbooks, newspaper articles, magazines, the internet or other sources to select the story.

	<u>Reading & Viewing</u>	<u>Reads the short story.</u> <ul style="list-style-type: none"> Reads the short story used during Listening and Speaking. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Group guided reading with educator support. Reads for enjoyment.
	<u>Writing & Presenting</u>	<u>Writes a paragraph of 3-5 sentences.</u> <ul style="list-style-type: none"> Writes a paragraph of 3-5 sentences based on the story that was read. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Uses the writing process and writes a first draft of the paragraph. Brainstorm words, develop sentences and order sentences. Provide a word bank for learners who need additional support.
	<u>Language Structure and Conventions</u>	<u>Word Level work:</u> Nouns	<u>Activities/Differentiation:</u> Definition of nouns <ul style="list-style-type: none"> Identify nouns in sentences. Identify and circle nouns in the story read.

<u>WEEK</u> <u>5 & 6</u>	<u>Listening and Speaking</u>	<u>Listens to short story</u> (continued from week 3&4) <ul style="list-style-type: none"> Express thoughts and feelings about the story. (Speaking) 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Oral: Retell the story in their own words.
	<u>Reading & Viewing</u>	<u>Reads the short story</u> (continued from week 3 & 4) <ul style="list-style-type: none"> Answers easy, middle and higher order questions before, during and after reading the story. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Encourage independent reading. A reader reads the text for the learner, where reading is a barrier to learning.
	<u>Writing and Presenting</u>	<u>Write a paragraph.</u> <ul style="list-style-type: none"> Revise the previous paragraph of 3-5 sentences. (week 3 and 4) 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Present a neat, legible final draft of the paragraph. Learners may draw pictures to show understanding of the story read if they are unable to write the paragraph. A paragraph with missing words as well as a word bank may be provided to learners to complete.
	<u>Language Structure and Conventions</u>	<u>Spelling and Punctuation:</u> <ul style="list-style-type: none"> Capital letters and full stops. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> What are capital letters and full stops and where are they used. Correct use of capital letters and full stops in sentences.

<u>WEEK</u> <u>7+8</u>	<u>Listening and Speaking</u>	<u>Listens to and discusses an instructional text.</u> <ul style="list-style-type: none"> e.g. a recipe. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Use pictures, photographs or any other visual cues to stimulate a discussion with leading questions about the recipe. Ask questions to clarify and give direction. Comment on clarity of instructions. <u>Integration:</u> <ul style="list-style-type: none"> Use a recipe that comes from the Hospitality Studies Curriculum.
	<u>Reading & Viewing</u>	<u>Reads instructional text</u> <ul style="list-style-type: none"> Read the recipe and discuss the sequence of instructions. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Learners are able to discuss the sequence of instructions by circling and numbering the instructions in the text. <u>Integration and resources:</u> <ul style="list-style-type: none"> Specific utensils and ingredients mentioned in the recipe can be brought into the classroom as part of the lesson.
	<u>Writing and Presenting</u>	<u>Writes instructions</u> <ul style="list-style-type: none"> Write basic instructions on how to make a cup of tea/coffee. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Write instructions in their own words. List materials and ingredients Learners could be provided with pictures to place in the correct order according to the instructions given.
	<u>Language Structure and Conventions</u>	<u>Word Level</u>	<u>Activities/Differentiation:</u>

		<ul style="list-style-type: none"> Question marks and exclamation marks. 	<ul style="list-style-type: none"> Consolidation of punctuation: Capital letters and full stops (week 5 and 6). Explain where question marks and exclamation marks are used: eg.at the end of a question and at the end of a command, etc. Punctuate sentences using the above.
9 &10	ASSESSMENT The two weeks allocated for formal assessment should be integrated across the 8 weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.		
SKILL	WEIGHTING %	ACTIVITY	
Listening and Speaking	25	<ul style="list-style-type: none"> Listen to a short story, express their feelings about the story and answer open-ended questions verbally. 	
Reading:	15	<ul style="list-style-type: none"> Reads aloud with teacher. 	
Read aloud	20	<ul style="list-style-type: none"> Answer questions based on the text read. 	
Reflect on reading material			
Language Structures and Conventions	15	<ul style="list-style-type: none"> Identify nouns in sentences. Punctuate sentences using capital letters, full stops, question marks and exclamation marks. 	
Writing and Presentation	25	<ul style="list-style-type: none"> Write a paragraph of 3-5 sentences about a topic provided. A scribe may be used where writing is a barrier. 	

PUBLIC COMMENT

3.2.2 YEAR 1 TERM 2

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner is able to:	
<u>Week 1 & 2</u>	<u>Listening and Speaking</u>	<u>Listen to an information text, e.g. a weather report.</u> <u>Listening:</u> <ul style="list-style-type: none"> • Listens to a weather report. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Display the weather report e.g. data projector or enlarged copies. • Read the report to the learners while they listen. <u>Integration:</u> <ul style="list-style-type: none"> • Link the weather report to vocational subjects like Agricultural Studies or Mixed Farming to allow learners to identify with the content, e.g. How does the weather influence agriculture and various types of occupations? <u>Resources:</u> <ul style="list-style-type: none"> • Select a weather report that is at the learners' level and interest. • Textbooks, magazines, internet, newspapers or other sources.
	<u>Reading and viewing</u>	<u>Reads an information text with visuals, e.g. weather report.</u> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures/visuals 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • All the learners read the same weather report with support from the teacher and peers. • Focus on the enjoyment and personal response of the learner.

	<u>Writing & Presenting</u>	<u>Compiles an information text e.g. weather chart</u> <ul style="list-style-type: none"> • Use the writing process: <ul style="list-style-type: none"> ○ Planning/pre-writing, ○ Drafting. 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> • Group work: Learners design their own weather chart/season chart. • Include basic weather symbols/pictures of seasons. • Supply a writing template for those who have writing barriers.
	<u>Language structures & conventions</u>	<u>Word level work:</u> Adjectives.	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> • What is an adjective? • Identify adjectives that may be used to describe the weather. • Fill in the missing adjective in sentences provided. • Select answers from a word bank.

<u>Week 3 & 4</u>	<u>Listening and Speaking</u>	<u>Listen to an information text, e.g. a weather report</u> <u>Speaking:</u> <ul style="list-style-type: none"> • Links information to own life. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Prepared Oral: <ul style="list-style-type: none"> ○ Explain the usefulness of a weather report. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ List ways in which a weather report can impact on people's lives.
	<u>Reading & Viewing</u>	<u>Reads an information texts with visuals, e.g. weather report.</u> Use the same report as in week 1 and 2: <ul style="list-style-type: none"> • Reading strategies, e.g. skims to get the general idea, scans for specific details. 	<u>Activities/Differentiation:</u> Read the weather report provided in week 1 & 2 and: <ul style="list-style-type: none"> • Get information from the visuals; • Discuss the meaning of new vocabulary.
	<u>Writing & Presenting</u>	<u>Compiles an information text e.g. weather chart</u> Use draft weather chart from week 1&2 for: <ul style="list-style-type: none"> ○ The writing process: <ul style="list-style-type: none"> ○ Revising ○ Editing. ○ Presenting. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Revise and edit initial draft of the weather chart from week 1 & 2. • Share relevant vocabulary on flash cards, projected or written on the board. • Present to the class.
	<u>Language Structure and Conventions</u>	<u>Word level work:</u>	<u>Activities:/Differentiation</u>

		Verbs	<ul style="list-style-type: none"> • What is a verb? • Show definition of a verb through practical demonstrations. • Use verbs in sentences of your own. • Complete sentences filling in the missing verb. <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Learners demonstrate verbs by showing what they do in their vocational subjects <ul style="list-style-type: none"> ○ E.g. weld (Welding); cook (Hospitality Studies); cut (Hairdressing); type (Office Administration).
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<u>Week</u> <u>5 & 6</u>	<u>Listening & Speaking</u>	<u>Listens to a fable.</u> <u>Listening:</u> <ul style="list-style-type: none"> Listens in order to distinguish between realistic and unrealistic events 	<u>Activity/Differentiation:</u> Learners should – <ul style="list-style-type: none"> Listen to a fable selected by the teacher. Discuss what a fable is and whether it is realistic or unrealistic. <u>Resources:</u> <ul style="list-style-type: none"> Select a fable that is age and level appropriate. Textbooks, books, magazine articles, the internet, or other sources.
	<u>Reading & Viewing</u>	<u>Reads a fable.</u> <ul style="list-style-type: none"> Pre-reading: prediction. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Learners predict what the fable is about by reading the title and looking at the picture (s). The teacher reads the fable to the learners.
	<u>Writing & Presenting</u>	<u>Writes a few sentences about the fable.</u> <ul style="list-style-type: none"> The fable uses animals as characters Use the story structure as a frame 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Provide a writing frame for completion by the learners, with the following guidelines: <ul style="list-style-type: none"> title of fable. plot (what happens in the story) setting (where and when did the story take place) characters (who are the people in the story) theme (what is the story about / message of the story) what I like (what was the best part of the story)

	<u>Language structures & conventions</u>	<u>Sentence level work:</u> <ul style="list-style-type: none"> • Present Tense 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Definition of present tense. • Identify sentences written in the present tense. • Rewrite sentences from the past tense into the present tense.
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<u>Week 7&8</u>	<u>Listening & Speaking</u>	<u>Discusses a fable</u> <u>Speaking:</u> <ul style="list-style-type: none"> • Participates in discussions. 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> • <u>Discuss the fable used in week 5 & 6.</u> • What is the moral lesson in the fable? • Express their feelings about it;
	<u>Reading & Viewing</u>	<u>Reads a fable</u> <ul style="list-style-type: none"> • Understands the vocabulary. • Retells the fable. 	<u>Activities/Differentiation:</u> <u>Read the fable provided in week 5 & 6</u> <ul style="list-style-type: none"> • understand the vocabulary. • Learners circle or underline difficult words. • Retells the fable in 3-5 sentences.
	<u>Writing & Presenting</u>	<u>Writes a few sentences about the fable.</u> <ul style="list-style-type: none"> • Use the topic to develop sentences. • Uses appropriate punctuation. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Write 2 – 3 meaningful sentences about a character in the fable using appropriate punctuation. ○ Use a word bank. ○ Provide an example of a few sentences on the board or data projector
	<u>Language structures & Conventions</u>	<u>Sentence level work:</u> <ul style="list-style-type: none"> • Past Tense 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> • Definition of past tense. • Identify sentences written in the past tense. • Rewrite sentences from the present tense into the past tense.

9 & 10	Formal Assessment	<p>The assessment will be a test / mid-year exam</p> <p>The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.</p>
Assessment Activities		
SKILL	WEIGHTING %	ACTIVITY
Listening and speaking	25	Listen to the fable, express their feelings about the fable and answer open-ended questions verbally.
Reading <ul style="list-style-type: none"> • Read aloud • Reflect on reading material 	15 25	Reads aloud with teacher and focus on correct pronunciation. Answer questions
Language Structures and Conventions	15	<ul style="list-style-type: none"> • Identifying verbs in a text. • Past tense: Rewrite sentences into past tense. • Present tense: Identify sentences written in the present tense.
Writing and Presenting	25	Write a paragraph of 3-5 sentences about the main idea in the fable read. Differentiation: <ul style="list-style-type: none"> • Fill in missing words in a given paragraph • Present a drawing that clearly depicts the main idea in the fable.

3.2.3 YEAR 1 TERM 3

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
<u>Week 1 and 2.</u>	<u>Listening and Speaking</u>	<p>The learner is able to:</p> <p><u>Listens to a poem</u></p> <ul style="list-style-type: none"> • Listens to a poem. • Discusses central ideas 	<p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> • Ask open-ended questions about the poem e.g. <ul style="list-style-type: none"> ○ What is this poem about? <p><u>Integration:</u></p> <ul style="list-style-type: none"> ○ Creative Arts: Decorate, frame and beautify poems. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Select a poem of interest to the learners and at their level.
	<u>Reading & Viewing</u>	<p><u>Read a poem:</u></p> <ul style="list-style-type: none"> • Pre-reading: predicting from title 	<p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> • What does the title tell you about the poem? • Who is the poem written for? (target audience?)
	<u>Writing and presenting</u>	<p><u>Writes a poem</u></p> <ul style="list-style-type: none"> • Uses language imaginatively and creatively. 	<p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> • Provide the learners with a worksheet that contains: • A short poem that has missing rhyming words. • The missing rhyming words are presented as a word bank for learners to choose from. • Learners provide a different ending/ their own ending to the poem.

	<u>Language Structure and Conventions</u>	<ul style="list-style-type: none"> <u>Word level work:</u> Dictionary use. 	<u>Activities / Differentiation:</u>
<u>Week</u> <u>3 & 4</u>	<u>Listening and Speaking</u>	<u>Listens to an advertisement</u> <ul style="list-style-type: none"> Introductory activities: prediction Listen for specific details 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Show learners how to use the dictionary. Find the meaning of certain words in the dictionary. Predict what the advert is about by looking at the picture. Listens to the teacher's introduction about the advert. Learners are exposed to the advert at a basic level. <u>Integration:</u> <ul style="list-style-type: none"> Learners bring adverts that relate to the specific skill that they are doing at school. <u>Resources:</u> <ul style="list-style-type: none"> Select an advert from a magazine or newspaper.
	<u>Reading & Viewing</u>	<u>Read an advertisement</u> <ul style="list-style-type: none"> Use reading strategies such as skimming and scanning Predict content and makes inferences. 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Introduce the pictures in the advert and discuss certain aspects Read and analyses the advert.
	<u>Writing & Presenting</u>	<u>Writes an advertisement</u> Use the writing process: <ul style="list-style-type: none"> Planning Drafting 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Learners plan the design of their own advert to sell a product. They take into account the product, their target audience and the outcome they wish to achieve. <u>Integration:</u>

		<ul style="list-style-type: none"> Uses language for creative and imaginative self-expression. 	<ul style="list-style-type: none"> The advert that is being designed can be about a product that is manufactured at school in the skills department. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Stationery, exercise books, magazines, newspapers.
	<u>Language structure and convention.</u>	<p><u>Word level work:</u></p> <ul style="list-style-type: none"> Adverbs 	<p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> What is an adverb and how is it used? Teacher presents the learners with an advertisement. Identify and underline the adverbs in the advertisement.

<u>Week 5&6</u>	<u>Listening and Speaking</u>	<p><u>Discusses an advertisement</u></p> <ul style="list-style-type: none"> Discuss the effectiveness of the advertisement Express thoughts and feelings about the advert. 	<p><u>Activities / Differentiation:</u></p> <p><u>Use the advert from week 3 and 4.</u></p> <ul style="list-style-type: none"> Discusses the content and meaning. Discusses the purpose of the advert. Identifies target audience and also link information in the advert to own experiences. Is the advert persuasive and would you buy the product?
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	<u>Reading & Viewing</u>	<u>Reads an advertisement</u>	<u>Activities / Differentiation:</u>
<u>Week 7 & 8</u>	<u>Listening and Speaking</u>	<ul style="list-style-type: none"> • Use previous knowledge or textual clues. <u>Listen to or view audio-visual /read text:</u> <u>Cartoon / comic strips</u> <ul style="list-style-type: none"> • Express views and comments on graphical techniques used in visual texts: colour, View and discusses content and messages of the text. • Discuss effectiveness of the graphics and music. • Discuss the title, main characters and underlying message. 	<u>Use the advert from week 3 & 4</u> <u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Answer questions about the advert in writing or verbally. • Ask relevant questions: "What is the message in the text", "How do the graphics impact on the clarification of the text?" • Underline difficult words • Discuss the impact of colour, bold lettering, layout of the advert on the reader. • Discuss the main characters and the ideas they depict. <u>Integration:</u> <ul style="list-style-type: none"> • How can cartoons and comic strips be used in achieving the goals and objectives of the various vocational subjects? <u>Resources:</u> <ul style="list-style-type: none"> • Cartoons, comic strips, exercise books etc.
	<u>Reading & Viewing</u>	<u>Reads a cartoon/comic strip</u>	<u>Activities / Differentiation:</u>
	<u>Writing & Presenting</u>	<ul style="list-style-type: none"> • Summarises the main and supporting ideas. <u>Writes an advertisement</u>	<ul style="list-style-type: none"> • Source a suitable cartoon /comic strip <u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Read and identify the main ideas <u>Use the planning for the advert that was completed in week 3 and 4.</u>
	<u>Writing & Presenting</u>	<u>Produce a cartoon/comic script</u> <ul style="list-style-type: none"> • Use the writing process: • Revising • Uses a frame. • Editing • Outlines the script. • Proofreading • Uses correct format. • Presenting 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Learners produce their own advert. • Use persuasive language in the advert. • Use a writing frame provided by the teacher. • Add pictures, bold lettering, colour etc. to make the product look attractive • Design a cartoon/comic strip. • Work in pairs for peer assistance and support. <ul style="list-style-type: none"> • Learners are encouraged to use their creativity. <u>Integration:</u> <ul style="list-style-type: none"> • Creative Arts: for the design process. • Office Administration: computers may be used to design their advert.

	<u>Language Structure and Conventions</u>	<u>Sentence development:</u> • Use simple short sentences.	<u>Activities / Differentiation:</u> • Use a dictionary for spelling and the words. • Provide sentences for learners to fill in the missing word.

9 & 10	Formal Assessment	The two weeks allocated for formal assessment should be integrated across the 8 weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
Assessment Activities		
SKILL	WEIGHTING %	ACTIVITY
Listening and Speaking	25	Listens to a poem that is being read. Answer questions about the poem. Prepared Oral presentation.
Reading aloud Reflects on reading material	20	Read the text provided.
	15	Draft an advertisement linked to the skill of choice offered at school.
Language Structures and Conventions	15	Word level, sentence level and spelling and punctuation covered during the term. Make use of pictures and illustrations. Include: answering questions, fill in the missing word, select words from the box, tick the correct answer, identifying parts of speech and underlining it, etc.
Writing and Presentation	25	Assessment to incorporate the writing and presenting taught in this term.

3.2.4 YEAR 1 TERM 4

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner is able to:	
1 & 2	<u>Listening and Speaking</u> <u>Reading and Viewing</u> <u>Writing and Presenting</u> <u>Language Structure and Conventions</u>	Post-Baseline assessment	Standardised Baseline test provided by the Department of Basic Education.
3 & 4	<u>Listening and Speaking</u>	<u>Listens to a dialogue / radio drama</u> <ul style="list-style-type: none"> Introductory activities: prediction Listens and relates to own experience 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Learners should listen to the dialogue / radio drama. <u>Integration:</u> <ul style="list-style-type: none"> Link the dialogue or radio drama to one of the vocational subjects offered at school. <u>Resources:</u> <ul style="list-style-type: none"> Ensure age appropriate content.
	<u>Reading & Viewing</u>	<u>Reads a drama</u> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Gather information through responding to various questions. Support some learners with visual cues.
	<u>Writing & Presenting</u>	<u>Writes a character sketch</u> <ul style="list-style-type: none"> Thinks about characterisation 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Learners use flash cards to improve spelling

		<ul style="list-style-type: none"> Uses descriptive words to compare characters 	
	<u>Language Structure and Conventions</u>	Word level work: definite and indefinite articles, adjectives	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Learners will be able to identify definite and indefinite articles
5 & 6	<u>Listening and Speaking</u>	<u>Listens to a dialogue / radio drama (continued)</u> Participates in group discussions Takes turns to speak Stays on topic Asks relevant questions	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Learners should express their feelings about the dialogue / radio drama and demonstrate understanding.
	<u>Reading & Viewing</u>	<u>Reads a drama (continued)</u> Uses reading strategies: skimming and scanning Understands the vocabulary Identifies main and supporting ideas	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Activating prior knowledge and making connections. <u>Resources:</u> <ul style="list-style-type: none"> Use of dictionary. Textbooks and articles from magazines, the internet, newspapers or other sources, and prescribed booklets.
	<u>Writing & Presenting</u>	<u>Writes a character sketch (continued)</u> <ul style="list-style-type: none"> Plans, drafts and refines writing, focusing on improving spelling. Uses a dictionary for spelling and vocabulary development 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Uses adjectives to describe or compare characters

	<u>Language Structure and Conventions</u>	Word meaning: idioms, comparison.	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Learners will be able to recognise idioms and understand their meaning.
7	<u>Listening and Speaking</u>	<u>Listens to a dialogue / radio drama (continued)</u> Participates in group discussions <ul style="list-style-type: none"> Maintains discussion Responds to others' ideas with empathy and respect Gives balanced and constructive feedback 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Learners should answer questions verbally about the dialogue / radio drama
	<u>Reading & Viewing</u>	<u>Reads a drama (continued)</u> <ul style="list-style-type: none"> Identifies and discusses values in the text Discusses new vocabulary from the read text Uses a dictionary 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Analyse plot, characters and structure of drama. Ensure that the level of language is suitable – simplify, give vocabulary.
	<u>Writing & Presenting</u>	<u>Writes a character sketch (continued)</u> <ul style="list-style-type: none"> Use connecting words, e.g. 'however', to link sentences into cohesive paragraphs Use correct spelling and punctuation 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Learners would be able to use dictionary for spelling and vocabulary development <u>Resources:</u> <ul style="list-style-type: none"> Learner exercise books, activity books and the text Flash cards, writing pads and dictionaries
	<u>Language Structure and Conventions</u>	Spelling and punctuation: dictionary use.	<u>Activities/Differentiation</u>

			<ul style="list-style-type: none"> Learners will be able to use the dictionary to find the meaning of difficult words identified in the drama. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Use of dictionary Textbooks and articles from magazines, the internet, newspapers or other sources.
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8,9 & 10	Formal Assessment	The weeks allocated for formal assessment should be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
Assessment Activities		
SKILL	WEIGHTING %	ACTIVITY
Listening and Speaking	35	Listens to a dialogue or radio drama and answers open-ended questions about it.
Reading <ul style="list-style-type: none"> • Read aloud • Reflect on reading material 	10	Reads a text provided as part of a reading and comprehension assessment. Ensures that learners who have reading barriers are supported by a reader who reads the text to them.
	10	Answers questions about the text. (use a scribe where learners have difficulty writing.)
Language Structures and Conventions	30	<ul style="list-style-type: none"> • Definite and indefinite articles, dictionary use and Idioms
Writing and Presentation	15	<ul style="list-style-type: none"> • Writes a few sentences to explain what the dialogue or radio drama is all about.

3.2.5 YEAR 2 TERM 1

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1 & 2	<u>Listening and Speaking</u>	<p><u>Listen to a short article</u></p> <p>Express their feelings about the article and answer open-ended questions verbally.</p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> express thoughts and feelings about the article link to personal experience <p><u>Integration:</u></p> <ul style="list-style-type: none"> Selected articles can be linked to vocational subjects to allow learners to identify with the content. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Select an article that is age appropriate and of interest to the learners. Textbooks and articles from magazines, the internet, newspapers, other sources, teachers resource file
	<u>Reading & Viewing</u>	<p><u>Read an article</u></p> <ul style="list-style-type: none"> Read the article used at Listening and Speaking Interpret and explain text 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Discuss preferred results or ending Use a dictionary for vocabulary development, with guidance from teacher.

1 & 2	<u>Writing & Presenting</u>	<u>Write a paragraph based on personal experience</u> <ul style="list-style-type: none"> Write a descriptive paragraph of 5-8 sentences 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> write a short paragraph of 5-8 sentences on any personal experience. The teacher will give guidance in possible topics use appropriate vocabulary grammar, and punctuation; Learners on a lower cognitive level can be provided with a paragraph with missing words and a word bank
	<u>Language Structure and Conventions</u>	<u>Word Sentence Level:</u> Adjectives	<u>Activities/Differentiation</u> Definition of adjectives Complete a worksheet by identifying adjectives in sentences from the article
3 & 4	<u>Listening and Speaking</u>	<u>Listen to an article</u> (continued from week 1&2) <ul style="list-style-type: none"> Recalls main idea Retells events in correct sequence 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Discuss new vocabulary. Identify the main message– teacher manages and facilitates the discussion at all times. Retells events in correct sequence
	<u>Reading & Viewing</u>	<u>Read an article</u> (continued from week 1&2) <ul style="list-style-type: none"> Answer easy, middle and higher order questions 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Encourage independent reading discuss new vocabulary from the read text

3 & 4	<u>Writing & Presenting</u>	<u>Write a paragraph to a newspaper</u> <ul style="list-style-type: none"> • Write a paragraph with 5-8 sentences • Use appropriate grammar and punctuation 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> * use a headline, as an introduction to the paragraph * write at least 5-8 sentences, including relevant information to develop a coherent paragraph Learners on a lower cognitive level can be provided with a paragraph with missing words and a word bank <u>Integration:</u> <ul style="list-style-type: none"> • Paragraph can be linked to vocational subjects within the school
	<u>Language Structure and Conventions</u>	<u>Spelling and Punctuation:</u> <p>Full stops, capital and lower case (small) letters</p> <p>Dictionary use</p> <p>Question Mark</p> <p>Exclamation Mark</p>	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Explain exclamation marks • Explain- Question marks • Exercise – worksheet – learners punctuate the sentences based on the text or an exercise take from any resource
5 & 6	<u>Listening and Speaking</u>	<u>Listen to a short story</u> <ul style="list-style-type: none"> • Predicts what happens in the dialogue • Recalls main idea • Retells events in correct sequence 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Select a story that is age appropriate and of interest to the learners. • Introductory activity: prediction • Listens for information <ul style="list-style-type: none"> * retell events in the correct sequence; * identify and discuss key features; <u>Integration:</u> <ul style="list-style-type: none"> • Selected stories or articles can be linked to vocational subjects to allow learners to identify with the content.

			<u>Resources</u> <ul style="list-style-type: none"> Textbooks and articles from magazines, the internet, newspapers, other sources and teacher's resource file
	<u>Reading & Viewing</u>	<u>Read a short story</u> Distinguish central idea, characters and plot. Follow the Reading process: <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) (Follow the reading process throughout.)	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Select a reading text that is age appropriate and of interest to the learners. Pre- reading: Predicting from title and pictures to find meaning. use reading strategies to make predictions'; discuss new vocabulary from the text; discuss the central idea, plot, characters and setting; use a dictionary vocabulary development; and retell the story/text or the main idea of the story/text.

5 & 6	<u>Writing and Presenting</u>	<u>Write a book report</u> Write a book report on the read text	<u>Activities/Differentiation:</u> Teacher to provide template for the learner to use in completing the task. <ul style="list-style-type: none"> Learners with higher cognitive abilities can <ul style="list-style-type: none"> * write a report of 5 or more sentences * organise content logically; * link sentences into a coherent paragraph using connecting words and correct punctuation and grammar Learners with low cognitive abilities can be provided by a report with missing words and a word bank to help them complete it
	<u>Language Structure and Conventions</u>	<u>Sentence Level Work:</u> Simple Present Tense	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Complete a worksheet by Identify sentences in present tense from an extract from the story read
7&8		<u>Listen to a short story</u> (continued from week 5&6) <ul style="list-style-type: none"> Discusses the characters. Expresses emotional response to text read. Relates to own life experiences. Discuss the meaning of new vocabulary Uses a dictionary for vocabulary.	<u>Activities/Differentiation:</u> Discuss the characters Express emotional response to text read Relate to own life experience Discuss new vocabulary Complete a comprehension on the text read

7&8	<u>Reading & Viewing</u>	<u>Read a short story</u> (continued from week 5&6) <ul style="list-style-type: none"> • Answer easy, middle and higher order questions 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Pre-reading: predicting based on the title and/or graphics. • Show an understanding of the story
	<u>Writing and Presenting</u>	<u>Writes a description of a character</u> <ul style="list-style-type: none"> • Gives specific details • Uses appropriate grammar and punctuation 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Some learners will be able: <ul style="list-style-type: none"> ❖ to use the correct format. ❖ to use appropriate grammar and punctuation • Learners on a lower cognitive level can be provided by a description with missing words and a word table to complete it
	<u>Language Structure and Conventions</u>	<u>Word Sentence Level</u> <ul style="list-style-type: none"> • Proper and Common Nouns 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Definition of proper and common nouns • Underline the nouns in sentences from the read text

9 & 10	ASSESSMENT	The two weeks allocated for formal assessment should be integrated across the eight weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
SKILL	WEIGHTING %	ACTIVITY
Listening and Speaking	25	<ul style="list-style-type: none"> • Listens to and discusses a story, e.g. myth/legend and does a listening comprehension
Reading: Read aloud Reflect on reading material	15 20	<ul style="list-style-type: none"> • Reads a story e.g. Folklore (myth or legend) and focus on reading with expression and fluency. • Answers questions based on story.
Language Structures and Conventions	15	<ul style="list-style-type: none"> • Proper and Common Nouns – identify • Capital letters – fill in the capital letters • Punctuation: fill in <ul style="list-style-type: none"> ○ Full stop ○ Question mark ○ Exclamation mark • Adjectives- match the adjective to the noun that it describes
Writing and Presentation	25	<ul style="list-style-type: none"> • Writes a paragraph of at least 5-8 sentences

3.2.6 YEAR 2 TERM 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 & 2	<u>Listening and Speaking</u>	<u>Listens to a story</u> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific details • Asking relevant questions about the text • Identify possible new vocabulary 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Discuss the story. • Teacher must facilitate discussion with relevant questions <u>Integration:</u> <ul style="list-style-type: none"> • Selected stories can be linked to their own frame of reference to allow learners to identify with the content. <u>Resources:</u> <ul style="list-style-type: none"> • Age-and level-appropriate story. • Textbooks and articles from magazines, the internet, newspapers or other sources.
	<u>Reading and viewing</u>	<u>Group Guided Reading</u> <u>Reads a short story</u> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures/visuals • Identifies and explain the main events. • Discusses the characters. • Discuss the meaning of new vocabulary 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Identifies and explain main events • Discusses the characters • Retells the story • Identify new vocabulary

1 & 2	<u>Writing & Presenting</u>	<u>Writes a transactional text e.g. Formal/informal letters</u> <ul style="list-style-type: none"> • Requirements of format and style • Target audience purpose and context • Word choice • Uses appropriate grammar, spelling and punctuation • Uses the writing process <ul style="list-style-type: none"> ◦ Planning / pre-writing, drafting, revising, editing, proofreading and presenting 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Writes an informal letter to tell your friend about the story that you have read • 5-8 lines • Supply the correct format and style • Learners on a lower cognitive level can complete a letter by filling in missing words from a word bank. • Uses a word bank <u>Integration:</u> <ul style="list-style-type: none"> • PSW • Letter can be based on learners' own frame of reference to allow learners to identify with the content. <u>Resources:</u> <ul style="list-style-type: none"> • Writing frame • Word bank • A variety of vocabulary on flash cards / blackboard (adjectives, synonyms and antonyms) s
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1 & 2	<u>Language structures & conventions</u>	<u>Word level work:</u> Singular and Plural <u>Sentence level work:</u> <ul style="list-style-type: none"> Past tense 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Worksheet on changing words from singular to plural Worksheet on changing present tense sentences into past tense
3&4	<u>Listening and Speaking</u>	<u>Listen to an interview</u> <ul style="list-style-type: none"> Introductory activities: prediction Listen to and understand an interview. Language used Answer relevant questions. 	<u>Activity:</u> <ul style="list-style-type: none"> Choose a relevant topic for interviews. Discuss relevant questions that could also been used <u>Integration:</u> <ul style="list-style-type: none"> The interview can be linked to vocational subjects and the world of work <u>Resources:</u> <ul style="list-style-type: none"> Select an interview topic that is at the learners' level and of interest to the learners. Textbooks and articles from magazines, the internet, newspapers or other sources.
	<u>Reading & Viewing</u>	<u>Shared Reading:</u> <u>Reads information texts with visuals</u> , e.g. charts/tables/maps/results of interviews <ul style="list-style-type: none"> Pre-reading: predicting from title, headings and visuals. Discuss central idea and specific details. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Reads a report with visuals. Teacher facilitates a discussion with relevant questions to guide learners <u>Integration:</u>

		<ul style="list-style-type: none"> • Use reading strategies e.g. use textual and contextual clues. • Interpret graphic information. 	<ul style="list-style-type: none"> • Link the text to the world of work and how it may be useful in life and in the industries. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Poster/Transparencies with visuals of information text. • Enlarge copies of information text. • Textbooks and articles from magazines, the internet, newspapers or other sources.
3&4	<u>Writing & Presenting</u>	<p><u>Writes a report</u></p> <ul style="list-style-type: none"> • Writes a short report of based on information gained by the interview • Identify target audience • Formulate relevant content based on investigation (interviews) • Order information logically • Use appropriate grammar, spelling and punctuation. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Writes a report of 5-8 sentences based on the information text. • Discuss the target audience • Order information logically • Provide a writing frame • Provide a report with missing words and a word bank for learners on a lower cognitive level <p><u>Integration:</u></p> <ul style="list-style-type: none"> • The report can be linked to vocational subjects and how it may be useful in the industries.
	<u>Language Structure and Conventions</u>	<p><u>Word level work:</u></p> <p>Adjectives</p> <p><u>Spelling and punctuation:</u></p>	<p><u>Activities/Differentiation:</u></p> <p>Written activities consisting of:</p> <ul style="list-style-type: none"> • Identifying adjectives in sentences

		Exclamation mark, question mark.	<ul style="list-style-type: none"> worksheets: rewrite a paragraph by using question marks and exclamation marks at the correct places
5 & 6	<u>Listening & Speaking</u>	<p><u>Listens to and responds to a play</u></p> <p>Text from the class reader, textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Introductory activities: predicts from title/picture. Discuss key feature of the text. Identify and discusses the central idea, plot, setting, atmosphere and characters. Listen to specific details. Retell the story of the play in the correct sequence of events. Express thoughts and feelings on the message of the play. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Reads the play to the learners. Discusses the play. Express feelings about the play; Retell the play scenes in sequence; Answer questions verbally about the play; Identify central idea, plot, characters, setting and atmosphere. <p><u>Integration:</u></p> <ul style="list-style-type: none"> PSW. Selected play can be linked to their own frame of reference to allow learners to identify with the content. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Select a play that is age appropriate, at the learners' level and of interest to the learners. Textbooks and articles from magazines, the internet, newspapers or other sources.
	<u>Reading & Viewing</u>	<p><u>Shared Reading</u></p> <p><u>Reads a play</u></p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> All the learners read the same text under the direction of the teacher.

		<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 • Identify and comments on the setting, atmosphere and characters • Describe the plot. • Understand the vocabulary • Read aloud, changing speed as appropriate. • Express emotional response to texts read 	<ul style="list-style-type: none"> • Text must be enlarged and difficult words highlighted. • Comment on setting, atmosphere and characters • Discuss vocabulary • Discuss emotional response to text <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Selected reading material can be linked to their own frame of reference to allow learners to identify with the content. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Select a play that is age appropriate, at the learner's level and of interest to the learners • Textbooks and articles from magazines, the internet, newspapers or other sources.
5 & 6	<u>Writing & Presenting</u>	<p><u>Write a short summary</u></p> <ul style="list-style-type: none"> • Write a short summary of the play • Plots main events • Orders logically • Use appropriate grammar, spelling and punctuation. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Writes a short summary (5-8 sentences) of the play read • Supply a writing frame • Plot main events and order logically • Teacher has to guide the learners in the writing process. • Learners with a lower cognitive level can be provided with a summary with missing words and a word bank to help them

5 & 6	<u>Language structures & conventions</u>	<p><u>Sentence level work:</u></p> <p>Direct and indirect speech.</p> <p><u>Spelling and Punctuation:</u></p> <p>Inverted commas.</p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Worksheet: rewrite indirect speech from the read play or any other text into direct speech using inverted commas • Rewrite direct speech from the play using indirect speech
7&8	<u>Listening & Speaking</u>	<p><u>Listen to a short drama and participate in group discussions.</u></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Take turns to speak • Understand text and identify main ideas • Ask relevant questions • Discuss plot, setting and characters • Respond to others' ideas with respect 	<p><u>Activities/Differentiation:</u></p> <p>Reads a short drama.</p> <ul style="list-style-type: none"> • All the learners read the same text under the direction of the teacher • 'Text talk' is central • Those learners that can read can be grouped together supplied with a set of questions to guide their group discussions. • Facilitate group discussions amongst the different groups that are on different levels. • Highlight difficult words in the enlarged text. • Provide enrichment written activities based on the text. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Textbooks, the internet, or other sources. • Set of questions to guide the group discussions.

7&8	<u>Reading & Viewing</u>	<u>Paired and Shared Reading</u> <u>Read a short play.</u> Text from the textbook or TRF <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Discuss specific details of text • Discuss the meanings of difficult words 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Participates in paired and shared reading. • Teacher has to manage and facilitate paired reading • The non-readers can collect pictures from magazines that relate to the play and makes a collage in their exercise books during the writing session. • Some learners may be able to read in pairs, answer questions verbally about the short story, and identify main ideas
	<u>Writing & Presenting</u>	<u>Write a short dialogue</u> <ul style="list-style-type: none"> • Use direct speech and inverted commas • Plan, drafts and refines writing. 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> • Writes a short dialogue based on the play read (5-8 sentences) • Use direct speech with inverted commas • Learners must be guided by the teacher • Learners with writing barriers can use the pictures they collected in the reading section and compile a collage in their exercise book <u>Resources:</u> <ul style="list-style-type: none"> • Flash cards with vocabulary • Magazines

7&8	<u>Language structures & Conventions</u>	<u>Spelling and punctuation:</u> <ul style="list-style-type: none"> exclamation mark and question mark 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Worksheet with a dialogue. Put the exclamation and question marks at the correct places
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9 & 10	Formal Assessment	The assessment will be a test / mid-year exam The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.	
ASSESSMENT ACTIVITIES			
SKILL	WEIGHTING %	ACTIVITY	
Listening and speaking	25	Listens to a story and answers questions about the text.	
Reading <ul style="list-style-type: none">• Read aloud• Reflect on reading material	15 20	Reads an interview and answer questions	
Language Structures and Conventions	15	<ul style="list-style-type: none">• Past tense: worksheet: changes present tense into past tense• Punctuation: worksheet: supply correct punctuation:<ul style="list-style-type: none">○ Question marks○ Exclamation mark• Singular & Plural: give the correct form of singular and plural	
Writing and Presenting	25	Writes a description of character (5-8 sentences) Differentiation: Fill in the missing words describing a character Compile a character description with pictures	

3.2.7 YEAR 2 TERM 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 & 2	<u>Listening and Speaking</u>	<u>Listen to and discuss an advertisement</u> <ul style="list-style-type: none"> • Introductory activities: prediction • Identify key issues • Discuss the effectiveness of the advertisement • Express thoughts and feelings in an imaginative way 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Listens to and discusses the advert. • Discusses the content and meaning. • Discusses the purpose of the advert. • Identifies target audience and also link information in the advert to own experiences. <u>Integration:</u> <ul style="list-style-type: none"> • Learners bring adverts that relate to the specific skill that they are doing at school. • Learners present an oral about the advert and shares information about their skill with others <u>Resources:</u> <ul style="list-style-type: none"> • Select an advert from a magazine or newspaper.

	<u>Reading & Viewing</u>	<u>Read the advertisement</u> <ul style="list-style-type: none"> • Use reading strategies such as skimming and scanning • Predict content and makes inferences. • Use previous knowledge or textual clues. • Express views and comments on graphical techniques used in visual texts: color, lettering, and layout. 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Introduce the pictures in the advert and discuss certain aspects • Read and analyses the advert. • Answer questions about the advert in writing or verbally • Underline difficult words. <u>Integration:</u> <ul style="list-style-type: none"> • Advert may relate to a specific skill that is offered at the school. <u>Resources:</u> <ul style="list-style-type: none"> • Stationery, exercise books, magazines, newspapers.
1 & 2	<u>Writing & Presenting</u>	<u>Writes an advertisement</u> <ul style="list-style-type: none"> • Expresses ideas clearly and logically • Uses appropriate visuals and layout • Uses appropriate grammar, spelling and punctuation • Uses language for creative and imaginative Self-expression. • Expresses ideas clearly and logically • Use the Writing process: <ul style="list-style-type: none"> ❖ Planning, Drafting, Revising, Editing, Proofreading, Presenting 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Learners design their own advert to sell a product. • Use persuasive language in your advert • Add pictures to make the product look attractive • Express ideas clearly and logically • Use appropriate grammar, spelling and punctuation <u>Integration:</u> <ul style="list-style-type: none"> • The advert that is being designed can be about a product that is manufactured at school in the skills department. <u>Resources:</u> <ul style="list-style-type: none"> • Stationery, exercise books, magazines, newspapers.

	<u>Language Structure and Conventions</u>	<u>Word level work:</u> pronouns <u>Sentence level work:</u> simple present tense, past tense, future tense	<u>Activities / Differentiation</u> <ul style="list-style-type: none"> Learners use Pronouns in sentences of their own Learners identify Pronouns in sentences and underline them Write sentences in the various tenses. Pair learners for support.
3 & 4	<u>Listening and Speaking</u>	<u>Listens to a short story</u> <ul style="list-style-type: none"> Listen to and discuss a short story In groups link information from own experiences. Discuss the values portrayed. Explain own emotions and feelings about the story- 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Introduce the pictures in the story and discuss certain aspects e.g. prediction, setting and characterization. Discuss own emotions and feelings about the story <u>Integration:</u> <ul style="list-style-type: none"> Link characters to the experiences of learners in the world of work. <u>Resources:</u> <ul style="list-style-type: none"> Appropriate chapter/text from a short story

5 & 6	<u>Language Structure and Conventions</u>	<u>Word level work:</u> verbs <u>Word meaning:</u> antonyms and synonyms	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Guide the use of verbs Identify verbs from the information text and use them in sentences
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3 & 4	Reading & Viewing	Reads a short story <ul style="list-style-type: none">Read a short story.	Activities / Differentiation: <ul style="list-style-type: none">Introduce the pictures in the story and discuss certain aspects e.g.	Activities / Differentiation: <ul style="list-style-type: none">Provide worksheets and activities based on antonyms and synonyms.	
7 & 8		Listening and Speaking <ul style="list-style-type: none">Ask questions about charactersIdentify and explain the central idea/themeView and discusses content and messages of the text.Retell the story in own wordsDiscuss effectiveness of the graphics and music.Discuss the title, main characters and underlying message.	Listen to or view audio-visual / read text: cartoons / comic strips <ul style="list-style-type: none">Identify new words in new sentences.Read sentences aloud.Learners read text with the teacherReads text independently focusing on fluency, tone and pace	Activities / Differentiation: <ul style="list-style-type: none">Ask relevant questions: "What is the message in the text", "How do the graphics impact on the clarification of the text?"Discuss the main characters and the ideas they depict.Integration: Learners read text with the teacherReads text independently focusing on fluency, tone and paceIntegration: How can cartoons and comic strips be used in achieving the goals and objectives of the various vocational subjects?Link characters to the experiences of learners in the world of work.	
	Writing & Presenting	Write a book review <ul style="list-style-type: none">Use a writing frameSelect content appropriate for purposeUse appropriate format, language and text structureUse appropriate grammar, spelling and punctuation.	Reads a cartoon / comic strip <ul style="list-style-type: none">Follows short printed instructions and explains the purposeSummarizes the main and supporting ideas.	Activities / Differentiation: <ul style="list-style-type: none">Explain the purpose of a book review.Provide an example of a review with questions to be answered in writing or verbally e.g. "What is the title of the story?", "What is the story about?"Provide a writing frame for the reviewSome learners may cut out pictures from a magazine and present a logical and sequential review of a book that they have read.Pair learners to enable support with grammar, spelling and punctuation	
				Resources: <ul style="list-style-type: none">Cartoons, comic strips, exercise books etc.	

37 & 48	<u>Language structure and convention.</u>	<u>Word level work:</u> <u>Presenting</u> <ul style="list-style-type: none"> degrees of comparison <u>Spelling and punctuation:</u> <ul style="list-style-type: none"> abbreviations 	<u>Make and negotiate meaning from pictures:</u> <ul style="list-style-type: none"> Make a list of sequence of events in the comic strip <ul style="list-style-type: none"> Outlines the script Uses correct format 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Worksheet: Learners makes comparisons (use word effects) Worksheet: Abbreviations the teacher will be needed <ul style="list-style-type: none"> Sequence of events with missing words with a word bank can also be provided 	
		<u>Language Structure and Conventions</u>	<u>Word level work:</u> <ul style="list-style-type: none"> verbs, adjectives, adverbs. <u>Sentence level work:</u>	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Make use of comic strips texts to find suitable verbs, adjectives and adverbs. 	
5 & 6	<u>Listening and Speaking</u>	<u>Listens to a weather report</u> <ul style="list-style-type: none"> Introductory activities: prediction Links information to own life. Discusses possible effects on people. Compare conditions in different places and indicates preferred destinations with reasons. 	<u>Weather report</u> <ul style="list-style-type: none"> Direct and indirect speech. 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Verbal discussion about the four seasons and weather. Discuss which season learners like best and why. Discuss the weather in different countries and how it affects the lives of people. <u>Integration:</u> <ul style="list-style-type: none"> Discuss the impact of the season on various jobs and the impact that the weather has on manufacturing various products or providing services. 	

	<u>Reading & Viewing</u>	Reads an information text e.g. weather report <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures. • Identifies and explains similarities and differences • Uses reading strategies such as skimming and scanning. • Interprets visuals 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Read a weather report. • Some learners may benefit from reading a bar chart that illustrates rainfall. • Discuss and explain the visuals • Use lots of pictures <u>Integration:</u> <ul style="list-style-type: none"> • Discuss the impact of the season on various jobs and the impact that the weather has on manufacturing various products or providing services. <u>Resources:</u> <ul style="list-style-type: none"> • Exercise books, worksheets, maps, charts, diagrams etc.
5 & 6	<u>Writing & Presenting</u>	<u>Compiles information text e.g. weather chart</u> <ul style="list-style-type: none"> • Designs own weather chart • Organizes information logically • Includes specific details • Designs appropriate visuals, e.g. charts/tables/maps • Uses appropriate grammar, spelling and punctuation 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Learners design their own weather chart/season chart in exercise books. • Uses appropriate grammar, spelling and punctuation • Supply a writing template for those who have writing barriers • Vocabulary on flash cards <u>Integration:</u> Selected information text can be linked to vocational subjects to allow learners to identify with the content

		<ul style="list-style-type: none"> • Uses the writing process: <ul style="list-style-type: none"> ○ Planning/pre-writing, Drafting, Revising, Editing, Proofreading and Presenting 	<u>Resources:</u> <ul style="list-style-type: none"> • Weather chart worksheets • maps, charts, diagrams • Writing template and flash cards • Pictures e.g. Weather symbols • Posters • Magazines
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9 & 10	Formal Assessment	The two weeks allocated for formal assessment should be integrated across the 8 weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
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Assessment Activities

SKILL	WEIGHTING %	ACTIVITY
Listening and Speaking	25	Listening Skills test. Learners listen while a text is read and they answer questions Prepared or Unprepared Oral assignment
Reading aloud	20	Read aloud with fluency, tone and expression
Reflects on reading material	15	Review reading activities during the term and incorporate into an assessment.
Language Structures and Conventions	15	Word level, sentence level and spelling and punctuation covered during the term. Make use of pictures and illustrations. Include: answering questions, fill in the missing word, select words from the box, tick the correct answer, identifying parts of speech and underlining it, etc.

Writing and Presentation	25	Assessment to incorporate the writing and presenting taught in this term.
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3.2.8 YEAR 2 TERM 4

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner is able to:	
1 & 2	<u>Listening and Speaking</u>	Listens to and discusses an instructional text, e.g. recipe, directions <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a cup of tea • Asks questions to clarify 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Ask questions to clarify and give direction • Listen for specific details • Use details accurately • Gives clear instructions, e.g. on how to make a cup of tea <u>Integration:</u> <ul style="list-style-type: none"> • The instructional text can be linked to vocational subjects to allow learners to identify with the content. Also be linked to the world of work and how it would be useful in the industries. <u>Resources:</u> <ul style="list-style-type: none"> • Examples of recipes/instructions from vocational subjects • Textbooks, Teacher's resource file, Internet, Printed media, Audio visual materials

1 & 2	<u>Reading & Viewing</u>	Reads an instructional text (e.g. recipe) <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Shares ideas and offers opinion using speculation and hypothesis • Recalls procedure • Uses a dictionary for vocabulary development 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Recall the procedure. • Discuss central idea and specific details • Understand the vocabulary and answer questions verbally about the recipe as well as asking questions for clarity. • Identify and discuss the instructions. <u>Integration:</u> <ul style="list-style-type: none"> • A selected instructional text can be linked to vocational subjects to allow learners to express themselves according to their cultural background.
	<u>Writing & Presenting</u>	<u>Writes an instructional text on proper classroom behaviour/safety rules</u> <ul style="list-style-type: none"> • Uses the writing process • Planning / pre-writing, Drafting, Revising, Editing, Proofreading and Presenting • Orders logically • Work in pairs 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Work in pairs and write a set of classroom rules/safety rules • Guide learners in selecting relevant information • Use the writing process • Sentence strips may be provided to learners who are unable to construct their own. • The dictionary will be used to assist with spelling. <u>Integration:</u> Use safety signs from the skills workshops in this lesson/ classroom rules <u>Resources:</u> Classroom rules and safety rules from vocational subjects

1 & 2	<u>Language Structure and Conventions</u>	<u>Word level work:</u> <ul style="list-style-type: none"> nouns, pronouns <u>Spelling and punctuation:</u> <ul style="list-style-type: none"> dictionary use full stop, comma, colon 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Sentences with nouns and pronouns Word search: nouns Sentences showing punctuation Explain – comma – it is used when listing a number of items, when giving directions to a place, etc. Explain the colon and its use Use your instructional text to demonstrate the full stop, comma and colon Spelling words
3 & 4	<u>Listening and Speaking</u>	<u>Listens to a poem</u> <ul style="list-style-type: none"> Text from the textbook or Teacher's Resource File (TRF) Introductory activities: prediction Identifies main ideas and specific details Relates to own life Expresses and justifies own opinion with reasons Asks critical questions which do not have obvious answers 	<u>Activities/Differentiation:</u> <u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Read the poem and point out new vocabulary Ask open-ended questions about the poem e.g. <ul style="list-style-type: none"> ❖ What did the poem remind you of? ❖ What is the main idea? Teacher facilitates the discussion. <u>Integration:</u> <ul style="list-style-type: none"> Learners could select poems and make frames, re-type poems, decorate poems, etc. <u>Resources:</u> <ul style="list-style-type: none"> Select a poem of interest to the learners and at their level Textbooks, Teacher's resource file, Internet, Printed media,

3 & 4	<u>Reading & Viewing</u>	<u>Read a poem:</u> <ul style="list-style-type: none"> • Pre-reading: predicting from title • Describes and analyses emotional response to text. 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Group reading can take place • Identify the theme and message • Discuss emotional response to the text • Discuss new vocabulary • Use of dictionary
	<u>Writing & Presenting</u>	<u>Translate the visual impulse into words</u> Interpret the understanding of the poem with the use of pictures and relevant vocabulary	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Use pictures and words to make a collage of the poem to demonstrate the level of understanding
	<u>Language Structure and Conventions</u>	<u>Sentence level:</u> negative and positive form <u>Word meaning:</u> synonyms, antonyms, <u>Punctuation and spelling:</u> Dictionary use	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Worksheet: Use the poem to formulate sentences that have to be change in negative form • Choose words from the poem to do synonyms and antonyms • New vocabulary in reading and viewing will result into using of the dictionary
5 & 6	<u>Listening and Speaking</u>	<u>Listens to a report</u> <ul style="list-style-type: none"> • Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: prediction • Identifies main ideas and specific details 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Pre- reading: predicting from the name of the report • Learners are able to discuss specific details of the text • Learners are able to discuss the sequence of events <u>Integration:</u> <ul style="list-style-type: none"> • Selected report can be linked to vocational subjects to allow learners to identify with the content.

			<u>Resources:</u> <ul style="list-style-type: none"> Textbooks and articles from magazines, the internet, newspapers or other sources and Teacher's resource file
5 & 6	<u>Reading & Viewing</u>	<u>Read the Report</u> <ul style="list-style-type: none"> Pre-reading: predicts from title and discusses related content Identifies and explains the central events Identifies and discusses point of view Identifies and discusses feelings expressed 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Introductory activity: prediction Discuss the main message. Retell events in the correct sequence. Express thoughts and feelings about the report.

5 & 6	<u>Writing & Presenting</u>	<u>Write a summary of the text read</u> <ul style="list-style-type: none"> Follow writing frame. Use appropriate vocabulary. Use correct punctuation. Recollect main ideas and reflect on them. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Teacher supplies a template appropriate for this task. Teacher develops different tasks for different levels of performance. Ask questions about the text. Learners should write summary following the writing process.
	<u>Language Structure and Conventions</u>	Word level: Adverbs Adjectives: numerical Word meaning: idioms	<u>Activities Differentiation</u> <ul style="list-style-type: none"> Explain numerical adjectives Write sentences in exercise book underlining the adverbs and adjectives Provide a definition of idioms Discuss a few idioms and decide which is relevant to everyday life at school and home
7	<u>Listening and Speaking</u>	Listen to a story and acts it out <ul style="list-style-type: none"> Use of tone, pace and intonation Use of cues Appropriate body language Listening comprehension Oral communication <ul style="list-style-type: none"> Use of appropriate language 	<u>Activities Differentiation:</u> <ul style="list-style-type: none"> Express their feelings about the story and give guidance. Answer questions verbally about the story. Give learners an opportunity to role play the story Do a listening test on content? <u>Integration:</u> <ul style="list-style-type: none"> Selected stories or can be linked to vocational subjects to allow learners to express themselves according to their cultural background. <u>Resources:</u> <ul style="list-style-type: none"> Select a story that is age appropriate and of interest to the learners. Textbooks or Teacher's Resource File (TRF), audio-visual materials

7	<u>Reading & Viewing</u>	<u>Reads a short novel / story / poem</u> Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central events • Discusses the characters • Identifies and discusses feelings expressed • Uses a range of reading strategies • Uses a dictionary for vocabulary development 	<u>Activities Differentiation:</u> <ul style="list-style-type: none"> • Predict what the story is about. • Express their opinions through reasoning. • Answer questions verbally about the story. • Use a dictionary for vocabulary development/ Use flashcards to highlight new words • Retells story or main ideas in 5-8 sentences • Complete a comprehension
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7	<u>Writing & Presenting</u>	<u>Writes a character sketch</u> Thinks about characterisation Uses descriptive words to compare characters Plans, drafts and refines writing, focusing on improving spelling and grammar Uses the writing process <ul style="list-style-type: none"> Planning / pre-writing, Drafting, Revising, Editing, Proofreading, Presenting 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Writes a description of a character in 5-8 sentences that have been identified in the short story or learners on a lower cognitive level can complete a character description by filling in missing words from a word bank. Supply a writing frame Uses a word bank Those learners with a writing barrier can use pictures to describe the character
7	<u>Language Structure and Conventions</u>	<u>Word level:</u> <ul style="list-style-type: none"> gender <u>Punctuation and spelling:</u> <ul style="list-style-type: none"> Dictionary use 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Discuss different examples of gender in the story read Worksheet: complete the given list of gender Dictionary use was being covered in Reading and Viewing

8, 9 & 10	Formal Assessment	The weeks allocated for formal assessment should be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
Assessment Activities		
SKILL	WEIGHTING %	ACTIVITY
Listening and Speaking	25	<ul style="list-style-type: none"> • Unprepared speech • Prepared speech • Comprehension
Reading <ul style="list-style-type: none"> • Read aloud • Reflect on reading material 	15 20	<ul style="list-style-type: none"> • Reads an instructional text e.g. list of classroom rules/recipe
Language Structures and Conventions	15	<ul style="list-style-type: none"> • Adverbs, numerical adjectives, nouns, • Synonyms, Antonyms • Positive and Negative forms • Gender • Dictionary use
Writing and Presentation	25	<ul style="list-style-type: none"> • Writes an instructional text, e.g. classroom rules

3.2.9 YEAR 3 TERM 1

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner is able to:	
1 & 2	<u>Listening and Speaking</u>	<p><u>Listens to radio or newspaper reports and discusses current issues</u></p> <ul style="list-style-type: none"> • Introductory activities: prediction/Listens for specific details in radio and television programmes • Asks questions 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Introductory activity: prediction/ what is it about? • Discuss the main message. • Retell events in the correct sequence. • Express thoughts and feelings about the report. • Unprepared speech on a topic related to report (20 sec-1min) • Ask relevant questions. • Complete a listening test <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Selected reports can be linked to vocational subjects to allow learners to identify with the content. • Example: Report on an accident taken place in workshop due to lack of safety rules <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Select a report that is age appropriate and of interest to the learners. • Textbooks and articles from magazines, the internet, newspapers or other sources, and radio.

	<u>Reading and Viewing</u>	<u>Reads a newspaper article for understanding</u> <ul style="list-style-type: none"> • Interpret and explain text • Skimming for main ideas • Facts and opinions • Formal and informal language • Identify unfamiliar words • Dictionary use 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Pre-reading activities: prediction based on the title and/graphics. • Discuss main ideas, facts and opinions • Some learners will be able to identify and discuss both the intended and the hidden messages. • Those learners with reading skills can use different reading strategies in order to understand what is being read: skimming, scanning, prediction. • Describe preferred results or endings. • Learners with good reading skills can use a dictionary for vocabulary development – guidance from teacher. <u>Integration:</u> <ul style="list-style-type: none"> • Selected articles can be linked to vocational subjects to allow learners to identify with the content. <u>Resources:</u> <ul style="list-style-type: none"> • Textbooks and articles from magazines, the internet, newspapers, readers, or other sources and teacher's resource file
	<u>Writing & Presenting</u>	<u>Writes a transactional text e.g. formal/informal letter</u> <p>Write a letter to the newspaper</p> <ul style="list-style-type: none"> • Follow the writing process. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Write a letter to a newspaper regarding the article that have been read. (2 or more paragraphs) • Provide a writing frame

		<ul style="list-style-type: none"> • Planning, drafting, refining and writing. • Logically sequence the events. • Use topic sentence for the article. 	<ul style="list-style-type: none"> • A letter with missing words can be provided • Some learners will be able to express ideas clearly – beginning, middle, ending. • Teacher guides to plan, draft, refine. <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Content of letter can be linked to vocational subjects to allow learners to identify with the content.
	<u>Language Structure and Conventions</u>	<p><u>Word Sentence Level:</u></p> <ul style="list-style-type: none"> • Common and proper Nouns • Countable and uncountable nouns <p><u>Spelling and Punctuation:</u></p> <ul style="list-style-type: none"> • Capital and lower case (small) letters • Comma • Full stop • Dictionary use 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Explain common and proper nouns • Explain countable and uncountable nouns • Written activity: Identify common, proper, countable and uncountable nouns in sentences and list them separately • Consolidation of punctuation: full stop, comma, capital letters and lower case letters and use of dictionary can be addressed in the writing of the letter
3 & 4	<u>Listening and Speaking</u>	<p><u>Listen to and discuss a folklore, e.g. myth or a legend</u></p> <ul style="list-style-type: none"> • Predicts what happens in the story • Recalls events in the correct sequence • Discusses plot, setting, characters and main message 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Discuss new vocabulary • Predict what happens in the story • Use the information from the text to answer questions verbally about plot, setting, characters and main message • Recall the events in the correct sequence.

			<ul style="list-style-type: none"> Teacher manages and facilitates the discussion at all times. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Select a folklore that is age appropriate and of interest to the learners. Textbooks and articles from magazines, the internet, newspapers or other sources and Teacher's Resource file
3 & 4	<u>Reading and Viewing</u>	<p><u>Read folklore, e.g. a myth or a legend</u></p> <ul style="list-style-type: none"> Understand text. Apply sequencing skills. Key feature of text: Characters, plot, conflict and setting 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Pre-reading activities e.g. prediction based on title and/or graphics Uses reading strategies: skimming, scanning, prediction in order to interpret. Discuss elements of folklore, e.g. characters, plot, conflict, setting and message. Explain the text. Invent and describe endings. Advanced readers can use a dictionary for vocabulary development Complete a written comprehension
	<u>Writing & Presenting</u>	<p><u>Write a summary of the folklore, myth or legend</u></p> <ul style="list-style-type: none"> Sequence events. Identify main ideas. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Use appropriate vocabulary. Provide a writing frame and a word bank Write at least 5-10 sentences

		<ul style="list-style-type: none"> Write in own words, using appropriate vocabulary. 	<ul style="list-style-type: none"> Teacher guides to plan, draft and refine writing. A summary with missing words with a word bank can also be provided
3 & 4	<u>Language Structure and Conventions</u>	<p><u>Sentence Level Work:</u></p> <ul style="list-style-type: none"> Simple Present Tense Simple Past Tense Simple Future Tense <p><u>Spelling and Punctuation:</u></p> <ul style="list-style-type: none"> Dictionary use 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Dictionary Use: Dictionary use for advanced readers during reading and viewing period Explain Simple Present Tense and Simple Past Tense, – walk = walked, go = went, etc.- Change the Present Tense words in a paragraph from the newspaper article to the Past Tense/ Underline all the Present Tense verbs in the paragraph - play = played, buy = bought, etc. Introductory exercise on changing present tense into future tense <p><u>Integration:</u></p> <ul style="list-style-type: none"> Sentences can be linked to vocational subjects to allow learners to identify with the content.
5 & 6	<u>Listening & Speaking</u>	<p><u>Listens to a persuasive text, e.g. radio advertisement</u></p> <ul style="list-style-type: none"> Predicts what happens in the advertisement Asks thought-provoking questions Shares ideas and offers opinions 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Introductory activity: prediction Listens for information Identify and discuss key features and content Express thoughts and feelings about the advertisement – teacher manages and facilitates the discussion at all times.

			<ul style="list-style-type: none"> Prepared speech on a topic related to advertisement <p><u>Integration:</u></p> <ul style="list-style-type: none"> Selected advertisement can be linked to vocational subjects to allow learners to identify with the content. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Select an advertisement that is age appropriate and of interest to the learners. Radio, textbooks and articles from magazines, the internet, newspapers or other sources and Teachers resource file
5 & 6	<u>Reading & Viewing</u>	<p><u>Reads a persuasive text</u></p> <ul style="list-style-type: none"> Follow the reading process. Identify main and subordinate ideas. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Pre-reading activities: Prediction based on the title and/or graphics. Advanced readers use reading strategies to understand what is being read: skimming, scanning, prediction. Identify and discuss cultural and social values in the text. Retell the text or the main idea of the text
	<u>Writing & Presenting</u>	<p><u>Write a persuasive text, e.g. a speech/advert</u></p> <ul style="list-style-type: none"> Follow the writing process. Use persuasive words. Demonstrate ability to convey a message. Use correct language and punctuation. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Write an advert/speech of 5-10 sentences on not to neglect pets or other topic that the learners can relate to Provide a writing frame and a word bank Some learners will be able to brainstorm ideas for a topic and develop ideas.

			<ul style="list-style-type: none"> Some learners will be able to express ideas clearly and logically. An advert /speech can be provided with missing words and a word bank to help them <p><u>Integration:</u></p> <ul style="list-style-type: none"> Advert or speech can be linked to vocational subjects in order to promote their skill and to allow learners to identify with the content.
5 & 6	<u>Language Structure and Conventions</u>	<p><u>Sentence level work:</u></p> <ul style="list-style-type: none"> Direct and Indirect (Reported) Speech <p><u>Spelling and punctuation:</u></p> <ul style="list-style-type: none"> Inverted commas (quotation marks) 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Indirect (Reported Speech) – when we talk to someone, we use Direct Speech. When we want to tell someone what somebody else has said, we use Indirect Speech/ Reported Speech Explain the use of quotation marks when using indirect speech. Follow up with a written activity
7 & 8	<u>Listening & Speaking</u>	<p><u>Listens to and discusses a dialogue</u></p> <ul style="list-style-type: none"> Understand text. Identify main ideas. Formulate own ideas clearly. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Introductory activities: prediction Listen for information Summarise main ideas. Interact positively during group discussions. Discuss context, speaker's body language, content, etc.

7 & 8	<u>Reading & Viewing</u>	<u>Reads a simple play or drama</u> <ul style="list-style-type: none"> Understand the text. Identify main characters and plot. Identify main message 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Pre- reading activities: prediction based on the title and/or graphics Give advanced readers the opportunity to read aloud with appropriate tempo and clear pronunciation. Learners must have an understanding of the text. Identify the plot and characters
	<u>Writing & Presenting</u>	<u>Writes a dialogue</u> <ul style="list-style-type: none"> Follow the writing process. Build around a central idea. Use appropriate punctuation and language structures. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Write a dialogue (5-10sentences) using two or more characters Use appropriate punctuation and language structures Dialogue should reveal a central idea. A dialogue with missing words and a word bank can be provided to complete <u>Integration:</u> <ul style="list-style-type: none"> Selected dialogues can be linked to vocational subjects to allow learners to identify with the content
	<u>Language Structure and Conventions</u>	<u>Word Sentence Level</u> <ul style="list-style-type: none"> Conjunctions Prepositions <u>Sentence Level Work:</u> <ul style="list-style-type: none"> Simple Sentences Complex Sentences 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Explain – simple sentences Explain – complex sentences Join the simple sentences with the conjunctions (and, but, because, etc.) to form a complex sentence

		<u>Word meaning:</u> <ul style="list-style-type: none">Antonyms	<ul style="list-style-type: none">Antonyms – words that have opposite meanings – hot + cold. Written activity: choose the correct antonymsIntroduce the learners to prepositions. Illustrate the use of prepositions with examples
9 & 10	<u>ASSESSMENT</u>	The two weeks allocated for formal assessment should be integrated across the 8 weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.	
Assessment Activities			
SKILL	WEIGHTING %	ACTIVITY	
Listening and Speaking	25	The listening and speaking assessments must incorporate the work that was covered during the term.	
Reading aloud	20	Focus on reading aloud with the appropriate tone, fluency and clarity.	
Reflects on reading material	15	Assessment based on material read.	
Language Structures and Conventions	15	<ul style="list-style-type: none">Common, proper, countable and uncountable nounsAntonyms and PrepositionsConjunctionsPunctuation: full stop, comma, capital lettersPresent, Past and Future Tense, Simple and complex sentences	
Writing and Presentation	25	The writing and presenting content taught during the term must be assessed.	

3.2.10 YEAR 3 TERM 2

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1 & 2	<u>Listening and Speaking</u>	<p>The learner is able to:</p> <p><u>Listens to and discusses an instructional text, e.g. recipe, or listen to instructions to draw different shapes.</u></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Practical demonstration • Recalls procedure • Identifies the feature of instructional text • Notes key headings • Give clear instructions e.g. how to make a cupcake / how to make a cup of tea / how to draw different shapes • Ask questions to clarify. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • The vocational class can be used for a practical demonstration e.g. how to make a cupcake. • Discusses the instructions for the recipe / to draw shapes • Identify and discuss the sequence of instructions. • Ask questions to clarify. <p><u>Integration:</u></p> <p>The instructional text can be linked to vocational subjects to allow learners to identify with the content. Also be linked to the world of work and how it would be useful in the industries.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Select a recipe / instructional text that are at the learners' level and of interest to the learners. It should be an instructional text that can be easily demonstrated.

			<ul style="list-style-type: none"> Ingredients and / or equipment required for the recipe or drawings. Textbook and articles from magazines, the internet, newspapers or other sources. and Teachers resource file
1 & 2	<u>Reading and viewing</u>	<u>Shared Reading</u> <u>Reads an instructional text e.g. recipe or instructions how to draw different shapes</u> <ul style="list-style-type: none"> Pre-reading: Predicting from title and pictures / visuals. Uses reading strategies: predicting contextual clues. Discusses specific details of text. Discusses sequence of instructions. Discusses the meanings of difficult words. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Reads an instructional text, e.g. recipe / instructions to draw shapes. All the learners read the same text under the direction of the teacher. (supply an enlarged copy for each learner) 'Text talk ' is essential. Cuts out and sequences instructions. Works out the utensils required. Ask questions to clarify difficult words. Records new words and meanings in personal dictionaries. <u>Integration:</u> <ul style="list-style-type: none"> Illustrate how the instructional text is used in the vocational school. Allow learners from the various skills to give input.

1 & 2	<u>Writing & Presenting</u>	<u>Writes an instructional text e.g. how to make a cup of tea / own recipe.</u> <ul style="list-style-type: none"> • Selects appropriate content for the topic. • Develops a frame for writing. • Orders information logically. • Lists materials and ingredients. • Organizes words and sentences appropriately. • Uses appropriate grammar, spelling and punctuation. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Writes the instructions (5-10 instructions) for making a cup of tea /writes a recipe (5-10 lines) for a favourite dish. • Supply a writing frame and a word bank • List the instructions logically • Worksheet: place sentences in correct order. Teacher guiding those that have difficulties. • Answers comprehension questions based on a recipe/instructions
	<u>Language structures & conventions</u>	<u>Revise Term 1</u> <u>Word sentence level work:</u> <ul style="list-style-type: none"> • Conjunctions • prepositions <u>Sentence level work:</u> <u>Revise Term 1</u> <ul style="list-style-type: none"> • Simple and complex sentences. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Written activities: Use the recipe read and identify and underline prepositions • Worksheet: simple and complex sentence using conjunctions

3 & 4	<u>Listening and Speaking</u>	<p><u>Oral forms of communication e.g.</u></p> <p><u>Group Discussion</u></p> <p><u>Listen to a text such as a short story / youth novel / drama.</u></p> <ul style="list-style-type: none"> • Introductory activities: prediction • Initiate and sustain conversations. • Identifying main and supporting ideas. • Take turns to speak. • Share ideas and experiences and show understanding of concepts. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Listens to a text. • Initiates and sustain group discussion. • Take turns to speak. • Responds to others with respect. • Asks questions <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Group discussion about selected stories/ youth novel /drama or articles can be linked to vocational subjects to allow learners to identify with the content. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Selects a story/ article / youth novel / drama that are age appropriate, of the interest to the learners and suitable for group discussion. • Textbooks and articles from magazines, the internet, newspapers or other sources.and Teachers Resource File
	<u>Reading & Viewing</u>	<p><u>Group Guided Reading:</u></p> <p><u>Literacy text such as short story / youth novel / drama.</u></p>	<p><u>Activities/Differentiation</u></p> <ul style="list-style-type: none"> • Group guided reading using reading strategies. • 'Text talk' is central • Verbal discussion based on text

		<ul style="list-style-type: none"> Key features of literature text such as character, characterisation, plot, conflict, background, setting and theme. <p>Use the Reading process:</p> <p>Pre reading: Predicting from title and pictures.</p> <p>During reading: (features of text)</p> <p>Post reading: (answer questions, compare, contrasted)</p> <p>Reading comprehension and reading strategies:</p>	<ul style="list-style-type: none"> If practicable: divide the class in groups to discuss the details of the factual text. Facilitate Facilitate group discussions. Ask questions about the text. <p><u>Integration:</u></p> <ul style="list-style-type: none"> Link the text to the world of work and how it may be useful in the industries. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Enlarged copies of text.
3 & 4	<u>Writing & Presenting</u>	<p><u>Writes a short story / film-review</u></p> <p>Views extracts from a film or read a short story</p> <ul style="list-style-type: none"> uses a writing frame Selects content appropriate for purpose Uses appropriate format, language and text structure. Uses appropriate grammar, spelling and punctuation. Advanced learners can use a dictionary for spelling and vocabulary development 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Writes a story or film review (5-10 sentences) Explains purpose of story or film review Provides an example of a-review with questions to be answered: "What is the title of the story/film?". "What is the story about?" Provides a writing frame with the following guidelines: <ul style="list-style-type: none"> Title of the story or film Plot (what happens in the story) Setting (where and when did the story take place) Characters (who are the people in the story)

			<ul style="list-style-type: none"> ○ Theme (what is the story about / message of the story) ○ What I like (what was the best part of the story) ○ Recommendation (why would you recommend the book or film to a friend) • Provide pictures for those who are going to present a story or film review with pictures. • Pair learners to enable support with appropriate grammar, spelling, punctuation and text structure. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Example of review. • Writing frame. • Pictures.
3 & 4	<u>Language Structure and Conventions</u>	<p><u>Revise Term 1</u></p> <p><u>Word level work:</u></p> <ul style="list-style-type: none"> • Collective nouns • Plural and singular • <u>Spelling and punctuation:</u> • exclamation mark, question mark, comma 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Written activities: Collective nouns • Worksheet; Complete the plural and singular • Sentences from story read to demonstrate exclamation mark, question mark, comma • Worksheet: Punctuation

5 & 6	<u>Listening & Speaking</u>	<p><u>Listens to and discusses an information text e.g. an informative text about a remarkable young South African</u></p> <p>Text from the class reader, textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: predicts from title/picture. • Listens for specific details • Links information to own life. • Express thoughts and feelings and form own opinion • Know meanings of new words. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Reads the informative text to the learners. • Supply an enlarged copy for each learner • Discusses the text. • Explains meaning of new words. • Answer questions verbally about the text. • Show understanding of the text and participate in the discussions. <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Information text can be linked to vocational subjects to allow learners to identify with the content. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Select an informative text that is age appropriate, at the learners' level and of interest to the learners. • Enlarge copies • Textbooks and articles from magazines, the internet, newspapers or other sources and Teachers Resource File
	<u>Reading & Viewing</u>	<p><u>Shared Reading</u></p> <p><u>Reads an information text e.g. how the water cycle functions</u></p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Learners read the information text under the direction of the teacher.

		<p>Text from the textbook or Teacher's Resource File (TRF), newspaper, internet.</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title, headings and pictures. • Uses reading strategies: skims to get general idea, scans for specific details. • Identifies the way the text is organized. 	<ul style="list-style-type: none"> • Supply an enlarged copy for each learner, with difficult words highlighted. • At first the session focuses on the first 'look' at the text with the learner giving a personal response to the text. • After that, the focus shifts to more involvement in the reading with the teacher using the discussions that took place to develop vocabulary and decoding skills. • Children then read the text themselves and engage in oral, practical and written activities based on the text <p><u>Integration:</u></p> <ul style="list-style-type: none"> • The information text can be linked to vocational subjects as well as world of work and how it may be useful in everyday life and in the industries.
5 & 6	<u>Writing & Presenting</u>	<p><u>Writes an information text for e.g. write your own information text, namely your autobiography.</u></p> <ul style="list-style-type: none"> • Creates a writing frame • Selects appropriate visuals and content for the purpose. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Each learner writes / designs his own information text e.g. his personal autobiography. (5-10 sentences) • Teacher has to guide the learners in the writing process.

		<p>Writing process:</p> <ul style="list-style-type: none"> Planning/ pre-writing, drafting, revising, editing, proofreading and presenting 	<ul style="list-style-type: none"> Use a writing frame and word bank Learners with a writing barrier can use pictures to compile a autobiography <p><u>Resources:</u></p> <ul style="list-style-type: none"> Magazines
	<u>Language structures & conventions</u>	<p><u>Sentence level work:</u></p> <ul style="list-style-type: none"> Positive and Negative sentences <p><u>Word meaning:</u></p> <ul style="list-style-type: none"> Synonyms, Antonyms 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Worksheet: Choose the correct synonyms and antonyms Written activities: use sentences from text read and change into negative form

7&8	<u>Listening & Speaking</u>	<p><u>Role play a drama</u></p> <p>Reads a drama:</p> <ul style="list-style-type: none"> Discusses key features of the text. Distinguish between characters Sequence events correctly. Appropriate speaking skills. 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Learners listen to a drama and discuss key features as well as characters in the drama. Identify learners to plan organize and present a play. Creativity can be used by not using the exemplary drama but creating a new drama. <p><u>Integration:</u></p>
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		<ul style="list-style-type: none"> Keeps eye contact and changing facial expression, tone, tempo volume and pace. Expresses thoughts and feelings in an imaginative way. 	<ul style="list-style-type: none"> Selected drama can be linked to their own frame of reference to allow learners to identify with the content. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Selects a drama that is age appropriate, at the learners' level and of interest to the learners. Textbooks and articles from magazines, the internet, newspapers or other sources. Props if needed
7&8	<u>Reading & Viewing</u>	<p><u>Group Guided Reading</u></p> <p><u>Reads a simple drama.</u></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and headings and visuals. Identifies and comments on the setting, atmosphere and characters. Explains how writers use vocabulary and language to describe the plot. Understands the vocabulary Explains the effect of words and imagery 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Select a drama that are age appropriate, at the learners' level and of interest to the learners All the learners read the same text under the direction of the teacher Text must be enlarged and difficult words highlighted Text talk is central Identify central idea, plot, characters, setting and atmosphere. Reads aloud, changing speed as appropriate <p><u>Resources:</u></p> <ul style="list-style-type: none"> Enlarge copies.

		<ul style="list-style-type: none"> • Reflects on text: read independently • Reads aloud, changing speed as appropriate • Expresses emotional response to text read 	
7&8	<u>Writing & Presenting</u>	<p><u>Writes a drama review.</u></p> <p>Use the drama read in reading and viewing</p> <ul style="list-style-type: none"> • Pre-writing: • Uses a frame • uses appropriate language and text structure • uses the correct format • organizes content logically-uses chronology • uses appropriate grammar, spelling and punctuation • uses a dictionary for spelling and vocabulary development • uses the writing process: 	<p><u>Activities/Differentiation</u></p> <ul style="list-style-type: none"> • Writes a short drama review on the drama read. (5-10 sentences) • Learners must be guided by the teacher. • Uses appropriate language and text structure as well as grammar, spelling and punctuation • Supplies a writing frame and a word bank • Non-readers can collect pictures from magazines that relates to the drama and make a collage in their exercise books <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Pictures from magazines
	<u>Language structures & Conventions</u>	<p><u>Word level work:</u></p> <p>Gender</p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Worksheets: fill in correct form of gender

9 & 10	Formal Assessment	<p>The assessment will be a test/ mid-year exam</p> <p>The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.</p>
Assessment Activities		
SKILL	WEIGHTING %	ACTIVITY
Listening and Speaking	25	Listens to and discusses an instructional text, e.g. recipe
Reading <ul style="list-style-type: none"> • Read aloud • Reflect on reading material 	15 20	Reads an instructional text and answer questions, e.g. recipe
Language Structures and Conventions	15	<p>Identify the correct form of:</p> <ul style="list-style-type: none"> • Gender • Collective nouns • Singular & plural <p>State the correct form of:</p> <ul style="list-style-type: none"> • Positive and negative sentences <p>Choose the correct:</p> <ul style="list-style-type: none"> • Synonym and Antonym
Writing and Presentation	25	<p>Writes an instructional text, e.g. recipe</p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Fill in missing words from recipe • Demonstrate different components of a recipe with pictures

3.2.11 YEAR 3 TERM 3

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
5 & 6	<u>Reading and Viewing</u>	<u>Read an advertisement</u>	<u>Differentiation:</u>
1 & 2	<u>Listening and Speaking</u>	<p><u>Listens to and discusses a story/text.</u></p> <ul style="list-style-type: none"> Read an advertisement from a magazine/newspaper Listens to and discuss the story/text. Reflect on the content and message In groups link information from the story/text conveyed in the advertisement. to own experiences. Discuss the values portrayed. Explain own emotions and feelings about the story/text. 	<p>Learners select adverts that depict their skill of specialisation.</p> <p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> They read the adverts and make meaning of the advert. Learners listen to the text read and answers questions orally e.g. <i>what is the text about? who are the main characters? Which message is being used, fonts etc. conveyed?</i> <p><u>Integration:</u></p> <ul style="list-style-type: none"> Some learners may be able to explain the entire story/text in their own words. Advert linked to skills of specialization of the learner.
	<u>Writing & Presenting</u>	<p><u>Create an advertisement</u></p> <ul style="list-style-type: none"> Write own advertisement Uses the correct format Uses dictionary for spelling and vocabulary development 	<p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> Some learners may be able to link the content in the story/text to their own lives and experiences and express their feelings and emotions. Use a variety of examples to illustrate the structure of the advert. Some learners will be able to draft their own advert and be able to <p><u>Integration:</u></p> <ul style="list-style-type: none"> organize the content logically and use appropriate grammar, spelling and punctuation. Source a story/text that is linked to any of the vocational subjects at the school. An advertisement with missing words and a word bank can be provided Allow learners to draw from their experiences in the vocational workshops to inform the classroom discussion. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Advert linked to skills of specialization of the learner.
	<u>Language Structure and Conventions</u>	<p><u>Word level work:</u></p> <ul style="list-style-type: none"> Verbs, adverb 	<p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> Age appropriate story/text, magazines, newspapers etc. Reinforce the knowledge of verbs and adverbs by using the advert for

1 & 2	<u>Reading & Viewing</u>	<p><u>Sentence level work:</u> <u>Reads a story/text</u> <u>Revise work done in Term 1&2</u></p> <ul style="list-style-type: none"> Source an age appropriate story/text. Chronological (sequential) order, order of importance Read parts of the story/text aloud <p>Reads with comprehension.</p> <p><u>Word Meaning</u></p> <p><u>Revise work done in Term 1&2</u></p> <ul style="list-style-type: none"> Idioms 	<p>examples</p> <p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> Worksheet: Search and underline verbs and adverbs Learners read the story/text independently, focusing on their fluency, tone and pace. Analyze the advertisement to determine chronological order of facts and explain the use of idioms and demonstrate with examples. Copy in work books/Charts with comprehension to fit with suitable questions raised about the story/text. Learners who need support do shared and paired reading.
7&8	<u>Listening and Speaking</u>	<p><u>Listens to a poem</u></p> <ul style="list-style-type: none"> Examines the poem for the underlying theme. Listen for main ideas and specific details Relates the content of the poem to their own experiences 	<p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> Teacher assists learners who face challenges with reading and assists in identifying difficult words. Underline all the difficult words for learners who experience barriers and explain their meaning. <p><u>Integration:</u></p> <ul style="list-style-type: none"> Teacher reads the poem and engages learners in their understanding of it. The story/text is linked to the vocational subjects and gives insight into the world of work and skills training. Analyse the poem and discuss the meaning of the stanzas in the poem. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Discuss concepts such as: rhyme, rhythm and figures of speech egg. Reading books, articles from magazines, the internet, newspapers or other sources Use the social and cultural values found in the poem to their own experiences.
	<u>Writing & Presenting</u>	<p><u>Writes a story/text review in personal journal</u></p> <ul style="list-style-type: none"> Writes a journal entry focusing on feelings about the story/text. Uses appropriate grammar, spelling and punctuation. Uses a dictionary for spelling and 	<p><u>Activities / Differentiation:</u></p> <p><u>Integration:</u></p> <ul style="list-style-type: none"> Explain the purpose of a journal entry. Select a poem that incorporates either an aspect of the skills and provide an example of a journal entry. In discussing the poem also look at how the themes can be applied to the vocational subjects Journal entry can be 5-10 sentences

		vocabulary development	<ul style="list-style-type: none"> Some learners may be able to work independently, while others may rely on peer or group support. Pair learners to enable support with appropriate grammar, spelling and punctuation. <p><u>Integration:</u></p> <ul style="list-style-type: none"> The journal entry could focus on feelings about a story/text that is linked directly to a skill offered at the school. <p><u>Resources:</u></p> <ul style="list-style-type: none"> Worksheets, data-projector and visual aids, workbooks, pictures-
1 & 2	<u>Language Structure and Conventions</u>	<p><u>Revise Term 1 & 2</u></p> <p><u>Word level work</u></p> <ul style="list-style-type: none"> Verbs and adverbs Nouns and adjectives <p><u>Spelling and punctuation:</u></p> <ul style="list-style-type: none"> dictionary use Discuss new words from the story/text for listing in personal dictionary. 	<p><u>Activities / Differentiation</u></p> <ul style="list-style-type: none"> Use sentences/paragraphs of the story/text to explain and identify verbs and nouns Use the same text to explain adverbs and adjectives Written activity: Identify verbs and adverbs, nouns and adjectives from text read and list them in work books Use a dictionary to find the meaning of new words.
			<p><u>Resources:</u></p> <ul style="list-style-type: none"> Suitable and age appropriate poem and worksheet for completion.

3 & 4	Listening and	Listens/views audio-visual /read text, e.g.	Activities / Differentiation:
7&8	<u>Speaking, Reading & Viewing</u>	<u>cartoon/comic strips.</u> <u>Read a poem</u> <ul style="list-style-type: none"> Views and discusses content and messages Read and analyze the poem of the text Identify the different stanza's Discusses main characters and the underlying message. 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Ask questions that cater for the different levels of functioning of the learners. Teacher reads the poem aloud to the learners Learners take turns in reading lines from the poem. Explain what the cartoon/visual text is about and the message that is being conveyed. Learners read the poem with fluency and expression. Learners read with comprehension and indicate that they have understood what has been read. Can the same wording be used in formal speech? Explain why or why not?
	<u>Writing and Presenting</u>	<u>Writes own poem</u> <ul style="list-style-type: none"> Provide learners with a suitable writing frame. Learners use the correct spelling, punctuation and grammar 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Analyze the setting in the cartoon/visual text. Suggest how you would Learners use the writing frame as a guide to write their own poem. (5-10 sentences) <u>Integration:</u> <ul style="list-style-type: none"> Skilled learners will incorporate the correct language, punctuation, spelling and grammar into their poem Use cartoons/comic strips/visual texts that depict the world of work or the A poem with missing words and a word bank can be provided for learners with barriers.
	<u>Language structure and use</u>	<u>Sentence level work:</u> <ul style="list-style-type: none"> Persuasive and emotive language Present and Past tense 	<u>Resources:</u> <u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Select a suitable cartoon/comic strip. /visual texts Explain the definition of persuasive and emotive language. Learners engage with poem and identify these aspects. Teacher give guidance in this process Use the text read and rewrite Present tense sentences into Past tense

9 & 10	Reading & Writing	Reads a cartoon/comic strip The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context. <ul style="list-style-type: none"> Examines the texts for hidden messages Summarizes the main and supporting ideas 		Activities / Differentiation: <ul style="list-style-type: none"> Analyze the text and verbally express the main ideas. Analyze the hidden messages in the text.
Assessment Activities				<ul style="list-style-type: none"> Some learners may engage critically with the text and be able to identify the social and cultural values in the text.
SKILL		WEIGHTING %	ACTIVITY	<ul style="list-style-type: none"> Asks critical questions about characters and how they influence one another e.g. describe elements of the text such as main characters, key incidents.
Listening and Speaking		25	Listens to and discusses an advertisement.	Integration:
Reading: Read aloud Reflect on reading material		15 20	<ul style="list-style-type: none"> Reads a poem Answers questions on the poem 	<ul style="list-style-type: none"> Use cartoons/comic strips that depict the world of work or the skills and vocational environmental e.g. a job-shadowing or workplace exposure experience.
Language Structures and Conventions	Writing & Presenting	Writes a cartoon/comic strip <ul style="list-style-type: none"> Uses the frame Defines the concept Outlines the script Uses correct format 		Activities / Differentiation: <ul style="list-style-type: none"> Use punctuation correctly e.g. capital letters, exclamation marks, question marks, comma and full stop Learners draft their own cartoon/comic strip using the frame provided by the teacher Learners use the correct format, grammar, spelling, punctuation and subject-verb concord.
Writing and Presentation		25	<ul style="list-style-type: none"> Creates an advertisement. Use words from a word bank. Uses the correct format 	<ul style="list-style-type: none"> Learners with writing barriers can be provided with a script with missing words and a word bank

			<u>Integration:</u> <ul style="list-style-type: none"> Use cartoons/comic strips that depict the world of work or the skills and vocational environmental e.g. a job-shadowing or workplace exposure experience.
3 & 4	<u>Language Structure and Conventions</u>	<u>Revise term 1 & 2</u> <u>Word level work:</u> <ul style="list-style-type: none"> degrees of comparison <u>Spelling and Punctuation:</u> <ul style="list-style-type: none"> Colon 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Use sentences from comic strip to demonstrate degrees of comparison Worksheet: Complete degrees of comparison Explain the use of the colon Written exercise on use of colon
5 & 6	<u>Listening and Speaking</u>	<u>Listens / views / reads text: advertisement</u> <ul style="list-style-type: none"> Listens to and discuss an advert in groups Link information from the advert to own experiences. Discusses the purpose of the advert Identifies target audience and discuss specific details 	<u>Differentiation:</u> <ul style="list-style-type: none"> Set questions about the advertisement e.g. <i>who is the target audience?</i> <i>How does the advert get the readers' attention?</i> Discuss the purpose of the advert Link information to own experience <u>Integration:</u> <ul style="list-style-type: none"> Link the advert with skills subjects and analyse various adverts linked to the skills e.g., hairdressing, beauty and nail technology etc. <u>Resources:</u> <ul style="list-style-type: none"> Adverts, magazines, newspapers, pamphlets, flyers etc.

3.2.12 YEAR 3 TERM 4

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1 & 2	<u>Listening and Speaking</u>	<p>The learner is able to:</p> <p>Listen to a short story</p> <ul style="list-style-type: none"> Identify main and supporting ideas from a short story Share ideas and experiences and show understanding of concepts <p>Retell a story</p> <ul style="list-style-type: none"> Retell events in correct sequences Mention characters correctly Mention the timeline 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Express feelings about the story. . Organise events logically and retell Identify main ideas, timeline and characters Share ideas and experiences <p><u>Integration:</u></p> <ul style="list-style-type: none"> Selected stories or articles can be linked to vocational subjects to allow learners to identify with the content <p><u>Resources:</u></p> <ul style="list-style-type: none"> Textbooks and articles from magazines, newspapers, the internet, readers, or other sources and Teachers Resource File. Select a story that is age appropriate and of interest to the learners.
	<u>Reading & Viewing</u>	<p>Literary text: short stories</p> <ul style="list-style-type: none"> Key features of literature text: such as character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> Predict what will the story is about. Express opinions through reasoning. Discuss plot, setting and characters. Discuss sequence of events, answering questions about what happened first, second, etc.

		<ul style="list-style-type: none"> • During reading (features of text) • Post-reading (answer questions) • Pre-reading strategies • Recognise features of text such as • titles, headings, illustrations <p>Reading comprehension and reading strategies</p> <ul style="list-style-type: none"> • Skimming and Scanning • Intensive reading • Visualisation • Inferring meaning and conclusions • Fact and opinion • Meaning of words 	<ul style="list-style-type: none"> • Advanced readers use a dictionary for vocabulary development. • The learners might also do a comprehension activity on the text (oral or written) <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Selected stories or articles can be linked to vocational subjects to allow learners to express themselves according to their cultural background. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Select a story that is age appropriate and of interest to the learners. • Text from the textbook or reader/s or Teacher's Resource File (TRF) • Textbooks and articles from magazines, the internet, newspapers or other sources.
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1 & 2	<u>Writing & Presenting</u>	<p>Write a narrative paragraph</p> <p>Paragraph conventions:</p> <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Explain requirements of text such as telling a story • Use appropriate words and style • Write in the past tense <p>Focus on process writing</p>	<p><u>Activities/Differentiation:</u></p> <p>Write a narrative paragraph of 5-10 sentences based on a personal experience</p> <ul style="list-style-type: none"> • Guide learners in selecting relevant information • Supply learners with a word bank • Some learners will be able to construct sentences from the graphical information • Use language imaginatively and advanced learners a variety of vocabulary • Use appropriate grammar, spelling and punctuation • Learners use the writing process, brainstorms ideas, writes a first draft, revises, edits, records words and their meanings in a personal dictionary • Supply a paragraph with missing words and a word bank for learners with a writing barrier <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Selected stories or articles can be linked to vocational subjects to allow learners to express themselves according to their cultural background
	<u>Language Structure and Conventions</u>	<p><u>Revise Term 1, 2 & 3</u></p> <p>Sentence level:</p> <p>Question form</p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Worksheet: Revision of language structures done Term 1,2 & 3 • Written activity: Change sentences into question form

3 & 4	<u>Listening and Speaking</u>	<p>Listening and Speaking strategies</p> <p>Listening comprehension (written text/TV news presentation)</p> <ul style="list-style-type: none"> • Explain listening process <p>Different forms of oral communication</p> <p>Group discussion: Discuss use of e-mail/posters/flyers</p> <ul style="list-style-type: none"> • Features and conventions • Planning, researching, organising and Presenting 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Express feelings about the news presentation. • Answer questions verbally about the news presentation. • Complete a listening comprehension on the news presentation • Discuss in groups the use of email/posters/flyers and report back • Teacher guides the group discussion <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Selected stories or articles can be linked to vocational subjects to allow learners to identify with the content <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Select a TV-news presentation / email/posters/flyers that is age appropriate and of interest to the learners. • Textbooks and articles from magazines, the internet, newspapers other sources and TV-news presentations
	<u>Reading & Viewing</u>	<p>Reading/viewing for comprehension (use written and/or visual text such as advertisement/newspaper article)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Teacher works with the whole class and reads for enjoyment. • Learners, who are able to do so, can read the texts independently.

		<ul style="list-style-type: none"> • milieu, message) • Infer meaning of unfamiliar words by • Manipulative language • Formal/informal language • Pre-reading • During reading (features of text) • Post-reading (answer questions) 	<ul style="list-style-type: none"> • Enlarge extracts from the text to support learners who have difficulty with reading. • Highlight difficult words in the enlarged text. • Provide enrichment written activities based on the text. <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Selected advert/article can be linked to vocational subjects to allow learners to identify with the content <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Suitable readers, advertisement/article from printed media. Select an advert/article that is of interest to the learner
3 & 4	<u>Writing & Presenting</u>	<p>Write Transactional texts:</p> <p>Posters</p> <ul style="list-style-type: none"> • Requirements of format • Purpose, target group and context • Word choice and sentences construction • Visual elements such as font types and size, headings, symbols, colour • Manipulating/persuasive language <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Explain the purpose, target group and context of a poster • Supply a suitable writing frame and word bank • Explain the use of visual elements to enhance the message of the poster • Explain the importance of persuasive language • Use the writing process to finish the poster

3 & 4	<u>Language Structure and Conventions</u>	<u>Revise Term 1, 2 & 3</u> Sentence level work: literal and figurative meaning	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Worksheet: Revision of language structures done Term 1,2 & 3 • Explain the meaning of literal and figurative speech • Written activity: Literal and Figurative meaning in work book
5 & 6	<u>Listening and Speaking</u>	Listening and Speaking strategies Different forms of oral communication Role play: meeting procedure <ul style="list-style-type: none"> • Good opening/introduction • Use of tone, pace and intonation • Language use • Appropriate body language • Good conclusion 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Answer questions verbally about meeting procedures • Discuss the importance of good opening/introduction • Discuss the relevance of correct use of tone, pace and intonation and language in general • Group discussion about the message convey with appropriate/inappropriate body language • Learners that are skilled enough can role play their own meeting displaying correct meeting procedures <u>Integration:</u> <ul style="list-style-type: none"> • Selected meeting can be linked to vocational subjects and link to the world of work in which the learner can identify himself/herself with <u>Resources:</u> <ul style="list-style-type: none"> • Select a type of meeting that can be linked to the world of work. • Textbooks or Teacher's Resource File (TRF), audio-visual materials

5 & 6	<u>Reading & Viewing</u>	<p>Read text on how to write a notice/agenda and minutes</p> <ul style="list-style-type: none"> • Role players • Language use • Date • Format <p><u>Reading process:</u></p> <ul style="list-style-type: none"> • Pre- reading (introduce text) • During reading (features of text) <p>Post reading (answer questions, compare, contrast, evaluate)</p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Read a text on how to write a notice/agenda • Discuss the use of formal language • Discuss date and format • Use the reading process • Answer questions verbally <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Selected notice/minutes can be linked to vocational subjects to allow learners to identify with the content <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Suitable readers, newspaper articles, flash cards and material from the internet be used in practical activities
	<u>Writing and Presenting</u>	<p>Longer transactional texts e.g. Notice/Agenda and minutes</p> <ul style="list-style-type: none"> • Identify target audience and purpose of writing; • Main ideas • Decide on style, view- point & format of writing; • Word choice and language structures <p>Focus on process writing</p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Write a notice/ agenda with support of teacher • Discuss the target audience and purpose of writing • Supply learners with writing frame and word bank • Supply learners with a notice/agenda with missing words and a word bank • Focus on process writing <p><u>Integration:</u></p>

		<ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<ul style="list-style-type: none"> • Selected notice/agenda can be linked to vocational subjects to allow learners to identify with the content
5 & 6	<u>Language Structure and Conventions</u>	<p><u>Revise Term 1, 2 & 3</u></p> <p>Word level:</p> <p>Prefixes, suffixes and roots.</p> <p>Punctuation:</p> <p><i>font</i></p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Discuss and explain prefixes, suffixes, roots • Written work on prefixes, suffixes and roots • Discuss the effect that the use of <i>font</i> has on the message conveyed of a text
7	<u>Listening and Speaking</u>	<p>Listens to a dialogue</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens to others' and relates to own experience • Takes turns to speak • Stays on topic • Asks relevant questions • Maintains discussion: Responds to others' ideas with empathy and respect • Gives balanced and constructive feedback 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Express feelings about the dialogue and give explanations. • Distinguish between role players in dialogue • Answer questions verbally about the dialogue <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Selected dialogue can be linked to vocational subjects to allow learners to identify with the content. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Select a dialogue that is age appropriate and of interest to the learners.

			<ul style="list-style-type: none"> Textbooks and articles from magazines, the internet, newspapers or other sources and Teacher Resource File
7	<u>Reading & Viewing</u>	<u>Reads a drama</u> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies: skimming and scanning Identifies and comments on the plot and characters Gives reasons for action Understands and discuss the and new vocabulary Uses a dictionary Identifies main and ideas Identifies and discusses values in the text 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Read a short drama Supply a copy of the text to each learner Advanced readers can use reading strategies Discuss the plot and characters of the drama Identify main ideas and possible values that will relate to the learners Answer questions verbally about the drama. <u>Integration:</u> Selected drama can be linked to vocational subjects to allow learners to identify with the content <u>Resources:</u> <ul style="list-style-type: none"> Select a drama that is age appropriate and of interest to the learners. Use of dictionary Textbooks and articles from magazines, the internet, newspapers, prescribed booklets, or other sources
7	<u>Writing & Presenting</u>	<u>Writes a character sketch</u> <ul style="list-style-type: none"> Thinks about characterisation Chooses relevant content 	<u>Activities/Differentiation</u> <ul style="list-style-type: none"> Use the drama read and write a sketch of one paragraph (5-10 sentences) about one character Use flash cards to improve spelling

		<ul style="list-style-type: none"> • Uses descriptive words • Plans, drafts and refines writing • Uses a dictionary for spelling and vocabulary development • Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs • Uses punctuation 	<ul style="list-style-type: none"> • Teacher guide learners to choose relevant content • Advanced Learners will be able to use dictionary for spelling and vocabulary development • Provide a paragraph with missing words and a word bank to learners with a writing barrier <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Allow learners to demonstrate their understanding according to values in the text, ethics, norms and traditions of their cultural background <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Flash cards and dictionaries
7	<u>Language Structure and Conventions</u>	<u>Revise Term 1,2 & 3</u>	<p><u>Activities/Differentiation</u></p> <ul style="list-style-type: none"> • Worksheet: Revision of language structures done Term 1,2 & 3

8, 9 & 10	Formal Assessment	The weeks allocated for formal assessment should be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
Assessment Activities		
SKILL	WEIGHTING %	ACTIVITY
Listening and Speaking	25	Listens to and discusses an information text, e.g. news article / news presentation
Reading	15 20	Reads an information text, e.g. news article. focus on pronunciation, fluency – taking the punctuation into consideration and reading with expression
Language Structures and Conventions	15	Revise Term 1, 2 &3
Writing and Presentation	25	Write a narrative paragraph (5-10 sentences)

3.2.13 YEAR 4 TERM 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 & 2	<u>Listening and Speaking</u>	<u>Listens to and discusses a poem</u> <ul style="list-style-type: none"> Follow the listening process. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Discuss new vocabulary. Different performance levels might occur which warrant a different pedagogy: <ul style="list-style-type: none"> Some learners will share ideas and show understanding of concepts <u>Integration:</u> <ul style="list-style-type: none"> Selected poems, stories or articles can be linked to vocational subjects to allow learners to identify with the content. <u>Resources:</u> <ul style="list-style-type: none"> Select a poem that is age appropriate and of interest to the learners. Textbooks and articles from magazines, the internet, newspapers or other sources.

1 & 2	<u>Reading & Viewing</u>	<u>Read a poem.</u> <u>Follow the reading process</u> <ul style="list-style-type: none"> Prediction 	<u>Activities/Differentiation:</u> <u>Reading methods</u> <ul style="list-style-type: none"> Some learners will be able to read independently <u>Pre-reading strategies</u> Different levels of performance and insight will occur <ul style="list-style-type: none"> Some learners will be able to recognise titles, headings, illustrations, etc. Some learners will be able to recognise the cover, title page, index, chapters, etc.
	<u>Writing and Presenting</u>	<u>Creative Writing: own poem</u> <ul style="list-style-type: none"> Write a poem for various purposes and audiences 	<u>Activities/Differentiation:</u> <u>Stanza conventions:</u> <ul style="list-style-type: none"> Structure of a stanza Use conjunctions for cohesion Some learners will be able to use a variety of sentence types, lengths and structures

1 & 2	<u>Language Structure and Conventions</u>	<u>Word level work:</u> Pronouns.	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Pronouns - I, me, she, he etc. • Personal pronouns- you, I. • Possessive Pronouns- my, mine, our, ours etc.
3 & 4	<u>Listening and Speaking</u>	<u>Listens to and discusses a poem (continued)</u> <ul style="list-style-type: none"> • Follow the listening process 	<u>Activities/Differentiation:</u> <p>Different performance levels might occur which warrant different pedagogy:</p> <ul style="list-style-type: none"> ○ Some learners may be able to explain to a friend why he/she liked the specific poem. ○ Some may use the correct pronunciation, voice projection and make eye contact ○ Some may give attention to punctuation.
	<u>Reading & Viewing</u>	<u>Read a poem. (continued)</u> <u>Follow the reading process</u> <ul style="list-style-type: none"> • Identify elements of form and style pertaining to poetry • Use dictionaries to build vocabulary 	<u>Activities/Differentiation:</u> <u>Pre-reading strategies</u> <p>Different levels of performance and insight will occur</p> <ul style="list-style-type: none"> ○ Some learners will be able to identify rhythm and rhyme – internal structure of the poem ○ Some will be able to identify the lines, and stanzas – external structure of the poem ○ Some will be able to identify the theme and message
	<u>Writing and Presenting</u>	<u>Creative Writing: own poem (continued)</u> <ul style="list-style-type: none"> • Make some notes before starting to write. • Compose the poem 	<u>Activities/Differentiation:</u> <u>Focus on writing process</u> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting

3 & 4	<u>Language Structure and Conventions</u>	<u>Word meaning:</u> <ul style="list-style-type: none"> Synonyms and antonyms. 	<u>Activities/Differentiation:</u> <u>Word meaning:</u> <ul style="list-style-type: none"> Synonyms- words that have more or less the same meaning – big and huge, pretty and beautiful Antonyms- words that have opposite meanings – short and tall, hot and cold.
5 & 6	<u>Listening and Speaking</u>	<u>Unprepared discussion</u> <ul style="list-style-type: none"> Determine appropriate language use in a variety of social contexts. 	<u>Activities/Differentiation:</u> Introduce learners to a variety of strategies to participate in small group discussions. Discuss a topic that is of interest to the learners. Different levels of performance will occur <ul style="list-style-type: none"> Some learners can take part in informal conversations about simple topics Some learners will be able to identify the main and supporting ideas Some will be able to maintain the conversation Some will be able to answer questions <u>Integration:</u> <ul style="list-style-type: none"> Selected stories or articles can be linked to vocational subjects to allow learners to identify with the content. <u>Resources:</u> <ul style="list-style-type: none"> Select a text that is age appropriate and of interest to the learners. Radio, textbooks and articles from magazines, the internet, newspapers or other sources.
	<u>Reading & Viewing</u>	<u>Reads a short text.</u> <ul style="list-style-type: none"> Follow the reading process. 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Pre- reading (introduce text) Different levels of performance and engagement will occur:

			<ul style="list-style-type: none"> Some learners will be able to identify the features of the text – during reading Some learners will be able to answer questions, compare, etc. – post-reading Some will retell the story/text or the main idea of the story/text.
5 & 6	<u>Writing and Presenting</u>	<u>Write a review on the text read</u> <u>Focus on process writing</u> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proof-reading and presenting 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> Provide a writing frame for learners to use. Some learners will be able to target audience, purpose and context.
	<u>Language Structure and Conventions</u>	<u>Punctuation</u> <ul style="list-style-type: none"> exclamation marks, question marks 	<u>Activities / Differentiation:</u> <u>Punctuation:</u> <ul style="list-style-type: none"> Exclamation marks – are used: at the end of a command, to show surprise, when you shout out in pain, to give a warning etc. Question marks - are used at the end of a question.
7+8	<u>Listening and Speaking</u>	<u>Listen to a newspaper/magazine article</u> <ul style="list-style-type: none"> Select a newspaper/magazine article 	<u>Integration: Activities/Differentiation:</u> <ul style="list-style-type: none"> Discuss the article. Discuss point of view Relate to own experience. <u>Integration</u> <ul style="list-style-type: none"> Selected stories or articles can be linked to vocational subjects to allow learners to identify with the content. <u>Resources:</u> <ul style="list-style-type: none"> Textbooks and articles from magazines, the internet, newspapers or other sources

7+8	<u>Reading & Viewing</u>	<u>Read a newspaper/ magazine article</u> <u>Reading process:</u> <ul style="list-style-type: none"> • Pre- reading (introduce text) 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Key features of text: is discussed • learners to identify with the content.
	<u>Writing and Presenting</u>	<u>Write a speech</u> <u>Focus on process writing</u> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proof-reading and presenting 	<u>Activities / Differentiation:</u> <u>Write a speech: (30 sec – 2 minutes)</u> <ul style="list-style-type: none"> • Identify the target audience • Decide on the style, purpose and format • Introduction of development, climax • Conclusion
	<u>Language Structure and Conventions</u>	<u>Word Level work:</u> Singular and Plural.	<u>Activities / Differentiation:</u> <u>Word Level</u> <ul style="list-style-type: none"> • Singular and Plural: Explain and revise the rules when changing from the singular to the plural: add an –s, –es, the –y falls away and add –ies, some words change completely- foot – feet; child – children; etc., some words stay the same- sheep, scissors, etc.

9 &10	Formal Assessment	The two weeks allocated for formal assessment should be integrated across the 8 weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
Assessment Activities		
SKILL	WEIGHTING %	ACTIVITY
Listening and Speaking	25	<ul style="list-style-type: none"> • Listens to and discusses a newspaper article. • Unprepared discussion
Reading: Read aloud Reflect on reading material	15 20	<ul style="list-style-type: none"> • Uses comprehension and reading strategies
Language Structures and Conventions	15	<ul style="list-style-type: none"> • All language structure and use covered this term.
Writing and Presentation	25	<ul style="list-style-type: none"> • Writes a speech– (3-5 minutes) • Differentiation: Fill in the words in the blank spaces below/ Place the words in the correct order to form a sentence

3.2.14 YEAR 4 TERM 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 & 2	<u>Listening and Speaking</u>	<p><u>Listening comprehension:</u> <u>audio-visual text</u></p> <ul style="list-style-type: none"> explain listening process <ul style="list-style-type: none"> pre-listening during listening after listening 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> listens to a appropriate audio-visual text/ listen to text with supporting visuals listens for specific information identifies main and supporting ideas take notes <p><u>Integration:</u> Life Orientation</p> <p>Selected audio-visual text can be linked to their own frame of reference and vocational subjects to allow learners to identify with the content.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> Suitable text and of interest to the learner Television/ data-projector/ enlarge copies with visuals Textbook, internet Workbook.
	<u>Reading and viewing</u>	<p><u>Group Guided Reading</u> <u>Reads youth novel</u> Reading process</p>	<p><u>Activities/Differentiation:</u></p> <p>Chooses a novel of interest to the learner and on the learners' level.</p> <p>Pre-reading:</p>

		<p>Pre-reading strategies</p> <p>Introduce learners to:</p> <ul style="list-style-type: none"> • Text features- titles, headings, captions, illustrations • Parts of a book- title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. 	<ul style="list-style-type: none"> • Learners are encouraged to form certain expectations about the text based on clues from pictures or photographs • skimming and scanning text features • skimming for main ideas • scanning for supporting details • predicting <p>Integration:</p> <p>Selected novel can be linked to their own frame of reference to allow learners to identify with the content.</p> <p>Life Skills</p> <p>Resources:</p> <ul style="list-style-type: none"> • Select a youth novel that is at the learners' level and of interest to the learners. • Textbooks and articles from magazines, the internet, newspapers or other sources.
1 & 2	<u>Writing & Presenting</u>	<p><u>Write a review of a story/novel</u></p> <ul style="list-style-type: none"> • uses a frame • vocabulary development 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Explain the purpose of a book review • Reads an extract of a story/novel or use a novel that has been read at home • Writes the review (8-12 sentences) <ul style="list-style-type: none"> ○ Provide a writing frame with the following guidelines: <ul style="list-style-type: none"> ❖ title of the book ❖ author ❖ plot (what happens in the story) ❖ setting (where and when did the story take place)

			<p><u>Integration:</u></p> <p>The story / novel could be based on specific skills that the learners are familiar with. Life Skills.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • story/novel from textbook, TRF, magazines, internet • writing frame • writing assessment sheet • magazines from which pictures can be cut/ glue/ colour pens
1 & 2	<u>Language structures & conventions</u>	<p>Sentence level work:</p> <ul style="list-style-type: none"> ○ simple sentences. ○ simple present and past 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Enlarge copy of extract from story/novel used for book review • Different exercises using the given paragraph e.g. write down all the nouns, verbs and then form simple sentences with them. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Enlarge copies of paragraph from story/novel used in book review • Exercise books • Worksheets.
3&4	<u>Listening and Speaking</u>	<p><u>Listening comprehension:</u> <u>audio-visual text (continued)</u></p> <ul style="list-style-type: none"> • listen for specific information • identify main and supporting ideas • share ideas and experiences and show understanding of concepts 	<p><u>Activities/Differentiation:</u></p> <p>Different performance levels will be recognised -Some learners:</p> <ul style="list-style-type: none"> ○ will not be able to follow an audio text without losing concentration. ○ will be unable to connect the visuals with the audio. ○ will understand the relation between audio and visuals or text and visuals and be able to answer the relevant questions.

			<p><u>Integration:</u></p> <p>Life Skills or vocational subjects.</p> <p>Selected audio-visual text can be linked to their own frame of reference and vocational subjects to allow learners to identify with the content.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Suitable text and of interest to the learner • Television/ data-projector/ enlarge copies with visuals • Textbook, internet
3&4	<u>Reading and viewing</u>	<p><u>Group Guided Reading</u></p> <p><u>Reads youth novel (continued)</u></p> <p>During reading (features of text)</p> <p>Post reading (answer questions)</p>	<p><u>Activities/Differentiation:</u></p> <p>Pre-reading:</p> <p>During reading</p> <ul style="list-style-type: none"> • inferring meaning of unfamiliar words • visualising • questioning • clarifying issues • explaining <p>Post-reading</p> <ul style="list-style-type: none"> • learners formulate own opinion • discuss different interpretations of a text • answer questions

3&4	<u>Writing & Presenting</u>	<u>Write a review of a story/novel (continued)</u> <ul style="list-style-type: none"> • Planning/pre-writing • Produces first draft • Revising • Editing • Writes final draft • Presents final draft 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Writes the review (continued) <ul style="list-style-type: none"> ○ Provide a writing frame with the following guidelines: <ul style="list-style-type: none"> ❖ characters (who are the people in the story) ❖ theme (what is the story about / message of the story) ❖ narrator (who tells the story) ❖ what I like (what was the best part of the story) ❖ recommendation (Why would you recommend the story to a friend) ○ Pair learners to enable support with appropriate grammar, spelling, punctuation and text structure ○ Provide a writing assessment sheet so that advanced learners can use that as a checklist ○ Worksheet: place sentences in correct order for those who would not be able to write a review on their own. Teacher guiding those that have difficulties ○ Provide pictures for those who are going to present a book review with pictures from a magazine
	<u>Language structures & conventions</u>	<u>Word level work:</u> <ul style="list-style-type: none"> • degrees of comparison <u>Spelling and punctuation:</u> <ul style="list-style-type: none"> • dictionary use 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Revise Spelling and Punctuation. • Work in pairs and complete a worksheet on degrees of comparison

5&6	<u>Listening and Speaking</u>	<p><u>Oral forms of communication e.g.</u></p> <p><u>Group Discussion on how to give instructions/ follow procedures/list</u></p> <ul style="list-style-type: none"> • Planning, researching, organising and presenting • Identifies the feature of instructional text • Instructional text describes a logical process 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Group discussion: e.g. instructions how to grow a vegetable garden • Divides the class in 4 groups • The teacher reads a text on instructions how to grow a vegetable garden. • The following headlines can be used <ul style="list-style-type: none"> ○ digging the garden ○ laying out the garden ○ crop rotation ○ sowing seed • The groups must make notes, have a group discussion, list instructions on cards and prepare themselves for feedback. • Give time for questions • During feedback: <ul style="list-style-type: none"> ○ The teacher initiates and sustains discussion (try to bring people into discussion) ○ turn taking conventions ○ share ideas and experiences and show understanding of concepts ○ listen to one another and responds to others with respect <p><u>Integration:</u></p> <ul style="list-style-type: none"> • The group discussion could be based on instructions that the learners are familiar with and that can be linked to the world of work. • The information can be linked to the Skills department.
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			<p><u>Resources:</u></p> <ul style="list-style-type: none"> • An instructional text e.g. how to grow a vegetable garden • Textbooks and articles from magazines, the internet, newspapers or other sources. • Stationary and cards to plot out instructions
5&6	<u>Reading & Viewing</u>	<p><u>Group Guided Reading:</u></p> <p><u>Reads an instructional text like instructional procedure</u></p> <ul style="list-style-type: none"> • Analysis of the characteristics of an instructional text. • Orders jumbled instructions • Uses appropriate reading and comprehension strategies 	<p><u>Activities/Differentiation:</u></p> <p>Group guided reading using reading strategies.</p> <ul style="list-style-type: none"> • Divide the class in groups to discuss the details of the factual text. • Facilitate group discussions. • 'Text talk' is central • Use manuals, instructions and operations • Explain the working of any article in operation; preparing dishes/dishwasher, repairing any defaults etc. • Understand the situation(s) and what the product of giving instructions should be or do • Explain the working or use of the article • Consider vocabulary, grammar, expressions, technical language and phrases that might be used • Reflect clear, correct and logical sequence/ list of instructions • Ask questions about the text. <p><u>Integration:</u></p> <p>Link the text to the world of work and how it may be useful in everyday life and in the industries.</p>

			<p><u>Resources:</u></p> <ul style="list-style-type: none"> • Select an instructional text like instructional procedure that will be of interest to the learner. • Textbooks, articles from magazines, the internet, newspapers or other sources, and manuals. • Enlarge copies of text.
5&6	<u>Writing & Presenting</u>	<p><u>Write transactional text: instructions/lists</u></p> <ul style="list-style-type: none"> • Designs media text • Selects relevant material • Organises main and supporting ideas 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Designs transactional texts e.g. a list • Pair the class in groups • Each group decides on a suitable and interesting topic • Provide magazines for the learners to use for their research <p>Writing frame for those who experience difficulties</p> <ul style="list-style-type: none"> • Consider the following: <ul style="list-style-type: none"> ○ for whom the list is intended (target market) ○ to what sense list appealing (appeals) ○ the layout and font size ○ the attitude and the ratio between fact and opinion ○ the effectiveness of the choice of colour ○ the language used <p><u>Integration:</u></p> <p>Link the text to the world of work and how it may be useful in everyday life and in the industries.</p>

5&6	<u>Language Structure and Conventions</u>	<u>Sentence level work:</u> <ul style="list-style-type: none"> • correct word order • sentence structure 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Worksheet: example of an instructional text e.g. a Manuel where word order and sentence structures must be corrected in workbooks <u>Resources:</u> <ul style="list-style-type: none"> • Work books • instructional texts where word orders and sentence structures are jumbled
7&8.	<u>Listening & Speaking</u>	<u>Take part in a debate</u> <ul style="list-style-type: none"> • Reads an article about chosen topic • Planning, research, organising, presenting, • Prepares effective introduction and conclusion • Make judgments and provide evidence • Speaking skills 	<u>Activities/Differentiation:</u> <ul style="list-style-type: none"> • Choose a relevant topic e.g. advantages and disadvantages of fashionable clothing • Pair learners in groups of two and divide them; those in favour and those not • Reads the article about relevant topic • Learners listen for specific information • Learners must make meaningful notes • Give suitable time for preparation • Start the debate • Follow procedure • They should speak when it is their turn • Arguments are well-balanced by expressing both agreement and disagreement • Never get personal by attacking a speaker • Teacher has to guide those with difficulties with relevant questions to stimulate communication

			<p><u>Integration:</u></p> <ul style="list-style-type: none"> • Social science • Life Skills • The debate can be based on a topic that the learners are familiar with and that can be useful in life and in the work place. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Textbooks and articles from magazines, the internet, newspapers or other sources. • Suitable topic
7&8.	<u>Reading & Viewing</u>	<p><u>Shared Reading</u></p> <p><u>Reads an advertisement on fashionable clothing.</u></p> <ul style="list-style-type: none"> • purpose of target group • emotive language • background and setting • message and theme • impact of use of font types and sizes, headings and caption on meaning 	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Supply an enlarged copy for each learner • Analyse the advertisement.
	<u>Writing & Presenting</u>	<p><u>Writes a transactional text: e.g. a magazine article.</u></p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Writes a magazine article or a few sentences to contribute to a full article. (8-12 sentences)

		<ul style="list-style-type: none"> • Requirements of format, style • Organise content (mind map) • Main and supporting ideas • Target audience • purpose and context • Paragraph cohesion 	<ul style="list-style-type: none"> • Uses examples of articles as a model • Supplies a template/writing frame for those who needs extra help • Uses a dictionary • Builds vocabulary • Teacher has to guide the learners in the writing process. • Learners must check their article for spelling and punctuation errors after completing the final draft • Pictures can be used if the learner has a writing barrier <p><u>Integration:</u></p> <p>Selected reading material can be linked to their own frame of reference to allow learners to identify with the content.</p> <p>Content can also be linked to the vocational subjects and the world of work.</p> <p>Life Skills.</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Textbooks and articles from magazines, the internet, newspapers or other sources. • Dictionaries • Writing frame • Pictures
7&8.	<u>Language structures & conventions</u>	<p><u>Word level work:</u></p> <p>gender</p>	<p><u>Activities/Differentiation:</u></p> <ul style="list-style-type: none"> • Work in pairs • Worksheets: gender

PUBLIC COMMENT

9 & 10	Formal Assessment	The assessment will be a test/ mid-year exam The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.	
Assessment Activities			
SKILL	WEIGHTING %	ACTIVITY	
Listening and Speaking	25	<ul style="list-style-type: none">• Listening comprehension• Give instructions/directions• Prepared/ unprepared speaking	
Reading <ul style="list-style-type: none">• Read aloud• Reflect on reading material	15 20	<ul style="list-style-type: none">• Uses comprehension and reading strategies	
Language Structures and Conventions	15	<ul style="list-style-type: none">• Apply the language structure and use covered this term.	
Writing and Presentation	25	<ul style="list-style-type: none">• Magazine article	

3.2.15 YEAR 4 TERM 3

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner is able to:	
1 & 2	Listening and Speaking	An Interview: Role-play <ul style="list-style-type: none"> Enhance public speaking skills Focus on planning, researching and organising. 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Learners work in pairs and role-play an interview for a selected job/vacancy. They draft suitable questions and interview each other. This should be planned and researched. <u>Integration:</u> <ul style="list-style-type: none"> Link the interview to a skill that is offered and pretend that the learner has been called for a job interview in his skill of choice. <u>Resources:</u> <ul style="list-style-type: none"> Internet and search engines, magazines, newspapers, posters etc.
	<u>Reading & Viewing</u>	<u>Reading strategies for comprehension</u> <ul style="list-style-type: none"> Identify the purpose and target group Give own opinion 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Read texts relating to interviews and assist learners in developing these skills. <u>Integration:</u> <ul style="list-style-type: none"> Use a text that promotes skills development/workplace exposure and is linked to one of the skills offered at the school. The text should serve as a means to share knowledge about the skill/world of work. <u>Resources:</u> <ul style="list-style-type: none"> Written text that is age appropriate and allows for integration with vocational subjects offered.

1 & 2	<u>Writing & Presenting</u>	<u>Transactional texts, e.g. Write a covering letter and C.V.</u> <ul style="list-style-type: none"> Requirements of format and style Target audience purpose and context 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Learners are provided with guidance in drafting a C.V, suitable examples to follow in order to draft their own. They are provided with a writing frame for a covering letter. <u>Integration:</u> <ul style="list-style-type: none"> This C.V. and covering letter should reflect all the knowledge, skills, values and attitudes acquired at the school. Learners use the computer lab to complete their C.V. It displays all the outcomes that the learner has achieved in the vocational subject that he/she specialised in, at the school.
	<u>Language Structure and Conventions</u>	<u>Sentence level work</u> <ul style="list-style-type: none"> Description paragraph; 	<u>Activities / Differentiation</u> <ul style="list-style-type: none"> Provide individual support to learners who require this kind of intervention
3 & 4	<u>Listening and Speaking</u>	<u>An Interview: Role-play</u> <ul style="list-style-type: none"> Presentation: tone, voice projection, pronunciation, eye contact, gestures, Language usage: vocabulary 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Learners role-play interview situations. The teacher prepares a rubric in order to guide learners on all aspects that need to be included in their interview e.g. tone, projection, eye contact etc.
	<u>Reading & Viewing</u>	<u>Reading strategies for comprehension</u> <ul style="list-style-type: none"> Give own opinion Distinguish between facts and opinions 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> Class and group verbal discussions about the interview. Individual questioning to determine the learners level of understanding. Critical thinking and questioning is encouraged.

3 & 4	<u>Writing & Presenting</u>	<u>Transactional texts, e.g. Write a covering letter and C.V.</u> <u>Writing process:</u> <ul style="list-style-type: none"> • Planning • Drafting • Revision 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Learners are provided with guidance in drafting a C.V. • They are provided with a writing frame for a covering letter. • The completed C.V. is used when they exit year 4 and enter the world of work <u>Integration:</u> <ul style="list-style-type: none"> • This C.V. and covering letter should reflect all the knowledge, skills, values and attitudes acquired at the school. • It displays all the outcomes that the learner has achieved in the vocational subject that he/she specialised in, at the school.
	<u>Language Structure and Conventions</u>	<u>Punctuation and spelling:</u> <ul style="list-style-type: none"> • Punctuation 	<u>Activities / Differentiation</u> <ul style="list-style-type: none"> • Application of punctuation learnt, in CV.
5&6	<u>Listening and Speaking</u>	<u>Listen to an interview conducted.</u> <ul style="list-style-type: none"> • Recorded interview is played. • Appropriate interview skills are pointed out to learners. • Tone, volume, tempo, voice projection 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Source an interview that is of interest to the learner. • Teacher guided • Peer and group intervention and support.
5&6	<u>Reading & Viewing</u>	<u>Reading / viewing for comprehension.</u> <ul style="list-style-type: none"> • Skimming Scanning 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Read and analyse C.V's. • Learners are guided to utilise the strategies as indicated in their own CV.

		<ul style="list-style-type: none">Infer meaning of unfamiliar	<ul style="list-style-type: none">They should be encouraged to work in pairs or in groups <p><u>Integration:</u></p> <ul style="list-style-type: none">The C.V's should be linked to the vocational subjects.
	Writing & Presenting	<p><u>Transactional texts, e.g. Write a covering letter and C.V. (continued)</u></p> <ul style="list-style-type: none">EditingProof reading and presenting.	<ul style="list-style-type: none"><u>Activities/Differentiation</u>They work in groups and rely on group and peer support to edit and proof read their CV's.It is presented to the teacher.
	Language Structure and Conventions	<p>Sentence level work:</p> <ul style="list-style-type: none">Introductory and concluding paragraph; sentence structures.	<p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none">Focus on sentence construction and sentence work to support learners with their CV and covering letter.<u>Integration:</u>Use specific words from the different vocational subjects eg. names of products tools, machinery, equipment etc.Allow for verbal discussion of what happens in the workshops <p><u>Resources:</u></p> <ul style="list-style-type: none">Suitable worksheets, textbooks, reading books.
9 & 10	Formal Assessment	The two weeks allocated for formal assessment should be integrated across the 8 weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.	
Assessment Activities			
SKILL	WEIGHTING %	ACTIVITY	

7&8	Listening and Speaking	<p>Listening and speaking strategies in debate/group discussion:</p> <ul style="list-style-type: none"> • Indicate roles • Speakers take turns 	<p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> • Allow for learners to work in a group. • Allocate various roles based on learners' strengths and areas in need of development. • Learners engage by allowing for those functioning on different levels to also express themselves. <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Debate relevant issues pertaining to both general and vocational education. <p><u>Resources</u></p> <ul style="list-style-type: none"> • Textbooks, readers, and articles from magazines, newspapers or other sources.
	Reading & Viewing	<p>Reading comprehension: (text from text book)</p> <ul style="list-style-type: none"> • Making inference • Meaning of words • Fact and opinion 	<p><u>Activities / Differentiation:</u></p> <ul style="list-style-type: none"> • Source texts appropriate to the levels of learners • Learners are divide into groups to engage with different level texts. • Shorter texts, minimised writing, larger fonts would be applicable to learners experiencing reading barriers. • Allow for the extension of higher functioning learners by providing more detailed texts. <p><u>Integration:</u></p> <ul style="list-style-type: none"> • Texts selected should be relevant and interesting to learners based on the context of the school. <p><u>Resources:</u></p> <ul style="list-style-type: none"> • Textbooks, readers; articles from magazines, newspapers or other sources.

7&8	Writing & Presenting	Write a transactional text: a diary entry <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Some learners write their own diary entries, following the format provided. (8-12 sentences) • Others are provided with a worksheet containing diary entries and fill in missing parts of it to show understanding. <u>Integration</u> <ul style="list-style-type: none"> • link with vocational subjects and the current themes, theory or content that is being taught by teachers in the vocational department of the school.
	Language Structure and Conventions	Sentence level work: <ul style="list-style-type: none"> • Tenses 	<u>Activities / Differentiation:</u> <ul style="list-style-type: none"> • Use suitable worksheets, provide support to learners who need it • Peer support and group support will be necessary for collaborative learning.
Listening and Speaking	25	The listening and speaking assessments must incorporate the work that was covered during the term.	
Reading aloud	20	Focus on reading aloud with the appropriate tone, fluency and clarity.	
Reflects on reading material	15	Assessment based on material read.	

Language Structures and Conventions	15	Word level, sentence level and spelling and punctuation covered during the term. Make use of pictures and illustrations. Include: answering questions, fill in the missing word, select words from the box, tick the correct answer, identifying parts of speech and underlining it, etc.
Writing and Presentation	25	The writing and presenting content taught during the term must be assessed.

3.2.16 YEAR 4 TERM 4

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1 – 4	<u>Writing & Presenting</u>	Revision and Consolidation Revision and preparation for examination Writing: <ul style="list-style-type: none"> • Transactional texts -- Novel/short stories/folklore -- Drama/film study -- Poems Essays Preparation stage: <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience purpose and context • Word choice 	Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing
	<u>Language Structure and Conventions</u>	<u>Word level work:</u> common nouns, proper nouns, <u>Sentence level:</u> simple sentences,	Revision activities / worksheets

		<p>statements, simple present tense, simple past tense</p> <p>statements;</p> <p>subject-verb agreement;</p> <p><u>Spelling and punctuation</u>: full stop, comma, colon, semi colon, capital and small letters</p> <p>Word meaning: synonyms, antonyms,</p>	
5-10	External examination	<p>External moderation of school assessment over terms 1, 2 and 3 = 75% of qualification.</p> <p>Formal external assessment written test or oral = 25% of qualification.</p>	

SECTION 4

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

Note for the Language Teacher:

It is important 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 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. The language structures should be assessed in context. It must be ensured that assessment is not only done as written work, but allows for practical and oral work.

4.2 Assessment Principles

4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners

or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

“Formal Assessment Task (assessment of learning)” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental

level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;

- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- ***Reliability***

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.

Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of

assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;

- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

Formal Assessment requirements

The formal Programme of Assessment comprises of three (3) tasks which make up 75% of the promotion mark and one end-of-the-year examination for the final 25%.

The formal assessment requirements for Home Language are as follows:

- One formal assessment task to be completed at the end of each of the first three terms AND an end of year examination in the fourth term. The task in the second term is a mid-year examination. The total number of formal tasks should be three. These three formal assessment tasks make up 75% of the total mark for Home Language in Year 1, 2 and 3. This formal assessment mark will include the mid-year examination.
- The formal assessment task in each term should be done towards the end of the term.
- There will be an examination at the year-end which will count for 25% of the mark.
- Each formal assessment task should be made up of activities that assess Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language Structures and Conventions, and should take place over a period of days. Language Structures and Conventions should be assessed in context.
- Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Ensure that these aspects have been informally assessed and feedback given to the learner before they are formally assessed.

Requirements for the compilation of a task are given in percentages. Where the programme indicates 20% for a language skill it means that in the final allocation of marks for that language skill should be 20% of the total and not twenty marks. Schools are not limited to a number of marks allocated to a language skill as long as the weighting for each language skill is observed for each task according to the percentage allocated in the assessment programme. For example, in Year 1, a language knowledge test may be set for 20 marks or more, as long as the final weighting does not exceed the weighting indicated in the assessment programme.

In Writing parts of the planning process or the whole process should be assessed at least once per term.

All work must make provision for *functioning* level(s) of the learner. The learner's *abilities* determine what will be expected of him/her in the exam. Formal Assessment in English Home Language must cater for a range of cognitive levels and abilities of learners:

WEIGHTING	COGNITIVE LEVEL	BLOOM'S TAXONOMY	EXAMPLES
40%	Lower order	Level 1 & 2	List, name, what, why, who?
40%	Middle order	Level 3 & 4	Discuss, explain, describe etc.
20%	Higher order	Level 5 & 6	Apply, how will you? etc.

PROJECTS

The project will be any piece of work in which knowledge, skills and values which lead towards competence in the specific or integrated content, are demonstrated. The task will involve collecting, analysing and/or evaluating data and information that will result in a written product that must be presented, taking part in discussions and interviews, reading and viewing, listening and speaking, understanding and applying language structures and conventions, demonstrating, role playing, giving an opinion etc. by the learners. Learners will collect information outside of contact time to perform some tasks or will be able to complete it in class with information at hand. The completion of the project will be facilitated by the teacher in class time to ensure the authenticity of the product. The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given enough time to complete the project. They need adequate guidance at the outset of the task. The focus will be more on the oral use of English Home Language than on writing. Writing however also plays an important role.

Projects will be conducted in each of the following skills:

- Listening and Speaking
- Reading and Viewing
- Writing and Presenting
- Language structures and Conventions.

Examinations

Content for the examination should be drawn from the work done in the period preceding the examination and should be a selection of skills and activities that will enable the learner to show that he/she is ready to engage with the work in the next period/year.

Programme of Assessment

Note: The time allocation for English Home Language is Three (3) hours per week in all years. All language is taught within a 2-week cycle (6 hours).

The programme of assessment is designed to spread formal assessment tasks throughout the school year. In English Home Language learners are expected to complete a certain number of formal assessment tasks per year as indicated in the tables below. The formal assessment tasks make up 25% of the total mark for the subject for each year

Year 1	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> Listen to short story, express their feelings about the story and answer open-ended questions verbally. Reads aloud with teacher Common Nouns/Plurals Simple sentences: Present tense Capital and lower case (small) letters Punctuation: Full stops Write a paragraph of 3-5 sentences about the main idea in the story read: e.g., folklore (myth or legend) 	<ul style="list-style-type: none"> Listen to short story, express their feelings about the story and answer open-ended questions verbally. Reads aloud with teacher and focus on correct pronunciation. Verbs Future tense Punctuation: <ul style="list-style-type: none"> Full stop Comma Question mark Write a paragraph of 3-5 sentences about the main idea in the story read: e.g., folklore (myth or legend) 	<ul style="list-style-type: none"> Listens to a poem Read a poem and focus on correct pronunciation and fluency. Prepositions Simple sentences: Present and past tense Punctuation: <ul style="list-style-type: none"> Full stop Comma Question mark Exclamation mark Writes a poem of 2-4 lines using simple rhyming words. 	<ul style="list-style-type: none"> Listens to advertisements and express feelings about the advertisement. Answers open-ended questions. Reads information text, e.g. advertisement and focus on comprehension. Conjunctions Capital letters Punctuation: <ul style="list-style-type: none"> Full stops Comma Question mark Exclamation mark Colon Similes Writes a simple report on the advertisement, e.g. What is the advertisement about?
	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term
Term Report	100%	100%	100%	25%
End of Year	SBA 75%			25%

Year 2	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> • Listens to and discusses a story, e.g. myth/legend and does a listening comprehension • Reads a story e.g. Folklore (myth or legend) and focus on reading with expression and fluency. • Proper and Common Nouns • Capital letters • Punctuation: <ul style="list-style-type: none"> ○ Full stops ○ Question mark ○ Exclamation mark • Writes a paragraph (5-8 sentences) 	<ul style="list-style-type: none"> • Listens to a story and answers questions about the text. • Reads an interview and answer questions • Singular and Plural • Past Tense • Punctuation: <ul style="list-style-type: none"> ○ Exclamation mark ○ Question mark • Writes a description of characters 	<ul style="list-style-type: none"> • Listens to and views audio-visual/read text: cartoon/comic strips (dialogue) • Reads a cartoon/comic strip • Degrees of comparison • Present, Past and Future Tense • Antonyms and Synonyms • Abbreviations • Pronouns • Adverbs • Verbs • Adjectives • Writes a cartoon/comic script 	<ul style="list-style-type: none"> • Unprepared speech(30sec -1min30sec) • Prepared speech (30 sec- 2min) • Comprehension • Reads an instructional text e.g. list of classroom rules/recipe • Adverbs • Positive and Negative forms • Synonyms and Antonyms • Gender • Dictionary use • Writes an instructional text, e.g. classroom rules
Term Report	100%	100%	100%	25%
End of Year	SBA 75%			25%
Year 3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> • Listens to and discusses current issues 	<ul style="list-style-type: none"> • Listens to and discusses an 	<ul style="list-style-type: none"> • Listens and discusses an 	<ul style="list-style-type: none"> • Listens to and discusses an information text,

	<ul style="list-style-type: none"> • Reads newspaper articles • Common and proper nouns • Countable and uncountable nouns • Antonyms • Prepositions • Conjunctions • Writes an advert • Writes a dialogue 	<p>instructional text, e.g. recipe</p> <ul style="list-style-type: none"> • Reads an instructional text, e.g. recipe and answer questions • Gender • Collective nouns • Singular and Plural • Positive and Negative sentences • Synonyms and Antonyms • Writes an instructional text, e.g. recipe 	<p>advertisement</p> <ul style="list-style-type: none"> • Reads a poem and answer questions • Gender • Verbs • Adverbs • Nouns • Adjectives • Degree of comparison • Present and Past tense • Creates an advertisement 	<p>e.g. news article/ news presentation</p> <ul style="list-style-type: none"> • Reads an information text, e.g. news article. focus on pronunciation, fluency – taking the punctuation into consideration and reading with expression. • Revise Language Structure and Conventions of Term 1, 2, 3 • Write a narrative paragraph <p>Mark: 60 Time Allocation: 60 minutes</p>
	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term
Term Report	100%	100%	100%	25%
End of Year	SBA 75%			25%

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> • Listens to advertisements and express feelings about the advertisement. Answers open-ended questions. • Reads information text, e.g. advertisement and focus on comprehension. • Conjunctions • Capital letters • Punctuation: <ul style="list-style-type: none"> ○ Full stops ○ Comma ○ Question mark ○ Exclamation mark ○ Colon • Similes • Writes a simple report on the advertisement, e.g. What is the advertisement about? 	<ul style="list-style-type: none"> • Listening comprehension • Give instructions/directions • Prepared/unprepared speaking • Uses comprehension and reading strategies • Predicate and object • Transitive and intransitive verbs • Direct and reported speech • Present progressive tense • Punctuation: <ul style="list-style-type: none"> ○ Hyphen ○ Apostrophe • Quotation marks • Write a review • Write transactional texts: instructions 	<ul style="list-style-type: none"> • Listening comprehension: Listens to a dialogue • Prepared/unprepared speaking • Uses comprehension and reading Strategies: Reads for information, e.g. newspaper and magazine articles • Predicate and object • Transitive and intransitive verbs • Direct and reported speech • Present progressive tense • Punctuation: <ul style="list-style-type: none"> ○ Hyphen ○ Apostrophe ○ Quotation marks • Write a formal/informal letter 	<ul style="list-style-type: none"> • Prepared/unprepared speaking • Debate/group discussion on use of e-mail/posters/diary entries/flyers <p>External Formal Assessment</p> <p>End-of-year examination Mark: 75 Time Allocation: 60 minutes</p>

			<ul style="list-style-type: none"> • Write longer texts, e.g. dialogue • Write and argumentative/d escriptive essay 	
	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term	Dates: Spread across the Term
Term Report	100%	100%	100%	25%
End of Year	SBA 75%			25%

Timing of Formal Assessment

YEAR 1						
Term	Date	Skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
TERM 1		Listening & Speaking	<ul style="list-style-type: none"> Listen to short story, express their feelings about the story and answer open-ended questions verbally. 	Practical Oral questioning after observation	25%	FAT 1
		Reading & Viewing	<ul style="list-style-type: none"> Reads aloud with teacher and answer questions about the text. 	Demonstration Observation	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Common Nouns/Plurals Simple sentences: Present tense Capital and lower case (small) letters Punctuation: Full stops 	Written Demonstration	15%	
		Writing & Presenting	Write a paragraph of 3-5 sentences about the main idea in the story read: e.g., folklore (myth or legend)	Written	25%	

TERM 2		Listening & Speaking	<ul style="list-style-type: none"> Listen to short story, express their feelings about the story and answer open-ended questions verbally. 	Oral questioning after observation	25%	FAT 2 (MID-YEAR EXAMINATION)
		Reading & Viewing	<ul style="list-style-type: none"> Reads aloud with teacher and focus on correct pronunciation. Answers questions about the text. 	Demonstration Observation	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Verbs Future tense Punctuation: <ul style="list-style-type: none"> Full stop Comma Question mark 	Demonstration Written/Work sheet	15%	
		Writing & Presenting	Write a paragraph of 3-5 sentences about the main idea in the story read: e.g., folklore (myth or legend)	Written	25%	

TERM 3		Listening & Speaking	<ul style="list-style-type: none"> • Listens to a poem 	Observation	25%	FAT 3
		Reading & Viewing	<ul style="list-style-type: none"> • Read a poem and focus on correct pronunciation and fluency. • Answers questions about the text. 	Individual reading Oral questioning after reading	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> • Prepositions • Simple sentences: Present and past tense • Punctuation: <ul style="list-style-type: none"> ○ Full stop ○ Comma ○ Question mark <p>Exclamation mark</p>	Demonstration Written Work sheet	15%	
		Writing & Presenting	<ul style="list-style-type: none"> • Writes a poem of 2-4 lines using simple rhyming words. 	Written	25%	

TERM 4		Listening & Speaking	<ul style="list-style-type: none"> • Listens to advertisements and express feelings about the advertisement. Answers open-ended questions. 	Oral questioning after observation	25%	EXAMINATION
		Reading & Viewing	<ul style="list-style-type: none"> • Reads information text, e.g. advertisement and focus on comprehension. 	Demonstration	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> • Conjunctions • Capital letters • Punctuation: <ul style="list-style-type: none"> ○ Full stops ○ Comma ○ Question mark ○ Exclamation mark ○ Colon • Similes 	Written Work sheet Practical Demonstration	15%	
		Writing & Presenting	Writes a simple report on the advertisement, e.g. What is the advertisement about?	Written	25%	

YEAR 2						
Term	Date	Skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
TERM 1		Listening & Speaking	<ul style="list-style-type: none"> Listens to and discusses a story, e.g. myth/legend and does a listening comprehension 	Oral questioning after observation	25%	FAT 1
		Reading & Viewing	<ul style="list-style-type: none"> Reads a story e.g. Folklore (myth or legend) and focus on reading with expression and fluency. Answers questions about the text. 	Individual reading & Written task Comprehension test	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Proper and Common Nouns Adjectives Capital letters Punctuation: <ul style="list-style-type: none"> Full stops Question mark Exclamation mark 	Written Work sheet Practical	15%	
		Writing & Presenting	Writes a paragraph (5-8 sentences)	Written	25%	

TERM 2		Listening & Speaking	<ul style="list-style-type: none"> Listens to a novel/story and answers questions about the text. 	Oral questioning after observation	25%	FAT 2 (MID-YEAR EXAMINATION)
		Reading & Viewing	Reads an interview and answer questions	Demonstration Written	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Singular and Plurals Past Tense Punctuation: <ul style="list-style-type: none"> Exclamation mark Question mark 	Examinations (unseen)	15%	
		Writing & Presenting	Writes a description of characters	Examinations (unseen)	25%	

TERM 3		Listening & Speaking	<ul style="list-style-type: none"> Listens to and views audio-visual/read text: cartoon/comic strips (dialogue) 	Oral questioning after observation	25%	FAT 3
		Reading & Viewing	<ul style="list-style-type: none"> Reads a cartoon/comic strip. Answers questions about the text. 	Demonstration Observation	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Degrees of comparison Present, Past and Future tense Direct and Indirect Speech Antonyms and Synonyms Abbreviations Pronouns Adverbs Verbs Adjectives 	Writing Work sheet Demonstration	15%	
		Writing and presenting	Writes a cartoon/comic script	Written Work sheet	25%	

TERM 4		Listening & Speaking	<ul style="list-style-type: none"> • Unprepared speech (30sec-1min30sec) • Prepared speech (30 sec- 2min) 	Demonstration	25%	EXAMINATION
		Reading & Viewing	<ul style="list-style-type: none"> • Reads an Instructional text e.g. List of classroom rules/recipe • Answers questions about the text. 	Demonstration Written	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> • Adverbs • Positive and Negative forms • Synonyms and Antonyms • Gender • Dictionary use 	Written task: exam	15%	
		Writing & Presenting	Writes an instructional text, e.g. classroom rules	Written task: exam	25%	

YEAR 3						
Term	Date	Skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
TERM 1		Listening & Speaking	<ul style="list-style-type: none"> Listens to and discusses current issues 	Observation Demonstration	25%	FAT 1
		Reading & Viewing	<ul style="list-style-type: none"> Reads newspaper articles. Answers questions about the text. 	Demonstration Observation	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Common and Proper nouns Countable and Uncountable nouns Antonyms Prepositions Conjunctions 	Written/Work sheet Demonstration	15%	
		Writing & Presenting	Writes an advert Writes a dialogue	Written	25%	

TERM 2		Listening & Speaking	<ul style="list-style-type: none"> Listens to and discusses an instructional text, e.g. recipe 	Oral questioning after observation	25%	FAT 2 (Mid-year examination)
		Reading & Viewing	<ul style="list-style-type: none"> Reads an instructional text, e.g. recipe. Answers questions about the text. 	Demonstration Oral questioning after observation	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Gender Collective nouns Singular and Plural Positive and Negative sentences Synonyms and Antonyms 	Written/Work sheet	15%	
		Writing & Presenting	Writes an instructional text, e.g. recipe	Written	25%	

TERM 3		Listening & Speaking	<ul style="list-style-type: none"> Listens to and discusses an advertisement 	Oral questioning after observation	25%	FAT 3
		Reading & Viewing	<ul style="list-style-type: none"> Reads a poem and answer questions 	Oral questioning after observation	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Verbs Adverbs Nouns Adjectives Degree of comparison Present, Past and Future Tense 	Written/Work sheet	15%	
		Writing & Presenting	<ul style="list-style-type: none"> Creates an advertisement 	Written	25%	

TERM 4		Listening & Speaking	<ul style="list-style-type: none"> Listens to and discusses an information text, e.g. news article/ news presentation 	Oral questioning after observation	25%	EXAMINATION
		Reading & Viewing	<ul style="list-style-type: none"> Reads an information text, e.g. news article. Focus on pronunciation, fluency – taking the punctuation into consideration and reading with expression. 	Examinations (unseen)	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Revise Term 1,2 & 3 	Examinations (unseen)	15%	
		Writing & Presenting	<ul style="list-style-type: none"> Write a narrative paragraph 	Examinations (unseen)	25%	

		Listening & Speaking	<ul style="list-style-type: none"> Listening comprehension Give instructions/directions 	Oral questioning after observation	25%	FAT 2 (MID-YEAR EXAMINATION)
Term	Date	Skills	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
TERM 2		Reading & Viewing	<ul style="list-style-type: none"> Uses comprehension and reading strategies 	Demonstration	15%	FAT 1
		Listening & Speaking	<ul style="list-style-type: none"> Listens to advertisements and express feelings about the advertisement. Answers open-ended questions. 	Oral questioning after observation	25%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Predicate and object 	Written/Work sheet	15%	
		Reading & Viewing	<ul style="list-style-type: none"> Transitive and intransitive verbs Reads information text, e.g. advertisement Direct and reported speech Present progressive tense Punctuation: 	Demonstration Oral questioning after observation	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Conjunctions Capital letters Punctuation: <ul style="list-style-type: none"> Quotation marks Full stops 	Written/Work sheet	15%	
		Writing & Presenting	<ul style="list-style-type: none"> Write a review (8-12 sentences) <ul style="list-style-type: none"> Comma Question mark Exclamation mark Colon Write transactional texts: instructions Similes 	Written	25%	
		Writing & Presenting	Writes a simple report on the advertisement, e.g. What is the advertisement about? (8-12 sentences)	Written	25%	

TERM 3		Listening & Speaking	<ul style="list-style-type: none"> Listening comprehension: Listens to a dialogue Prepared/ unprepared speaking (30 sec-3min) 	Oral questioning after observation	25%	FAT 3
		Reading & Viewing	<ul style="list-style-type: none"> Uses comprehension and reading Strategies: Reads for information, e.g. newspaper and magazine articles 	Demonstration Oral questioning after observation	15% 20%	
		Language Structures & Conventions	<ul style="list-style-type: none"> Predicate and object Transitive and intransitive verbs Direct and reported speech Present progressive tense Punctuation: <ul style="list-style-type: none"> Hyphen Apostrophe Quotation marks 	Written/Work sheet	15%	
		Writing & Presenting	<ul style="list-style-type: none"> Write a formal/informal letter (8-12 sentences) Write longer texts, e.g. dialogue Write an argumentative/descriptive essay 	Written	25%	

TERM 4	1 - 4	<u>Writing & Presenting</u>	Revision and consolidation	External Assessment
		<u>Language Structure and Conventions</u>	Revision and consolidation	
	5 – 10	External examination	External moderation of school assessment over terms 1, 2 and 3 = 75% of qualification Formal external assessment written test or oral = 25% of qualification	

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

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

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;

- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;
- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.

SECTION 5

RESOURCES

PUBLIC COMMENT