



TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1	Standardised baseline assessment and orientation (set internally by the school) to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
1-2	<p>Observe and discuss current issues based on a news item</p> <ul style="list-style-type: none"> • Introductory activities: Prediction • Observe for specific details • Identify the main message • Relate to own life • Discuss the main ideas and specific detail • Use information from the text in response to the questions • Discuss the social, moral and cultural values in the text • Participate in a class/teacher-led discussion • Follow the observing process 	<p>“Read” a news item</p> <ul style="list-style-type: none"> • “Pre-reading”: Predicting based on title and pictures • Activate prior knowledge • Ask and answer questions • Explain opinions about the text • Discuss new signs from the text • Share thoughts and opinions • Reflect on what was viewed • Visualises what is being ‘read’ • Evaluate and draw conclusions • Follow the visual reading process 	<p>Record a news item</p> <ul style="list-style-type: none"> • Plan: Collect and organise information, sign facts • Give a title • Use an appropriate format, introduction (background, purpose, scope), body (answers to who, what, where, when, why and how), conclusions • Select appropriate content • Sequence events correctly • Use appropriate vocabulary • Use appropriate language and conventions – role shifting if needed <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning, pre-recording • Drafting (recording) • Revising • Editing • Final recording and • Publishing, presenting 	<p>Phonology:</p> <ul style="list-style-type: none"> • Parameters • Types of signs • Minimal pairs: Stokoe principle
<p>FORMAL ASSESSMENT TASK 1 - OBSERVING AND SIGNING: Based on the work done in the term (20 marks) (Commence with this task in term 1 and conclude in term 2 when the mark will be recorded)</p>				
3-4	<p>Observe a persuasive text, e.g., “speech”</p> <ul style="list-style-type: none"> • Purpose, intention of presentation • Appropriate language register for audience • Facial expression and body language • Introduction and conclusion • Follows the observing and signing process <p>Unprepared presentation: “Speech”</p>	<p>“Read” a persuasive text, e.g., advertisement</p> <ul style="list-style-type: none"> • Infer meaning • Understand purpose of text • Express personal response to images • Evaluate the image for effectiveness • Ask relevant, critical questions using appropriate question forms, e.g., who, which, what, when, how, why 	<p>Record a persuasive text, e.g., an advertisement</p> <ul style="list-style-type: none"> • Keep the attention of the viewer—ensuring that the important signs stand out. • Create a desire to own the product or use the service. • Consider the following in designing: <ul style="list-style-type: none"> - The target market (for whom the 	<p>Classifiers</p> <p>Syntax, semantics:</p> <p>Basic sentence types:</p> <ul style="list-style-type: none"> • Statements • negations • questions • commands • topicalisation

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	<ul style="list-style-type: none"> Use clearly expressed ideas showing awareness of audience and purpose Use clear objective language showing purpose, intention of presentation Use appropriate language register and tone for audience Use appropriate facial expression and body language Use persuasive language where applicable Use effective introduction and conclusion 	<ul style="list-style-type: none"> Discuss language use including persuasive and emotive language Identify and discuss graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed Confirm purpose and audience Follow the visual reading process 	advertisement is intended?) <ul style="list-style-type: none"> Positioning (where and when the advertisement will appear?) Appeal (to what sense is the advertisement appealing?) The structure The language used (repetitive, figurative) 	<ul style="list-style-type: none"> conditionals compound
FORMAL ASSESSMENT TASK 2: RECORDING <ul style="list-style-type: none"> Essay (20 marks) Narrative or descriptive 2 – 4 minutes Done during the term				
5-6	Observe a discuss a dialogue (one signer) <ul style="list-style-type: none"> Observe dialogue conventions, such as turn taking. Observe body language Observe language register and tone. Observe beginning and conclusion Compile questions Make notes Participate in a class discussion, explaining own opinion 	“Read” a drama Focus on the key features of a drama: <ul style="list-style-type: none"> Context, plot, sub-plot Characterization Message, theme Background and setting Mood, ironic twist and ending Stage directions Discuss author’s point of view. Follow the visual reading and viewing process Summarises the text 	Record a dialogue (one signer - by using role shift) <ul style="list-style-type: none"> Use correct dialogue conventions Reveal characters and motivation Maintain topic Follow turn-taking rules Use SASL conventions appropriately including eye contact, register, style Use a variety of compound and complex sentences Conclude the dialogue 	Syntax/semantics: Basic sentence types: <ul style="list-style-type: none"> Statements negations questions commands topicalisation conditionals compound Discourse: <ul style="list-style-type: none"> Role shift
FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 marks) <ul style="list-style-type: none"> Literary, non-literary text (20 marks) Visual text (10 marks) Language structures and conventions (20 marks) Activities for this task do not have to be done in one session				
7-10	Give and follow instructions <ul style="list-style-type: none"> Introductory activities: Prediction 	“Read” a poem <ul style="list-style-type: none"> Literal meaning 	Record a poem <ul style="list-style-type: none"> Produce short poems 	Reinforcement of language structures and conventions covered in previous weeks

TERM 1				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	<ul style="list-style-type: none"> Identifies the features of instructional signed text Recall procedure Ask questions to clarify Comment on clarity of instructions Sign clear instructions Give clear instructions, e.g., on how to make a cup of tea Follow the observing process 	<ul style="list-style-type: none"> Figurative meaning Figures of speech, imagery, sign choice, signing mode (emotional intention), emotional responses and interpretations Design features - rhyme, rhythm, eye gaze, pausing, refrain, alliteration (repetition of parameters) Analyse and discuss the five parameters in different sign utterances and how they impact on the meaning Express feelings stimulated by the poem 	<ul style="list-style-type: none"> Use appropriate poetic devices, e.g., symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size Use appropriate SASL discourse conventions <p>Uses the recording process</p> <ul style="list-style-type: none"> Planning, pre-recording Drafting (recording) Revising Editing Final recording and Publishing, presenting 	<p>Syntax, semantics:</p> <p>Figures of speech:</p> <ul style="list-style-type: none"> Simile metaphor personification idioms

FORMATIVE ASSESSMENT ACTIVITIES			
<p>Observing and signing activities:</p> <ul style="list-style-type: none"> Variety of observing and signing activities Observing and signing activities that comply with the Covid-19 conditions 	<p>Visual reading and viewing activities:</p> <ul style="list-style-type: none"> Visual reading process “Reading” for comprehension activities Literature activities based on the prescribed genres for the semester 	<p>Recording activities:</p> <ul style="list-style-type: none"> Recording process Chunking Transactional texts Essay Creative recording 	<p>Language structures and conventions activities:</p> <ul style="list-style-type: none"> Variety of language structures and convention activities

GRADE 6 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1

<p>FORMAL ASSESSMENT TASK 1 - OBSERVING AND SIGNING: Based on the work done in the term (20 marks) (Commence with this task in term 1 and conclude in term 2 when the mark will be recorded)</p>	<p>FORMAL ASSESSMENT TASK 2: RECORDING:</p> <ul style="list-style-type: none"> Essay (20 marks) <p>Descriptive, narrative (2 – 4 minutes) During the term</p>	<p>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 MARKS)</p> <ul style="list-style-type: none"> Literary, non-literary text (20 marks) Visual text (10 marks) Language structures and conventions (20 marks)
---	---	---

2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 6 (TERM 2)

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1-2	<p>Observe and discuss an instructional text, e.g., recipe, directions</p> <ul style="list-style-type: none"> • Introductory activities: Prediction • Become familiar with the object or process • Consider vocabulary, grammar, expressions, technical language and phrases that might be used • Identify the features of instructional text • Prepare clear and logical sequence of instructions, e.g., on how to make a cup of tea • Use visual material e.g., instruction manuals with illustrations • Ask questions to clarify • Sign the instructions 	<p>“Read” a recipe or other instructional text</p> <ul style="list-style-type: none"> • Show understanding of the text and how it functions - sequence of instructions • Order jumbled instructions • Use appropriate “reading” and comprehension strategies: prediction, contextual clues • Identify and evaluate register of a text • Understand and use information texts appropriately • Compare two different recipes or instructions • Interpret visuals, Answer questions about the visuals • Follow the visual reading and viewing process 	<p>Record an instructional text, e.g., on how to make a cup of tea</p> <ul style="list-style-type: none"> • Instructions must be in clear and logical sequence order - List materials and ingredients • Plan and prepare - clear and logical sequence of instructions • Become familiar with the process • Consider vocabulary, grammar, technical language and phrases - use commands • Use visual material <p>Uses the recording process:</p> <ul style="list-style-type: none"> • Planning, pre-recording • Drafting (recording) • Revising • Editing • Final recording and • Publishing, presenting 	<p>Syntax, semantics: Prepositions</p> <p>Discourse: Cohesion and coherence</p>
<p>FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING: (20 marks) This task is a continuation from Term 1. It will be completed and recorded in Term 2</p>				
3-4	<p>Observe a long story</p> <ul style="list-style-type: none"> • Group discussion • Identify and discuss the main message • Recall specific detail in the story • Reflect on values and message values • Discuss character, plot and setting • Follow the observing process <p>Participates in class, teacher-led discussions</p> <ul style="list-style-type: none"> • Take turns to sign 	<p>“Read” a longer story</p> <ul style="list-style-type: none"> • Collect and synthesise information • Express ideas and opinions • Ask and answer questions • Identify and comment on main idea and specific details • Discuss character, plot and setting • “Retell” the events in sequence • Follow the observing process <p>Reflect on texts “read” independently</p>	<p>Record a review on a signed text</p> <ul style="list-style-type: none"> • Reflect on individual response to a story • Evaluate or provide ‘critique’ to the text presented • Various reviewers may respond differently to the same text • Project his, her ‘judgement’ on the work presented • Give relevant facts, for example, title of the book, name/s of the author/s, name of publisher, etc. 	<p>Syntax: Semantics:</p> <ul style="list-style-type: none"> • Adjectives • Synonyms • Antonyms <p>Discourse:</p> <ul style="list-style-type: none"> • Cohesion and coherence • Chunking

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	<ul style="list-style-type: none"> Stay on topic Ask relevant questions Maintain discussion <p>Respond to others' ideas with empathy and respect</p>	<ul style="list-style-type: none"> "Retell story" or main ideas in 3 to 5 sentences (summarise) Express emotional response to texts. Relate to own life experiences Compare texts "read" 	<p>Uses the recording process</p> <ul style="list-style-type: none"> Planning, pre-recording Drafting (recording) Revising Editing Final recording and Publishing, presenting 	
5-6	<p>Observe and discuss a story</p> <ul style="list-style-type: none"> Collect and synthesise information Express ideas and opinions Ask and answer questions Identify and comment on main idea and specific details Discuss character, plot and setting "Retell" the events in sequence Follow the observing process 	<p>"Read" a story</p> <ul style="list-style-type: none"> "Pre-reading" activities, e.g., prediction based on title Use different types of questions in SASL Identify main and supporting ideas Interpret and discuss message Comment on storyline Follow the visual reading process Summarise the text 	<p>Record a descriptive chunk</p> <ul style="list-style-type: none"> Describe someone, something to allow viewer to experience the topic vividly Create a picture in signs Choose signs and expressions carefully to achieve the desired effect Establish a time frame (i.e., past, present, future) and mark time changes when needed Use a captivating introductory paragraph and an interesting ending Use figurative language, e.g., similes, metaphors Follow the recording process <p>Uses the recording process</p> <ul style="list-style-type: none"> Planning, pre-recording Drafting (recording) Revising Editing Final recording and Publishing, presenting 	<p>Syntax, semantics:</p> <p>Figures of speech:</p> <ul style="list-style-type: none"> Simile metaphor personification idioms <p>Discourse:</p> <ul style="list-style-type: none"> Cohesion and coherence Chunking
<p>FORMAL ASSESSMENT TASK 4:</p> <ul style="list-style-type: none"> Transactional text: (10 marks) <p>To be done before the controlled test</p>			<p>FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (50 marks)</p> <ul style="list-style-type: none"> Literary, non-literary text (20 marks) Visual text (10 marks) Summary (5 marks) <p>Language structures and conventions (15 marks)</p>	

TERM 2				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
7-8	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (50 marks) <ul style="list-style-type: none"> Literary/Non- literary text (20 marks) Visual text (10 marks) Summary (5 marks) Language Structures and Conventions (15 marks)			
9-10	Observe and discuss an informational text e.g., a news report <ul style="list-style-type: none"> Introductory activities: Prediction Identify main ideas and respond appropriately Participate in a class discussion, explaining own opinion Discuss format, features, language use and structure of the text Ask critical questions which do not have obvious answers Follow the observing process 	“Read” an informational text e.g., a news report <ul style="list-style-type: none"> “Pre-reading”: Predicting based on title and pictures Activate prior knowledge Ask and answer questions Explain opinions about the text Discuss new signs from the text Share thoughts and opinions Reflect on what was viewed Visualise what is being ‘read’ Evaluate and draw conclusions Follow the visual reading process 	Record an informational text e.g., a news report <ul style="list-style-type: none"> Plan: collect and organise information, sign facts Give a title Use an appropriate format, introduction (background, purpose, scope), body (answers to who, what, where, when, why and how), conclusions Select appropriate content Sequence events correctly Use appropriate vocabulary Use appropriate language and conventions – role shifting if needed Uses the recording process <ul style="list-style-type: none"> Planning, pre-recording Drafting (recording) Revising Editing Final recording and Publishing, presenting 	Reinforcement of language structures and conventions covered in previous weeks
10	<ul style="list-style-type: none"> Remediation and consolidation 			

FORMATIVE ASSESSMENT ACTIVITIES			
Observing and signing activities: <ul style="list-style-type: none"> • Variety of observing and signing activities • Observing and signing activities that comply with the Covid-19 conditions 	Visual reading and viewing activities: <ul style="list-style-type: none"> • Visual reading process • “Reading” for comprehension activities • Literature activities based on the prescribed genres for the semester 	Recording activities: <ul style="list-style-type: none"> • Recording process • Chunking • Transactional texts • Essay • Creative recording 	Language structures and conventions activities <ul style="list-style-type: none"> • Variety of language structures and convention activities
GRADE 6 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2			
FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING (20 marks) This task is a continuation from Term 1. It will be completed and recorded in Term 2	FORMAL ASSESSMENT TASK 4: RECORDING <ul style="list-style-type: none"> • Transactional text: (10 marks) Recorded before the controlled test	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (50 MARKS) <ul style="list-style-type: none"> • Question 1: Literary, non-literary text comprehension (20 marks) • Question 2: Visual text comprehension (10 marks) • Question 3: Summary (5 marks) • Question 4: Language structures and conventions in context (15 marks) 	

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1-2	<p>Conversation about drama:</p> <ul style="list-style-type: none"> Take part in informal conversations Use correct register Maintain the conversation Identify main and supporting ideas Answer questions <p>Participates in class, teacher-led discussion</p> <ul style="list-style-type: none"> Take turns to sign Stay on topic Ask relevant questions Maintain discussion <p>Respond to others' ideas with empathy and respect</p>	<p>"Read" a drama</p> <p>Focus on the key features of a drama:</p> <ul style="list-style-type: none"> Context, plot, sub-plot Characterization Message, theme Background and setting Mood, ironic twist and ending Stage directions Follow the visual reading and viewing process <p>Reflect on texts "read" independently</p> <ul style="list-style-type: none"> "Retell" drama or main ideas (summarises) Express emotional response to texts. Relate to own life experiences 	<p>Record a dialogue (one signer - by using role shift)</p> <ul style="list-style-type: none"> Use correct dialogue conventions Maintain topic Follow turn-taking rules Use SASL conventions appropriately including eye contact, register, style Conclude the dialogue <p>Uses the recording process</p> <ul style="list-style-type: none"> Planning, pre-recording Drafting (recording) Revising Editing Final recording and Publishing, presenting 	<p>Discourse</p> <p>Role shift</p>
3-4	<p>Observe an object and describe it</p> <ul style="list-style-type: none"> Identify the object described correctly Use signs that correctly describe the object Use some new signs Use adjectives <p>Observe debates</p> <p>Participates in group discussion conversation on debates</p> <ul style="list-style-type: none"> Concept of debates Take turns Stay on topic Ask relevant questions 	<p>"Read" a review of a drama</p> <ul style="list-style-type: none"> Pre-reading activities, e.g., prediction based on title Identify different perspectives and give own perspective based on the review Ask questions Clarify issues Answer higher order questions Follow the visual reading process 	<p>Record a description of a character</p> <ul style="list-style-type: none"> This is a brief description of a character as if you were trying to introduce the character. Include in the description aspects such as physical appearance, mannerisms and values <p>Uses the recording process</p> <ul style="list-style-type: none"> Planning, pre-recording Drafting (recording) Revising, editing Final recording and Publishing, presenting 	<p>Morphology:</p> <p>Verbs:</p> <ul style="list-style-type: none"> Indicating verbs, Plain verbs, Transitive and intransitive verbs, Function of space
5-6	<p>Observes and discuss a short story</p> <ul style="list-style-type: none"> Introductory activities: prediction Recall events in the correct sequence and using the correct tense Interact positively during group discussions 	<p>"Read" a longer story</p> <ul style="list-style-type: none"> Pre-reading" activities, e.g., prediction based on title Use different types of questions in SASL Identify main and supporting ideas 	<p>Record a diary entry, vlog (social media message)</p> <ul style="list-style-type: none"> Present his/her evaluation of the day or event Record from the signer's point of view 	<p>Syntax, Semantics:</p> <ul style="list-style-type: none"> Adjectives Adverbs Pronouns (placement and indexing)

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	<ul style="list-style-type: none"> Identify how stereotypes are created and their effects on the viewer. Discuss characters Discuss plot, conflict and setting Discuss messages in the text Follow the observing process 	<ul style="list-style-type: none"> Interpret and discuss message Comment on storyline Follow the visual reading process) 	<ul style="list-style-type: none"> The language choice is simple and to the point Use everyday language and keep to the point The signing mode will be determined by the nature of the entry Follow the recording process Uses the recording process Planning, pre-recording Drafting, recording Revising Editing Final recording and Publishing, presenting 	
WEEK 4-8	<p>PROJECT: Project based on any ONE of the literature genres studied: poems, stories, debates, information</p> <p>Note: There must be a variation of genres across the grades.</p> <p>Planning, preparation, research, investigation of signed presentation and creative recording of project.</p>			
<p>FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT</p> <p>Stage 1: Research (Learners do research on their project)</p> <p>(10 marks – rubric designed by the teacher will be used to assess) - Weeks 3 – 4</p> <p>One of the genres chosen by the teacher: Poetry, story, debate or information.</p> <p>Teacher supports learners with guided questions to proceed with research.</p> <p>Stage 2: Recording (Learners engage in the recording of their research findings, introduction and explanation of project instructions and methodology.)</p> <p>(30 marks – rubric designed by the teacher will be used to assess) - Weeks 5-6</p> <p>Recording of findings can be done in the following ways:</p> <p>Using the guided questions given by the teacher the learners will record their finding through (choice must be the learners, they can choose to use all 4):</p> <ul style="list-style-type: none"> Mind maps Pictures Drawings <p>Glossing</p>			<p>FORMAL ASSESSMENT TASK 7: CREATIVE RECORDING PROJECT</p> <p>Stage 3: Signed presentation (Learners do the Signed presentation of their project which will be video recorded following the process of recording below)</p> <p>(20 marks – rubric designed by the teacher taking into account the signed presentation skills presented below will be used to assess) – Week 7-8 continue in term 4 if needed</p> <ul style="list-style-type: none"> Planning, pre-recording of the creative recording project Drafting (recording) Revising Editing Final recording Publishing, presenting <p>Signed presentation:</p> <ul style="list-style-type: none"> Use appropriate structure: introduction, body and conclusion Present central idea and supporting details Show evidence of research, investigation Use appropriate body language and presentation skills, e.g., make eye contact, pace, signing mode, size, etc. Participate in a discussion Give constructive feedback 	

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
			<ul style="list-style-type: none"> • Maintain discussion • Show sensitivity to the rights and feelings of others (Commence with the signed task in Term 3 and conclude in Term 4 when the mark will be recorded.)	
7-8	<p>Observe a signed presentation on how to follow instructions or procedures</p> <ul style="list-style-type: none"> • Observe the product carefully • Consider sign choice and technical language • Observe the logical sequence of instructions • Note the pace and signing size/ modulation • SASL structure • Follow the observing process <p>Sign instructions on how to use a product</p> <ul style="list-style-type: none"> • Become familiar with the object and process • Consider sign choice and technical language • Prepare a logical sequence of instructions • Consider pace and signing size, modulation • Use correct SASL structure 	<p>“Read” an informational text e.g., instructions or procedures</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Skimming and scanning signed text features • Understanding the sequence • Coherence in presentation • Technical language and phrases • Visual material 	<p>Record an instructional text, such as how to use a tool, prepare food, etc.</p> <ul style="list-style-type: none"> • Use appropriate format, style • Focus on a target audience with purpose and context • Chunk cohesion • Use suitable sign choice and sentence structure • Logical sequencing 	<p>Morphology:</p> <p>Verbs:</p> <ul style="list-style-type: none"> • Indicating verbs • plain verbs • transitive and intransitive verbs <p>Function of space</p>
9-10	<p>Observe and discuss information text with visuals</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identify main ideas and respond appropriately • Participate in a class discussion, explaining own opinion • Reflect, clarify and discuss • Ask critical questions • Follow the observing process 	<p>“Read” an informational text with visuals (e.g., pictures, diagrams, maps)</p> <ul style="list-style-type: none"> • Infer meaning • Understand purpose of text • Express personal response to images • Evaluate the image for effectiveness • Confirm purpose and audience • Follow the visual reading process 	<p>Record an informational text, e.g., a news item</p> <ul style="list-style-type: none"> • Plan collect and organise information, sign facts • Give a title • Use an appropriate format, introduction (background, purpose, scope), body (answers to who, what, where, when, why and how), conclusions • Select appropriate content • Sequence events correctly • Use appropriate vocabulary • Use appropriate language and conventions – role shifting if needed 	<p>Reinforcement of language structures and conventions covered in previous weeks</p>

TERM 3				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
			Uses the recording process <ul style="list-style-type: none"> • Planning, pre-recording • Drafting (recording) • Revising • Editing • Final recording and • Publishing, presenting 	

FORMATIVE ASSESSMENT ACTIVITIES			
Observing and signing activities: <ul style="list-style-type: none"> • Variety of observing and signing activities • Observing and signing activities that comply with the Covid-19 conditions 	Visual reading and viewing activities: <ul style="list-style-type: none"> • Visual reading process • “Reading” for comprehension activities • Literature activities based on the prescribed genres for the semester 	Recording activities: <ul style="list-style-type: none"> • Recording process • Chunking • Transactional texts • Essay • Creative recording 	Language structures and conventions activities: <ul style="list-style-type: none"> • Variety of language structures and convention activities
GRADE 6 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3			
FORMAL ASSESSMENT TASK 6 <ul style="list-style-type: none"> • Creative Recording (10 + 30 = 40 marks) Project based on any ONE of the literature genres studied: poems, stories, debates, information		FORMAL ASSESSMENT TASK 7 Observing and signing <ul style="list-style-type: none"> • Signed presentation of project (20 marks) Commence with the signed task in Term 3 and conclude in Term 4 when the mark will be recorded. Note: There must be a variation of genres across the grades.	

2023/24 ANNUAL TEACHING PLANS: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE: GRADE 6 (TERM 4)

TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
1-2	<p>Observe and discuss an instructional text, e.g., recipe, directions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recall procedure and give specific details • Give clear instructions • Ask questions to clarify and respond appropriately • Comment on clarity of instructions <p>Gives clear instructions, e.g., on how to make a cup of tea</p> <ul style="list-style-type: none"> • Plan and prepare • Become familiar with the object or process • Consider vocabulary, grammar, expressions, technical language and phrases that might be used • Prepare clear and logical sequence of instructions • Use visual material e.g. instruction manuals with illustrations • Sign the instructions 	<p>“Read” an instructional text e.g., recipe, directions</p> <ul style="list-style-type: none"> • Pre-reading”: predicting from title and pictures • Use “reading” strategies, e.g., prediction, contextual clues • Discuss specific details of text • Discuss sequence of instructions • Discuss new signs • Follow the visual reading process 	<p>Record an instructional text</p> <ul style="list-style-type: none"> • Instructions must be in clear and logical sequence order - List materials and ingredients • Plan and prepare - clear and logical sequence of instructions • Become familiar with the process • Consider vocabulary, grammar, technical language and phrases - use commands • Use visual material <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning, pre-recording • Drafting (recording) • Revising • Editing • Final recording and • Publishing, presenting 	<p>Syntax and Semantics:</p> <ul style="list-style-type: none"> • Adverbs of time, manner, location, intensification • Modals
<p>FORMAL ASSESSMENT TASK 7: Observing and signing: Signed presentation (20 marks) This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>				
3-4	<p>Observe a humorous story</p> <ul style="list-style-type: none"> • Depict a story or humorous event • Identify and discuss the main message • Recall specific details in the story • Reflect on values and message values • Discuss character, plot and setting • Follow the observing process 	<p>“Read” a humorous story</p> <ul style="list-style-type: none"> • “Pre-reading” activities, e.g., prediction based on title • Use different types of questions in SASL • Identify main and supporting ideas • Interpret and discuss message • Comment on storyline • Follow the visual “reading” process 	<p>Record a short summary</p> <ul style="list-style-type: none"> • Plot main events using a flow chart • Order logically • Express ideas clearly and logically • Reflect on emotional response • Make recommendations <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning, pre-recording 	<p>Morphology: Predicates Temporal aspect, simple/punctual – repetitive, iterative, habitual</p> <p>Syntax, Semantics: Tense</p>

TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
		<ul style="list-style-type: none"> Summarise the text 	<ul style="list-style-type: none"> Drafting (recording) Revising Editing Final recording and Publishing, presenting 	
5-6	<p>Observe and discuss a dialogue (one signer)</p> <ul style="list-style-type: none"> Observe dialogue conventions, such as turn taking. Observe body language Observe language register and tone. Observe beginning and conclusion Compile questions Make notes Participate in a class discussion, explaining own opinion <p>Role-play a dialogue (one signer - by using role shift)</p> <ul style="list-style-type: none"> Use of correct dialogue conventions, such as turn taking. Appropriate body language Appropriate language register and tone Suitable beginning and conclusion Maintain discussion Respond to others' ideas with empathy and respect 	<p>“Read” a poem</p> <ul style="list-style-type: none"> Ask and answer questions Compare different poems viewed Express feelings stimulated by the poem Discuss main idea and specific details such as the figure of speech elements presented in the poem Discuss the purpose of the text Identify and discuss design features, rhyme, rhythm, eye gaze, pausing, parameters, repetition, etc. 	<p>Record a poem</p> <ul style="list-style-type: none"> Produce short poems Use appropriate poetic devices, e.g., symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size Use appropriate SASL discourse conventions <p>Uses the recording process</p> <ul style="list-style-type: none"> Planning, pre-recording Drafting (recording) Revising Editing Final recording and Publishing, presenting 	<p>Syntax/ Semantics:</p> <p>Basic sentence types: Question mark wiggle</p> <p>Figures of speech:</p> <ul style="list-style-type: none"> Simile, metaphor, personification, idioms
<p>FORMAL ASSESSMENT TASK 8:</p> <ul style="list-style-type: none"> Transactional text: (10 marks) <p>Recorded before the controlled test</p>				
7-9	<p>Revision and preparation for test</p> <p>FORMAL ASSESSMENT TASK 9: CONTROLLED TEST</p> <p>RESPONSE TO TEXTS (50 marks)</p> <ul style="list-style-type: none"> Question 1: Literary, non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (5 marks) Question 4: Language structures and conventions (15 marks) 			

TERM 4				
WEEK	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
10	REMEDICATION CONSOLIDATION			

FORMATIVE ASSESSMENT ACTIVITIES			
Observing and signing activities: <ul style="list-style-type: none"> • Variety of observing and signing activities • Observing and signing activities that comply with the Covid-19 conditions 	Visual reading and viewing activities: <ul style="list-style-type: none"> • “Reading” process • “Reading” for comprehension activities • Literature activities based on the prescribed genres for the semester 	Recording activities: <ul style="list-style-type: none"> • Recording process • Chunking • Transactional texts • Essay • Creative recording 	Language Structures and Conventions activities: <ul style="list-style-type: none"> • Variety of language structures and convention activities

GRADE 6 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4

FORMAL ASSESSMENT TASK 7: OBSERVING AND SIGNING: <ul style="list-style-type: none"> • Signed (“oral”) presentation (20 marks) <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>	FORMAL ASSESSMENT TASK 8: RECORDING: <ul style="list-style-type: none"> • Transactional text: (10 marks) <p>Recorded before the controlled test</p>	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (50 MARKS): <ul style="list-style-type: none"> • Question 1: Literary, non-literary text comprehension (20 marks) • Question 2: Visual text comprehension (10 marks) • Question 3: Summary (5 marks) • Question 4: Language structures & conventions (15 marks)
--	---	--