



2023-2024 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 7 (TERM 1)

| TERM 1 | | | | |
|--|---|--|--|--|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| Standardised Baseline Assessment and Orientation 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>Listen to a short story Listening comprehension</p> <ul style="list-style-type: none"> Identify main and supporting ideas and take notes Share ideas and experiences and show understanding of concepts Identify persuasive and manipulating techniques where applicable Answer questions | <p>Literary text: Short stories Key features of literature text: such as</p> <ul style="list-style-type: none"> character, characterisation, plot conflict, background, setting, narrator, theme <p>Focus on comprehension (Reading strategies)</p> <ul style="list-style-type: none"> Make connections and predictions Answer questions Infer meaning Summarise (paragraph format) <p>Follow the reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) | <p>Write a review on a short story</p> <ul style="list-style-type: none"> Requirements of format and style Target audience, purpose and context Paragraph cohesion Word choice <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write a review, following the writing process</p> | <p>Word level work Singular and plural, adjectives: degrees of comparison, superlatives</p> <p>Sentence level work Simple present tense, simple past tense</p> <p>Word meaning Homophones, idioms</p> |
| 3-4 | <p>Listen to and discuss a poem</p> <ul style="list-style-type: none"> Share ideas and experiences and show understanding of concepts Answer questions Share personal feelings (positive/negative) about a specific poem <p>Prepared reading aloud (Poem)</p> <ul style="list-style-type: none"> Tone, voice projection, pronunciation, phrasing, eye contact Give attention to punctuation Use appropriate body language | <p>Literary text: Poem Key features of a poem</p> <ul style="list-style-type: none"> Internal structure of a poem: figures of speech/ imagery, rhyme, rhythm External structure of a poem: lines, stanzas, typography Figurative meaning Mood Theme and message <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (answer questions, compare, contrast, evaluate) | <p>Creative writing Write own poem</p> <p>Stanza conventions</p> <ul style="list-style-type: none"> Structure of a stanza Use conjunctions for cohesion Use a variety of sentence types, lengths and structures Diction and figurative language <p>Write a poem Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work Revision on verbs, finite verbs, personal and possessive pronouns, articles</p> <p>Word meaning Rhyme, borrowed words, idioms, proverbs, alliteration, similes, metaphors</p> <p>Punctuation Full stop, comma</p> |

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|--------|--|--|--|---|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| | | <p>Reading/ viewing for comprehension: Visual text: Cartoon/ comic strip Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist</p> <p>Focus on reading comprehension strategies</p> <ul style="list-style-type: none"> • Skim and scan • intensive reading • Infer meaning of unfamiliar words by word attack skills | <ul style="list-style-type: none"> • Proofreading • Presenting | <p>Spelling Dictionary use, spelling patterns, spelling rules</p> |
| | <p>FORMAL ASSESSMENT TASK 1 – ORAL</p> <ul style="list-style-type: none"> • Read Aloud (20 marks) <p>Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.</p> | | | |
| 5-6 | <p>Listening comprehension Novel (Read aloud - Introduction to novel) Follow the listening process</p> <ul style="list-style-type: none"> • Pre-listening: Introduce learners to novel and activate prior knowledge • Learners predict from cover page and blurb <p>During listening Make inferences and confirm prediction, questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening</p> <ul style="list-style-type: none"> • Follow up on the listening experience • Learners ask questions, talk about setting, characters etc. <p>Discuss the novel to which learners were exposed in the previous activity</p> <ul style="list-style-type: none"> • Identify characters • Discuss the theme | <p>Literary text: Novel extract Key features of literary text</p> <ul style="list-style-type: none"> • Character, characterisation, plot, conflict, background, setting, narrator, theme <p>Focus on comprehension (Reading strategies)</p> <ul style="list-style-type: none"> • Predictions • Make connections • Monitor <p>Follow the reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading/ viewing for comprehension Information text about steps in the research process Focus on reading comprehension strategies</p> | <p>Write a narrative/ reflective/ descriptive essay (paragraph)</p> <ul style="list-style-type: none"> • Paragraph conventions: • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Conjunctions for cohesion • Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting <p>Write a story based on a personal experience</p> | <p>Reinforcement of language structures and conventions covered in previous weeks Word level work Prefixes, suffixes, roots, auxiliary and finite verbs</p> <p>Sentence level work Subject and predicate, subject-verb agreement</p> <p>Word meaning Synonyms, antonyms</p> <p>Punctuation and spelling Dictionary use, spelling patterns, spelling rules</p> |

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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| | <ul style="list-style-type: none"> Discuss point of view Read aloud from the novel | <ul style="list-style-type: none"> Skim and scan Intensive reading Answer questions Fact and opinion Infer meaning of unfamiliar words by using word attack skills | | |
| 7-8 | <p>Listen to a short story</p> <ul style="list-style-type: none"> Identify main and supporting ideas from a short story Take notes Share ideas and experiences and show understanding of concepts <p>Retell a short story</p> <ul style="list-style-type: none"> Retell events in correct sequence Mention characters correctly Mention the timeline | <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>Focus on comprehension (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 <p>Follow the reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluation) <p>Reading comprehension</p> <p>Summary writing Teach the steps in writing a summary Focus on:</p> <ul style="list-style-type: none"> Format Language use Structure <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming and scanning for main ideas and themes | <p>Write a narrative essay</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> Topic sentence of paragraph Main and supporting ideas Logical order of paragraphs Conjunctions for cohesion A variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write an essay for assessment</p> | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work Common and proper nouns</p> <p>Sentence level work Simple sentences, statements, simple present tense, simple past tense</p> <p>Spelling and punctuation Full stop, comma, colon, semi-colon, capital and lowercase letters</p> |

| TERM 1 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| | | <ul style="list-style-type: none"> Separate main ideas from supporting details Paraphrase the main idea in own words Sequence the sentences Use conjunctions and logical connectives to link them together into a text | | |
| FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay: (30 marks) Narrative/ descriptive During the term | | | | |
| 9-10 | <p>Transactional text Listen to and discuss current news based on newspapers and magazine articles</p> <ul style="list-style-type: none"> Use of manipulative/ emotive/persuasive language Use of cues Adherence to conventions Appropriate body language Attention-grabbing introduction and a strong conclusion Purpose, target group and context <p>Read Aloud Prepared/unprepared reading aloud of a newspaper article</p> <ul style="list-style-type: none"> Use of tone, pace and intonation Observing punctuation marks for good effect Appropriate body language | <p>Reading/ viewing for information Use text such as newspaper articles/ magazine articles/written speeches Focus on comprehension (Reading strategies)</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting ideas Making predictions Facts and opinions Viewpoint of author Inferring the meaning of unfamiliar words and images Formal/ informal language Direct/ implied meaning Figures of speech | <p>Transactional text Long/short transactional text Write a formal letter</p> <ul style="list-style-type: none"> Requirements of format and style Target audience, purpose and context Paragraph cohesion Word choice <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write a letter following the writing process</p> | <p>Reinforcement of language structures and conventions covered in previous weeks Word level work Abstract and concrete nouns prepositions, adjectives: comparative, superlative Sentence level work Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetoric devices Word meaning Synonyms, antonyms, Literal and figurative meaning Punctuation Quotation marks, exclamation mark, comma, full stop, question mark, ellipsis</p> |

| FORMATIVE ASSESSMENT ACTIVITIES (Assessment for learning - ongoing process) | | | |
|---|--|---|--|
| Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Follow the listening process | Reading and Viewing activities <ul style="list-style-type: none"> Reading process Reading aloud activities Reading comprehension activities Literature activities based on the three prescribed genres for the semester (Poetry, novel and short story) | Writing and Presenting activities <ul style="list-style-type: none"> Writing process Paragraphing Transactional texts Essay Creative writing | Language Structures and Conventions activities Variety of Language Structures and Conventions activities aligned to text types |
| CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7 TERM 1 | | | |
| FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Read Aloud (20 marks) Start with this task in Term 1 and conclude in Term 2 when the mark will be recorded. | FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (30 marks) Narrative/ descriptive During the term | FORMAL ASSESSMENT TASK 3 RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Literary/ non-literary text (20 marks) Visual text (10 marks) Summary (10 marks) Language structures and conventions (20 marks) | |

2023-2024 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 7 (TERM 2)

| TERM 2 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| 1-2 | <p>Listening comprehension Visual text such as poster/ advertisement/ television news presentation Follow the listening process</p> <ul style="list-style-type: none"> • Pre-listening: Introduce learners to the listening situation • During listening: Questioning, recognising, matching, note-taking, interpreting • Post-listening: Follow up on the listening experience • Learners ask questions, talk about what the speaker said, etc. • Summarise • Draw conclusions <p>Reading aloud (Novel)</p> <ul style="list-style-type: none"> • Tone • Voice projection • Pronunciation • Phrasing • Eye contact • Punctuation • Appropriate body language | <p>Reading/ viewing for comprehension Written and/or visual text such as advertisement/ poster/ television news presentation Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Making inferences (characters, setting, milieu, message) • Inferring meaning of unfamiliar words by word attack skills • Manipulative language • Formal/ informal language | <p>Write a transactional text Create advertisement/ poster/ television news presentation (Select one)</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 • Manipulative/ persuasive language <p>Follow the writing process</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting | <p>Reinforcement of language structures and conventions covered in previous weeks Word level work Proper nouns, gender, plural, singular, adjectives: demonstrative, relative Sentence level work Direct and indirect speech, simple and compound sentences Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation and spelling Colon, semi-colon, dictionary use</p> |
| <p>FORMAL ASSESSMENT TASK 1 – ORAL Task started in Term 1 to be continued</p> <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.</p> | | | | |

| TERM 2 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| 3-4 | <p>Group/ class discussion on how to give instructions or follow procedures</p> <ul style="list-style-type: none"> Choose a topic Share ideas Take turns and listen attentively Fill in gaps <p>Prepared/ unprepared speaking on how to follow instructions or procedures</p> <ul style="list-style-type: none"> Focus on the choice of wording and expressions Use of tone, pace and intonation Use of cues during presentation Use of appropriate body language | <p>Reading/ viewing for comprehension</p> <p>Read an instructional text like a recipe/ directions, etc.</p> <p>Focus on comprehension (Reading strategies)</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Making inferences <p>Follow the Reading Process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry</p> <p>Key features of poem:</p> <ul style="list-style-type: none"> Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm External structure of poem: Lines, stanzas, typography Figurative meaning Mood Theme and message | <p>A shorter transactional text</p> <p>Write an instructional text such as how to use a tool or an instrument, prepare food, repair faults, etc.</p> <ul style="list-style-type: none"> Use appropriate format, style Focus on a target audience with purpose and context Paragraph cohesion Use suitable word choice and sentence structure <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Adverbs, Preposition of time, place and manner, adjectives: numerical</p> <p>Sentence level work</p> <p>Active and passive voice</p> <p>Word meaning</p> <p>Idioms and proverbs</p> <p>Punctuation</p> <p>Hyphen, apostrophe, dictionary use</p> |
| 5-6 | <p>Listening comprehension</p> <p>Listen to a novel extract</p> <ul style="list-style-type: none"> Explain listening process Take notes Answer questions <p>Follow the listening process</p> <p>Pre-listening</p> <p>Introduce learners to the listening situation</p> <p>During listening</p> | <p>Reading/viewing for comprehension</p> <p>Read a literary text</p> <p>Novel extract</p> <p>Key features of literary text</p> <ul style="list-style-type: none"> Characterisation, plot, conflict, background, setting, narrator, theme <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning | <p>Transactional text</p> <p>Write a book review/ formal letter to author/publisher)</p> <p>Use paragraph conventions</p> <ul style="list-style-type: none"> Topic sentence of paragraph Main and supporting ideas Logical order of paragraphs Conjunctions for cohesion Use a variety of sentence types, lengths | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Complex nouns, predicate and object, adjectives: comparative, superlative</p> <p>Sentence level work</p> <p>Subject and predicate, subject-verb agreement, simple sentences, statements, simple present tense, simple past tense</p> |

| TERM 2 | | | | |
|--|--|--|--|--|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| | <p>Questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening</p> <p>Follow up on the listening experience</p> <p>Learners ask questions, talk about what the speaker said, etc.</p> | <ul style="list-style-type: none"> Intensive reading Making inferences (characters, setting, milieu, message) Inferring meaning of unfamiliar words by word attack skills Emotive language <p>Summarise the text</p> <p>Reading/viewing for comprehension</p> <p>Written and/or visual text such as cartoon/comic strips</p> <p>Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist</p> <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions compare, contrast, evaluate) | <p>and structures</p> <p>Follow the writing process</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting <p>Write a book review/formal letter to author/ publisher</p> | <p>Word meaning</p> <p>Synonyms, antonyms, literal, figurative and emotive language</p> <p>Punctuation</p> <p>Full stop, comma, exclamation mark, question mark</p> <p>dictionary use</p> |
| <p>FORMAL ASSESSMENT TASK 4: WRITING</p> <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (10 marks) <p>Written before the June controlled test</p> | | | | |
| 7-8 | <p>Listening comprehension on how to fill out a form/questionnaire</p> <ul style="list-style-type: none"> Practise listening process Take notes Answer questions <p>Different forms of oral communication on the use of a form/ questionnaire</p> <p>Forums/ panel discussions</p> <ul style="list-style-type: none"> Choose a topic Share ideas | <p>Information text</p> <p>Read a text on how to fill out a form (application form/ personal information/ survey/ online form, etc.) / the importance of a questionnaire</p> <ul style="list-style-type: none"> Information required Language use Signature <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming and scanning Making connections | <p>Transactional text</p> <p>Filling out of forms/questionnaires</p> <ul style="list-style-type: none"> Follow instructions Provide correct information to the prompt Use appropriate language <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing | <p>Reinforcement of language structures and conventions covered in previous weeks</p> <p>Word level work</p> <p>Common and collective nouns, adverbs of manner and time, adjectives</p> <p>Sentence level work</p> <p>Noun clauses, adjectival and adverbial clauses, compound and complex sentences</p> <p>Word meaning</p> <p>Synonyms, antonyms, homonyms</p> <p>Punctuation</p> |

| TERM 2 | | | | |
|--------|--|---|--|--|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| | <ul style="list-style-type: none"> Take turns and listen attentively Fill gaps Use discourse markers to sustain discussion | <ul style="list-style-type: none"> Answering questions Monitoring and clarifying Meaning of words <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading/ viewing for comprehension</p> <p>Summary writing</p> <ul style="list-style-type: none"> Skimming Scanning Summarising Visualisation Making inferences Meaning of words | <ul style="list-style-type: none"> Proofreading Presenting | <p>Question mark, ellipsis, capitalisation, hyphen, abbreviations: initialism, acronym, clipped truncation</p> <p>Vocabulary in context</p> <p>Remedial grammar from learners' writing</p> |
| 9-10 | <p>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST</p> <p>RESPONSE TO TEXTS (60 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 (10 marks) Question 4: Language structures and conventions (20 marks) | | | |

| FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process) | | | |
|---|--|---|---|
| Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Follow the listening process | Reading and Viewing activities <ul style="list-style-type: none"> Reading process Reading aloud activities Reading comprehension activities Literature activities based on the three prescribed genres for the semester (Poetry, novel and short story) | Writing and Presenting activities <ul style="list-style-type: none"> Writing process Paragraphing Transactional texts Essay Creative writing | Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Conventions activities aligned to text types |
| CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7 TERM 2 | | | |
| FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Read aloud (20 marks) Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2. | FORMAL ASSESSMENT TASK 4 <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (10 marks) Written before the controlled test | FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/ non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks) | |

2023-2024 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 7 (TERM 3)

| TERM 3 | | | | |
|--------|--|---|--|--|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| 1-2 | <p>Listen and speak about drama</p> <ul style="list-style-type: none"> • Take part in an informal conversation about drama • Use correct register • Use appropriate language • Maintain the conversation • Answer questions <p>Follow the listening process</p> <p>Pre-listening Introduce learners to the listening situation</p> <p>During listening Questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening</p> <ul style="list-style-type: none"> • Follow up on the listening experience • Learners ask questions, talk about what the speaker said, etc. • Summarise • Draw conclusions <p>Read Aloud (Drama)</p> <ul style="list-style-type: none"> • Tone, voice projection • Pronunciation, phrasing, eye contact • Pay attention to punctuation • Use appropriate body language | <p>Literary text: Youth drama/ radio drama</p> <p>Key features of literature text Character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Focus on comprehension (Reading strategies)</p> <ul style="list-style-type: none"> • Make connections • Answer questions • Monitor and clarify • Summarise • Synthesise • Evaluate <p>Poetry</p> <p>Key features of poem</p> <ul style="list-style-type: none"> • Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm • External structure of a poem: Lines, stanzas, typography • Figurative meaning • Mood • Theme and message <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) | <p>Longer texts, e.g. dialogue/ written interview</p> <ul style="list-style-type: none"> • Requirements of format, style • Target audience, purpose and context • Word choice • Appropriate language use <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting | <p>Word level work Proper nouns, singular and plural, adjectives: comparative and superlative</p> <p>Sentence level work Complex sentences with relative clauses, direct and indirect speech</p> <p>Word meaning Roots of words</p> <p>Punctuation Colon, quotation marks, comma, full stop, apostrophe, question mark</p> |

| TERM 3 | | | | |
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| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| 3-4 | <p>Listens and participates in a discussion on the project</p> <p>Topics to be discussed and explained in class</p> <ul style="list-style-type: none"> Listen to and speak about what research is/ how to do research based on the given genre and topic Listen to and take notes on information about the project and different stages in the project Define and explain research Explain how research needs to be done Develop 2-3 research questions Referencing/ bibliography Ask and answer questions Share ideas and opinions and make selections | <p>Read for information based on the topics and genres selected</p> <p>Learners choose topic/ genre, start to read and collect resource material</p> <ul style="list-style-type: none"> Select research information to be brought to school Organise information to be used for the written component <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning Visualisation Intensive reading Making inferences Meaning of new words/ phrases Viewpoint of writer Fact and opinion Implied meaning <p>Literary text: Folklore</p> <p>Teach key features of literature text such as:</p> <ul style="list-style-type: none"> Character, characterisation, plot, conflict, background, setting, narrator, theme <p>Follow the reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) | <p>Write notes/ summarise information/ create graphic organiser on research</p> <p>Use different types of graphic organisers (notes/summary/mind map) to organise the research of the project</p> <p>How to write a bibliography (Stage 1)</p> <ul style="list-style-type: none"> Different topics require different types of graphic organisers Select and create appropriate frames to support the type of product to be produced <p>Focus on process</p> <ul style="list-style-type: none"> Select relevant information Write in own words Select the appropriate frame for type of text to be produced Use correct language structures and conventions Each text will determine the appropriate language to be used for the project <p>Write the research (graphic organiser) of the project and references/ bibliography</p> | <p>Word level work</p> <p>New words and phrases as required by different topics</p> <p>Sentence level work</p> <p>Speech, tenses, sentence types, paragraph types, voice, parts of speech</p> <p>Word meaning</p> <p>Literal and figurative meaning, denotative and connotative, figurative language, critical language awareness, colloquial and jargon</p> <p>Punctuation and spelling</p> <p>Spelling patterns, vocabulary in context as required by the type of text to be produced</p> |
| <p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <p>Stage 1: Research (Learners do research on their project)</p> <p>(20 marks)</p> | | | | |

| TERM 3 | | | | |
|--|--|--|---|--|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| 5-6 | <p>Speaking and Listening strategies Listen and speak about the writing task of the project (Stage 2)</p> <ul style="list-style-type: none"> Take notes Ask questions Understand the expected outcomes of each topic | <p>Read the collated information from the research for the project</p> <ul style="list-style-type: none"> Use the research (notes/ summary/ mind map) to prepare for the written aspect of the project Understand the conventions needed to complete the project Study the project rubrics and understand the assessment requirements <p>Literary text: Folklore/ drama Teach key features of literature text such as:</p> <ul style="list-style-type: none"> Character, characterisation, plot, conflict, background, setting, narrator, theme <p>Follow the reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) | <p>Write/ draw/ create the written task of the selected topic</p> <ul style="list-style-type: none"> Stage 2: Write-up of the project Correct format and features Organise content (mind map) Main and supporting ideas Paragraph/ visual conventions Logical progression of paragraphs / ideas to ensure coherence Planning to organise ideas <p>Focus on the following</p> <ul style="list-style-type: none"> Planning (research) Drafting (adherence to structures/ format) Proofreading and editing Presenting of a well-constructed project | <p>Word level work As required by the topic selected for the project</p> <p>Sentence level work As required by the type of topic selected for the project</p> <p>Word meaning As indicated by the type of topic selected for the project</p> <p>Punctuation and spelling Spelling patterns</p> <p>Vocabulary in context Remedial grammar from learners' writing</p> |
| <p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)</p> <ul style="list-style-type: none"> Planning/ pre-writing of the creative writing project Drafting Revising Editing Proofreading Presenting | | | | |

| TERM 3 | | | | |
|--------|--|---|---|---|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| 7-8 | <p>Preparing learners to write and present their oral presentation for the project (Stage 3)</p> <ul style="list-style-type: none"> Language use Register Tone Body language Introduction and conclusion Study the project rubrics and understand the assessment requirements Checklist with information on response to questions Link between project and selected genre Present the information in a clear, colourful and meaningful way, with sufficient information used | <p>Literary text: Folklore/ drama/ short story/ novel (extract) (Preparation for literature test)</p> <p>Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Follow the reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) | <p>Transactional text: Summary/ presentation notes for the oral component of the project</p> <ul style="list-style-type: none"> Requirements of format and style Target audience, purpose and context Word choice Vivid description Answer questions Sentence structure, lengths and types Conjunctions to ensure cohesion <p>Focus on producing a presentation linked to the genre and selected topic</p> | <p>Word level work Adjectives: attributive</p> <p>Sentence level work Description paragraph, choice paragraph, classification paragraph</p> <p>Word meaning One word for a phrase</p> <p>Punctuation and spelling Spelling patterns</p> <p>Vocabulary in context</p> |
| 9-10 | <p>Listening comprehension (Infographic poster/Twitter)</p> <ul style="list-style-type: none"> Explain listening process Take notes Write answers | <p>Reading/ viewing for comprehension Use written and/or visual text such as infographic posters/ information text on Twitter/ tweets</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Making inferences (characters, setting, milieu, message) Inferring meaning of unfamiliar words by word attack skills Manipulative language Formal/ informal language <p>Follow the reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) | <p>Write transactional texts (Infographic poster/ tweets)</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 and colour Manipulating/ persuasive language <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting | <p>Word level work Proper nouns, gender, plural, singular adjectives: demonstrative, relative</p> <p>Sentence level work Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetoric devices</p> <p>Word meaning Synonyms, antonyms, literal and figurative meaning</p> <p>Punctuation and spelling Quotation marks, exclamation mark, comma, full stop, question mark, ellipsis, dictionary use</p> <p>Vocabulary in context</p> |

| TERM 3 | | | | |
|--|------------------------|---------------------|------------------------|-------------------------------------|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| <p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the oral presentation of their project) (20 marks)</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. maintain eye contact with the audience, maintain good posture (audibility), use natural hand gestures and natural tone of voice • Participate in a discussion • Give constructive feedback • Maintain discussion • Show sensitivity to the rights and feelings of others <p>Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.</p> | | | | |
| <p>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS)</p> <ul style="list-style-type: none"> • Poetry (Compulsory) (10 marks) AND • Novel/ drama (10 marks) AND • Short stories/ folklore (10 marks) | | | | |

| CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7 | | |
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| TERM 3 | | |
| <p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> • Research and write-up of the project (20 + 30 = 50 marks) | <p>FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> • Oral presentation of the project (20 marks) <p>Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.</p> | <p>FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS)</p> <ul style="list-style-type: none"> • Poetry (Compulsory) (10 marks) • Drama/ novel (10 marks) • Short stories/ folklore (10 marks) |

2023-2024 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 7 (TERM 4)

| TERM 4 | | | | |
|--------|---|--|---|--|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| 1-2 | <p>Listening comprehension based on giving directions</p> <ul style="list-style-type: none"> Practise listening process Take notes Answer questions <p>Oral presentation</p> <p>Continue with Formal</p> <p>Assessment Task 7</p> <ul style="list-style-type: none"> Language use Register Tone Body language Introduction and conclusion | <p>Reading/viewing for comprehension</p> <p>Use written and visual text, e.g. read a map/give and ask for directions</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Making predictions Inferring the meaning of unfamiliar words and images Fact and opinion Inferences and conclusions Own opinion <p>Reading strategies</p> <ul style="list-style-type: none"> Make connections Answer questions Monitor and clarify Summarise Synthesise Evaluate <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry: Key features of poem</p> <ul style="list-style-type: none"> Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm External structure of a poem: Lines, stanzas, typography Figurative meaning Mood Theme and message | <p>Long/short transactional text, e.g. giving directions</p> <ul style="list-style-type: none"> Requirements of format, style Target audience, purpose and context Word choice and language structures <p>Follow the writing process</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting | <p>Word level work</p> <p>Complex nouns, adjectives: comparative and superlative, prepositions: simple (one word), compound (two word), complex (three and more words), prepositions</p> <p>Sentence level</p> <p>Simple, compound and complex sentences, adverbial and adjectival clauses</p> <p>Word meaning</p> <p>Synonyms, antonyms, literal, contextual and figurative meaning, adjectives, adverbs</p> <p>Punctuation</p> <p>Semi-colon, inverted commas, full stop, apostrophe</p> |

| TERM 4 | | | | |
|--|--|--|--|---|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| FORMAL ASSESSMENT TASK 7: PAPER 1 ORAL (20 marks) <ul style="list-style-type: none"> Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4. | | | | |
| 3-4 | 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 Oral presentation Continue with Formal Assessment Task 7 <ul style="list-style-type: none"> Language use Register Tone Body language Introduction and conclusion | Instructional text: Read text on how to write a notice/agenda and minutes <ul style="list-style-type: none"> Role players Language use Format Role execution Reading strategies <ul style="list-style-type: none"> Make connections Answer questions Monitor and clarify Summarise Synthesise Evaluate Reading process <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) Reading/viewing for comprehension of written/visual texts, e.g. graphs: bar/line graph/pie chart/infographic poster <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting ideas Making predictions Inferring the meaning of unfamiliar words and images Own opinion | Longer transactional texts Notice/ agenda and minutes <ul style="list-style-type: none"> Identify target audience and purpose of writing, Decide on style, viewpoint and format of writing Word choice and language structures Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading Presenting | Word level work Pronouns: personal, demonstrative, possessive Sentence level work Simple present tense, simple past tense, direct and reported speech, active and passive voice Word meaning Verbal extensions (derivatives) Punctuation Apostrophe, capitalisation, comma, full stop, colon Vocabulary in context |

| TERM 4 | | | | |
|--------|---|--|--|---|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| 5-6 | <p>Debate/ group discussion Discuss the use of emails/ diary entries/ flyers</p> <ul style="list-style-type: none"> • Features and conventions • Planning, researching, organising and presenting • Summarising (orally) <p>Reading aloud</p> <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language | <p>Transactional text: Read a text with an email/diary entry/flyer</p> <ul style="list-style-type: none"> • The format • Language use • Target audience <p>Reading strategies</p> <ul style="list-style-type: none"> • Make connections • Answer questions • Monitor and clarify • Summarise • Synthesise • Evaluate <p>Follow the reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading comprehension: Any information text as prescribed</p> <p>Summary writing</p> <p>Follow steps in writing a summary</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Format • Language use • Structure <p>Reading strategies</p> <ul style="list-style-type: none"> • Skim and scan for main ideas and theme • Separate main ideas from supporting details • Paraphrase the main idea in own words • Sequence the sentences • Use conjunctions and logical connectives to link them together into a text | <p>Long/ shorter transactional texts, e.g. email/diary entry/flyer</p> <ul style="list-style-type: none"> • Requirements of format, style, point of view • Target audience, purpose and context • Word choice, sentence structure, lengths and types <p>Produce one of above-mentioned texts</p> <p>Follow the writing process</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading • Presenting | <p>Word level work</p> <p>Pronouns: interrogative and demonstrative, indefinite and collective nouns, finite verbs, adjectives: comparative and superlative, prefixes, suffixes and roots</p> <p>Sentence level</p> <p>Direct speech, questions and prompts, subject-verb agreement, abbreviated statements, rhetoric questions</p> <p>Word meaning</p> <p>Antonyms, literal, Figurative and contextual meaning</p> <p>Punctuation</p> <p>Quotation marks, question mark, comma, exclamation mark, font</p> |

| TERM 4 | | | | |
|--|--|---|--|---|
| WEEK | LISTENING AND SPEAKING | READING AND VIEWING | WRITING AND PRESENTING | LANGUAGE STRUCTURES AND CONVENTIONS |
| FORMAL ASSESSMENT TASK 9: WRITING – Paper 3 <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (10 marks) Written before the end-of-the-year examination | | | | |
| 7-8 | Revision and preparation for end-of-the-year examination Speaking <ul style="list-style-type: none"> • Prepared reading • Unprepared reading Listening Listening comprehension | Revision and preparation for end-of-year examination Reading <ul style="list-style-type: none"> • Prepared reading • Reading comprehension • Visual text <ul style="list-style-type: none"> - Cartoon/comic strip - Advertisement - Graphs • Summary • Literature <ul style="list-style-type: none"> - Novel/short stories/ folklore - Drama - Poems | Revision and preparation for End-of-year examination Writing <ul style="list-style-type: none"> • Transactional texts | Word level work Collective and reflexive pronouns, stems Sentence level work Simple, compound and complex sentences, statements, subject-verb agreement, question forms, negation Word meaning Synonyms, antonyms Literal and figurative meaning Punctuation |
| 9-10 | END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 RESPONSE TO TEXTS (60 MARKS) – Paper 2 <ul style="list-style-type: none"> • Question 1: Literary/ non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks) | | | |

| FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process) | | | |
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| Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Follow the listening process | Reading and Viewing activities <ul style="list-style-type: none"> Reading process Reading aloud activities Reading comprehension activities Literature activities based on the three prescribed genres for the semester | Writing and Presenting activities <ul style="list-style-type: none"> Writing process Paragraphing Transactional texts Essay Creative writing | Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Conventions activities aligned to text types |

**CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7
TERM 4**

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| END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 7 ORAL (Paper 1) (20 marks) <ul style="list-style-type: none"> Oral presentation of the project <p>Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4</p> | END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING (Paper 3) <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (10 marks) <p>Written before the end-of-the-year examination</p> | END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/ non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks) |
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CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7

| SCHOOL-BASED ASSESSMENT: DURING THE YEAR | END-OF-THE-YEAR EXAMINATION PAPERS | |
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| SEVEN (7) FORMAL ASSESSMENT TASKS <ul style="list-style-type: none"> 1 oral task (Read Aloud across Semester 1) 3 writing tasks 1 response to texts 1 June controlled test 1 literature test | WRITTEN EXAMINATIONS <ul style="list-style-type: none"> Paper 2: Response to texts Paper 3: Transactional writing | ORAL ASSESSMENT TASK <ul style="list-style-type: none"> Paper 1: Oral presentation on the creative writing project |