

REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 5 - ENGLISH HL - TERM 1)

GRADE 5 TERM 1

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 – 2	<p>Listens and responds to a story</p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and specific details • Relates to own life • Discusses and gives opinion 	<p>Reads a story</p> <p>Text from the textbook or TRF:</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. makes predictions, uses phonic and contextual clues • Discusses new vocabulary from the text • Discusses the central idea, plot, characters and setting • Expresses feelings and opinions • Discusses cause and effect in the story • Uses a dictionary for vocabulary development 	<p>Writes a story (Narrative /Descriptive)</p> <ul style="list-style-type: none"> • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Writes topic sentences and includes relevant information to develop coherent paragraphs • Uses appropriate grammar, spelling and punctuation • Uses a dictionary for spelling and vocabulary development • Uses complex tenses <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft 	<p>Word level work: common and proper nouns, noun prefixes, suffixes</p> <p>Sentence level work: simple past tense</p> <p>Word meaning: synonyms</p> <p>Spelling and punctuation: full stop, comma, quotation marks and dictionary use</p>

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.

GRADE 5 TERM 1

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center">WEEK 3 – 4</p>	<p>Listens and responds to an information text</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in a group situation 	<p>Reads information text</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies e.g. uses textual and contextual clues • Shares ideas and offers opinions using speculation • Uses a mind-map/notes to summarise information • Uses a dictionary for vocabulary Development <p>Reads social texts, e.g. sms / email</p> <ul style="list-style-type: none"> • Explains main message • Identifies features of text • Discusses purpose of text • Uses a dictionary to find meaning of new words <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas • Expresses emotional response to texts read • Relates to own life 	<p>Writes information text</p> <ul style="list-style-type: none"> • Writes three – four paragraphs • Uses relevant content appropriate to the audience and purpose of the text • Expresses information clearly • Organises content logically • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses a variety of sentence types • Uses appropriate grammar, spelling and punctuation <p>Writes an sms/ email</p> <ul style="list-style-type: none"> • Chooses relevant content • Organises information correctly • Uses correct format, e.g. salutation, date, etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft 	<p>Word level work: finite verbs, infinite verbs</p> <p>Sentence level work: simple present tense, simple future tense</p> <p>Word meaning: personification, proverbs, idiom, simile</p>

FORMAL ASSESSMENT: TASK 1: ORAL

- **Read Aloud (20 marks)**

Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.

GRADE 5 TERM 1

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 5 – 6</p>	<p>Listens and responds to a newspaper article</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Identifies the main message • Relates to own life • Uses information from the text in response to questions • Comments on the social, moral and cultural values in the text • Discusses the assumptions and the intention of the writer 	<p>Reads a newspaper article from the textbook or TRF or any other source</p> <ul style="list-style-type: none"> • Pre-reading: predicting from headlines, surveying the text • Uses a range of reading strategies, e.g. skimming, scanning, using previous knowledge • Makes predictions, uses contextual clues to determine meaning, and makes inferences • Identifies and explains the similarities and differences of something • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writes a newspaper article</p> <p>Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</p> <ul style="list-style-type: none"> • Selects content appropriate to the audience and purpose of the text • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft 	<p>Word meaning: prepositions, determiners, articles</p> <p>Sentence level work: tenses</p> <p>Word meaning: antonyms</p> <p>Spelling and punctuation: question marks, dictionary use, word order</p>

FORMAL ASSESSMENT TASK 2: WRITING

- **Essay (20 marks)**
Narrative or Descriptive

During the term

GRADE 5 TERM 1

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center">WEEK 7 – 8</p>	<p>Listens and responds to story, e.g. folklore story (myth/legend) from a class reader.</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Justifies own opinion • Responds sensitively to ideas and suggestions • Gives balanced and constructive feedback on: plot, theme, setting 	<p>Reading a story, e.g. a folklore story (myth/legend) from the textbook or class reader</p> <ul style="list-style-type: none"> • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the setting • Reads aloud individually with clear Expression • Comments on plot, theme, characters and setting • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writing a story, e.g. a folklore story (myth/legend)</p> <ul style="list-style-type: none"> • Uses animal characters • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Uses figurative language, e.g. similes, metaphors • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using mind maps • Produces first draft • Revises • Proofreads • Writes final draft • Presents neat, legible final draft 	<p>Word level work: noun prefixes, adjectives, adverbs, pronouns, conjunctions</p> <p>Sentence level work: subject, object, subject-verb agreement, concords,</p> <p>Word meaning: proverbs, idioms, metaphors</p> <p>Spelling and punctuation: dictionary use</p>
<p>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks)</p> <ul style="list-style-type: none"> • Literary/Non- literary text (15 marks) • Visual text (10 marks) • Language Structures and Conventions (15 marks) <p>Activities for this task do not have to be written in one session</p>				

GRADE 5 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9 – 10	Listens and responds to a poem <ul style="list-style-type: none"> Discusses central idea Appreciates and responds to the sound effects stimulated by the poem 	Reads a poem <ul style="list-style-type: none"> Pre-reading: predicting from title Identifies rhyme, alliteration and onomatopoeia and their effects Identifies and explains similes and metaphors 	Writes a poem <ul style="list-style-type: none"> Uses alliteration Uses figurative language e.g. similes, metaphors Uses appropriate rhyme Uses the writing process <ul style="list-style-type: none"> Brainstorms ideas using mind maps Produces first draft Revises Proofreads Writes final draft Presents neat, legible final draft 	Word meaning: alliteration, similes, onomatopoeia, metaphor
	FORMATIVE ASSESSMENT ACTIVITIES			
	Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	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 Convention activities
GRADE 5 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1				
FORMAL ASSESSMENT TASK 1 ORAL <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>	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (20 marks) Descriptive / narrative (3 paragraphs) <p>During the term</p>		FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks) <ul style="list-style-type: none"> Literary/Non- literary text (15 marks) Visual text (10 marks) Language Structures and Conventions (15 marks) 	

GRADE 5 TERM 2

SKIL	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
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<p>WEEK 1 - 2</p>	<p>Gives and follows instructions</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens and gives specific detail • Uses correct sequence • Asks relevant questions and responds appropriately • Carries out instructions 	<p>Reads an instructional text containing a sequence of instructions</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies: prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Carries out instructions/procedure • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writes instructions e.g. how to make a sandwich</p> <ul style="list-style-type: none"> • Selects relevant information • Uses correct specific details • Uses correct sequence • Uses correct format • Uses the command form of the verb and imperatives • Uses appropriate grammar, spelling and punctuation <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: adverbs of manner, time, place, degree; prepositions, moods, adjectives</p> <p>Sentence level work: simple sentences, complex sentences</p> <p>Spelling and punctuation: full stop, exclamation marks, abbreviations – acronyms, initialisation, truncation</p>
<p>FORMAL ASSESSMENT TASK 1: ORAL Read Aloud (20 marks) This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>				

GRADE 5 TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center">WEEK 3- 4</p>	<p>Listens and responds to a report</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Listens to central idea and specific Details • Answers questions • Shares ideas and offers opinion • Analyses information • Summarises information • Presents information using a table/chart/graph 	<p>Reads a report with visuals e.g. tables/charts/graphs/diagrams/maps</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <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 • Interprets graphic information • Shares ideas and offers opinion using speculation and hypothesis • Uses a mind-map/notes to summarise information • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writes a report</p> <ul style="list-style-type: none"> • Formulates relevant content based on investigation • Converts information from one form to another • Uses what, when, where, who • Orders information logically • Links sentences into a coherent paragraph using pronouns and connecting words • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: adjectives, pronouns, conjunctions, connections</p> <p>Sentence level work: past continuous tense, future continuous tense, active and passive voice, reported speech, question form</p> <p>Spelling and punctuation: ellipsis, exclamation mark, quotation marks, question marks</p>

GRADE 5 TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5 - 6	<p>Listens to a poem</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Appreciates and responds to the sound effect stimulated by the poem • Discusses central idea • Relates to own experience • Expresses feelings stimulated the Poem • Discusses tone and language use and its effect on the listener, including how language is used to create an atmosphere 	<p>Reads a poem</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending • Identifies rhyme and rhythm and comments on their effect on the listener • Expresses feelings and opinions • Relates to own life • Uses a dictionary for vocabulary development 	<p>Writes a poem</p> <ul style="list-style-type: none"> • Uses alliteration, (consonance and assonance), metaphor, simile • Uses descriptive language • Plans, drafts and refines writing, • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work • Uses appropriate punctuation rules 	<p>Word level work: collective nouns, abstract nouns, interjections</p> <p>Sentence level work: present continuous tense</p> <p>Word meaning: alliteration, assonance, consonance, personification, rhythm, rhyme, metaphor, simile</p> <p>Spelling and punctuation: word division, dictionary use, exclamation mark</p>

FORMAL ASSESSMENT TASK 4:

- **Transactional writing: (10 marks)**
Written before the controlled test

GRADE 5 TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center">WEEK 7 - 8</p>	<p>Listens to and discusses folklore (myth/legend)</p> <p>Text from the textbook, class reader or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Participates in discussions, justifying own opinion • Responds sensitively to ideas and suggestions • Gives feedback 	<p>Reads folklore (myth/legend) from the class reader, textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Uses a range of reading strategies, e.g. skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the setting • Reads aloud individually with clear Expression • Comments on plot, theme, setting • Gives reasons for action of characters • Discusses new vocabulary from the text • Uses a dictionary 	<p>Writes a folklore (myth/legend)</p> <ul style="list-style-type: none"> • Uses animal characters • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation <p>Writes descriptions of characters</p> <ul style="list-style-type: none"> • Chooses relevant content • Stays on topic • Use descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors 	<p>Word level work: infinite verbs, gerund, singular and plural, diminutive prefixes (African languages), adjectives</p> <p>Sentence level work: object; questions, direct and indirect speech</p> <p>Spelling and punctuation: quotation marks</p>

WEEK 9 - 10	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST			
	RESPONSE TO TEXTS (40 MARKS)			
	<ul style="list-style-type: none"> • Question 1: Literary/Non- literary text (15 marks) • Question 2: Visual text (10 marks) • Question 3: Summary writing (5 marks) • Question 4: Language Structures and Conventions (10 marks) 			
	FORMATIVE ASSESSMENT ACTIVITIES			
	Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Listening and Speaking activities that comply with the Covid-19 conditions 	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 Convention activities
GRADE 5 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2				
FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> • Read Aloud (20 marks) <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>	FORMAL ASSESSMENT TASK 4: WRITING <ul style="list-style-type: none"> • Transactional writing: (10 marks) <p>Written before the controlled test</p>	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST (40 marks) RESPONSE TO TEXTS <ul style="list-style-type: none"> • Question 1: Literary / non-literary text comprehension (15 marks) • Question 2: Visual text comprehension (10 marks) • Question 3: Summary writing (5 marks) • Question 4: Language Structures and Conventions in context (10 marks) 		

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center">WEEK 1 - 2</p>	<p>Listens to and responds to an extract from novel</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listen to extracts from the novel • Listens for main message and specific details <p>Describes events</p> <ul style="list-style-type: none"> • Discusses the main ideas and specific details • Explains events clearly and in sequence • Expresses feelings in relation to events • Relates to own life • Discusses the social, moral and cultural values in the text 	<p>Reads an extract from a novel</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central events • Discusses the characters • Identifies and discusses feelings expressed • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Identifies the difference/s between biographies/diaries and stories • Uses a dictionary for vocabulary development 	<p>Writes a book review</p> <ul style="list-style-type: none"> • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically - uses chronology • Uses appropriate grammar, spelling and punctuation, including subject- verb concord • Uses a dictionary for spelling and vocabulary development 	<p>Word level work: relative pronouns, reflexive pronouns, adjectives, adverbs, conjunctions, connections, interjections</p> <p>Sentence level work: simple present tense, simple past tense, concords</p> <p>Word meaning: similes, proverbs, idioms</p> <p>Spelling and punctuation: full stop, comma, dictionary use, word division</p>

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Listens and responds to a play</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 • Retells the drama scene in sequence • Identifies and discusses the central idea, plot, setting, atmosphere and characters • Listens to specific details • Uses details accurately • Expresses thoughts and feelings • Uses the correct language form 	<p>Reads a play from the class reader or Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Explains how writers use vocabulary and language to describe the plot, setting and characters • Explains the effects of words and Imagery • Identifies cause and effect in oral and written texts and explains the relationship • Reads aloud, changing speed as appropriate 	<p>Writes a play script/dialogue</p> <ul style="list-style-type: none"> • Creates characters • Describes setting • Develops plot • Uses correct format • Establishes tone or mood • Plans, drafts and refines the text • Writes sentences using direct and indirect speech • Produces a first draft with central idea and well-developed supporting paragraphs • Uses subject-verb concord • Uses appropriate grammar, spelling and punctuation 	<p>Word level work: verbs (gerunds)</p> <p>Sentence level work: statements, questions, commands, simple sentences, compound sentences, direct and indirect speech</p> <p>Word meaning: oxymoron</p> <p>Spelling and punctuation: quotation marks, semi-colon, inverted commas</p>

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center">WEEK 5 -6</p>	<p>Listens and participates in a class discussion on project work based on literature study</p> <ul style="list-style-type: none"> • Listens to information about project • Respects other learners by listening to them • Encourages other group members to support fellow learners • Code switches if necessary • Asks and answers questions • Shares ideas and opinions <p>• Uses a framework to present ideas/thoughts/plans:</p> <ul style="list-style-type: none"> -Topic -Main points and supporting ideas -Research / investigation to be done 	<p>Reads a story from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Discusses main idea, characters and setting • Explains how writers use vocabulary and language to describe the plot, setting and characters • Reads aloud individually with clear Expression • Comments on plot, theme, setting • Gives reasons for action of characters 	<p>Writes a story (Narrative/Descriptive)</p> <ul style="list-style-type: none"> • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Plans, drafts and refines stories <p>Writes descriptions of characters</p> <ul style="list-style-type: none"> • Chooses relevant content • Stays on topic • Use descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Plans, drafts and refines writing 	<p>Word level work: verbs (infinitives), adjectives, adverbs, pronouns, conjunctions, types of nouns</p> <p>Sentence level work: statements, questions, commands, direct and indirect speech</p> <p>Word meaning: metaphors, similes, idioms, proverbs, homophones</p> <p>Spelling and punctuation: colon, semi- colon, inverted comma, capital letters</p>

GRADE 5 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 7-8</p>	<p>Gives and follows instructions Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens and gives specific detail • Uses correct sequence • Asks relevant questions and responds appropriately • Carries out instructions 	<p>Reads an instructional text containing a sequence of instructions (How to write a project)</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies: prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Carries out instructions/procedure • Discusses new vocabulary from the read text • Uses a dictionary 	<p>Writes instructions (How to write a project)</p> <ul style="list-style-type: none"> • Selects relevant information • Uses correct specific details • Uses correct sequence • Uses correct format • Uses the command form of the verb and imperatives • Uses appropriate grammar, spelling and punctuation <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	<p>Word level work: degrees of comparison, adverbs</p> <p>Sentence level work: simple short sentences, subject-verb agreement</p> <p>Spelling and punctuation: abbreviations, inverted commas</p>

GRADE 5 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 4 - 8	Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel. Note: There must be a variation of genres across the grades. Planning / Preparation/ Research/ Investigation of oral presentation and creative writing of project.			
	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT (40 MARKS) Stage 1: Research (Learners do research on their project) (10 marks): Week 4 - 5 Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) <ul style="list-style-type: none"> • Planning/pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting Week 6	FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks) Oral presentation <ul style="list-style-type: none"> • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Shows evidence of research/ investigation • Uses appropriate body language and presentation skills, e.g. makes eye contact, volume • Participates in a discussion • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.)		

TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9 - 10	<p>Listens to and discusses a weather report</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations 	<p>Reads a weather report from newspaper, a textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Identifies and explains similarities and differences • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Reads an information text with visuals e.g. map • Interprets visuals • Uses a mind-map/notes to summarise information 	<p>Writes a weather report</p> <ul style="list-style-type: none"> • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Presents information using a map, chart, graph or diagram. <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: verbs, gerunds, pronouns, adverbs, adjectives, conjunctions, abstract nouns</p> <p>Sentence level work: simple sentences, compound sentences, future tense</p> <p>Word meaning: homophones, homonyms, polysemy, antonyms, synonyms</p>

FORMATIVE ASSESSMENT ACTIVITIES				
	Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	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 Convention activities
GRADE 5 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3				
FORMAL ASSESSMENT TASK 6 <ul style="list-style-type: none"> Creative Writing (10+30=40 marks) Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel.		FORMAL ASSESSMENT TASK 7 Oral <ul style="list-style-type: none"> Oral presentation of project (20 marks) Note: There must be a variation of genres across the grades. Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.)		

GRADE 5 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 - 2	<p>Listens to and discusses an advertisement</p> <p>Text from the textbook or Teacher’s Resource File (TRF) or any other source</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Identifies key issues • Discusses the effectiveness of the advertisement • Expresses thoughts and feelings in an imaginative way • Responds sensitively to ideas and suggestions • Gives feedback • Shares ideas and offers opinions on less familiar topics 	<p>Reads an advertisement from a textbook or Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Uses reading strategies: scans for specific details, skims for general idea, predicts content, uses previous knowledge or textual clues, makes inferences • Views and comments on graphical techniques used in visual texts: colour, lettering, layout 	<p>Writes an advertisement</p> <ul style="list-style-type: none"> • Expresses ideas clearly and logically • Uses appropriate visuals and layout for the purpose • Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation • Uses language for creative and imaginative self-expression <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: degrees of comparison, adverbs</p> <p>Sentence level work: simple short sentences, subject-verb agreement</p> <p>Spelling and punctuation: abbreviations, inverted commas</p>

FORMAL ASSESSMENT TASK 7:

- **Oral Presentation (20 marks)**

This task is a continuation from Term 3. It will be completed and recorded in Term 4.

GRADE 5 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center">WEEK 3 - 4</p>	<p>Listens and responds to a report, e.g. news, topical issues Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • 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 • Responds thoughtfully to critical questions • Discusses format, features, language use and structure of the text 	<p>Reads an information text with visuals (e.g. pictures/diagrams/maps) Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Shares ideas and offers opinion using speculation and hypothesis • Expresses and justifies own opinion with reasons • Asks critical questions which do not have obvious answers • Responds thoughtfully to critical questions • Uses a mind-map/notes to summarise information • Uses a dictionary for vocabulary development [to be repeated with every activity] 	<p>Writes a report</p> <ul style="list-style-type: none"> • Writes a report using a frame • Orders information logically • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: conjunctions, moods</p> <p>Sentence level work: noun phrase, adjectival phrase, adverbial phrase, prepositional phrase</p> <p>Word meaning: synonyms, antonyms, homophones, homonyms, polysemy</p> <p>Spelling and punctuation: word division, dictionary, capital letters</p>

GRADE 5 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center">WEEK 5 - 6</p>	<p>Listens to and discusses information text</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situations 	<p>Reads information text with visuals, e.g. maps/graphs/charts/tables</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Uses a range of reading strategies to identify the main and supporting ideas • Summarises information • Interprets visuals • Uses previous knowledge or textual clues to determine meaning • Makes inferences • Transfers information from the visual to narrative form 	<p>Writes information text</p> <ul style="list-style-type: none"> • Writes three – four paragraphs • Uses relevant content appropriate to the audience and purpose of the text • Expresses information clearly • Organises content logically • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses a variety of sentence types • Uses appropriate grammar, spelling and punctuation <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: definite and indefinite articles, adjectives</p> <p>Sentence level work: noun clause, verb clause, negative form, question form</p> <p>Word meaning: metaphors, similes, proverbs, idioms</p> <p>Spelling and punctuation: dictionary use, word division</p>

FORMAL ASSESSMENT TASK 8:

- **Transactional writing: (10 marks)**
Written before the controlled test

GRADE 5 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7 - 8	-	Revision		Revision
WEEK 9- 10	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (40 marks) <ul style="list-style-type: none"> • Question 1: Literary/Non- literary text (15 marks) • Question 2: Visual text (10 marks) • Question 3: Summary writing (5 marks) • Question 4: Language Structures and Conventions (10 marks) 			
FORMATIVE ASSESSMENT ACTIVITIES				
	Listening and Speaking activities <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Listening and Speaking activities that comply with the Covid-19 conditions 	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 Convention activities
GRADE 5 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4				
	FORMAL ASSESSMENT TASK 7: <ul style="list-style-type: none"> • Oral Presentation (20 marks) This task is a continuation from Term 3. It will be completed and recorded in Term 4.	FORMAL ASSESSMENT TASK 8: <ul style="list-style-type: none"> • Transactional writing: (10 marks) Written before the controlled test	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/Non- literary text (15 marks) • Question 2: Visual text (10 marks) • Question 3: Summary writing (5 marks) • Question 4: Language Structures and Conventions (10 marks) 	