

GRADE 6 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 DAY 1-3	<p>Listens and retells a Covid-19 related story from an article</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Listens to a Covid-19 related story Retells events in correct sequence, using simple past tense 	<p>Reads a Covid-19 related story from an article</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures Uses reading strategies, e.g. making predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Discusses the title and where the story takes place (setting) Expresses simple opinion on the story Uses a dictionary <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, and expression 	<p>Writes a personal recount of events</p> <ul style="list-style-type: none"> Chooses appropriate content for the topic Selects from experience Stays on the topic Frame used by struggling learners Uses appropriate grammar, spelling and punctuation. Uses vocabulary related to topic <p>Creates/Uses a personal dictionary</p> <ul style="list-style-type: none"> Labels pages with letters of alphabet Enters 5 words and meanings (drawing/sentence using the word/ explanation of word) Or continues to enter words into dictionary created. 	<p>Spelling and punctuation</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</p> <p>Builds on knowledge of sight words and high frequency words</p> <p>Working with words and sentences</p> <p>Understands and uses different types of nouns.</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>
<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.</p>				

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
TERM 1 WEEK 2	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p>	<p>Reads a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or</p>	<p>Writes a simple story</p> <ul style="list-style-type: none"> Uses a frame only if necessary Uses a mind map or flowchart to plan Selects appropriate topic and content 	<p>Spelling</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Builds on phonic knowledge to spell words, e.g. builds word families based</p>

	<p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions to show understanding • Gives a personal response to the story, connecting it to own life <p>Plays language game/s</p> <ul style="list-style-type: none"> • Follows and gives instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak 	<p>Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Discusses the title, plot and where the story takes place (setting) • Answers questions on the story <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Does a word puzzle</p> <ul style="list-style-type: none"> • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Does a short oral book review • Relates text to own life 	<ul style="list-style-type: none"> • Writes an appropriate opening sentence • Uses connecting words • Writes an appropriate ending • Uses appropriate grammar, vocabulary, spelling and punctuation <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>on how they sound or look. Builds on knowledge of sight words and high frequency words</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Common, proper, abstract nouns • Understands and uses countable nouns • Gender • Builds on use of subject verb concord, e.g. There is one book/There are two books ... • Verbs • Uses connecting words to show addition (and) and sequence (then, before), <p>Vocabulary in context Words taken from shared or individually read texts</p>
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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 1 WEEK 3-4</p>	<p>Listens to a factual recount, e.g. news report, factual account Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Understands concepts and uses 	<p>Reads a simple factual recount, e.g. a news article or factual account Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and 	<p>Writes a simple factual recount</p> <ul style="list-style-type: none"> • Uses a frame if necessary • Selects appropriate information • Organises main idea and supporting details 	<p>Spelling Uses the dictionary to check spelling and meanings of words Uses knowledge of alphabetical order</p>

	<p>vocabulary relating to other subjects</p> <ul style="list-style-type: none"> • Expresses and explains own opinion • Discusses the text <p>Sustains a conversation on a familiar topic</p> <ul style="list-style-type: none"> • Asks and answers questions • Respects other learners by listening to them and encouraging them to speak 	<p>pictures</p> <ul style="list-style-type: none"> • Uses reading strategies, e.g. making predictions, uses phonic and contextual clues • Discusses new vocabulary from the read text • Answers questions on text • Expresses cause and effect <p>Does comprehension activity on the text (oral or written)</p> <p>Reads media texts, e.g. advertisements/ pamphlets/posters</p> <ul style="list-style-type: none"> • Identifies the main message • Discusses the use of layout, colour, typeface and images • Understands how pictures and words are used to persuade <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Summarises the text in a few Sentences • Shares opinions on the text 	<ul style="list-style-type: none"> • Uses connecting words, pronouns Appropriately <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>and first letters of a word to find words in a dictionary. Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Revises ‘a’ and ‘the’ with nouns. • Articles • Adjectives (descriptive & quantity) • Adjectives (degrees of comparison) • Punctuation (capital letter, comma, full stop, question mark) • simple present, past future tense <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)
<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>				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 1 WEEK 5-6</p>	<p>Listens to a personal recount (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p>	<p>Reads a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p>	<p>Writes for personal reflection, e.g. a diary using a frame</p> <ul style="list-style-type: none"> • Uses the frame correctly • Uses an informal style • Selects appropriate content for the topic 	<p>Spelling Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</p>

	<p>Text from the textbook or reader/s or Teacher’s Resource File (TRF) Summarises story with support</p> <ul style="list-style-type: none"> • Understands and uses questions, e.g. Why do you think...? Why doesn’t ...?Recalls experiences and events in the right sequence <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic 	<p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency, pacing and expression <p>Reads personal recounts, e.g. a diary/ diary entries</p> <ul style="list-style-type: none"> • Discusses main idea and specific details • Identifies features, e.g. format, salutation, etc. <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Expresses own opinion 	<ul style="list-style-type: none"> • Tells the events in the correct order • Uses connecting words • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</p> <p>Working with words and sentences Builds on use of personal pronouns (e.g. I, you, it, us, them) Understands and uses verbs to describe actions Builds on use of prepositions that show position (on, under, above)</p> <ul style="list-style-type: none"> • Uses connecting words to show addition (and) and sequence (then, before), <p>Uses question forms, e.g. who, what, when, which, why, how Capital letters for proper nouns, for titles and initials of people</p> <p>Vocabulary in context Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)</p>
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FORMAL ASSESSMENT TASK 2: WRITING

- Essay (20 marks)
- Narrative or Descriptive
- 5 paragraphs

During the term

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
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<p>TERM 1 WEEK 7-8</p>	<p>Listens to and gives a sequence of instructions</p> <ul style="list-style-type: none"> • Responds physically to complex sequence of instructions • Instructions given make sense • Uses connecting words • Uses the correct order <p>Describes a process</p> <ul style="list-style-type: none"> • Information given in the description makes sense • Uses connecting words • Uses the correct order • Understands concepts and uses vocabulary relating to other subjects 	<p>Reads information text with visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs/plans</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title, pictures and headings • Uses reading strategies: scans for information • Understands visual features, e.g. keys, symbols, etc. • Interprets information in the visual text • Follows instructions <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency, pacing and expression <p>Does comprehension activity on the text (oral or written)</p> <p>Does a word puzzle</p> <ul style="list-style-type: none"> • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Summarises the text in a few sentences • Shares opinions on the text 	<p>Writes a description of a simple process</p> <ul style="list-style-type: none"> • Information given in the description makes sense • Uses connecting words • Writes in the correct sequence • Uses formal language • Uses vocabulary from other subjects <p>Designs, draws and completes visual text, e.g. charts/tables/ diagrams/mindmaps/ maps/pictures/ graphs/ plans</p> <ul style="list-style-type: none"> • Adds correct labels • Includes relevant information • Uses key words <p>Writes simple definitions using a Frame</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, City</p> <p>Working with words and sentences</p> <p>Uses the command form of the verb</p> <ul style="list-style-type: none"> • Begins to use prepositions that show direction (towards), position (on, under above) time (on, during), possession (with) • Adverbs of manner & time • Uses negative concord (e.g. ‘I don’t have’, ‘she doesn’t have’) • Question form <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <ul style="list-style-type: none"> • Synonyms (words that are similar in meaning, e.g. soft/gentle)
<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)**

Activities for this task do not have to be written in one session

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 1 WEEK 9-10</p>	<p>Listens to poems/songs Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Uses an oral description to identify people or objects <p>Plays a language game</p> <ul style="list-style-type: none"> • Gives and follows instructions correctly • Takes turns • Completes the game in the time Allocated 	<p>Reads poems Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Discusses topic and main idea • Understands in a simple way some elements of poetry, e.g. rhyme, alliteration, onomatopoeia, comparisons, personification • Discusses new vocabulary from the read text • Uses a dictionary <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares texts read 	<p>Writes a description of a person</p> <ul style="list-style-type: none"> • Selects appropriate content • Focuses on physical description • Writes creatively, using adjectives and adverbs • Edits own writing, correcting spelling errors <p style="text-align: center;">OR</p> <p>Writes a description of an object/ animal/plant/place</p> <ul style="list-style-type: none"> • Selects appropriate content • Focuses on physical description • Writes creatively, using adjectives and adverbs • Edits own writing, correcting spelling errors <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft 	<p>Spelling Spells familiar words correctly, using a personal dictionary Words starting with a k sound and followed by e or i: use a k to spell the word</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Understands and uses of the possessive form of the noun (e.g. Bongi’s eyes) • Simple present to describe regular actions, e.g. ‘I brush my teeth every day’ or universal truths e.g. ‘The sun sets in the west.’ • Simple and compound sentences • Figures of speech (simile, alliteration, personification, onomatopoeia) <p>Vocabulary in context Words taken from shared or individually read texts</p> <ul style="list-style-type: none"> • Antonyms

FORMATIVE ASSESSMENT ACTIVITIES				
	Listening and Speaking activities	Reading and Viewing activities	Writing and Presenting activities	Language Structures and Conventions activities
	<ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	<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 	<ul style="list-style-type: none"> Writing Process Paragraphing Transactional Texts Essay Creative Writing 	<ul style="list-style-type: none"> Variety of Language Structures and Convention activities
GRADE 6 ENG FAL 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 (5 paragraphs) <p>During the term</p>	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) 		

GRADE 6 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 2</p> <p>WEEK 1-2</p>	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Notes relevant information • Tells and retells stories 	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: reads and discusses title and looks at pictures • Uses reading strategies, e.g. makes predictions, using contextual clues • Discusses new vocabulary • Identifies sequence of events, setting and characters (e.g. describes characters’ feelings, and talks about reasons for their actions) • Expresses cause and effect • Uses a dictionary <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Gives opinions and relates books to own life 	<p>Writes a simple story using a frame</p> <ul style="list-style-type: none"> • Uses story structure as a frame • Writes an appropriate opening sentence • Uses connecting words • Uses some adjectives • Writes an appropriate ending • Stays on the topic • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spelling and meanings of words <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft 	<p>Spelling Spells familiar words correctly, using a personal dictionary Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Builds on use of demonstrative pronouns and personal pronouns • Builds on use of adjectives (demonstrative & interrogative) • Regular and irregular verbs • Builds on understanding and use of simple present • Begins to use ‘must’, ‘should’ and ‘have to’ to show obligation. <p>Vocabulary in context Words taken from shared or</p>

			• Presents neat, legible final draft	
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>TERM 2 WEEK 3-4</p>	<p>Listens to oral descriptions of objects/ animals/ plants/ places Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Identifies what it is • Describes what it is for • Distinguishes parts from the whole • Draws and label it • Uses vocabulary relating to other Subjects <p>Analyses and classifies things</p> <ul style="list-style-type: none"> • Identifies similarities and differences • Sorts into groups • Explains why they belong together • Uses vocabulary relating to other Subjects 	<p>Reads information texts, e.g. from other subjects. Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: discusses the topic and revises key vocabulary • Reads a paragraph and identifies main idea and topic sentence • Answers questions on text and visuals, e.g. graphs, diagrams, tables <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Summarises what they have read in a few sentences 	<p>Writes a description of objects/ animals/plants/places</p> <ul style="list-style-type: none"> • Includes relevant, specific details • Describes physical appearance • Uses correct determiners • Uses relevant vocabulary • Punctuation is correct • Drafts writing, gets feedback, edits and rewrites <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft 	<p>Spelling Uses the dictionary to check spelling and meanings of words Add –es to form plurals of words ending in -s, -sh, -ch, or –z:, e.g. bunch, bunches; brush, brushes</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours) • Adjectives that come after nouns e.g. The dog is small. • Builds on understanding and use of comparative and superlative adjectives • Develops understanding and use of connecting words showing addition, sequence and contrast. <p>Vocabulary in context Words taken from shared or individually read texts</p>
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<p>TERM 2 WEEK 5-6</p>	<p>Listens to a personal recount of an event</p> <ul style="list-style-type: none"> • Identifies most important ideas and people • Answers questions about what happened first, second, etc., recounting the same event <p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Gives a personal response, relating story to own life • Expresses and explains own opinion • Asks and answers questions, giving an opinion, e.g. Why do you think...? Why doesn’t ...? 	<p>Reads stories (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Reads for detail and uses contextual clues to find meaning • Identifies and comments on the plot • Gives reasons for action • Understands the vocabulary • Answers questions on the story <p>Does comprehension activity on the text (oral or written)</p> <p>Reads personal and social texts, e.g. a personal diary or letter</p> <ul style="list-style-type: none"> • Comments on main ideas • Reads for detail and notices informal style • Comments on format and salutation <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Expresses emotional response to texts read • Relates reading to own life 	<p>Writes a simple personal letter</p> <ul style="list-style-type: none"> • Uses a frame • Uses an informal style • Writes at least two paragraphs • Uses new vocabulary and punctuation learnt • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling Spells familiar words correctly, using a personal dictionary Words ending in -l : double the l when you add a suffix, e.g. travel, travelling</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Uses forms of the verb ‘to be’, e.g. be/been/ being; am/ is/ are; was/ were • Present perfect tense (e.g. ‘I have finished.’) • Uses adverbs of frequency (e.g. ‘She hardly ever visits me.’). • Begins to use connecting words to show contrast (but), reason (because) and purpose (so that). <p>Vocabulary in context Words taken from shared or individually read texts</p> <p>Antonyms (words that are opposite in meaning, e.g. loud/soft)</p> <p>Phrasal verbs, e.g. divide up, move in</p>
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FORMAL ASSESSMENT TASK 4:				
<ul style="list-style-type: none"> Transactional writing: (10 marks) Written before the controlled test				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
TERM 2 WEEK 7-8	<p>Carries out a class survey, e.g. interviews class mates), recording responses on a chart or graph</p> <ul style="list-style-type: none"> Asks and answers questions Handles interviews politely Records information accurately Uses the structure correctly Uses key words and phrases <p>Sustains a conversation on a familiar topic</p> <ul style="list-style-type: none"> Listens to and gives other learners a chance to speak Asks and answers questions Gives an opinion, e.g. Why do you think...? 	<p>Reads a simple book review</p> <ul style="list-style-type: none"> Identifies key features, e.g. title, list of characters, brief summary and rating Identifies the language used to give facts and to give opinions <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Compares books and texts read 	<p>Writes a paragraph to express and explain an opinion/ writes a book review</p> <ul style="list-style-type: none"> Writes 4 to 5 sentences Selects relevant information Gives own personal opinion Gives a sensible explanation <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas Writes a first draft Revises Edits Writes final draft Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> Extends use of forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were Builds on understanding and use of Perfect tense (past, present, future) Begins to use ‘must’, ‘should’ and ‘have to’ to show obligation. <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Antonyms (words that are opposite in meaning, e.g. loud/soft)</p>
WEEK	<p>FORMAL ASSESSMENT TASK 5: 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) 			

9 - 10	<ul style="list-style-type: none"> • Question 3: Summary writing (5 marks) • Question 4: Language Structures and Conventions (15 marks)
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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 style="text-align: center;">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 (20 marks) • Question 2: Visual text comprehension (10 marks) • Question 3: Summary writing (5 marks) • Question 4: Language Structures and Conventions in context (15 marks)
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GRADE 6 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 3 WEEK 1-2</p>	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Discusses the key character • Notes relevant information on a chart, e.g. timeline • Summarises the story 	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Describes the features of the text • Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences • Answers questions about the story • Identifies and discusses the setting and characters • Describes cause and effect in a story, e.g. What happened when...? or Why do you think ... happened? • Gives a personal response to the story • Connects it to own life <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Does a structured book review with good oral presentation 	<p>Writes diary entries</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Tells the events in the correct order • Uses connecting words • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling Spells familiar words correctly, using a personal dictionary Add s to form most plurals</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Simple present to describe universal statements, e.g. ‘The sun sets in the west.’ • Begins to use connecting words to show cause-and-effect (so that) <p>Vocabulary in context Words taken from shared or individually read texts</p> <p>Synonyms (words that are similar in meaning, e.g. soft/gentle)</p>

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 3 WEEK 3-4</p>	<p>Listens to a simple talk on an issue</p> <ul style="list-style-type: none"> • Asks and answers more complex questions • Discusses the main idea • Gives opinions • Respects other learners by listening to them • Encourages other group members to support fellow learners <p>Talks about an issue after preparation</p> <ul style="list-style-type: none"> • Selects appropriate topic and content • Stays on topic • Organises content logically <p>Collects information, e.g. carries out simple research such as a survey</p> <ul style="list-style-type: none"> • Selects questions to be asked • Asks and answers questions • Records information as notes in the questionnaire developed <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic 	<p>Reads information texts with visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/graphs.</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: scans for important details • Asks questions • Selects relevant details to answer questions including the visuals • Makes a mind map summary of the text/selection of the text <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Does a word puzzle</p> <ul style="list-style-type: none"> • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Summarises text in about 5 sentences. 	<p>Writes a short report on information collected (N.B. for the project to be done)</p> <ul style="list-style-type: none"> • Evaluates information and makes judgements, giving reasons for them • Uses an appropriate structure for the report • Organises paragraphs correctly, for example using a topic and supporting sentences 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> * Builds on use of adjectives before and after nouns, e.g. The small dog ... The dog is small. * Builds on use of subject verb concord, e.g. There is one book/There are two books ... • Present progressive tense (e.g. ‘He is reading.’) <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Words belonging to the same lexical field, e.g. cover and page belong to the lexical field ‘book’</p> <p>Homonyms</p>

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 3 WEEK 5-6</p>	<p>Listens to stories (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Gives a personal response, relating story to own life • Expresses and explains own opinion • Suggests an alternative ending, imagining and describing possibilities <p>Retells a story</p> <ul style="list-style-type: none"> • Uses the correct sequence of events • Refers correctly to the characters in the story • Uses tenses introduced in previous grades • Suggests an alternative ending. 	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from pictures • Discusses title, plot, characters and setting • Discusses how a plot of a story can represent a particular view of the world • Answers questions about story • Summarises the story orally or in writing • Identifies the moral or message of the story <p>Does comprehension activity on the text (oral or written)</p> <p>Reads poems</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme • Discusses comparisons made in the poem <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume. <p>Reflects on texts read during</p>	<p>Writes a simple story, using the writing process more independently</p> <ul style="list-style-type: none"> • Selects interesting content • Uses the story structure as a frame • Uses a beginning, middle and end • Tells events in appropriate order • Uses an appropriate tense and coordinates sentences with ‘and’ and ‘but’ • Uses a wider range of punctuation, including inverted commas • Uses appropriate spacing for Paragraphs <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Gets feedback on content and use of grammar and vocabulary • Checks spelling • Writes final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling Spells familiar words correctly, using a personal dictionary Shortening words, e.g. television – telly, telephone – phone Uses abbreviations correctly: acronyms, initialisation, truncation, etc.</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Revises ‘a’ and ‘the’ with nouns. • Builds on use of personal and reflexive pronouns • Begins to use ‘shall’ and ‘will’ to show intention. • Uses adverbs of place (here, there) • Uses past progressive <p>Vocabulary in context Words taken from shared or individually read texts</p> <ul style="list-style-type: none"> • Joining prefixes or suffixes to a base word

		independent/pair reading <ul style="list-style-type: none"> • Relates texts to own life 	
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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
TERM 3 WEEK 7-8	<p>Listens to and carries out instructions, e.g. a procedure</p> <ul style="list-style-type: none"> • Predicts what might come next • Discusses specific details of text • Discusses sequence of instructions • Discusses the form of the verb used in <p>Plays a language game</p> <ul style="list-style-type: none"> • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak 	<p>Reads procedural text, e.g. recipe/ instructions for a simple scientific experiment/project.</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and headings and surveys the text, e.g. contents page or index • Uses reading strategies, e.g. skimming • Interprets visuals • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses the format of the text • Discusses sequence of instructions • Follows the instructions <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Gives main ideas • Describes features of some of texts read, e.g. reference books with content pages and index 	<p>Makes a mind map summary of a short text</p> <ul style="list-style-type: none"> • Identifies at least three main points • Organises information neatly • Uses appropriate symbols/diagrams/ other relevant graphic text • Shows clearly the relationship between different parts of the diagram or other graphic text • Uses appropriate vocabulary • Checks spelling • Uses the dictionary to check spelling and meanings of words <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Checks spelling • Writes final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words which are often confused (e.g. diary/dairy)</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Understands and uses of the possessive form of the noun (e.g. Bongji’s eyes) • Understands and uses auxiliary verbs • Determiners • Active & passive voice <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

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 (20 MARKS) 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.	

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
TERM 3 WEEK 9-10	Participates in conversation on a familiar topic Text from the textbook or reader/s or Teacher’s Resource File (TRF) <ul style="list-style-type: none"> • Asks relevant questions and responds to questions • Sustains the conversation • Expresses opinions • Respects others’ ideas • Encourages other learners to speak 	Reads a play Text from the textbook or reader/s or Teacher’s Resource File (TRF) <ul style="list-style-type: none"> • Pre-reading predicting from title • Uses reading strategies • Identifies the story-line • Discusses characters, setting and action • Expresses feelings stimulated by the text 	Writes a short play script , using a more informal style of writing <ul style="list-style-type: none"> • Selects appropriate characters • Develops the conversation and action logically • Uses direct speech • Uses appropriate punctuation, e.g. colon, exclamation and question marks 	Spelling Uses the dictionary to check spelling and meanings of words Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look. Working with words and sentences <ul style="list-style-type: none"> • Begins to use determiners such as

	<p>the additional language</p> <p>Performs simple plays</p> <ul style="list-style-type: none"> • Uses appropriate content and language • Uses direct speech • Develops sensible story line • Uses voice and expression and gestures to convey meaning • Pronounces words audibly and Correctly 	<ul style="list-style-type: none"> • Discusses features of the text especially punctuation and format <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with expression, showing understanding of the text • Reads aloud using proper pronunciation, pacing and volume. <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Presents a short oral book report with appropriate content and structure • Gives own opinion 	<p>Uses writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using mind maps • Produces first draft • Gets feedback and revises • Proofreads • Writes final draft • Presents neat, legible final draft with correct spacing <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>one, two, etc. and first, second, last.</p> <ul style="list-style-type: none"> • Punctuation (comma, exclamation, quotation marks) • Relative clauses (from term4) <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)</p>
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FORMATIVE ASSESSMENT ACTIVITIES				
	<p>Listening and Speaking activities</p> <ul style="list-style-type: none"> • Variety of Listening and Speaking activities • Listening and Speaking activities that comply with the Covid-19 conditions 	<p>Reading and Viewing activities</p> <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 	<p>Writing and Presenting activities</p> <ul style="list-style-type: none"> • Writing Process • Paragraphing • Transactional Texts • Essay • Creative Writing 	<p>Language Structures and Conventions activities</p> <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities
GRADE 5 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3				
<p>FORMAL ASSESSMENT TASK 6</p> <ul style="list-style-type: none"> • Creative Writing (10+30=40 marks) <p>Project based on any ONE of the literature genres studied: poems / folktales / short stories / drama / novel.</p>		<p>FORMAL ASSESSMENT TASK 7 Oral</p> <ul style="list-style-type: none"> • Oral presentation of project (20 marks) <p>Note: There must be a variation of genres across the grades.</p> <p>Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.)</p>		



GRADE 6 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 4</p> <p>WEEK 1-2</p>	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Summarises the story Answers and begins to ask and answer more complex questions, e.g. Why couldn’t ...?; What...? How do you think ...? Discusses ethical, social and critical issues in a story, code switching if necessary <p>Presents an oral book review</p>	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies: uses contextual clues to find the meaning of new words Discusses plot, setting and characters Discusses the sequence of events, answering questions about what happened first, second, etc. Asks and answers more complex questions, e.g. Why couldn’t ...?; What...? How do you think ...? Expresses and explains own opinion Discusses how characters represent a particular view of the world Discusses the role that visual images play Discusses alternative ways of presenting characters 	<p>Writes a simple story</p> <ul style="list-style-type: none"> Uses story structure as a frame Uses language imaginatively especially a variety of vocabulary Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation Uses appropriate grammar, spelling and punctuation Uses correct tense consistently Uses the dictionary to check spelling and meanings of words <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas Writes a first draft Revises Edits Writes final draft Presents neat, legible final draft <p>Records words and their meanings</p>	<p>Spelling Spells familiar words correctly, using a personal dictionary Builds on knowledge of sight words and high frequency words</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> Builds on use of demonstrative pronouns (e.g. this, that, those, these) Builds on use of adjectives (before nouns), e.g. The small dog Uses the command form of the verb, Uses question forms, e.g. who, what, when, which, why, how Progressive tense (past, present, future) Uses adverbs of time (e.g. tomorrow, yesterday) prepositions that show

	<ul style="list-style-type: none"> • Selects appropriate content and structure • Expresses and explains own opinion • Presents clearly with fluent Expression 	<p>Does comprehension activity on the text (oral or written)</p> <p>Include poetry from week 5 – 6</p> <p>Reads poems</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme and alliteration • Discusses comparisons made in the poem (similes) <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells the story in 5 or 6 sentences (summarizes) 	<p>in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>direction (towards), time (on, during), possession (with)</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Antonyms (words that are opposite in meaning, e.g. loud/soft)</p>
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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.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 4 WEEK 3-4</p>	<p>Participates in teacher led discussion</p> <ul style="list-style-type: none"> • Discusses advantages and disadvantages • Uses a concepts and vocabulary, e.g. those relating to other subjects • Takes turns • Respects others’ opinions • Encourages others to speak <p>Listens to and discusses a talk</p> <ul style="list-style-type: none"> • Discusses main ideas and specific details • Records specific information on a chart or mind map 	<p>Reads information text, e.g. from across the curriculum Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: reads and discusses headings and pictures • Uses reading strategies, e.g. scans for information • Notices the role that pictures and photographs play in constructing meaning • Answers questions about the text • Identifies advantages and disadvantages • Summarises a paragraph with support <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reads and solves a word puzzle</p> <ul style="list-style-type: none"> • Spells words correctly • Shows understanding of meanings of words • Uses relevant vocabulary <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Expresses emotional response to 	<p>Uses information from a visual text, e.g. charts/ tables/diagrams/ mindmaps/maps/pictures/ graphs to write a text</p> <ul style="list-style-type: none"> • Writes two to three paragraphs • Facts are correct and well organised • Spelling and punctuation are Correct <p>Writes visual information text</p> <ul style="list-style-type: none"> • Makes a mind map summary of a short text • Organises advantages and disadvantages into a table <p>Uses the dictionary to check spelling and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Begins to understand there is no article with uncountable nouns (e.g. I like fish.) • Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) • Uses connecting words to show addition (and) • Constructs compound sentences using ‘and’ <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 4 WEEK 5-6</p>	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Summarises the story Answers and begins to ask and answer more complex questions, e.g. Why couldn’t ...?; What...? How do you think ...? Expresses an opinion, giving a reason for it, e.g. on ethical, social and critical issues in a story, code switching if necessary Uses tenses introduced in the earlier grades, e.g. simple past and future <p>Listens to a poem/s Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Recalls main idea Discusses central idea Relates to own experience Identifies rhyme and words that 	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from the title and pictures Uses reading strategies: uses contextual clues to find the meaning of new words Discusses plot, setting and characters Discusses the sequence of events, answering questions about what happened first, second, etc. Asks and answers more complex questions, e.g. Why couldn’t ...?; What...? How do you think ...? Expresses and explains own opinion <p>Does comprehension activity on the text (oral or written)</p> <p>Reads poems Move to week 1 - 2</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies, e.g. uses contextual clues Answers questions about the poem Expresses feelings stimulated by the poem Discusses rhyme and alliteration Discusses comparisons made in the poem (similes) 	<p>Writes a book review</p> <ul style="list-style-type: none"> Selects appropriate content and structure Expresses and explains own opinion Includes title, characters and Summary <p>Writes a personal letter</p> <ul style="list-style-type: none"> Selects appropriate content Uses a frame only if necessary Addresses the message correctly Orders the information logically Writes own name at the end Uses an informal style of writing appropriate for the purpose <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas Writes a first draft Revises Edits Writes final draft Presents neat, legible final draft <p>Uses the dictionary to check spelling and meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, 	<p>Spelling Uses the dictionary to check spelling and meanings of words Words belonging to the same lexical field, e.g. cover and page belong to the lexical field ‘book’</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> Uses question forms, e.g. who, what, when, which, why, how Develops use of connecting words showing reason and purpose. Begins to use connecting words to show choice (e.g., either...or...). Future tense (e.g. ‘I will see him tomorrow.’ ‘I’m going to see him tomorrow.’) Uses direct and indirect speech <p>Uses quotation marks for direct speech</p> <p>Vocabulary in context Words taken from shared or individually read texts</p>

	<p>begin with the same sounds (alliteration)</p> <p>Identifies and discusses comparisons (e.g. similes)</p> <ul style="list-style-type: none"> • Expresses feelings stimulated by the poem • Performs song/selected lines <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic • Recounts events or experiences in the right sequence, answering questions about what happened first, second, third, etc. 	<p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Does a structured book review with good oral presentation 	<p>etc.</p>	
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FORMAL ASSESSMENT TASK 8:

- **Transactional writing: (10 marks)**

Written before the controlled test

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
TERM 4	Revision	Revision	Revision	Revision
WEEK 7-8				

WEEK 9- 10	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST			
	RESPONSE TO TEXTS (50 marks)			
	<ul style="list-style-type: none"> • Question 1: Literary/Non- literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary writing (5 marks) • Question 4: Language Structures and Conventions (15 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 (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary writing (5 marks) • Question 4: Language Structures and Conventions (15 marks) 	