

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>				
TERM 1 WEEK 2	<p>Listens to radio or newspaper reports and discusses current issues</p> <ul style="list-style-type: none"> Introductory activities: prediction Listens for specific details in radio and television programmes Identifies how stereotypes are created 	<p>Reads newspaper articles from the textbook or from the TRF</p> <ul style="list-style-type: none"> Pre-reading activities; prediction based on title and/or graphics Identifies and discusses both the intended and hidden cultural messages Uses different reading strategies in order to understand what is being 	<p>Writes a newspaper article</p> <ul style="list-style-type: none"> Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How Writes a topic sentence and includes relevant information to develop a coherent paragraph Selects, classifies and categorises 	<p>Word level work:</p> <ul style="list-style-type: none"> Nouns (Include noun types from week 3-4): common and abstract nouns pronouns (personal & demonstrative) <p>Sentence level work:</p>

	<ul style="list-style-type: none"> • Asks critical questions that challenge and seek alternative explanations • Listens for information in a variety of oral texts: reports, and summarises main ideas • Develops a balanced argument on relevant and challenging issues • Expresses an opinion and supports it with solid evidence • Listens actively and with sensitivity • Acknowledges opinions that conflict with own and responds appropriately in the context • Discusses the validity of information by comparison with other sources 	<p>read: skimming, scanning, prediction</p> <ul style="list-style-type: none"> • Discusses how the message can be manipulated • Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world • Invents and describes preferred results or endings • Hypothesises and offers alternatives when trying to solve a problem 	<p>relevant information from different sources</p> <ul style="list-style-type: none"> • Plans, drafts and refines writing, • Reflects on and evaluates writing and creative work • Writes neatly and legibly <p>Uses clear structure:</p> <ul style="list-style-type: none"> • Beginning • Middle • Ending 	<ul style="list-style-type: none"> • subject - verb agreement, • Simple Tenses (past, present, future) <p>Spelling and punctuation: word division, dictionary use,</p> <p>Punctuation: full stop, comma, colon, semi-colon, question mark, exclamation mark</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 and discusses a folklore, e.g. a myth or a legend ,</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects cultural customs, values and beliefs 	<p>Reads a folklore, e.g. a myth or a legend from the textbook or from the Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities e.g. prediction based on title and or graphics • Reading strategies: skimming, scanning, prediction, views different visual texts, in order to interpret • Discusses elements of fables, e.g. characters and messages • Explains interpretation and overall response to text • Invents and describes preferred results or endings • Uses a dictionary for vocabulary 	<p>Writes a folklore, e.g. a myth or legend</p> <ul style="list-style-type: none"> • Writes for personal, exploratory, playful, imaginative and creative purposes • Tries to teach a moral lesson • Uses superhuman characters • Uses appropriate vocabulary • Brainstorms ideas for a topic and develops ideas • Expresses ideas clearly and logically • Reflects on and evaluates writing and creative work 	<p>Word level work:</p> <ul style="list-style-type: none"> • Adjectives (descriptive & quantity) • Degrees of comparison (adjectives) <p>Sentence level work:</p> <ul style="list-style-type: none"> • Simple and complex sentences • Sentence types (statements, questions, commands) <p>Word meaning: Antonyms and synonyms</p>

	<ul style="list-style-type: none"> • Reflects on the struggle between good and evil 	<p>Development</p> <ul style="list-style-type: none"> • Summarises the text in 5 sentences 	<ul style="list-style-type: none"> • Produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	
<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 persuasive text, e.g. radio advertisement</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Asks thought-provoking questions using appropriate language • Identifies opinions which differ from own • Contrasts opposing perspectives and gives reasons • Interacts positively during group discussions • Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way. • Develops factual and reasonable 	<p>Reads a persuasive text from the textbook or from the Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction • Identifies and critically discusses cultural and social values in texts • Interprets the writer’s intentional and unintentional messages 	<p>Writes a persuasive text, e.g. a speech/ advert</p> <ul style="list-style-type: none"> • Evokes emotional responses • Makes promises • Stirs the audience • Plans, drafts and refines writing • Brainstorms ideas for a topic and develops ideas • Reflects on and evaluates writing and creative work • Expresses ideas clearly and logically • Shows understanding of style and register • Presents work with attention to neatness and enhanced presentation 	<p>Word level work:</p> <ul style="list-style-type: none"> • Conjunctions • Articles <p>Sentence level work:</p> <ul style="list-style-type: none"> • Direct and indirect speech <p>Word meaning:</p> <ul style="list-style-type: none"> • idioms and proverbs

	<p>arguments to justify opinions.</p> <ul style="list-style-type: none"> • Contrasts opposing perspectives and gives reasons • Focuses on description 	<ul style="list-style-type: none"> • Identifies different perspectives within more complex texts and gives own perspectives based on evidence within the text • Discusses the diversity of social and cultural values in texts • Uses a dictionary for vocabulary Development <p>Reads and understands graphic media texts e.g. advertisement and posters</p> <ul style="list-style-type: none"> • Pre-reading: discusses pictures • Interprets the information • Discusses the purpose of the text • Discusses the language used • Identifies and discusses design features such as colour and font • Discusses the layout • Compares different texts e.g. poster and advertisements 	<ul style="list-style-type: none"> • Clearly and appropriately conveys Meaning • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Draws conclusions and makes recommendations • Invents and describes preferred results or endings 	
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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
<p>TERM 1 WEEK 7-8</p>	<p>Listens to and discusses a dialogue</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for information in a variety of oral texts in a dialogue 	<p>Reads a simple play or drama from the textbook, class reader or from the Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities: prediction 	<p>Writes a dialogue</p> <ul style="list-style-type: none"> • Reveals characters and motivation • Establishes tone or mood • Creates or adds to existing conflict 	<p>Word level work:</p> <ul style="list-style-type: none"> • Adverbs (manner, time)

	<ul style="list-style-type: none"> • Summarises main ideas, and notes specific details • Interacts positively during group discussions • Identifies and discusses key features • Discusses context, speaker’s body language, content, register, and choice of words • Discusses format of the text 	<p>based on title and or graphics</p> <ul style="list-style-type: none"> • Explains themes, plot, setting, and characterisation • Summarises the text • Discusses author’s point of view. • Uses a dictionary for vocabulary <p>Development</p>	<ul style="list-style-type: none"> • 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 a variety of compound and complex sentences 	<p>Spelling and punctuation: quotation marks,</p> <p>Sentence level work:</p> <ul style="list-style-type: none"> • Sentence types (statements, questions, commands) <p>Word meaning:</p> <ul style="list-style-type: none"> • synonyms, antonyms
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FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 marks)

- **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 and discusses a poem</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Expresses emotions in a sensitive way • Interacts positively during group discussions • Comments on sound and visual effects such as rhythm, repetition, alliteration, and comparisons • Interprets content of poem • Summarises the poem • Discusses rhythm and rhyme • Discusses different forms of poem • Discusses structures of poems 	<p>Reads a simple poem from the textbook or from the Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Reads aloud with appropriate tempo, clear pronunciation, and proper phrasing • Adjusts the way in which a text is read to suit the listener • Shows understanding of the text, its relationship to own life • Identifies and analyses the characteristics of various writing genres or text types, e.g. rhythm, rhyme, personification, metaphor 	<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 <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising 	<p>Word level work:</p> <ul style="list-style-type: none"> • Prepositions • Adverbs (manner, time) <p>Sentence level work:</p> <ul style="list-style-type: none"> • Reported speech <p>Word meaning:</p> <ul style="list-style-type: none"> • Elements of poetry alliteration (consonance and assonance), metaphor, simile, personification,

		<ul style="list-style-type: none"> • Uses a dictionary for vocabulary Development 		
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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 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 WEEK 1-2</p>	<p>Listens to and discusses an instructional text, e.g. recipe, directions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify <p>Comments on clarity of instructions</p>	<p>Reads a recipe or other instructional text</p> <ul style="list-style-type: none"> • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or Instructions • Interprets visuals/ Answers questions about the visuals 	<p>Writes an instructional text, e.g. on how to make a cup of tea</p> <ul style="list-style-type: none"> • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences <p>Appropriately</p> <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:</p> <ul style="list-style-type: none"> • Pronouns (possessive & reflexive) • stems, prefixes, suffixes <p>Sentence level work:</p> <ul style="list-style-type: none"> • subject, object <p>Spelling and punctuation: word division, dictionary use</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>				

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 2 WEEK 3-4</p>	<p>Listens to a novel 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 specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response • Discusses the social, moral and cultural values in the text <p>Participates in group discussion</p> <ul style="list-style-type: none"> • Takes turns to turn • Stays on topic • Asks relevant questions • Maintains discussion <p>Responds to others’ ideas with empathy and respect</p>	<p>Reads a short novel 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 • Identifies and discusses point of view • 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>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences (summarizes) • Expresses emotional response to texts read. 	<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>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	<p>Word level work:</p> <ul style="list-style-type: none"> * verbs (finite, infinitives) * regular and irregular verbs <p>Sentence level work:</p> <ul style="list-style-type: none"> • verb phrases & clauses <p>Spelling and punctuation:</p> <ul style="list-style-type: none"> • dictionary use • Punctuation (exclamation mark, question mark; full stop) • Spelling rules (plurals)

		<ul style="list-style-type: none"> • Relates to own life experiences • Compares books/texts read 		
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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 2 WEEK 5-6</p>	<p>Listens to and discusses a story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies themes, asks questions, and relates ideas to own life experiences • Identifies and discusses how stereotypes are created • Discusses response to text • Links to own life • Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text, e.g. stereotyping. • Uses presentation skills, e.g. volume, pace, pausing, posture, gesture etc. 	<p>Reads a story from the textbook or from the Teacher’s Resource File (TRF) or class reader.</p> <ul style="list-style-type: none"> • Pre-reading activities: prediction based on title and or graphics • Reads aloud and silently, adjusting reading strategies to suit the purpose and audience • Discusses social and cultural values in texts • Interprets and discusses message • Shows understanding of the text, its relationship to own life, its purpose and how it functions • Summarises the text in 3 – 5 sentences 	<p>Writes a story</p> <ul style="list-style-type: none"> • Creates believable characters • Shows knowledge of character, plot, setting, conflict, climax • Plots main events using a flow chart – beginning (exposition), middle (rising action, climax) and ending (denouement) • Orders logically • Expresses ideas clearly and logically • Uses a theme or message 	<p>Word level work:</p> <ul style="list-style-type: none"> • auxiliary verbs • determiners <p>Sentence level work:</p> <ul style="list-style-type: none"> • present, past, future continuous tense <p>Word meaning: idioms</p>
<p>FORMAL ASSESSMENT TASK 4:</p> <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
<p>TERM 2 WEEK 7-8</p>	<p>Listens to and discusses an information text e.g. a weather report 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 	<p>Reads an information text e.g. 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: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Compares differences and similarities in different places • Reads an information text with visuals e.g. map • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets visuals • Uses a dictionary for vocabulary development 	<p>Writes an information text e.g. a weather chart</p> <ul style="list-style-type: none"> • Selects appropriate visuals and content for the purpose • 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:</p> <ul style="list-style-type: none"> • adjectives (attributive, interrogative, demonstrative) <p>Sentence level work:</p> <ul style="list-style-type: none"> • Noun phrases & clauses <p>Spelling and punctuation:</p> <ul style="list-style-type: none"> • dictionary usage • Homophones

	situations <ul style="list-style-type: none"> • Interprets and discusses more complex visual texts 			
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WEEK 9 - 10	FORMAL ASSESSMENT TASK 5: 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 2

FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> • Read Aloud (20 marks) This task is a continuation from Term 1. It will be completed and recorded in Term 2.	FORMAL ASSESSMENT TASK 4: WRITING <ul style="list-style-type: none"> • Transactional writing: (10 marks) Written before the controlled test	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>Discusses a novel Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listening to read novel extract • Predicts what is going to happen • Explains author and reader’s point of view • Stays on topic • Explains logically • Discusses main ideas and specific details • Asks relevant questions and responds appropriately 	<p>Reads a novel 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 idea • Discusses the characters • Identifies and discusses feelings expressed • Discusses suspense and twist • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Uses a dictionary for vocabulary development <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life 	<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>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	<p>Word level work:</p> <ul style="list-style-type: none"> • interrogative, demonstrative, indefinite pronouns <p>Sentence level work:</p> <ul style="list-style-type: none"> • simple present, past, future tense <p>Spelling and punctuation:</p> <ul style="list-style-type: none"> • dictionary usage, word division • synonyms & antonyms

		• Compares books/texts read		
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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 3 WEEK 3-4</p>	<p>Listens to and discusses a folklore, e.g. a myth or a legend,</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Listening: • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects cultural customs, values and beliefs • Reflects on the struggle between good and evil 	<p>Reads a folklore, e.g. a myth or a legend from the textbook or from the Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities e.g. prediction based on title and or graphics • Uses reading strategies: skimming, scanning, prediction, views visuals in order to interpret • Discusses elements of fables, e.g. characters and messages • Explains interpretation and overall response to text • Invents and describes preferred results or endings • Summarises the text in 3 - 5 sentences 	<p>Writes a character sketch</p> <ul style="list-style-type: none"> • Thinks about characterisation • Uses descriptive words to compare characters • Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs • Shows understanding of setting, plot, conflict and theme. • Correct use of tenses <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:</p> <ul style="list-style-type: none"> • Adjectives (builds on use of adjectives) • verbs (gerunds) <p>Sentence level work:</p> <ul style="list-style-type: none"> • Active & passive voice • Negative form <p>Spelling and punctuation:</p> <ul style="list-style-type: none"> • Punctuation (contractions)

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 3 WEEK 5-6</p>	<p>Listens to a short story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text 	<p>Reads a short story from the textbook, class reader or from the Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities: prediction based on title and or graphics • Examines the text for hidden messages and summarizes the main and supporting ideas • Explains how the writer manipulates the reader’s perceptions: the techniques used, characterisation • Critically discusses cultural and social values in text • Discusses plot, theme, setting and characterisation • Uses a dictionary for vocabulary Development 	<p>Writes a friendly letter/A diary entry</p> <ul style="list-style-type: none"> • Uses correct layout • Shows awareness of audience and style • Uses appropriate tone • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs • Uses connecting words, e.g. ‘however’, synonyms and antonyms to link sentences into cohesive paragraphs • Uses correct spelling and punctuation 	<p>Word level work:</p> <ul style="list-style-type: none"> • connecting words <p>Word meaning:</p> <ul style="list-style-type: none"> • ambiguity, multiple meaning <p>Sentence level work: past perfect tense; future perfect tense</p> <p>Spelling and punctuation:</p> <ul style="list-style-type: none"> • word division (syllables) • Homophones

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 3 WEEK 7-8</p>	<p>Listens or view audio/visual /read text: cartoon / comic strips</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Views and discusses content and messages of the text • Discusses appropriateness of the graphics to the text • Discusses the effectiveness of the graphics and music • Shares ideas on the title and the text • Discusses any new words vital to the understanding of the programme • Discusses main characters and the underlying message • Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker’s body language 	<p>Reads a cartoon / comic strips from the textbook or from the Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Follows short printed instructions and interprets them and explains simple visual text: graphs, diagrams, graphics • Examines the text for hidden messages and summarises the main and supporting ideas • Explains how the writer manipulates the reader’s perceptions: the techniques used, characterisation • Critically discusses cultural and social values in text • Identifies different perspectives and gives own perspective based on evidence in the text • Interprets and analyses details in graphical texts • Transfers detail from one form to Another 	<p>Writes a cartoon / comic script</p> <ul style="list-style-type: none"> • Uses a frame • Defines the concept • Outlines the script • Uses correct format • Uses interesting main and supporting characters • Uses effective plot and conflict • Writes and designs visual texts using language, pictures and sound effects creatively, e.g. an advertisement for television <p>Uses the Writing process:</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: verbs (participle), moods, adverbs, adjectives</p> <p>Sentence level work: active voice, passive voice, direct and indirect speech</p> <p>Spelling and punctuation: dictionary use, word division</p>

GRADE 6 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 (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
<p>TERM 3 WEEK 9-10</p>	<p>Listens to and discusses drama</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Discusses key feature of the text. • Identifies how stereotypes are created and how this affects the listener • Identifies themes, asks questions • Identifies and discusses values in the text • Links content and messages in the text to own life • Gives critical comment on messages in the text 	<p>Reads reviews of play/drama</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. skimming, scanning to identify main and supporting ideas • Critically discusses cultural and social values in text • Identifies different perspectives and gives own perspective based on evidence in the text 	<p>Writes a dialogue / a short play script</p> <ul style="list-style-type: none"> • Uses characterisation • Uses correct layout • Establishes tone or mood • Shows an understanding of style and register <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work:</p> <ul style="list-style-type: none"> • stems, prefixes, suffixes <p>Sentence level work:</p> <ul style="list-style-type: none"> • active voice, passive voice • interrogative form <p>Spelling and punctuation:</p> <ul style="list-style-type: none"> • colon, semi-colon

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 6 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
TERM 4 WEEK 1-2	Listens to and discusses an instructional text, e.g. recipe, directions <ul style="list-style-type: none"> Introductory activities: prediction Recalls procedure Identifies the features of instructional text Notes key headings Gives clear instructions, e.g. on how to make a cup of tea <ul style="list-style-type: none"> Makes notes and applies instructions read Asks questions to clarify Comments on clarity of instructions 	Reads an instructional text e.g. recipe, direction <ul style="list-style-type: none"> Analyses the characteristics of the text: organisation and conventions of instructional texts Orders jumbled instructions Uses appropriate reading and comprehension strategies: scanning Shows understanding of the text and how it functions: literal reading Recognises and explains the different structures, language use and purposes Identifies and evaluates register of a text Understands and uses information 	Writes an instructional text <ul style="list-style-type: none"> Orders logically Lists materials and ingredients Uses dictionaries Uses imperatives Develops a frame for writing Uses linking phrases and organisational methods Defines procedures Organises words and sentences appropriately 	Word level work: adverbs of manner, time, place, degree, duration and frequency Sentence level work: compound sentences, complex sentences

		texts appropriately		
		<ul style="list-style-type: none"> • Compares two different recipes or Instructions 		
<p>FORMAL ASSESSMENT TASK 7:</p> <ul style="list-style-type: none"> • Oral Presentation (20 marks) <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>				

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 4 WEEK 3-4</p>	<p>Listens to a Story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Responds critically by identifying the key elements of a book review • Recalls main ideas and details from a text <p>Role play interview in class</p>	<p>Reads a Story</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. skimming, scanning • Identifies main and supporting ideas • Interprets and discusses message 	<p>Writes a short summary</p> <ul style="list-style-type: none"> • Writes a short summary • Plots main events using a flow chart • Orders logically • Expresses ideas clearly and logically • Reflects on emotional response • Makes recommendations <p>Use the writing process</p>	<p>Sentence level work: noun phrases and clauses</p> <p>Sentence level work: verb phrases and clauses</p> <p>Word meaning: pun, understatement, multiple meaning, ambiguity</p>

Grade 6 Home Language – Term 1 (2021)

<ul style="list-style-type: none"> • Makes an oral presentation facing the audience • Shows an awareness of different audiences • Varies the volume, tone and tempo of voice • Reflects on own, and others' presentations and skills, sensitively • Gives balanced and constructive feedback 	<ul style="list-style-type: none"> • Comments on storyline • Comments on response to the text • Comments on values • Comments on messages in the text • Invents and describes preferred results or endings 	<ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Spelling and punctuation: colon, semi-colon, contraction, question mark</p>
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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 4 WEEK 5-6</p>	<p>Listens to and discusses poems</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for information and summarises main ideas, and notes specific details • Discusses social, moral and cultural values in the text • Comments on how values and messages are conveyed in the text 	<p>Reads a poem</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. skimming, scanning • Responds critically to poems 	<p>Writes a poem</p> <ul style="list-style-type: none"> • Uses alliteration, metaphor, onomatopoeia, simile, symbol, theme • Reflects on and evaluates writing and creative work • Develops and organises ideas through a writing process <p>Use the writing process</p>	<p>Sentence level work: subject; object</p> <p>Word meaning: similes, metaphors, personification, simile, onomatopoeia, symbol</p> <p>direct and indirect speech</p>

Grade 6 Home Language – Term 1 (2021)

	<ul style="list-style-type: none"> • Sensitive gives balanced and constructive feedback 	<ul style="list-style-type: none"> • Comments on the use of alliteration, repetition, simile and onomatopoeia • Reads and responds critically to poetry • Interprets and discusses message • Shows understanding of the poem and its relationship to own life 	<ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	Spelling and punctuation: Parentheses
FORMAL ASSESSMENT TASK 8:				
<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 1 WEEK 7-8	Revision	Revision	Revision	Revision

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:

- 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:

- Transactional writing: (10 marks)

Written before the controlled test

FORMAL ASSESSMENT TASK 9: CONTROLLED TEST

RESPONSE TO TEXTS (40 MARKS)

- 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)