



## MULTIGRADE TOOLKIT

FOR

# ENGLISH HOME LANGUAGE INTERMEDIATE PHASE



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**





# **MULTIGRADE TOOLKIT**

## **ENGLISH HOME LANGUAGE**

### **INTERMEDIATE PHASE**



**MULTIGRADE TOOLKIT ENGLISH HOME LANGUAGE**

## **FOREWORD BY THE MINISTER OF BASIC EDUCATION TO THE MULTI-GRADE TOOLKIT AND TRAINING MANUALS**

Initiatives to improve rural schooling need to extend beyond just fixing schools in rural areas, by also contributing to improving the quality of teaching and learning. The need to improve and advance the quality of education in all our schools, including all multi-grade schools, is articulated in the 27 national goals of *Action Plan TO 2014, Towards the Realisation of Schooling 2025*. This includes ensuring that the learner performance is drastically improved in all subjects.

Teachers in rural schools often face unique challenges and therefore have specific developmental needs, one of which is to deal effectively with multi-grade classrooms and a curriculum that is based on a single grade structure. The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (2009) highlights the fact that no specific training has been provided for teachers teaching multi-grade classes, and there is a lack of support and guidance for these teachers. Many teachers consequently have limited skills in managing different content at different levels and the implementation of the curriculum is therefore largely compromised in these schools.

A large number of children access education through multi-grade schools. In 2011 approximately 26% of schools were reported to have multi-grade classes. Multi-grade schools often have a negative impact on the quality of learning and teaching and learner performance due to the challenges that teachers encounter in the implementation of the curriculum. The Department has made a pledge that as long as multi-grade schools exist in the system focused dedicated service and support must be provided to these schools at all levels.

The Department has launched a number of initiatives in supporting multi-grade schools, such as the following:

- **The Training of Teachers in Multi-grade Teaching**

In 2010 the Department appointed the Centre for Multi-grade Education of the Cape Peninsula University of Technology to train teachers and subject advisors in multi-grade teaching. The training helped to capacitate a total of 679 teachers and subject advisors with the requisite skills and knowledge that they needed to effectively and efficiently manage multi-grade classes.

- **The Multi-Disciplinary Support Initiatives**

A multi-disciplinary Committee for multi-grade schools was established within the Department of Basic Education to provide a multi-disciplinary approach to effectively address the multi-faceted challenges that are experienced by multi-grade schools throughout the system. The purpose of this committee is to



leverage all initiatives and interventions that are aimed at improving the quality of teaching and learning to benefit all multi-grade schools.

- **Infrastructure Improvement**

The Accelerated Schools Infrastructure Delivery Initiative (ASIDI) is an ongoing programme to implement basic safety norms and standards in school infrastructure in the democratic and modern era of South Africa.

To date the programme has built and completed 99 schools; provided water to 381 schools for the first time; sanitation to 371 schools; connected 289 schools to electricity for the first time; and drew and approved prototypes of small, medium and large rural schools.

The Department of Basic Education has also, in its endeavour to support multi-grade teachers and strengthen the implementation of the curriculum in multi-grade schools, developed the following:

- Training manuals that will be used in the training of teachers in multi-grade teaching. The training will ensure that teachers are capacitated with the requisite skills and knowledge that will enable them to teach effectively and efficiently in multi-grade schools; and
- A multi-grade toolkit wherein General Education and Training curriculum in all subjects is repacked into a format that will be more user friendly to multi-grade teachers.

The multi-grade Toolkit will, amongst others:

- Strengthen the implementation of the curriculum in multi-grade classes;
- Give guidance to teachers on how to approach curriculum delivery in multi-grade settings;
- Enable teachers to plan lessons with ease; and
- Provide teachers with exemplar lesson plans, formal and informal assessment tasks and worksheets in all subjects in the Foundation, Intermediate and Senior Phases.

With the envisaged training of teachers in multi-grade teaching and the implementation of the toolkit in multi-grade schools, improving learner performance in the schools that practice multi-grade teaching is the expected outcome.

Special recognition and acknowledgment is hereby given to all the national and provincial subject specialists and subject advisors who championed the process to develop the multi-grade toolkit and the training manuals.

I invite all provinces to support the multi-grade schools by:

- Training all teachers in multi-grade schools in multi-grade teaching;
- Orientating the teachers on the multi-grade toolkit;
- Implementing the multi-grade toolkit in multi-grade schools; and
- Monitoring the training of the teachers and the implementation of the multi-grade toolkit.

*Eloisa Motshekga*

MRS AM MOTSHEKGA, MP

MINISTER

DATE: 12.04.2015



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## 1. PREAMBLE

This Multi-grade Toolkit is meant to assist teachers who practice multi-grade teaching (MGT) in the Senior Phase. It consists of an adapted version of the Annual Teaching Plan (ATP) as well as an exemplar lesson plan covering activities to be done over the first 2-weekly cycle of the ATP especially to suit MGT schools.

It is important to note that it is hoped that such a lesson plan will assist the teacher by providing her or him with a model of how information to be taught is gleaned from the ATP and packaged for lesson planning in a multi-grade set-up. Teachers, therefore, are expected to use the ATP in preparing lesson plans that are in keeping with the model provided here.

It must be noted that activities in the three Senior Phase grades have been aligned so that the teacher may teach all the learners across three grades at the same time. This alleviates the need to do three Lesson Plans for three grades in MGT. Therefore it becomes important that teachers do not misconstrue the **sameness** of ‘content’ to be taught to mean that they may teach the activities at the same level. As much as possible, different grades are expected to experience differing levels of difficulty and depth from the same activity being taught. We call that “differentiated learning”.

Further, teachers are reminded to integrate skills, irrespective of the focus of the lesson. To that end, it is recommended that the teacher makes every effort to teach language structures and conventions regularly, even when the focus is on listening and speaking, reading and viewing or, for that matter, writing and presentation. The expectation is that the teacher will simultaneously teach relevant grammar or language that will assist learners to generate language tools to apply in these other skills.

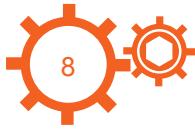
Teachers should, furthermore, note that the ‘content’ drawn from the ATP should be framed in a 2-weekly cycle in such a way that it culminates into a formal task at the end of the cycle. We are trying to engender an orientation that the 2- weekly cycle actually prepares the learners - via all 4 language skills and in line with policy regarding weighting – to generate as much information as possible that will assist them in coming up with a solid formal task at the end of the cycle. This becomes Formal Assessment and it is to be recorded. However, informal assessment occurs continually on a daily basis, and is not necessarily to be recorded.

It is therefore recommended strongly that schools practicing multi-grade should desist from combining learners who do not belong in the same phase, if they are to benefit from this toolkit. Accordingly, Grade 7 may only be combined with Grades 8 & 9 only. They may under no circumstances be combined with Grade 6, for example. Therefore, in closing, we hope that teachers will take the cue from this toolkit and maximize on it whenever they conduct their activities in the multi-grade environment. We are convinced that it will provide the much-needed direction and assistance in the MGT schools.

**MULTI-GRADE ANNUAL TEACHING PLAN – HOME LANGUAGE**  
**INTERMEDIATE PHASE TERM ONE**



SKILLS	GRADE 4	GRADE 5	LISTENING & SPEAKING	GRADE 6
<b>Skills</b> <i>Listens to and discusses a short story</i> Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Identifies main ideas and specific details</li> <li>Discusses plot, setting and characters</li> <li>Relates to own life</li> <li>Discusses and gives opinion</li> <li>Participates in group discussion e.g. on issues related to the story</li> <li>Asks relevant questions</li> <li>Gives feedback</li> <li>Maintains discussion</li> <li>Responds to others' ideas with empathy and respect</li> <li>Takes turns to speak</li> </ul> <b>Weeks</b> <b>1 &amp; 2</b> <b>TERM 1</b>	<b>Skills</b> <i>Listens to a story</i> Text from the class reader, textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Identifies the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>Describes events</li> <li>Comments on the social, moral and cultural values in different texts</li> <li>Asks and responds to thought-provoking questions</li> </ul>	<b>Skills</b> <i>Listens to and discusses a story</i> Text from the class reader, textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>Identifies themes, asks questions, and relates ideas to own life experiences</li> <li>Identifies and discusses how stereotypes are created</li> <li>Discusses response to text</li> <li>Links to own life</li> <li>Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text, e.g. stereotyping.</li> <li>Selects appropriate content</li> <li>Sequences events correctly</li> <li>Keeps eye contact and changing facial expression, tone, tempo, volume and pace</li> </ul>	<b>Skills</b> <i>Listens to and discusses a story</i> Text from the class reader, textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>Identifies themes, asks questions, and relates ideas to own life experiences</li> <li>Identifies and discusses how stereotypes are created</li> <li>Discusses response to text</li> <li>Links to own life</li> <li>Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text, e.g. stereotyping.</li> <li>Uses presentation skills, e.g. volume, pace, pausing, posture, gesture etc</li> </ul>	



- Expresses thoughts and feelings in an imaginative way

WEEKS 1 & 2 TERM 1	READING & VIEWING	WRITING & PRESENTING
	<p><b>Reads a short story</b></p> <ul style="list-style-type: none"><li>• Pre-reading: predicting from title and pictures</li><li>• Uses reading strategies: makes predictions and inferences, uses phonic and contextual clues</li><li>• Discusses new vocabulary from the read text</li><li>• Identifies and comments on the characters</li><li>• Gives and explains own feelings and opinions about the text</li><li>• Reads aloud with clear pronunciation, phrasing, tempo</li><li>• Uses a dictionary</li></ul> <p><b>Reads a story from the class reader, textbook or the Teacher's Resource File (TRF).</b></p> <ul style="list-style-type: none"><li>• Predicts from title and pictures</li><li>• Uses reading strategies, e.g. makes predictions, uses phonics and contextual clues</li><li>• Discusses new vocabulary from the text</li><li>• range of reading strategies:<ul style="list-style-type: none"><li>• discusses central idea, plot, characters and setting</li><li>• Expresses feelings and opinions</li><li>• Discusses cause and effect in the story</li><li>• Uses a dictionary for vocabulary development</li></ul></li></ul> <p><b>Reads a story from the textbook or from the Teacher's Resource File (TRF) or class reader.</b></p> <ul style="list-style-type: none"><li>• Pre-reading activities: prediction based on title and/or graphics</li><li>• Reads aloud and silently, adjusting reading strategies to suit the purpose and audience</li><li>• Discusses social and cultural values in texts</li><li>• Interprets and discusses message</li><li>• Shows understanding of the text, its relationship to own life, its purpose and how it functions</li></ul>	

Writes a story based on a personal experience/ event	<ul style="list-style-type: none"> <li>Chooses appropriate content for the topic</li> <li>Uses the story structure as a frame</li> <li>Includes characters</li> <li>Uses appropriate grammar, spelling and punctuation.</li> <li>Uses a range of vocabulary related to topic</li> <li>Creates a personal dictionary</li> </ul>	<p><b>Writes a story</b></p> <ul style="list-style-type: none"> <li>Pre-writing: reads a book review and discusses the structure, language use, purpose and audience</li> <li>Selects content appropriate for the purpose</li> <li>Uses appropriate language and text structure</li> <li>Uses the correct format</li> <li>Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>Includes quotations</li> <li>Makes recommendations</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Uses a dictionary for spelling and vocabulary development</li> <li>Uses complex tenses</li> </ul>	<p><b>Writes a story</b></p> <ul style="list-style-type: none"> <li>Creates believable characters</li> <li>Shows knowledge of character, plot, setting, conflict, climax</li> <li>Plots main events using a flow chart – beginning (exposition), middle (rising action, climax) and ending (denouement)</li> <li>Orders logically</li> <li>Expresses ideas clearly and logically</li> <li>Uses a theme or message</li> </ul>
		<p><b>WEEKS 1 &amp; 2</b></p> <p><b>TERM 1</b></p>	<p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning / pre-writing,</li> <li>Drafting,</li> <li>Revising,</li> <li>Editing,</li> <li>Proofreading, and</li> <li>Presenting</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul>



		LANGUAGE STRUCTURES AND CONVENTIONS	
		WORD LEVEL WORK:	Sentence level work:
		Word level work: common nouns, proper nouns, noun prefixes, suffixes	nouns, pronouns (Interrogative), tenses
WEEKS 1 & 2 TERM 1	SKILL	<p><b>Sentence level work:</b> simple sentences</p> <p><b>Spelling and punctuation:</b> full stop, capital and lower case (small) letters</p>	<p><b>Sentence level work:</b> subject, subject - verb agreement, reported speech</p> <p><b>Spelling and punctuation:</b> word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark</p>
	GRADE 4		GRADE 5
	GRADE 5		GRADE 6
	SKILL	<p><b>LISTENING &amp; SPEAKING</b></p> <p><b>Listens to a poem:</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Recalls main idea</li> <li>Discusses central idea</li> <li>Relates to own experience</li> <li>Identifies rhyme and rhythm</li> <li>Expresses feelings stimulated by</li> </ul>	<p><b>LISTENING &amp; SPEAKING</b></p> <p><b>Listens to a poem:</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Appreciates and responds to the sound effect stimulated by the poem</li> <li>Discusses central idea</li> <li>Relates to own experience</li> </ul> <p><b>LISTENS TO AND DISCUSSES A POEM:</b></p> <ul style="list-style-type: none"> <li>Text from the textbook or TRF</li> <li>Introductory activities: prediction</li> <li>Expresses emotions in a sensitive way</li> <li>Interacts positively during group discussions</li> <li>Comments on sound and visual</li> </ul>



	<p>the poem</p> <ul style="list-style-type: none"> <li>• Performs selected lines from the poem</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies rhyme and rhythm and comments on their effect on the listener</li> <li>• Expresses feelings stimulated by the poem</li> <li>• Identifies the atmosphere in the poem</li> </ul>	<ul style="list-style-type: none"> <li>• Effects such as rhythm, repetition, alliteration, and comparisons</li> <li>• Interprets content of poem</li> <li>• Summarises the poem</li> <li>• Discusses rhythm and rhyme</li> <li>• Discusses different forms of poem</li> <li>• Discusses structures of poems</li> </ul>	
		<p>Performs a poem or selected lines</p> <ul style="list-style-type: none"> <li>• Selects tone and expression appropriate to content and style of poem</li> <li>• Uses appropriate intonation and facial expressions</li> <li>• Uses appropriate body language, posture and presentation skills, e.g. adjust tempo, volume and pacing</li> </ul>		<p><b>READING &amp; VIEWING</b></p> <p><b>Reads a poem:</b></p> <p>Text from the textbook or TRF</p>
			<ul style="list-style-type: none"> <li>• Pre-reading: predicting from title</li> <li>• Identifies rhyme, alliteration and onomatopoeia and their effects</li> <li>• Identifies and explains similes and metaphors</li> <li>• Discusses new vocabulary from the read text</li> </ul>	<p><b>Reads a simple poem:</b></p> <p>Text from the textbook or (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title and/or graphics</li> <li>• Reads aloud with appropriate tempo, clear pronunciation, and proper phrasing</li> <li>• Adjusts the way in which a text is</li> </ul>



<p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read</li> </ul>	<p>• Uses a dictionary</p> <p>• read to suit the listener</p> <ul style="list-style-type: none"> <li>• Shows understanding of the text, its relationship to own life</li> <li>• Identifies and analyses the characteristics of various writing genres or text types, e.g. rhythm, rhyme, personification, metaphor</li> <li>• Uses a dictionary for vocabulary development</li> </ul>
<p><b>WEEKS 3 &amp; 4 TERM 1</b></p>	<p><b>WRITING &amp; PRESENTING</b></p> <p><b>Writes a simple poem:</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Uses the relevant structure and format</li> <li>• Uses a variety of vocabulary</li> <li>• Uses appropriate rhythm and rhyme</li> <li>• Uses knowledge of syllables to develop rhythm of the text</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p><b>Writes a simple poem:</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Uses the correct format</li> <li>• Uses a variety of vocabulary imaginatively and creatively</li> <li>• Uses Alliteration, Assonance, Consonance</li> <li>• Uses figurative language e.g. similes, metaphors</li> <li>• Uses appropriate rhythm and rhyme</li> </ul> <p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Writing a poem:</b></p> <ul style="list-style-type: none"> <li>• Uses alliteration (consonance and assonance), metaphor, simile</li> <li>• Uses descriptive language</li> <li>• Plans, drafts and refines writing</li> <li>• Produces the first draft with awareness of the central idea</li> <li>• Shows understanding of style and register</li> <li>• Reflects on and evaluates writing and creative work</li> </ul> <p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>



LANGUAGE STRUCTURES & CONVENTIONS			
WEEKS 3 & 4 TERM 1	Word level work: abstract and concrete nouns, compound nouns  Sentence level work: simple sentences  Word meaning: rhymes, borrowed words	Word level work: conjunctions  Sentence level work: statements, simple sentences  Word meaning: personification, alliteration, similes, onomatopoeia, metaphors, rhymes, rhythm	Word level work: prepositions Sentence level work: statements, questions, commands  Word meaning: alliteration (consonance and assonance), metaphor, simile, personification
	<b>Spelling and punctuation:</b> full stop, comma  <b>GRADE 4</b>	<b>Spelling and punctuation:</b> capital letters, word division, dictionary use  <b>GRADE 5</b>	<b>GRADE 6</b>
WEEKS 5 & 6 TERM 1	<b>LISTENING &amp; SPEAKING (ORAL)</b>	<b>LISTENING &amp; SPEAKING (ORAL)</b>	<b>LISTENING &amp; SPEAKING (ORAL)</b>
	<p>Listens to and discusses current issues based on newspaper or magazine article</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> <li>• Discusses the main ideas and specific detail</li> <li>• Uses information from the text in response to questions</li> <li>• Discusses the social, moral and cultural values in the text</li> </ul>	<p>Listens and responds to a newspaper article</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> <li>• Discusses the main ideas and specific detail</li> <li>• Uses information from the text in response to questions</li> <li>• Discusses the social, moral and cultural values in the text</li> </ul>	<p>Listens to radio or newspaper reports and discusses current issues</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> <li>• Discusses the main ideas and specific detail</li> <li>• Asks critical questions that challenge and seek alternative explanations</li> <li>• Listens for information in a variety of oral texts: reports, and</li> </ul>



	<ul style="list-style-type: none"> <li>Participates in a discussion</li> </ul> <p><b>Presents a prepared speech</b></p> <ul style="list-style-type: none"> <li>Selects relevant content</li> <li>Uses beginning, middle and ending</li> <li>Stays on topic</li> <li>Uses logical organisation of ideas</li> <li>Uses presentation skills, e.g. volume, pause, posture</li> </ul>	<ul style="list-style-type: none"> <li>the intention of the writer</li> <li>Participates in a discussion</li> </ul> <ul style="list-style-type: none"> <li>summarises main ideas</li> <li>Develops a balanced argument on relevant and challenging issues</li> <li>Expresses an opinion and supports it with solid evidence</li> <li>Listens actively and with sensitivity</li> <li>Acknowledges opinions that conflict with own and responds appropriately in the context</li> <li>Discusses the validity of information by comparison with other sources</li> </ul>
	<b>READING &amp; VIEWING</b>	<p><b>Weeks 5 &amp; 6 Term 1</b></p> <p>Reads information text, e.g. news article Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures</li> <li>Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, skims for general idea</li> <li>Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>Discusses headlines</li> <li>Discusses central idea and specific details</li> <li>Comments on choice of pictures in</li> </ul> <p>Reads a newspaper article from the textbook or TRF or any other source</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from headlines, surveying the text</li> <li>Uses a range of reading strategies, e.g. skimming, scanning, using previous knowledge</li> <li>Makes predictions, uses contextual clues to determine meaning, and makes inferences</li> <li>Identifies and explains the similarities and differences of something</li> <li>Discusses new vocabulary from the read text</li> </ul> <p>Reads newspaper articles from the textbook or from the TRF</p> <ul style="list-style-type: none"> <li>Pre-reading activities; prediction based on title and/or graphics</li> <li>Identifies and discusses both the intended and hidden cultural messages</li> <li>Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction</li> <li>Discusses how the message can be manipulated</li> <li>Discusses how the techniques used by writers, graphic designers and photographers construct</li> </ul>



	<ul style="list-style-type: none"> <li>• Explains meaning of unfamiliar words</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Expresses emotional response to texts read</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a dictionary</li> </ul> <p><b>WRITING &amp; PRESENTING</b></p>	<p>Writes a newspaper article</p> <p>Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</p> <ul style="list-style-type: none"> <li>• Selects content appropriate to the audience and purpose of the text</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Plans, drafts and refines stories in paragraph form (minimum of 3 paragraphs)</li> <li>• Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation</li> </ul> <p>Writes a news report based on personal experience/event</p> <ul style="list-style-type: none"> <li>• Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>• Selects appropriate content</li> <li>• Uses an appropriate frame</li> <li>• Writes a headline/title</li> <li>• Sequences events correctly</li> <li>• Uses appropriate vocabulary</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Corrects spelling using a dictionary.</li> </ul> <p><b>WEEKS 5 &amp; 6 TERM 1</b></p>	<ul style="list-style-type: none"> <li>• particular views of the world</li> <li>• Invents and describes preferred results or endings</li> <li>• Hypothesises and offers alternatives when trying to solve a problem</li> </ul> <p>Writes a newspaper article</p> <ul style="list-style-type: none"> <li>• Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>• Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>• Selects, classifies and categorises relevant information from different sources</li> <li>• Plans, drafts and refines writing,</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Writes neatly and legibly</li> </ul> <p>Uses the writing process</p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Planning / pre-writing,</li> </ul> <p>Uses clear structure:</p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• Ending</li> </ul>
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	<ul style="list-style-type: none"> <li>Drafting,</li> <li>Revising,</li> <li>Editing,</li> <li>Proofreading, and</li> <li>Presenting</li> </ul>	<ul style="list-style-type: none"> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul>
<b>WEEKS 5 &amp; 6 TERM 1</b>	<p><b>WORD LEVEL WORK:</b> Articles (English &amp; Afrikaans), plurals (noun prefixes – African languages)</p> <p><b>Sentence level work:</b> simple sentences, statements, questions</p>	<p><b>Word meaning:</b> prepositions, determiners, articles</p> <p><b>Sentence level work:</b> simple e past tense, simple future tense</p> <p><b>Word meaning: antonyms</b> Spelling and punctuation: question marks, dictionary use, word order</p> <p><b>Word meaning: antonyms</b> Spelling and punctuation: question mark, exclamation mark, dictionary use</p>
<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
<b>WEEKS 7 &amp; 8 TERM 1</b>	<p><b>Listens to and discusses an instructional text, e.g. recipe:</b></p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Recalls procedure</li> </ul>	<p><b>Listens to and discusses an information text Text from the textbook or Teacher's Resource File (TRF)</b></p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Asks thought-provoking questions</li> </ul>



	<ul style="list-style-type: none"> <li>Identifies the features of instructional text</li> <li>Gives clear instructions, e.g. on how to make a cup of tea</li> <li>Makes notes and applies instructions read</li> <li>Asks questions to clarify instructions</li> <li>Comments on clarity of instructions</li> </ul>	<ul style="list-style-type: none"> <li>Participates in discussions, explaining own opinion</li> <li>Identifies and explains cause and effect</li> <li>Comments on the social, moral and cultural values</li> <li>Asks critical questions</li> <li>Expresses and justifies own opinion with reasons</li> <li>Uses interaction strategies to communicate effectively in group situation</li> </ul>	<ul style="list-style-type: none"> <li>using appropriate language</li> <li>Identifies opinions which differ from own</li> <li>Contrasts opposing perspectives and gives reasons</li> <li>Interacts positively during group discussions</li> <li>Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way.</li> <li>Develops factual and reasonable arguments to justify opinions.</li> <li>Contrasts opposing perspectives and gives reasons</li> <li>Focuses on description</li> </ul>	
		<p><b>Presents an unprepared speech</b></p> <ul style="list-style-type: none"> <li>Has beginning, middle and ending</li> <li>Uses logical organisation of ideas</li> <li>Selects appropriate language and style for audience and purpose</li> <li>Uses appropriate intonation</li> <li>Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing</li> <li>Uses appropriate intonation and facial expressions</li> </ul>		
<b>WEEKS</b> <b>7 &amp; 8</b>	<p>Reads instructional text e.g. recipe: Text from the textbook or (TRF)</p>	<p>Reads information text</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title, headings and pictures</li> <li>Discusses central idea and</li> </ul>	<p>Reads a <b>persuasive text</b> from the textbook or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> <li>Pre-reading activities, e.g. prediction based on title and/or</li> </ul>	<b>READING &amp; VIEWING</b>



	<ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures</li> <li>Uses reading strategies, e.g. prediction, contextual clues</li> <li>Discusses specific details of text</li> <li>Discusses sequence of instructions</li> </ul>	<p><b>specific details</b></p> <ul style="list-style-type: none"> <li>Comments on choice of pictures in text</li> <li>Uses reading strategies e.g. uses textual and contextual clues</li> <li>Shares ideas and offers opinions using speculation</li> <li>Uses a mind-map/notes to summarise information</li> <li>Uses a dictionary for vocabulary development</li> </ul>	<p><b>graphics</b></p> <ul style="list-style-type: none"> <li>Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction</li> <li>Identifies and critically discusses cultural and social values in texts</li> <li>Interprets the writer's intentional and unintentional messages</li> <li>Identifies different perspectives within more complex texts and gives own perspectives based on evidence within the text</li> <li>Discusses the diversity of social and cultural values in texts</li> <li>Uses a dictionary for vocabulary development</li> </ul>
		<p><b>WRITING &amp; PRESENTING</b></p>	<p><b>Writes a persuasive text, e.g. a speech/ advert</b></p> <ul style="list-style-type: none"> <li>Evokes emotional responses</li> <li>Makes promises</li> <li>Stirs the audience</li> <li>Plans, drafts and refines writing</li> <li>Brainstorms ideas for a topic and develops ideas</li> <li>Reflects on and evaluates writing and creative work</li> </ul>
<b>WEEKS 7 &amp; 8</b>	<p><b>Writes instructions e.g. how to make a cup of tea:</b></p> <ul style="list-style-type: none"> <li>Lists materials and ingredients</li> <li>Uses correct specific details</li> <li>Uses correct sequence</li> <li>Uses the command form of the verb</li> <li>Uses correct structure and format</li> <li>Records words and their meanings in a personal dictionary</li> </ul>	<p><b>Writes information text</b></p> <ul style="list-style-type: none"> <li>Writes three – four paragraphs</li> <li>Uses relevant content appropriate to the audience and purpose of the text</li> <li>Expresses information clearly</li> <li>Organises content logically</li> <li>Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> </ul>	



	<ul style="list-style-type: none"> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Uses a variety of sentence types</li> <li>Uses appropriate grammar, spelling and punctuation</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning / pre-writing,</li> <li>Drafting,</li> <li>Revising,</li> <li>Editing,</li> <li>Proofreading, and</li> <li>Presenting</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul>	<ul style="list-style-type: none"> <li>Expresses ideas clearly and logically</li> <li>Shows understanding of style and register</li> <li>Presents work with attention to neatness and enhanced presentation</li> <li>Clearly and appropriately conveys meaning</li> <li>Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>Draws conclusions and makes recommendations</li> <li>Invents and describes preferred results or endings</li> </ul>	
	<p align="center"><b>LANGUAGE STRUCTURE AND CONVENTIONS</b></p> <p><b>Word level work:</b> personal pronouns, possessive pronouns, demonstrative</p> <p><b>Sentence level work:</b> subject -verb agreement, tenses object</p> <p><b>Word meaning:</b> personification, proverbs, idiom, simile</p>	<p><b>Word level work:</b> conjunctions</p> <p><b>Sentence level work:</b> simple sentences, complex sentences</p> <p><b>Word meaning:</b> idioms and proverbs</p>	



**GRADE 4****GRADE 5****GRADE 6****LISTENING & SPEAKING (ORAL)****Listens to a story, e.g. folklore (myth or legend)**

Text from the textbook or Teacher's Resource File (TRF)

- Introductory activities: prediction
- Identifies plot, characters and setting
- Discusses main message
- Answers oral questions

**WEEKS  
9 & 10  
TERM 1****Retells a story**

- Retells events in correct sequence
- Names the characters correctly
- Expresses thoughts and feelings

**Listens to and discusses story, e.g. folklore story (myth/legend) from a class reader.**

- Introductory activities: prediction
- Identifies the central idea, plot, setting, atmosphere and characters of a fiction story
- Distinguishes between realistic and unrealistic events
- Participates in discussions, justifying own opinion

- Responds sensitively to ideas and suggestions
- Participates in group discussions
- Gives balanced and constructive feedback on: plot, theme, setting

- Listens to and discusses a folklore, e.g. a myth or a legend, from a class reader
- 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.

**READING & VIEWING****Reads a story, e.g. folklore (myth or legend)  
Text from the textbook or TRF**

- Pre-reading: predicting from title and pictures
- Uses reading strategies: makes predictions, uses contextual clues to find meaning

- Reads a folklore, e.g. a myth or a legend from the textbook or from the Teacher's Resource File (TRF).
- Pre-reading activities e.g. prediction based on title and graphics
- Reading strategies: skimming, scanning, prediction, views

<ul style="list-style-type: none"> <li>Discusses plot, main characters and setting</li> <li>Discusses the message</li> <li>Expresses opinions and own feelings about the text</li> <li>Distinguishes between realistic and unrealistic events</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Relates to own life</li> </ul>	<p>vocabulary and language to describe the setting</p> <ul style="list-style-type: none"> <li>Reads aloud individually with clear expression</li> <li>Comments on plot, theme, characters and setting</li> <li>Discusses new vocabulary from the read text</li> <li>Uses a dictionary</li> </ul>	<p>different visual texts, in order to interpret</p> <ul style="list-style-type: none"> <li>Discusses elements of fables, e.g. characters and messages</li> <li>Explains interpretation and overall response to text</li> <li>Invents and describes preferred results or endings</li> <li>Uses a dictionary for vocabulary development</li> </ul>
<b>WRITING &amp; PRESENTING</b>	<p><b>Writes a story/ (folklore, e.g. myth/ legend)</b></p> <ul style="list-style-type: none"> <li>Develops structure (beginning, middle and ending) plot, characters and setting</li> <li>Uses language imaginatively especially a variety of vocabulary</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Records words and their meanings in a personal dictionary</li> </ul> <p><b>WEEKS 9&amp;10 TERM 1</b></p> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning / pre-writing,</li> <li>Drafting,</li> <li>Revising,</li> <li>Editing,</li> <li>Proofreading, and</li> </ul>	<p><b>Writes a folklore, e.g. a myth or legend</b></p> <ul style="list-style-type: none"> <li>Writes for personal, exploratory, playful, imaginative and creative purposes</li> <li>Tries to teach a moral lesson</li> <li>Uses superhuman characters</li> <li>Uses appropriate vocabulary</li> <li>Brainstorms ideas for a topic and develops ideas</li> <li>Expresses ideas clearly and logically</li> <li>Reflects on and evaluates writing and creative work</li> <li>Produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience</li> </ul>



<ul style="list-style-type: none"> <li>• Presenting</li> </ul>	<p>connecting words and correct punctuation</p> <p><b>Writes descriptive / narrative text</b></p> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> <li>• Stays on topic</li> <li>• Uses descriptive / narrative vocabulary especially a range of adjectives</li> <li>• Uses figurative language, e.g. similes, metaphors</li> </ul>	<p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b></p> <p><b>Word level work:</b> noun prefixes, suffixes, adverbs, pronouns, conjunctions</p> <p><b>Sentence level work:</b> subject, object, predicate</p>
			<p><b>WEEKS 9&amp;10 TERM 1</b></p>



	<p>subject-verb agreement, concords,</p> <p><b>Word meaning:</b> proverbs, idioms, metaphor</p> <p><b>Spelling and punctuation:</b> dictionary use, word order</p> <p><b>Spelling and punctuation:</b> question marks, dictionary use, word order</p>	<p>Word level work: <b>common and abstract nouns</b></p> <p>Sentence level work: <b>simple present tense, simple past tense, simple future tense</b></p> <p>Word meaning: <b>antonyms, proverbs, metaphors, idioms</b></p> <p>Spelling and punctuation: <b>dictionary use</b></p>
	<p><b>Sentence level work:</b> simple sentences, complex sentences</p> <p><b>Word meaning:</b> <b>proverbs, idioms</b></p> <p><b>Punctuation:</b> <b>full stop, comma, colon, semi-colon</b></p>	

**MULTI-GRADE ANNUAL TEACHING PLAN – HOME LANGUAGE**  
**INTERMEDIATE PHASE TERM TWO**

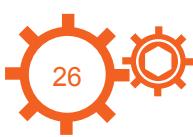
SKILLS	GRADE 4	GRADE 5	GRADE 6
WEEKS	LISTENING & SPEAKING		
1 & 2	<p>Listens to weather reports Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Discusses usefulness of the information</li> <li>• Links information to own life</li> <li>• Discusses possible effects on people</li> <li>• Compares conditions in different places, indicates preferred destinations with reasons</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Identifies features of weather reports: register and the nature of language used</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> </ul>	<p>Participates in interviews to collect information Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Formulates relevant questions to guide search for information</li> <li>• Presents information using a table/ chart/graph</li> <li>• Analyses information</li> <li>• Summarises information</li> </ul> <p>Participates in group discussion</p> <ul style="list-style-type: none"> <li>• Stays on topic</li> <li>• Gives constructive feedback</li> <li>• Maintains discussion</li> <li>• Shows sensitivity to the rights and feelings of others</li> </ul>	<p>Participates in interviews to collect information e.g. a weather report Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Discusses usefulness of the information</li> <li>• Links information to own life</li> <li>• Discusses possible effects on people</li> <li>• Compares conditions in different places, indicates preferred destinations with reasons</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Identifies features of weather reports: register and the nature of language used</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> <li>• Interprets and discusses more complex visual texts</li> </ul>
TERM 2			



READING & VIEWING		WRITING & PRESENTING	
	<p><b>Reads information texts with visuals, e.g. charts/tables/maps</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures/visuals</li> <li>• Uses reading strategies: skims to get the general idea, scans for specific details</li> <li>• Identifies the way the text is organised</li> <li>• Compares differences and similarities in different places</li> <li>• Reads an information text with visuals e.g. map</li> <li>• Uses dictionary to check meaning of new vocabulary</li> </ul>	<p><b>Reads a report with visuals (e.g. tables/charts/graphs/diagrams/maps)</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Discusses central idea and specific details</li> <li>• Uses reading strategies, e.g. makes predictions and uses textual and contextual clues</li> <li>• Interprets graphic information</li> <li>• Shares ideas and offers opinion using speculation and hypothesis</li> <li>• Uses a mind-map/notes to summarise information</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul>	<p><b>Writes an information text e.g. weather chart</b></p> <ul style="list-style-type: none"> <li>• Organises information logically</li> <li>• Includes specific details</li> <li>• Uses topic and supporting</li> </ul>
<b>WEEKS</b>	<b>TERM 2</b>	<ul style="list-style-type: none"> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Discusses central idea and specific details</li> <li>• Uses reading strategies: skims to get the general idea, scans for specific details</li> <li>• Identifies the way the text is organised</li> <li>• Compares differences and similarities in different places</li> <li>• Reads an information text with visuals e.g. map</li> <li>• Uses reading strategies, e.g. map</li> <li>• makes predictions and uses textual and contextual clues</li> <li>• Interprets visual</li> <li>• Uses a dictionary for vocabulary development</li> </ul>	<p><b>Reads an information text e.g. weather report from newspaper, a textbook or Teacher's Resource File (TRF)</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Uses reading strategies: skims to get the general idea, scans for specific details</li> <li>• Identifies the way the text is organised</li> <li>• Compares differences and similarities in different places</li> <li>• Reads an information text with visuals e.g. map</li> <li>• Uses reading strategies, e.g. map</li> <li>• makes predictions and uses textual and contextual clues</li> <li>• Interprets visual</li> <li>• Uses a dictionary for vocabulary development</li> </ul>



<b>WEEKS</b> <b>1 &amp; 2</b> <b>TERM 2</b>	<p>sentences to develop coherent paragraphs</p> <ul style="list-style-type: none"> <li>Designs appropriate visuals, e.g. charts/tables/maps</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Uses appropriate vocabulary</li> <li>Records words and their meanings in a personal dictionary</li> </ul>	<p>form to another</p> <ul style="list-style-type: none"> <li>Uses what, when, where, who</li> <li>Orders information logically</li> <li>Links sentences into a coherent paragraph using pronouns and connecting words</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Presents work neatly using proper form, such as headings, spacing for paragraphs etc.</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning / pre-writing,</li> <li>Drafting,</li> <li>Revising,</li> <li>Editing,</li> <li>Proofreading, and</li> <li>Presenting</li> </ul> <p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>Planning/pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul>	<p><b>WORD LEVEL WORK:</b></p> <p>adjectives, degrees of comparison</p> <p><b>Sentence level work:</b></p> <p>simple past tense, future tense</p>	<p><b>Word level work:</b> adjectives, (attributive)</p> <p><b>Sentence level work:</b> simple past tense</p> <p><b>Word level work:</b> adjectives, pronouns, conjunctions, connections</p> <p><b>Sentence level work:</b> simple past tense</p>



		<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>
	<b>SKILL</b>	<p><b>LISTENING &amp; SPEAKING</b></p> <p><b>WEEK</b></p> <p><b>TERM 2</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling and punctuation:</b> ellipsis, exclamation mark, quotation marks, question marks</li> </ul>	<p><b>WEEK</b></p> <p><b>TERM 2</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling and punctuation:</b> ellipsis, exclamation mark, quotation marks, question marks</li> </ul>	<p><b>WEEK</b></p> <p><b>TERM 2</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling and punctuation:</b> ellipsis, exclamation mark, quotation marks, question marks</li> </ul>



## READING & VIEWING

WEEKS	TERM 2	WRITING & PRESENTING
<p><b>Reads a story, e.g. folklore (myth or legend)</b> Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies: makes predictions, uses contextual clues to find meaning</li> <li>• Discusses plot, main characters and setting</li> <li>• Discusses the message</li> <li>• Expresses opinions and own feelings about the text</li> <li>• Distinguishes between realistic and unrealistic events</li> </ul> <p><b>WEEK 3 &amp; 4</b></p> <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> <li>• Relates to own life</li> </ul>	<p><b>Reads folklore (myth/legend) from the class reader, textbook or Teacher's Resource File (TRF)</b></p> <ul style="list-style-type: none"> <li>• Uses a range of reading strategies, e.g. skimming, scanning, contextual clues and previous knowledge</li> <li>• Explains how writers use vocabulary and language to describe the setting, Reads aloud individually with clear expression</li> <li>• Comments on plot, theme, setting and characters</li> <li>• Gives reasons for action of characters</li> </ul> <p><b>TERM 2</b></p> <p>Discusses new vocabulary from the read text</p> <ul style="list-style-type: none"> <li>• Uses a dictionary</li> </ul>	<p><b>Writes a story(folklore, e.g . myth/ legend)</b></p> <ul style="list-style-type: none"> <li>• Develops structure (beginning, middle and ending) plot), characters and setting</li> <li>• Uses language imaginatively</li> </ul> <p><b>WEEKS</b></p> <p><b>3 &amp; 4</b></p> <p><b>TERM 2</b></p> <p><b>Writes a story from the textbook or from the Teacher's Resource File (TRF) or class reader.</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities: prediction based on title and/or graphics</li> <li>• Reads aloud and silently, adjusting reading strategies to suit the purpose and audience</li> <li>• Discusses social and cultural values in texts</li> <li>• Interprets and discusses message</li> <li>• Shows understanding of the text, its relationship to own life, its purpose and how it functions</li> </ul> <p><b>WEEKS</b></p> <p><b>3 &amp; 4</b></p> <p><b>TERM 2</b></p> <p><b>Writes a story</b></p> <ul style="list-style-type: none"> <li>• Creates believable characters</li> <li>• Shows knowledge of character, plot, setting, conflict, climax</li> <li>• Plots main events using a flow chart – beginning (exposition),</li> </ul>



	<ul style="list-style-type: none"> <li>especially a variety of vocabulary</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Records words and their meanings in a personal dictionary</li> </ul> <p><b>uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning / pre-writing,</li> <li>Drafting,</li> <li>Revising,</li> <li>Editing,</li> <li>Proofreading, and</li> <li>Presenting</li> </ul>	<ul style="list-style-type: none"> <li>Uses language imaginatively especially a variety of vocabulary</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Plans, drafts and refines stories</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> </ul> <p><b>writes descriptions of characters</b></p> <ul style="list-style-type: none"> <li>Chooses relevant content</li> <li>Stays on topic</li> <li>Use descriptive vocabulary especially a range of adjectives</li> <li>Uses figurative language, e.g. similes, metaphors</li> </ul>	<ul style="list-style-type: none"> <li>middle (rising action, climax) and ending (denouement)</li> <li>Orders logically</li> <li>Expresses ideas clearly and logically</li> <li>Uses a theme or message</li> </ul>
<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>			
	<p><b>Word level work:</b> prefix, roots and suffix</p> <p><b>Sentence level work:</b> simple sentences, complex sentences</p> <p><b>Word meaning:</b> proverbs, idioms</p> <p><b>Punctuation:</b> full stop, comma, colon, semi-colon</p>	<p><b>Word level work:</b> infinite verbs, gerund, singular and plural, diminutive prefixes (African languages), adjectives</p> <p><b>Sentence level work:</b> object; questions, direct and indirect speech</p> <p><b>Spelling and punctuation:</b> quotation marks</p>	<p><b>Word level work:</b> auxiliary verbs</p> <p><b>Sentence level work:</b> present perfect tense</p> <p><b>Word meaning:</b> idioms</p>



## GRADE 4

## GRADE 5

## GRADE 6

### LISTENING & SPEAKING (ORAL)

#### **Listens to and discusses a short story**

Text from the textbook or Teacher's Resource File (TRF)

- Introductory activities: prediction
- Identifies main ideas and specific details
- Discusses plot, setting and characters
- Relates to own life
- Discusses and gives opinion
- Participates in group discussion e.g. on issues related to the story
- Asks relevant questions
- Gives feedback
- Maintains discussion
- Responds to others' ideas with empathy and respect

**WEEKS**  
**5 & 6**

**TERM 2**

#### **Listens to a poem**

Text from the textbook or Teacher's Resource File (TRF)

- Introductory activities: prediction
- Appreciates and responds to the sound effect stimulated by the poem
- Discusses central idea
- Relates to own experience
- Expresses feelings stimulated by the poem
- Discusses tone and language use and its effect on the listener, including how language is used to create an atmosphere

**Performs an oral poem/choral chant**

- Takes turns to speak
- Selects appropriate tone and expression to express content and feeling
- Uses appropriate body language, gestures and presentation skills, e.g. adjusts tempo, volume and pacing
- Uses appropriate intonation and facial expressions

#### **Listens to a novel**

Text from the textbook or Teacher's Resource File (TRF)

- 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

**Participates in group discussion**

- Takes turns to turn
- Stays on topic
- Asks relevant questions
- Maintains discussion

**Responds to others' ideas with empathy and respect**



## READING & VIEWING



		<b>Reads a short story</b>	
		<ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Identifies and comments on the main character, plots and setting</li> <li>• Uses reading strategies: makes predictions and inferences, uses phonic and contextual clues</li> <li>• Discusses a character including what he or she says or does and what other characters say about him or her or do to him or her</li> <li>• Infers reasons for actions in the story</li> </ul>	<p><b>WEEKS</b></p> <p><b>5 &amp; 6</b></p>
		<ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending</li> <li>• Identifies rhyme and rhythm and comments on their effect on the listener</li> <li>• Expresses feelings and opinions</li> <li>• Relates to own life</li> <li>• Uses a dictionary for vocabulary development</li> </ul>	<p><b>TERM 2</b></p>
		<ul style="list-style-type: none"> <li>• Gives and explains own feelings and opinions about the text</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul>	
			<p><b>Reads a poem</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p>
		<ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending</li> <li>• Identifies rhyme and rhythm and comments on their effect on the listener</li> <li>• Expresses feelings and opinions</li> <li>• Relates to own life</li> <li>• Uses a dictionary for vocabulary development</li> </ul>	<p><b>Reads a short novel</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p>
			<ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and discusses related themes/content events</li> <li>• Identifies and explains the central events</li> <li>• Identifies and discusses point of view</li> <li>• Discusses the characters</li> <li>• Identifies and discusses feelings expressed</li> <li>• Relates events and characters to own life</li> </ul>
			<p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read.</li> <li>• Relates to own life experiences</li> <li>• Compares books/texts read</li> </ul>

## WRITING & PRESENTING



	<p><b>Writes a description of a character</b></p> <ul style="list-style-type: none"> <li>• Gives specific details</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Uses a variety of vocabulary including synonyms and antonyms and adjectives</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul>	<p><b>Writes a poem</b></p> <ul style="list-style-type: none"> <li>• Uses alliteration, (consonance and assonance), metaphor, simile</li> <li>• Uses descriptive language</li> <li>• Plans, drafts and refines writing,</li> <li>• Produces a first draft with awareness of the central idea</li> <li>• Shows understanding of style and register</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Uses appropriate punctuation rules</li> </ul>	<p><b>Writes a book review</b></p> <ul style="list-style-type: none"> <li>• Uses a frame</li> <li>• Pre-writing: listens to extracts from a read novel</li> <li>• Selects content appropriate for the purpose</li> <li>• Uses appropriate language and text structure</li> <li>• Uses the correct format</li> <li>• Organises content logically - uses chronology</li> <li>• Uses appropriate grammar, spelling and punctuation, including subject-verb concord</li> <li>• Uses a dictionary for spelling and vocabulary development</li> </ul>
	<p><b>WEEKS</b></p> <p><b>5 &amp; 6</b></p> <p><b>TERM 2</b></p>	<p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Editing</li> <li>• Proofreads</li> <li>• Writes final draft</li> </ul>	<p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Edit</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> </ul>

## LANGUAGE STRUCTURES AND CONVENTIONS

			GRADE 6
		GRADE 5	GRADE 4
	<p><b>Word level work:</b> Adjectives, verbs – main verbs, regular verbs, transitive and intransitive verbs</p> <p><b>Sentence level work:</b> subject, object, subject-verb agreement, present tense</p> <p><b>Spelling and punctuation:</b> full stop, comma, question mark, exclamation mark, etc.</p>	<p><b>Word level work:</b> collective nouns, abstract nouns, interjections</p> <p><b>Sentence level work:</b> present continuous tense, past continuous tense, future continuous tense</p> <p><b>Word meaning:</b> alliteration, (assonance, consonance), personification , rhythm, rhyme, metaphor, simile</p> <p><b>Spelling and punctuation:</b> word division, dictionary use, exclamation mark</p>	<p><b>Word level work:</b> verbs (finite, infinitives)</p> <p><b>Sentence level work:</b> present continuous tense, past continuous tense, future continuous tense</p> <p><b>Spelling and punctuation:</b> dictionary use</p> <p><b>Grade 6</b></p> <p><b>Grade 5</b></p> <p><b>Grade 4</b></p> <p><b>Listening &amp; Speaking (Oral)</b></p> <p><b>Grade 6</b></p> <p><b>Grade 5</b></p> <p><b>Grade 4</b></p>
	<p><b>WEEKS</b> <b>5 &amp; 6</b> <b>TERM 2</b></p>	<p><b>WEEKS</b> <b>7 &amp; 8</b> <b>TERM 2</b></p>	<p><b>Grade 6</b></p> <p><b>Grade 5</b></p> <p><b>Grade 4</b></p> <p><b>Listening &amp; Speaking (Oral)</b></p> <p><b>Grade 6</b></p> <p><b>Grade 5</b></p> <p><b>Grade 4</b></p>
	<p><b>WEEKS</b> <b>7 &amp; 8</b> <b>TERM 2</b></p>	<p><b>WEEKS</b> <b>7 &amp; 8</b> <b>TERM 2</b></p>	<p><b>Grade 6</b></p> <p><b>Grade 5</b></p> <p><b>Grade 4</b></p> <p><b>Listening &amp; Speaking (Oral)</b></p> <p><b>Grade 6</b></p> <p><b>Grade 5</b></p> <p><b>Grade 4</b></p>



	<ul style="list-style-type: none"> <li>instructions read</li> <li>Asks questions for clarity</li> <li>Comments on clarity of instructions</li> </ul> <p><b>Listens to and gives directions</b></p> <ul style="list-style-type: none"> <li>Listens for specific details</li> <li>Uses details accurately</li> <li>Uses the correct language form</li> </ul>	<ul style="list-style-type: none"> <li>of oral texts: reports, and summarises main ideas</li> <li>Develops a balanced argument on relevant and challenging issues</li> <li>Expresses an opinion and supports it with solid evidence</li> <li>Listens actively and with sensitivity</li> <li>Acknowledges opinions that conflict with own and responds appropriately in the context</li> <li>Discusses the validity of information by comparison with other sources</li> </ul>
	<p><b>READING &amp; VIEWING</b></p> <p><b>Reads an instructional text</b> Text from the textbook or TRF</p> <p><b>WEEKS</b></p> <p><b>TERM 2</b></p>	<p><b>Reads newspaper articles from the textbook or from the TRF</b></p> <ul style="list-style-type: none"> <li>Pre-reading activities; prediction based on title and/or graphics</li> <li>Identifies and discusses both the intended and hidden cultural messages</li> <li>Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction</li> <li>Discusses how the message can be manipulated</li> <li>Discusses how the techniques used by writers, graphic designers and photographers construct</li> </ul> <p><b>Reads an instructional text containing a sequence of instructions</b> Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures</li> <li>Uses reading strategies: prediction, contextual clues</li> <li>Discusses specific details of text prediction, contextual clues</li> <li>Discusses sequence of instructions</li> <li>Carries out instructions/procedure</li> <li>Discusses new vocabulary from the read text</li> <li>Uses a dictionary</li> </ul>



		<ul style="list-style-type: none"> <li>particular views of the world</li> <li>Invents and describes preferred results or endings</li> <li>Hypothesises and offers alternatives when trying to solve a problem</li> </ul>
	<b>WRITING &amp; PRESENTING</b>	<p><b>Reads an instructional text</b> Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures</li> <li>Uses reading strategies: prediction, contextual clues</li> <li>Discusses specific details of text</li> <li>Discusses sequence of instructions</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>WEEKS</b></p> <p><b>7 &amp; 8</b></p> <p><b>TERM 2</b></p>
		<p><b>Writes instructions e.g. how to make a sandwich</b></p> <ul style="list-style-type: none"> <li>Selects relevant information</li> <li>Uses correct specific details</li> <li>Uses correct sequence</li> <li>Uses correct format</li> <li>Uses the command form of the verb and imperatives</li> <li>Uses appropriate grammar, spelling and punctuation</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning / pre-writing,</li> <li>Drafting,</li> <li>Revising,</li> <li>Editing,</li> <li>Proofreading, and</li> <li>Presenting</li> </ul> <p><b>Writing &amp; Presenting</b></p> <p><b>Writes a newspaper article</b></p> <ul style="list-style-type: none"> <li>Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>Selects, classifies and categorises relevant information from different sources</li> <li>Plans, drafts and refines writing,</li> <li>Reflects on and evaluates writing and creative work</li> <li>Writes neatly and legibly</li> </ul> <p><b>Uses clear structure:</b></p> <ul style="list-style-type: none"> <li>Beginning</li> <li>Middle</li> <li>Ending</li> </ul>



LANGUAGE STRUCTURE AND CONVENTIONS			
	WEEKS 7 & 8 TERM 2	WEEKS 9&10 TERM 2	
	<p><b>Word level work:</b> auxiliary verbs, modal verbs, moods</p> <p><b>Sentence level work:</b> simple sentences, complex sentences</p> <p><b>Spelling and punctuation:</b> word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark</p>	<p><b>Word level work:</b> adverbs of manner, time, place, degree; prepositions, moods, adjectives</p> <p><b>Sentence level work:</b> subject, subject - verb agreement, reported speech</p> <p><b>Spelling and punctuation:</b> word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark</p>	<p><b>Word level work:</b> nouns, pronouns (interrogative), tenses</p> <p><b>Sentence level work:</b> subject, subject - verb agreement, reported speech</p> <p><b>Spelling and punctuation:</b> word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark</p>

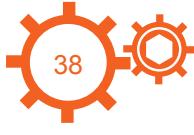


## INTERMEDIATE PHASE TERM THREE



SKILLS	GRADE 4	GRADE 5	GRADE 6	LISTENING & SPEAKING	
				LISTENS TO A NOVEL TEXT FROM THE TEXTBOOK OR TEACHER'S RESOURCE FILE (TRF) :	DISCUSSES A NOVEL TEXT FROM THE TEXTBOOK OR TEACHER'S RESOURCE FILE (TRF) :
				<ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listen to extracts from the novel</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> <li>• Uses information from the text in response to questions</li> <li>• Discusses the social, moral and cultural values in the text</li> </ul> <p><b>WEEKS</b></p> <p>1 &amp; 2</p>	<ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listen to extracts from the novel</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> <li>• Discusses and gives opinions</li> <li>• Uses information from the text in response</li> <li>• Discusses the social, moral and cultural values in the text</li> </ul> <p><b>TERM 3</b></p> <p>Participates in group discussion</p> <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> <li>• Maintains discussion</li> <li>• Responds to others' ideas with empathy and respect</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>• Selects relevant content from personal experience</li> <li>• Explains events clearly and in sequence</li> <li>• Expresses feelings in relation to events</li> </ul>

READING & VIEWING		Text from the textbook or TRF: Reads a novel	Text from the textbook or Teacher's Resource File (TRF): Reads a novel	Text from the textbook or Teacher's Resource File (TRF): Reads a novel
WEEKS 1 & 2	TERM 3	<ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Interprets and explains the message</li> <li>Uses reading strategies, e.g. skims for general idea, scans for specific details, makes predictions, uses contextual clues to determine meaning, makes inferences</li> <li>Describes feelings about the text giving reasons</li> <li>Discusses characters, plot and setting</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading: predicts from title and discusses related themes/content</li> <li>Identifies and explains the central events</li> <li>Discusses characters ,plot and setting</li> <li>Uses reading strategies, e.g. makes predictions, uses phonic and contextual clues</li> <li>Describes feelings about the text giving reasons</li> <li>Discusses characters, plot and setting</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading: predicts from title and discusses related themes/content</li> <li>Identifies and explains the central idea</li> <li>Discusses characters, plot and setting</li> <li>Identifies and discusses feelings expressed</li> <li>Discusses suspense and twist</li> <li>Relates events and characters to own life</li> <li>Uses a range of reading strategies</li> <li>Discusses the structure, language use, purpose and audience</li> <li>Uses a dictionary for vocabulary development</li> </ul>
				<ul style="list-style-type: none"> <li>Identifies and discusses feelings expressed</li> <li>Relates events and characters to own life</li> <li>Uses a range of reading strategies</li> <li>Discusses the structure, language use, purpose and audience</li> <li>Identifies the differences between biographies/diaries and stories</li> <li>Uses a dictionary for vocabulary development</li> </ul>



		<b>Reflects on texts read independently</b>	<b>Reflects on texts read independently</b>
		<ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read.</li> <li>• Relates to own life</li> <li>• Compares books/texts read</li> </ul>	<ul style="list-style-type: none"> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read.</li> <li>• Relates to own life</li> <li>• Compares books/texts read</li> </ul>
			<b>WRITING &amp; PRESENTING</b>
		<b>Writes diary entries</b>	<b>Writes a book review</b>
		<ul style="list-style-type: none"> <li>• Uses a correct format</li> <li>• Selects appropriate content for the topic</li> <li>• Uses emotive words</li> <li>• Uses first person narration</li> <li>• Uses the appropriate structure as a frame</li> <li>• Uses topic and supporting sentences to write their text</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>• Records words and their meanings in a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Uses a correct frame</li> <li>• Pre-writing: listens to extracts from a read novel</li> <li>• Selects content appropriate for the purpose</li> <li>• Uses appropriate language and text structure</li> <li>• Organises content logically - uses chronology</li> <li>• Uses appropriate grammar, spelling and punctuation, including subject-verb concord</li> <li>• Uses a dictionary for spelling and vocabulary development</li> </ul>
		<b>WEEKS</b>	<b>WEEKS</b>
	1 & 2		
	TERM 3		



	<b>Uses the writing process</b> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<b>Uses the writing process</b> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	
		<b>LANGUAGE STRUCTURES AND CONVENTIONS</b>	
	<b>Word level work:</b> Adverbs	<b>Word level work:</b> relative pronouns, reflexive pronouns, adjectives, adverbs, conjunctions, connections, interjections	<b>Sentence level work:</b> simple present tense, simple past tense, concords <b>Word meaning:</b> similes, proverbs, idioms <b>Spelling and punctuation:</b> full stop, comma, dictionary use, word division





SKILL	TERM 3	LISTENING & SPEAKING	
		GRADE 4	GRADE 5
<b>LISTENS and discusses information text</b>		<b>LISTENS to and discusses an advertisement</b>	<b>LISTENS or view audio/visual/read text: cartoon / comic strips</b>
		<p>Text from the textbook or (TRF)</p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Discusses specific details</li> <li>Asks questions to obtain information</li> <li>Listens and responds appropriately</li> <li>Answers oral questions</li> <li>Relates own experiences</li> </ul>	<p>Text from the textbook or (TRF)</p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Identifies key issues</li> <li>Discusses the effectiveness of the advertisement</li> <li>Expresses thoughts and feelings in an imaginative way</li> <li>Listens for specific details</li> <li>Responds sensitively to ideas and suggestions</li> <li>Gives feedback</li> <li>Shares ideas and offers opinions on less familiar topics</li> </ul>
			<b>READING &amp; VIEWING</b>
		<p><b>Reads information text</b>, e.g. on social issues</p> <p>Text from the textbook or (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and</li> </ul>	<p><b>Reads a cartoon / comic strips</b> from the textbook or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> <li>Follows short printed instructions and interprets them and explains</li> </ul>



		<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Uses reading strategies, e.g. scans for specific details, skims for general idea</li> <li>• Reads short printed resources</li> <li>• Locates information from different sources</li> <li>• Selects the relevant ideas</li> <li>• Identifies different purposes of texts</li> <li>• Identifies and discusses values in the text</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>• Compares books/texts read</li> </ul>	<ul style="list-style-type: none"> <li>• Specific details, skims for general idea, predicts content, uses previous knowledge or textual clues, makes inferences</li> <li>• Views and comments on graphical techniques used in visual texts: colour, lettering, layout</li> </ul>	<ul style="list-style-type: none"> <li>• Simple visual text: graphs, diagrams, graphics</li> <li>• Examines the text for hidden messages and summarises the main and supporting ideas</li> <li>• Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation</li> <li>• Critically discusses cultural and social values in text</li> <li>• Identifies different perspectives and gives own perspective based on evidence in the text</li> <li>• Interprets and analyses details in graphical texts</li> <li>• Transfers detail from one form to another</li> </ul>
				<b>WRITING &amp; PRESENTING</b>
		<p><b>WEEKS</b></p> <p><b>3 &amp; 4</b></p> <p><b>TERM 3</b></p>	<p><b>Writes two descriptive paragraphs (2 paragraphs)</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content for the topic</li> <li>• Uses the appropriate structure as a frame</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs (2 paragraphs)</li> <li>• Creates visual aids for presentation</li> </ul>	<p><b>Writes an advertisement</b></p> <ul style="list-style-type: none"> <li>• Expresses ideas clearly and logically</li> <li>• Uses appropriate visuals and layout for the purpose</li> <li>• Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation</li> <li>• Uses language for creative and imaginative self-expression</li> </ul> <p><b>Writes a cartoon / comic script</b></p> <ul style="list-style-type: none"> <li>• Uses a frame</li> <li>• Defines the concept</li> <li>• Outlines the script</li> <li>• Uses correct format</li> <li>• Uses interesting main and supporting characters</li> <li>• Uses effective plot and conflict</li> <li>• Writes and designs visual texts using language, pictures and</li> </ul>

	<ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<p><b>Uses the Writing process:</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<ul style="list-style-type: none"> <li>sound effects creatively, e.g. an advertisement for television</li> </ul>
			<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>
<b>WEEKS</b> <b>3 &amp; 4</b> <b>TERM 3</b>	<ul style="list-style-type: none"> <li>• <b>Word level work:</b> conjunctions, prepositions</li> <li>• <b>Sentence level work:</b> past continuous tense, future continuous tense</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Word level work:</b> degrees of comparison, adverbs</li> <li>• <b>Sentence level work:</b> simple short sentences, subject-verb agreement</li> </ul>	<p><b>Word level work:</b> verbs (participle), moods, adverbs, adjectives</p> <p><b>Sentence level work:</b> active voice, passive voice, direct and indirect speech</p> <p><b>Spelling and punctuation:</b> dictionary use, word division</p>





GRADE 4	GRADE 5	GRADE 6
<p><b>LISTENING &amp; SPEAKING (ORAL)</b></p> <p><b>Listens to a drama from radio, TV or written text:</b></p> <p>Text from the class reader, textbook or (TRF)</p> <p>• Introductory activities: prediction from title</p> <p>• Retells the drama scene in sequence</p> <p>• Names characters correctly</p> <p>• Listens to specific details</p> <p>• Uses details accurately</p> <p>• Expresses thoughts and feelings about the text</p> <p>• Uses the correct language form</p> <p><b>WEEKS 5 &amp; 6</b></p> <p><b>TERM 3</b></p>	<p><b>Listens and responds to a play</b></p> <p>Text from the class reader, textbook or (TRF)</p> <p>• Introductory activities: predicts from title/picture</p> <p>• Retells the drama scene in sequence</p> <p>• Identifies and discusses the central idea, plot, setting, atmosphere and characters</p> <p>• Listens to specific details</p> <p>• Uses details accurately</p> <p>• Expresses thoughts and feelings about the text</p> <p>• Uses the correct language form</p> <p><b>Role plays a character</b></p> <ul style="list-style-type: none"><li>• Varies voice and facial expression</li><li>• Changes register, grammar structure and idioms</li></ul>	<p><b>Listens to and discusses drama</b></p> <p>Text from the class reader, textbook or (TRF)</p> <p>• Introductory activities: prediction</p> <p>• Discusses key feature of the text.</p> <p>• Identifies how stereotypes are created and how this affects the listener</p> <p>• Identifies themes, asks questions</p> <p>• Identifies and discusses values in the text</p> <p>• Links content and messages in the text to own life</p> <p>• Gives critical comment on messages in the text</p> <p><b>Role-plays a character</b></p> <ul style="list-style-type: none"><li>• Varies voice and facial expression</li><li>• Changes register, grammar structure and idioms</li></ul> <p><b>READING &amp; VIEWING</b></p> <p><b>Reads a drama</b></p> <p><b>Reads reviews of play/drama</b></p>

		Text from the class reader or (TRF)	Text from the class reader or (TRF)
<b>WEEKS</b>	<b>5 &amp; 6</b>	<ul style="list-style-type: none"> <li>Pre-reading predicting from title</li> <li>Uses reading strategies</li> <li>Discusses characters, central idea and setting</li> <li>Expresses feelings stimulated by the text</li> <li>Uses a dictionary to check the meaning of words</li> <li><b>Reflects on texts read independently</b></li> </ul>	<ul style="list-style-type: none"> <li>Uses reading strategies: skimming, scanning, contextual clues and previous knowledge</li> <li>Explains how writers use vocabulary and language to describe the plot, setting, atmosphere and characters</li> <li>Explains the effects of words and imagery</li> <li>Identifies cause and effect in oral and written texts and explains the relationship</li> <li>Reads aloud, changing speed as appropriate</li> </ul>
	<b>TERM 3</b>		
			<b>WRITING &amp; PRESENTING</b>
<b>WEEKS</b>	<b>5 &amp; 6</b>	<b>Writes a dialogue</b>	<b>Writes a play script / dialogue</b>
		<ul style="list-style-type: none"> <li>Selects appropriate characters</li> <li>Uses a correct format</li> <li>Organises the conversation logically</li> <li>Uses a variety of vocabulary</li> <li>Uses appropriate grammar, spelling, punctuation and spacing</li> <li>Records words and their meanings in a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Creates characters</li> <li>Describes setting</li> <li>Develops plot</li> <li>Uses correct format</li> <li>Establishes tone or mood</li> <li>Plans, drafts and refines the text</li> <li>Writes sentences using direct and indirect speech</li> <li>Produces a first draft with central idea and well-developed supporting paragraphs</li> <li>Uses subject-verb concord</li> </ul>
	<b>TERM 3</b>		
			<b>WRITES A DIALOGUE / A SHORT PLAY SCRIPT</b>
<b>WEEKS</b>	<b>5 &amp; 6</b>	<b>Writes a dialogue</b>	<b>Writes a dialogue / a short play script</b>
		<ul style="list-style-type: none"> <li>Selects appropriate characters</li> <li>Uses a correct format</li> <li>Organises the conversation logically</li> <li>Uses a variety of vocabulary</li> <li>Uses appropriate grammar, spelling, punctuation and spacing</li> <li>Records words and their meanings in a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Uses characterisation</li> <li>Uses correct layout</li> <li>Establishes tone or mood</li> <li>Shows an understanding of style and register</li> </ul>
	<b>TERM 3</b>		



	<p>• Uses appropriate grammar, spelling and punctuation</p> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul>	<p><b>Word level work:</b> collective nouns, reflexive pronouns, stems</p> <p><b>Sentence level work:</b> subject-verb agreement</p> <p><b>Weeks</b> <b>5 &amp; 6</b> <b>TERM 3</b></p>	<p><b>Word level work:</b> verbs (gerunds)</p> <p><b>Sentence level work:</b> active voice, passive voice</p> <p><b>Spelling and punctuation:</b> full stop, commas, colon, semi-colon, question marks</p>	<p><b>Word level work:</b> stems, prefixes, suffixes</p> <p><b>Sentence level work:</b> active voice, passive voice</p> <p><b>Spelling and punctuation:</b> quotation marks</p>
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GRADE 4	GRADE 5	GRADE 6
LISTENING & SPEAKING (ORAL)		
<p><b>Listens to information texts with visuals e.g. charts/tables/maps</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Discusses usefulness of the information</li> <li>• Interprets visuals</li> <li>• Links information to own life</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> </ul> <p><b>WEEKS</b> <b>7 &amp; 8</b> <b>TERM 3</b></p>	<p><b>Listens to and discusses a weather report</b></p> <p>Text from the textbook or (TRF)</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Discusses usefulness of the information</li> <li>• Links information to own life</li> <li>• Discusses possible effects on people</li> <li>• Compares conditions in different places, indicates preferred destinations with reasons</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Identifies features of weather reports: register and the nature of language used</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> <li>• Interprets and discusses more complex visual texts</li> </ul> <p><b>Listens to a short story</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Recalls events in the correct sequence and using the correct tense</li> <li>• Interacts positively during group discussions</li> <li>• Identifies how stereotypes are created and their effects on the listener.</li> <li>• Discusses characters</li> <li>• Discusses plot, conflict and setting</li> <li>• Discusses messages in the text</li> </ul>	



## READING & VIEWING

	<b>Reads information texts with visuals, e.g. charts/tables/maps</b>	<b>Reads a weather report from a textbook, newspaper or TRF</b>	<b>Reads a short story from the textbook, class reader or from the Teacher's Resource File (TRF).</b>
<b>WEEKS</b> <b>7 &amp; 8</b> <b>TERM 3</b>	<p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures/visuals</li> <li>Uses reading strategies: skims to get the general idea, scans for specific details</li> <li>Reads an information text with visuals e.g. map</li> <li>Identifies the way the text is organised</li> <li>Interprets visuals</li> </ul>	<p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title, headings and pictures</li> <li>Uses reading strategies, e.g. makes predictions and uses textual and contextual clues</li> <li>Identifies and explains similarities and differences</li> <li>Uses reading strategies: skims to get the general idea, scans for specific details</li> <li>Identifies the way the text is organised</li> <li>Reads an information text with visuals e.g. map</li> <li>Interprets visuals</li> <li>Uses a mind-map/notes to summarise information</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activities: prediction based on title and/or graphics</li> <li>Examines the text for hidden messages and summarizes the main and supporting ideas</li> <li>Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation</li> <li>Critically discusses cultural and social values in text</li> <li>Discusses plot, theme, setting and characterisation</li> <li>Uses a dictionary for vocabulary development</li> </ul>
<b>WEEKS</b> <b>7 &amp; 8</b> <b>TERM 3</b>	<b>Writes information from a table/graph/map into a paragraph</b>	<b>Writes a weather report</b>	<b>Writes a friendly letter/A diary entry</b>
		<p>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</p>	<ul style="list-style-type: none"> <li>Uses correct layout</li> <li>Shows awareness of audience and style</li> <li>Uses appropriate tone</li> </ul>



	<ul style="list-style-type: none"> <li>Links sentences into a coherent paragraph using pronouns and connecting words</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Uses appropriate vocabulary</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul>	<ul style="list-style-type: none"> <li>Presents information using a map, chart, graph or diagram.</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul>	<ul style="list-style-type: none"> <li>Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs</li> <li>Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs</li> <li>Uses correct spelling and punctuation</li> </ul>
		<b>LANGUAGE STRUCTURES &amp; CONVENTIONS</b>	
<b>WEEKS</b>	<b>Word level work:</b> stems	<b>Word level work:</b> verbs (gerunds, pronouns, adverbs, adjectives, conjunctions, abstract nouns)	<b>Word level work:</b> adjectives (predicative), tenses, connecting words
<b>7 &amp; 8</b> <b>TERM 3</b>	<p><b>Sentence level work:</b> simple sentences, complex sentences verb clause</p> <p><b>Spelling and punctuation:</b> colon</p>	<p><b>Sentence level work:</b> simple sentences, compound sentences, future tense</p> <p><b>Word meaning:</b> onomatopoeia, homophones, homonyms, polysemy, antonyms, synonyms</p>	<p><b>Sentence level work:</b> past perfect tense; future perfect tense</p> <p><b>Spelling and punctuation:</b> word division, dictionary usage</p>



	GRADE 4	GRADE 5	GRADE 6
	LISTENING & SPEAKING (ORAL)		
	<p><b>Listens to a poem</b></p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Appreciates and responds to the sound effect stimulated by the poem</li> <li>Discusses central idea</li> <li>Relates to own experience</li> <li>Identifies rhyme and rhythm and comments on their effect on the listener</li> <li>Expresses feelings stimulated by the poem</li> <li>Identify the atmosphere in the poem</li> </ul>	<p><b>Listens to and discusses stories, e.g. folklore (myth/legend) from a class reader</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Identifies the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>Distinguishes between realistic and unrealistic events</li> <li>Participates in discussions, justifying own opinion</li> <li>Responds sensitively to ideas and suggestions</li> </ul>	<p><b>Listens to and discusses a folklore</b></p> <p><b>Text from the textbook or (TRF)</b></p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Recalls events in the correct sequence and using the correct tense</li> <li>Interacts positively during group discussions</li> <li>Identifies how stereotypes are created and their effects on the listener.</li> <li>Discusses characters</li> <li>Discusses plot, conflict and setting</li> <li>Discusses messages in the text and beliefs</li> <li>Reflects cultural customs, values and beliefs</li> <li>Reflects on the struggle between good and evil</li> </ul>
	<p><b>WEEKS</b></p> <p><b>9 &amp; 10</b></p>	<p><b>TERM 3</b></p> <p><b>Performs a poem/selected lines</b></p> <ul style="list-style-type: none"> <li>Selects tone and expression appropriate to content and style of poem</li> <li>Uses appropriate intonation and facial expressions</li> <li>Uses appropriate body language, posture and presentation skills, e.g. adjusts tempo, volume and pacing</li> <li>Uses appropriate intonation</li> </ul>	





## READING & VIEWING

	<b>Reads a poem</b> • Pre-reading: predicting from title • Describes and analyses emotional response to texts • Identifies rhyme, alliteration and onomatopoeia and their effects • Identifies and explains similes and metaphors • Uses dictionary to check the meaning of words	<b>Reads a story, e.g. a folklore (myth/legend) from the textbook or Teacher's Resource File (TRF)</b> • Pre-reading: predicting from title • Uses a range of reading strategies: skimming, scanning, contextual clues and previous knowledge • Discusses main idea, characters and setting • Explains how writers use vocabulary and language to describe the plot ,setting, characters • Reads aloud individually with clear expression • Comments on plot, theme, setting • Gives reasons for action of characters	<b>Reads a folklore, e.g. myth/ legend</b> Text from the textbook or (TRF) • 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
	<b>WEEKS 9&amp;10</b> <b>TERM 3</b>		
	<b>WRITING &amp; PRESENTING</b>	<b>Writes a poem</b> • Selects appropriate content • Uses the correct format • Uses language imaginatively and creatively • Uses Alliteration, Assonance, Consonance • Uses a variety of vocabulary	<b>Writes a story e.g. folklore (myth/legend)</b> • Develops plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively especially a variety of vocabulary
	<b>WEEKS 9&amp;10</b> <b>TERM 3</b>		<b>Writes a character sketch</b> • 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

	<ul style="list-style-type: none"> <li>• Uses figurative language e.g. similes, metaphors</li> <li>• Uses appropriate rhythm and rhyme</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul>	<ul style="list-style-type: none"> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Plans, drafts and refines stories</li> </ul> <p><b>Writes descriptions of characters</b></p> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> <li>• Stays on topic</li> <li>• Use descriptive vocabulary especially a range of adjectives</li> <li>• Uses figurative language, e.g. similes, metaphors</li> <li>• Plans, drafts and refines writing</li> </ul>	<p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Shows understanding of setting, plot, conflict and theme.</li> <li>• Correct use of tenses</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul>
		<h3>LANGUAGE STRUCTURES &amp; CONVENTIONS</h3>	
<b>WEEKS 9&amp;10 TERM 3</b>	<p><b>Word level work:</b> conjunctions</p> <p><b>Sentence level work:</b> statements, simple sentences</p> <p><b>Word meaning:</b> personification, alliteration, similes, metaphors, rhythm, rhyme</p> <p><b>Spelling and punctuation:</b> dictionary use, abbreviations – acronyms, truncation, initialisation</p>	<p><b>Word level work:</b> verbs (infinitives), adjectives, adverbs, pronouns, conjunctions, types of nouns</p> <p><b>Sentence level work:</b> statements, questions, commands, direct and indirect speech</p> <p><b>Word meaning:</b> metaphors, similes, idioms, proverbs, homophones</p> <p><b>Spelling and punctuation:</b> colon, semi-colon, inverted comma, capital letters sentences, compound</p>	<ul style="list-style-type: none"> <li>• Word level work: verbs (participle), moods, adverbs, adjectives</li> <li>• Sentence level work: active voice, passive voice, direct and indirect speech</li> <li>• Spelling and punctuation: dictionary use, word division</li> </ul>



<ul style="list-style-type: none"><li>• <b>Sentences, future tense</b></li><li>• <b>Word meaning:</b> onomatopoeia, homophones, homonyms, polysemy, antonyms, synonyms</li></ul>

**MULTI-GRADE ANNUAL TEACHING PLAN – HOME LANGUAGE**  
**INTERMEDIATE PHASE TERM FOUR**

SKILLS	GRADE 4	LISTENING & SPEAKING GRADE 5	GRADE 6
<b>Listens to advertisements</b> Text from the textbook or Teacher's Resource File (TRF) or any other source	<ul style="list-style-type: none"> <li>Introductory activities : Prediction</li> <li>Interprets and discusses message including the values in the text</li> <li>Discusses the structure, language use, purpose and audience of the text</li> </ul>	<p><b>Listens to and discusses information text</b></p> <ul style="list-style-type: none"> <li>Text from the textbook or Teacher's Resource File (TRF)</li> <li>Introductory activities: prediction</li> <li>Participates in discussions, explaining own opinion</li> <li>Identifies and explains cause and effect</li> <li>Comments on the social, moral and cultural values</li> <li>Asks critical questions</li> <li>Expresses and justifies own opinion with reasons</li> <li>Uses interaction strategies to communicate effectively in group situations</li> </ul>	<p><b>Listens to and discusses an information text</b></p> <p>Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>Identifies the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>Participates in discussions, explaining own opinion</li> <li>Identifies and explains cause and effect</li> <li>Comments on the social, moral and cultural values</li> <li>Asks critical questions</li> <li>Expresses and justifies own opinion with reasons</li> <li>Uses interaction strategies to communicate effectively in group situations</li> </ul>
<b>WEEKS</b>	<b>1 &amp; 2</b>	<b>Participates in group discussion on a social issue related to the advertisements</b>	<ul style="list-style-type: none"> <li>Discusses social values</li> <li>Asks relevant questions using appropriate question forms, e.g. who, which, what, when, how, why</li> </ul>
<b>TERM 4</b>			



	<b>Participates in discussions</b> <ul style="list-style-type: none"> <li>Asks relevant questions and responds to questions</li> <li>Compares own ideas with others</li> <li>Respects others' ideas</li> <li>Gives opinions and constructive feedback</li> </ul>	<b>Role play interview in class</b> <ul style="list-style-type: none"> <li>Makes an oral presentation facing the audience</li> <li>Shows an awareness of different audiences</li> <li>Varies the volume, tone and tempo of voice</li> <li>Reflects on own, and others' presentations and skills, sensitively</li> <li>Gives balanced and constructive feedback</li> </ul>
		<b>READING &amp; VIEWING</b>
<b>WEEKS</b> <b>1 &amp; 2</b> <b>TERM 4</b>	<p><b>Reads information text, e.g. advertisement</b> Text from the textbook or Teacher's Resource File (TRF) or any other source</p> <ul style="list-style-type: none"> <li>Interprets and discusses the message including the values in the text</li> <li>Discusses the structure, purpose and audience of the text</li> <li>Discusses language use including persuasive and emotive language and the economical use of language</li> </ul>	<p><b>Reads an information text with visuals, e.g. maps/ graphs/ charts/ tables</b> Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Uses a range of reading strategies to identify the main and supporting ideas and summarises information</li> <li>Interprets visuals</li> <li>Uses previous knowledge or textual clues to determine meaning</li> </ul> <p><b>Reads an information text ( use the class reader)</b> Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>Pre-reading activities, e.g. prediction based on title, pictures and/or graphics</li> <li>Discusses new vocabulary from the read text</li> <li>Uses different reading strategies e.g.:skimming, scanning to identify the main and supporting ideas and responds appropriately</li> <li>Identifies and explains cause and effect</li> </ul>



	<ul style="list-style-type: none"> <li>Asks relevant, critical questions using appropriate question forms, e.g. who, which, what, when, how, why</li> <li>Identifies and discusses stereotypes</li> <li>Identifies and discusses graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed</li> </ul>	<ul style="list-style-type: none"> <li>Makes inferences</li> <li>Transfers information from the visual to narrative form</li> </ul>	<ul style="list-style-type: none"> <li>Uses previous knowledge or textual clues to determine meaning</li> <li>Makes inferences</li> </ul>
	<p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Compares books/texts read</li> </ul>		<p><b>WRITING &amp; PRESENTING</b></p>
<b>WEEKS</b> <b>1 &amp; 2</b> <b>TERM 4</b>	<p><b>Writes an advertisement (link to the theme of the short story)</b></p> <ul style="list-style-type: none"> <li>Uses content appropriate for purpose and audience</li> <li>Uses appropriate visuals and layout for the purpose</li> <li>Use appropriate grammar and vocabulary</li> <li>Uses language creatively</li> <li>Uses the dictionary to check</li> </ul>	<p><b>Writes descriptive essay</b></p> <ul style="list-style-type: none"> <li>Creative writing (four paragraphs)</li> <li>Chooses relevant content</li> <li>Stays on topic</li> <li>Uses descriptive vocabulary especially a range of adjectives</li> <li>Uses figurative language, e.g. similes, metaphors</li> <li>Sequences a series of steps or</li> </ul>	<p><b>Writes a descriptive paragraph Creative writing (four paragraphs)</b></p> <ul style="list-style-type: none"> <li>Chooses relevant content</li> <li>Stays on topic</li> <li>Uses descriptive vocabulary especially a range of adjectives</li> <li>Uses figurative language, e.g. similes, metaphors</li> <li>Sequences a series of steps or</li> </ul>



	spelling and meanings of words	events in a logical way and explains the logic	events in a logical way
	<b>Use the writing process</b> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<b>Uses the writing process</b> <ul style="list-style-type: none"> <li>Planning / pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul>	<b>Uses the writing process</b> <ul style="list-style-type: none"> <li>Planning/pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul>
<b>LANGUAGE STRUCTURES AND CONVENTIONS</b>			
	<b>Word level work:</b> conjunctions	<b>Word level work:</b> definite and indefinite articles, adjectives	<b>Word level work:</b> adverbs of degree, duration, frequency
	<b>Sentence level work:</b> adjectives, adverbs	<b>Sentence level work:</b> noun clause, verb clause, negative form, question form	<b>Sentence level work:</b> direct speech, indirect speech
		<b>Word meaning:</b> metaphors, similes, proverbs, idioms	<b>Word meaning:</b> understatement, multiple meaning, ambiguity
		<b>Spelling and punctuation:</b> exclamation mark, colons, capital letters	<b>Spelling and punctuation:</b> question use, word division
<b>WEEKS</b>			
<b>1 &amp; 2</b>			
<b>TERM 4</b>			



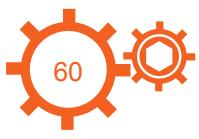
SKILL	GRADE 4	GRADE 5	GRADE 6
LISTENING & SPEAKING			
<b>Listens to short story</b> Text from the textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens and relates to own experience</li> <li>• Identifies specific details</li> <li>• Keeps to the topic</li> <li>• Identifies plot setting and characters</li> <li>• Answer oral questions based on the story</li> <li>• Retells the story</li> </ul> <p><b>WEEK 3 &amp; 4</b></p> <p><b>TERM 4</b></p>	<b>Listens to a story</b> Text from the class reader, textbook or Teacher's Resource File (TRF) <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>• Describes events</li> <li>• Comments on the social, moral and cultural values in different texts</li> <li>• Asks and responds to thought-provoking questions</li> </ul>	<b>Listens to a story</b> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Responds critically by identifying the key elements of a book review</li> <li>• Recalls main ideas and details from a text</li> <li>• Retells part of a story</li> <li>• Identifies and discusses values in the text</li> <li>• Identifies and discusses messages in the text</li> <li>• Invents and describes preferred results or endings</li> </ul>	<b>Acts out the story</b> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Sequences events correctly</li> <li>• Keeps eye contact and changing facial expression, tone, tempo, volume and pace</li> <li>• Expresses thoughts and feelings in an imaginative way</li> </ul> <p><b>Participates in group discussions</b></p> <ul style="list-style-type: none"> <li>• Takes turns to speak</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> <li>• Maintains discussion</li> <li>• Responds to others' ideas with empathy and respect</li> <li>• Gives balanced and constructive feedback</li> </ul>



## READING & VIEWING



			<b>Reads a story</b>	
			<b>Text from the textbook or Teacher's Resource File (TRF).</b>	<b>Reads a story from the class reader, textbook or the Teacher's Resource File (TRF).</b>
		<b>WEEK 3 &amp; 4</b>	<ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Uses reading strategies: skimming and scanning</li> <li>Identifies and comments on the plot, setting and characters</li> <li>Gives reasons for action of the characters</li> <li>Understands the vocabulary</li> <li>Identifies main and supporting ideas</li> <li>Identifies and discusses values in the text</li> <li>Discusses new vocabulary from the read text</li> <li>Uses a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading activities, e.g. prediction based on title and/or graphics</li> <li>Uses different reading strategies e.g.: skimming, scanning</li> <li>Identifies main and supporting ideas</li> <li>Interprets and discusses message</li> <li>Comments on storyline</li> <li>Comments on response to the text</li> <li>Comments on values</li> <li>Comments on messages in the text</li> <li>Invents and describes preferred results or endings</li> </ul>
		<b>TERM 4</b>		<ul style="list-style-type: none"> <li>Retells story or main ideas in 3 to 5 sentences</li> <li>Expresses emotional response to texts read</li> <li>Relates to own life</li> <li>Does a short oral book review using an appropriate frame</li> <li>Compares books/texts read</li> </ul>



WRITING & PRESENTING

WRITING & PRESENTING	
<p><b>Weeks 3 &amp; 4</b></p> <p><b>TERM 4</b></p>	<p><b>Writes a friendly letter/diary entry</b></p> <ul style="list-style-type: none"> <li>• Uses a correct format</li> <li>• Selects appropriate content for the topic</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Links paragraphs using connecting words and phrases</li> <li>• Uses a variety of vocabulary</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>
<p><b>Weeks 3 &amp; 4</b></p> <p><b>TERM 4</b></p>	<p><b>Writes a short summary</b></p> <ul style="list-style-type: none"> <li>• Writes a short summary</li> <li>• Plots main events using a flow chart</li> <li>• Orders logically</li> <li>• Expresses ideas clearly and logically</li> <li>• Reflects on emotional response</li> <li>• Makes recommendations</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>

## LANGUAGE STRUCTURES & CONVENTIONS

<b>WEEKS</b> <b>3 &amp; 4</b> <b>TERM 4</b>	<p><b>Word level work:</b> adverbs of place and degree, tenses, conjunctions, pronouns (focus on concepts that have been covered)</p> <p><b>Sentence level work:</b> noun phrase, noun clause</p> <p><b>Spelling and punctuation:</b> Capital letters, full stops, commas, word division</p>	<p><b>Word level work:</b> prepositions, determiners, adjectives, adverbs, nouns, pronouns</p> <p><b>Sentence level work:</b> subject, object, one word for a phrase, conditional clauses</p> <p><b>Spelling and punctuation:</b> word division, dictionary, capital letters</p>	<p><b>Sentence level work:</b> noun phrases and clauses</p> <p><b>Sentence level work:</b> verb phrases and clauses</p> <p><b>Word meaning:</b> pun</p> <p><b>Spelling and punctuation:</b> colon, semi-colon, contraction</p>
<b>GRADE 4</b>	<b>GRADE 5</b>	<b>GRADE 6</b>	<b>LISTENING &amp; SPEAKING (ORAL)</b>
			<p><b>LISTENS TO AND DISCUSSES AN INFORMATION TEXT</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Listens for specific details</li> <li>Identifies the main message</li> <li>Relates to own life</li> <li>Discusses the main ideas and specific detail</li> <li>Discusses the social, moral and cultural values in the text</li> </ul> <p><b>Participates in discussions</b></p> <ul style="list-style-type: none"> <li>Asks relevant questions and responds to questions</li> </ul> <p><b>LISTENS TO AND DISCUSSES AN INSTRUCTIONAL TEXT, E.G. RECIPE, DIRECTIONS</b></p> <p>Introductory activities: prediction</p> <ul style="list-style-type: none"> <li>Recalls procedure</li> <li>Identifies the features of instructional text</li> <li>Notes key headings</li> <li>Gives clear instructions, e.g. on how to make a cup of tea</li> <li>Makes notes and applies instructions read</li> <li>Asks questions to clarify</li> <li>Comments on clarity of instructions</li> </ul>



		<ul style="list-style-type: none"> <li>• Compares own ideas with others</li> <li>• Respects others' ideas</li> <li>• Gives opinions and constructive feedback</li> </ul>	situations
		<p><b>READING &amp; VIEWING</b></p> <p><b>Reads a newspaper article / magazine that highlights social issues</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from the title and pictures</li> <li>• Uses reading strategies</li> <li>• Infers reasons for actions in the story</li> <li>• Explains the cause and the effects in a story</li> <li>• Expresses feelings about the text giving reasons</li> <li>• Discusses values in the text</li> <li>• Discusses the choice of words and imagery</li> </ul> <p><b>WEEKS</b></p> <p><b>5 &amp; 6</b></p> <p><b>TERM 4</b></p>	<p><b>Reads an instructional text e.g. recipe, direction</b></p> <ul style="list-style-type: none"> <li>• Analyses the characteristics of the text: organisation and conventions of instructional texts</li> <li>• Orders jumbled instructions</li> <li>• Uses appropriate reading and comprehension strategies: scanning</li> <li>• Shows understanding of the text and how it functions: literal reading</li> <li>• Recognises and explains the different structures, language use and purposes</li> <li>• Identifies and evaluates register of a text</li> <li>• Understands and uses information texts appropriately</li> <li>• Compares two different recipes or instructions</li> </ul> <p><b>Reads information text with visuals, e.g. maps/graphs/charts/tables</b></p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Uses a range of reading strategies to identify the main and supporting ideas and</li> <li>• Summarises information</li> <li>• Interprets visuals</li> <li>• Uses previous knowledge or textual clues to determine meaning</li> <li>• Makes inferences</li> <li>• Transfers information from the visual to narrative form</li> </ul> <p><b>Reads an instructional text e.g. recipe, direction</b></p> <ul style="list-style-type: none"> <li>• Analyses the characteristics of the text: organisation and conventions of instructional texts</li> <li>• Orders jumbled instructions</li> <li>• Uses appropriate reading and comprehension strategies: scanning</li> <li>• Shows understanding of the text and how it functions: literal reading</li> <li>• Recognises and explains the different structures, language use and purposes</li> <li>• Identifies and evaluates register of a text</li> <li>• Understands and uses information texts appropriately</li> <li>• Compares two different recipes or instructions</li> </ul>



	<b>Reflects on texts read independently</b> <ul style="list-style-type: none"> <li>Compares books/texts read</li> </ul>	
	<b>WRITING &amp; PRESENTING</b>	
	<p><b>Writes a newspaper article / magazine about a social issue</b></p> <ul style="list-style-type: none"> <li>Uses content appropriate to the audience and purpose of the text</li> <li>Uses a frame</li> <li>Uses language imaginatively especially a variety of vocabulary</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Links paragraphs using connecting words and phrases</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Uses different tenses consistently</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>WEEKS</b></p> <p><b>5 &amp; 6</b></p> <p><b>TERM 4</b></p>	<p><b>Writes descriptive essay</b></p> <ul style="list-style-type: none"> <li>Creative writing (four paragraphs) <ul style="list-style-type: none"> <li>Chooses relevant content</li> <li>Stays on topic</li> <li>Uses descriptive vocabulary especially a range of adjectives</li> <li>Uses figurative language, e.g. similes, metaphors</li> <li>Sequences a series of steps or events in a logical way and explains the logic</li> </ul> </li> </ul> <p><b>Use the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Writes an instructional text</b></p> <ul style="list-style-type: none"> <li>Orders logically</li> <li>Lists materials and ingredients</li> <li>Uses dictionaries</li> <li>Uses imperatives</li> <li>Develops a frame for writing</li> <li>Uses linking phrases and organisational methods</li> <li>Defines procedures</li> <li>Organises words and sentences appropriately</li> </ul> <p><b>Use the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul>



		LANGUAGE STRUCTURES AND CONVENTIONS	
WEEKS	TERM 4	GRADE 4	GRADE 5
5 & 6	<p><b>Word level work:</b> conjunctions, auxiliary verbs</p> <p><b>Sentence level work:</b> subject, object, subject-verb agreement, tenses</p> <p><b>Word meaning:</b> synonyms, antonyms</p> <p><b>Spelling and punctuation:</b> dictionary use, word order, word division</p>	<p><b>Word level work:</b> definite and indefinite articles, adjectives</p> <p><b>Sentence level work:</b> noun clause, verb clause, negative form, question form</p> <p><b>Word meaning:</b> metaphors, similes, proverbs, idioms</p> <p><b>Spelling and punctuation:</b> dictionary use, word division</p>	<p><b>Word level work:</b> adverbs of manner, time, place</p> <p><b>Sentence level work:</b> compound sentences, complex sentences</p>
		LISTENING & SPEAKING (ORAL)	GRADE 6
		<p><b>Listens a dialogue /drama</b> Text from the textbook or TRF</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens and relates to own experience</li> <li>• Identifies specific details in the dialogue</li> </ul>	<p><b>Listens to and discusses poems</b></p> <p><b>Listens to and discusses an instructional text</b>, e.g. recipe, directions</p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Recalls procedure</li> <li>• Identifies the features of instructional text</li> <li>• Gives clear instructions, e.g. on how to make a cup of tea</li> <li>• Makes notes and applies instructions read</li> <li>• Asks questions to clarify</li> <li>• Comments on clarity of instructions</li> </ul>






## WRITING & PRESENTING

	<b>Writes a character sketch</b> Text from the textbook or TRF	<b>Writes an instructional text</b>	<b>Writes a poem</b>
	<ul style="list-style-type: none"> <li>• Thinks about characterisation</li> <li>• Uses descriptive words to compare characters</li> <li>• Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs</li> <li>• Shows understanding of setting, plot, characters, conflict and theme</li> <li>• Correct use of tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Orders logically</li> <li>• Lists materials and ingredients</li> <li>• Uses dictionaries</li> <li>• Uses imperatives</li> <li>• Develops a frame for writing</li> <li>• Uses linking phrases and organisational methods</li> <li>• Defines procedures</li> <li>• Organises words and sentences appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Uses alliteration, metaphor, onomatopoeia, simile, symbol, theme</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Develops and organises ideas through a writing process</li> </ul>
<b>WEEKS</b>			
<b>7 &amp; 8</b>			
<b>TERM 4</b>			
<b>Uses the writing process</b>			
	<ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the writing process</li> <li>• Planning/pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul>
<b>LANGUAGE STRUCTURE AND CONVENTIONS</b>			
<b>WEEKS</b>			
<b>7 &amp; 8</b>	<ul style="list-style-type: none"> <li>• <b>Word level work:</b> infinitive verbs</li> <li>• <b>Sentence level work:</b> main clause, dependent clause (simple)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Word level work:</b> stems, prefixes, suffixes</li> <li>• <b>Sentence level work:</b> subject-verb agreement, verb phrase, clauses, phrases</li> </ul>	<p><b>Sentence level work:</b> subject, object</p> <p><b>Word meaning:</b> similes, metaphors, personification, simile, onomatopoeia, symbol</p> <p><b>Spelling and punctuation:</b></p>
<b>TERM 4</b>			



metaphor, idioms and proverbs	<b>Word meaning:</b> antonyms, synonyms, metonymy <b>Spelling and punctuation:</b> dictionary use, vocabulary development	parentheses
	<b>GRADE 4</b>	<b>GRADE 5</b>
		<b>GRADE 6</b>
<b>WEEKS</b> 9&10		<b>SUMMATIVE ASSESSMENT</b>
<b>TERM 4</b>		





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