



2023/24 ANNUAL TEACHING PLANS: MULTIGRADE ENGLISH HOME LANGUAGE (HL): GRADE 7-9 (TERM 1)

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
1	Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.		
1-2	LISTENING AND SPEAKING		
	Listen to a short story Listening comprehension <ul style="list-style-type: none"> Identify main and supporting ideas, and take notes Share ideas and experiences, and show understanding of concepts Identify persuasive and manipulating techniques where applicable Answer questions 	Listening to the reading of a literature text Identify and discuss: <ul style="list-style-type: none"> Use of voice Use of intonation and pace Punctuation in reading Opening and closure Prepared reading aloud (Short story/novel) <ul style="list-style-type: none"> Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture Recount the short story or extract of the novel <ul style="list-style-type: none"> Tone Volume Pronunciation Fluency Punctuation 	Listening to the reading of a literature text Identify and discuss: <ul style="list-style-type: none"> Use of voice Use of intonation and pace Punctuation in reading Opening and closure Prepared reading aloud (Short story/novel) <ul style="list-style-type: none"> Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture Recount the short story or extract of the novel <ul style="list-style-type: none"> Tone Volume Pronunciation Fluency Punctuation

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	READING AND VIEWING		
	Literary text: short stories Key features of literary text <ul style="list-style-type: none"> • character, characterisation, plot • conflict, background, setting, narrator, theme Focus on comprehension (reading strategies) <ul style="list-style-type: none"> • Make connections and predictions • Answer questions • Infer meaning • Summarise (paragraph format) Follow the reading process <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) 	Literary text such as short story Key features of literary text <ul style="list-style-type: none"> • character, action, dialogue, plot • conflict, background, setting, narrator, theme Reading process <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer, questions, compare, contrast, evaluate) 	Read a literary text, e.g. short story/novel Key features of literary text <ul style="list-style-type: none"> • character, characterisation, plot • conflict, background, setting narrator, theme Reading process <ul style="list-style-type: none"> • Pre-reading (Introduce text/predict events) • Background/ setting • Brainstorm the theme • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate)

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	WRITING AND PRESENTING		
	Write a review on a short story <ul style="list-style-type: none"> Requirements of format, style Target audience, purpose and context Paragraph cohesion Word choice Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a review, following the writing process	Write an essay: Narrative/reflective essay <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind maps to organise coherent ideas Present essay for assessment Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an essay, following the process approach to writing	Write an essay: Narrative/descriptive/reflective/argumentative essay <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind maps to organise coherent ideas Present essay for assessment Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an essay, following the process approach to writing
	LANGUAGE AND CONVENTIONS		
	Word level work Singular and plural, adjectives, degrees of comparison, superlatives Sentence level work Simple present tense, simple past tense Word meaning Homophones, idioms	Reinforcement of language structures and conventions covered in previous weeks Word level work Pronouns: personal, relative, reflexive and possessive Sentence level work Subject and predicate, subject-verb agreement, main clause, dependent clause Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation Full stop, comma, question mark, quotation marks, exclamation mark Vocabulary in context Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous grades Word level work Singular, plural adjectives, nouns, verbs Sentence level work Sentence structure, nouns, adjectives, tenses, continuous tense Spelling <ul style="list-style-type: none"> Spelling and spelling patterns Abbreviations Vocabulary in context Remedial of grammar from learners' writing

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	LISTENING AND SPEAKING		
	Listen to and discuss a poem <ul style="list-style-type: none"> Share ideas and experiences Show understanding of concepts Answer questions Share personal feelings (positive/negative) about a specific poem Prepared reading aloud (Poem) <ul style="list-style-type: none"> Tone, voice projection, pronunciation, phrasing, eye contact Pay attention to punctuation Use appropriate body language 	Listen to and discuss a poem <ul style="list-style-type: none"> Share ideas and experiences Show understanding of concepts Answer questions Share personal feelings (positive/negative) about a specific poem Prepared reading aloud (Poem) <ul style="list-style-type: none"> Tone, voice projection, pronunciation, phrasing, eye contact Pay attention to punctuation Use appropriate body language 	Listen to and discuss a poem <ul style="list-style-type: none"> Share ideas and experiences Show understanding of concepts Answer questions Share personal feelings (positive/negative) about a specific poem Prepared reading aloud (Poem) <ul style="list-style-type: none"> Tone, voice projection, pronunciation, phrasing, eye contact Pay attention to punctuation Use appropriate body language
	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Reading Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Reading Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Reading Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	READING AND VIEWING		
	<p>Literary text: Poem Key features of poem</p> <ul style="list-style-type: none"> Internal structure of a poem, figures of speech/imagery, rhyme, rhythm External structure of a poem, lines, stanzas, typography Figurative meaning Mood Theme and message <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading and viewing for comprehension: Visual text: Cartoon/comic strip Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist</p> <p>Focus on reading comprehension strategies</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Inferring meaning of unfamiliar words by word attack skills 	<p>Literary text: Poetry Key features of poem</p> <ul style="list-style-type: none"> Internal structure of a poem, figures of speech/imagery, rhyme, rhythm External structure of a poem, lines, stanzas, typography Figurative meaning Mood Theme and message <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading and viewing visual or multimedia text: Cartoons/comic strips</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning Body language Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills Clarifying Predicting Visualisation 	<p>Literary text: Poetry Key features of poem</p> <ul style="list-style-type: none"> Internal structure of a poem, figures of speech/imagery, rhyme, rhythm External structure of a poem, lines, words, stanzas, typography Figurative meaning Mood Theme and message <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer, questions, compare, contrast, evaluate) <p>Reading and viewing visual or multimedia text: Cartoons/comic strips</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning Body language Inferring meaning of unfamiliar words and images (cartoons) by using word attack skills Clarifying Predicting Visualisation

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	WRITING AND PRESENTING		
	Creative writing: Write own poem Stanza conventions <ul style="list-style-type: none"> • Structure of a stanza • Use conjunctions for cohesion • Use a variety of sentence types, lengths and structures • Diction and figurative language Write a poem Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading and presenting 	Creative writing: Write own poem Stanza conventions <ul style="list-style-type: none"> • Structure of a stanza • Use conjunctions for cohesion • Use a variety of sentence types, lengths and structures • Diction and figurative language Write a poem Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading and presenting 	Creative writing: Write own poem Stanza conventions <ul style="list-style-type: none"> • Structure of a stanza • Use conjunctions for cohesion • Use a variety of sentence types, lengths and structures • Diction and figurative language Write a poem Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading and presenting
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Word level work Revision on verbs, finite verbs, pronouns: personal and possessive pronouns, articles Word meaning Rhyme, borrowed words, idioms, proverbs, alliteration, similes, metaphors Punctuation Full stop, comma Spelling Dictionary usage, spelling patterns, spelling rules	Word level work Revision on verbs, finite verbs, pronouns: personal and possessive pronouns, articles Word meaning Rhyme, borrowed words, idioms, proverbs, alliteration, similes, metaphors Punctuation Full stop, comma Spelling Dictionary usage, spelling patterns, spelling rules	Reinforcement of language structures and conventions covered in previous weeks Word level work Moods: subjunctive, imperative, potential, indicative, conditional Sentence level work Simple sentences, compound sentences, complex sentences, voice, tenses Word meaning Idioms and proverbs, literal and figurative meaning, alliteration, assonance, personification Punctuation and spelling Spelling patterns, quotation marks, apostrophe Vocabulary in context Remedial of grammar from learners' writing

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	LISTENING AND SPEAKING		
	<p>Listening comprehension: Novel Reading aloud: Introduction to novel Follow the listening process Pre-listening: Introduce learners to the novel, activate prior knowledge, learners predict from cover page and blurb During listening: Make inferences and confirm prediction, questioning, recognising, matching, note-taking, interpreting Post-listening: Follow up on the listening experience, learners ask questions, talk about setting, characters etc. Discuss the novel to which learners were exposed in the previous activity</p> <ul style="list-style-type: none"> Identify characters Discuss the theme Discuss point of view Reading aloud from the novel 	<p>Listening comprehension from the novel</p> <ul style="list-style-type: none"> Listening process Writing response <p>Read aloud/view an extract from a novel</p> <ul style="list-style-type: none"> Teach features and conventions Choose style, register and vocabulary Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words Take turns Use persuasion techniques 	<p>Listen to the reading of a literature text Identify and discuss:</p> <ul style="list-style-type: none"> The use of voice The use of intonation and pace Punctuation in reading Opening and closure <p>Prepared Reading aloud (Short story/novel)</p> <ul style="list-style-type: none"> Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture <p>Recount the short story/extract from the novel</p> <ul style="list-style-type: none"> Tone Volume Pronunciation Fluency Punctuation

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	READING AND VIEWING		
	<p>Literary text: Novel extract</p> <p>Key features of literature text</p> <ul style="list-style-type: none"> Character, characterisation, plot, conflict, background, setting, narrator, theme <p>Focus on comprehension (reading strategies)</p> <ul style="list-style-type: none"> Predictions Make connections Monitor <p>Follow the reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading/ viewing for comprehension</p> <p>Information text about steps in the research process</p> <p>Focus on reading comprehension strategies</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Answering questions Fact and opinion Inferring meaning of unfamiliar words by using word attack skills 	<p>Literary text like a youth novel</p> <ul style="list-style-type: none"> General discussion on the key features like character, characterisation, plot, conflict, background, setting, narrator, theme <p>Reading strategies</p> <p>Pre-reading strategies</p> <p>Introduce learners to:</p> <ul style="list-style-type: none"> Text features: titles, headings, captions, illustrations Parts of a book: title page, table of contents, chapters, glossary, index, appendix, footnote, etc. <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Teacher teaches summary writing skills by exposing learners to the basic principles of summarising.</p>	<p>Reading comprehension</p> <p>Literary text: Short story or novel</p> <ul style="list-style-type: none"> Key features of literary text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Write a summary of the short story/extract from the novel</p> <ul style="list-style-type: none"> Correct format Target audience, purpose and context Word choice Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures <p>Write a summary</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming, scanning, visualisation Intensive reading Making inference Meaning of words Viewpoint of writer Fact and opinion Implied meaning

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	WRITING AND PRESENTING		
	<p>Write a narrative/reflective/descriptive essay (Paragraph)</p> <ul style="list-style-type: none"> Paragraph conventions Topic sentence of paragraph Main and supporting ideas Logical order of paragraphs Use conjunctions for cohesion Use a variety of sentence types, lengths and structures <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting <p>Write a story based on a personal experience</p>	<p>Write an essay: Narrative/reflective essay</p> <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind maps to organise coherent ideas Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting <p>Write an essay, following the process approach to writing</p>	<p>Write an essay: Narrative/Descriptive/Reflective/ Argumentative essay</p> <ul style="list-style-type: none"> Word choice, Personal voice and style Vivid description Tone Main and supporting ideas Mind-maps to organise coherent ideas Present essay for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting <p>Write an essay, following the process approach to writing</p>
	<p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> Essay (30 marks) <p>Narrative/reflective (During the term)</p>	<p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> Essay (30 marks) <p>Narrative/reflective (During the term)</p>	<p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> Essay (40 marks) <p>Descriptive/narrative/reflective (During the term)</p>

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	LANGUAGE STRUCTURES AND CONVENTIONS		
	Word level work Prefixes, suffixes, roots, auxiliary and finite verbs Sentence level work Subject and predicate, subject-verb agreement Word meaning Synonyms, antonyms Punctuation and spelling Dictionary usage, spelling patterns, spelling rules	Reinforcement of language structures and conventions covered in previous weeks Word level work Pronouns: personal, relative, reflexive and possessive Sentence level work Subject and predicate, subject-verb agreement, main and dependent clause Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation Full stop, comma, question mark, quotation marks, exclamation mark Vocabulary in context Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Regular and irregular Verbs Sentence level work Main and dependent clause Word meaning Idioms and proverbs Punctuation and spelling Spelling patterns, acronyms Vocabulary in context Remedial of grammar from learners' writing
7-8	LISTENING AND SPEAKING		
	Listen to a short story <ul style="list-style-type: none"> Identify main and supporting ideas from a short story Take notes Share ideas and experiences Show understanding of concepts Retell a short story <ul style="list-style-type: none"> Retell events in correct sequence Mention characters correctly Mention the timeline 	Listening for information <ul style="list-style-type: none"> Listen to an informative text Listen to presentation, language use, tempo and voice projection Listen to the story line Discuss with partner Storytelling Choose a story Do planning and research Choose style, register and vocabulary Present a story Prepared reading aloud sections of the short story Read fluently according to purpose, voice projection, enunciation, eye contact, tone, pace and posture	Listening to the reading of a literature text Identify and discuss: <ul style="list-style-type: none"> The use of voice The use of intonation and pace Punctuation in reading Opening and closure Prepared Reading aloud (Short story/novel) Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency and posture Recount the short story/extract from the novel <ul style="list-style-type: none"> Tone Volume Pronunciation Fluency Punctuation

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
7-8	READING AND VIEWING		
	<p>Literary text: Short story Key features of literature text</p> <ul style="list-style-type: none"> character, characterisation, plot, conflict, background, setting, narrator, theme <p>Focus on comprehension Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Visualisation Inferring meaning and conclusions Fact and opinion Meaning of words <p>Follow the reading process:</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluation) <p>Reading comprehension Summary writing Teach the steps in writing a summary. Focus on:</p> <ul style="list-style-type: none"> Format Language use Structure <p>Reading strategies</p> <ul style="list-style-type: none"> Skim and scan for main ideas and theme Separate main ideas from supporting details Paraphrase the main idea in own words Sequence the sentences Use conjunctions and logical connectives to link them together into a text 	<p>Literary text: Short story Key features of literature text</p> <ul style="list-style-type: none"> character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Write a summary of the short story/extract from the novel</p> <ul style="list-style-type: none"> Correct format Target audience, purpose and context Word choice Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures <p>Write a summary Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning Visualisation Intensive reading Making inferences Meaning of words Viewpoint of writer Fact and opinion Implied meaning 	<p>Literary text: Short story or novel Key features of literary text</p> <ul style="list-style-type: none"> character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Write a summary of the short story/extract from the novel</p> <ul style="list-style-type: none"> Correct format Target audience, purpose and context Word choice Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures <p>Write a summary Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning Visualisation Intensive reading Making inference Meaning of words Viewpoint of writer Fact and opinion Implied meaning

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
7-8	WRITING AND PRESENTING		
	Write a narrative essay <ul style="list-style-type: none"> Paragraph conventions: Topic sentence of paragraph Main and supporting ideas Logical order of paragraphs Conjunctions for cohesion Use a variety of sentence types, lengths and structures Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an essay for assessment	Write an essay Narrative/reflective essay <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind maps to organise coherent ideas Present essay for assessment Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an essay, following the process approach to writing	Write an essay Narrative/descriptive/reflective/argumentative essay <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind maps to organise coherent ideas Present essay for assessment Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an essay, following the process approach to writing
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Word level work Common and proper nouns Sentence level work Simple sentences, statements, simple present tense, simple past tense Spelling and punctuation Full stop, comma, colon, semi-colon, capital and lowercase letters	Reinforcement of language structures and conventions covered in previous weeks Word level work Pronouns: personal, relative, reflexive and possessive Sentence level work Subject and predicate, subject-verb agreement, main and dependent clause Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation Full stop, comma, question mark, quotation marks, exclamation mark Vocabulary in context Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Stems, prefixes and suffixes, complex and simplex words Sentence level work Pronouns, punctuation, tenses, direct and reported speech, sentence structure, concord Spelling and punctuation Spelling rules and patterns, abbreviations, contraction, acronyms Word meaning Idioms and proverbs, euphemism Vocabulary in context Remedial of grammar from learners' writing

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
9-10	LISTENING AND SPEAKING		
	Transactional text Listen to and discuss current news based on newspapers and magazine articles <ul style="list-style-type: none"> • Use of manipulative/ emotive/ persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context Reading aloud Prepared/unprepared reading aloud of a newspaper article <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	Oral: Newspaper article/investigative report/editorial <ul style="list-style-type: none"> • Research topic • Organise material coherently • Support with examples • Identify and choose the correct vocabulary, language and conventions • Prepare an effective introduction and conclusion Listening comprehension <ul style="list-style-type: none"> • Record main and supporting ideas by making notes • Share ideas and experiences • Show understanding of concepts • Identify persuasive/ manipulative techniques • Answer questions 	Listen to a newspaper report <ul style="list-style-type: none"> • Structure • Features • Language use • Tone • Register • Introduction and conclusion Oral presentation of report <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Pronunciation • Eye contact

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
9-10	READING AND VIEWING		
	<p>Reading/viewing for information Use texts such as newspaper articles/magazine articles/written speeches Focus on comprehension Reading strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting ideas • Making predictions • Facts and opinions • Viewpoint of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech 	<p>Read/viewing for information Use texts such as newspaper articles/investigative reports/editorials</p> <ul style="list-style-type: none"> • Key features • Format • Language use <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Summarising • Purpose and target group • Inferring meaning and conclusions • Identifying manipulative language • Influence of selection and omission on the meaning of text • How language and images reflect and shape values and attitudes • Impact of use of font types and sizes, headings and caption on meaning <p>Write a comprehension test</p>	<p>Read a newspaper article/magazine article Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features, e.g. plot, character, setting, narrator, mood, theme, narrator's perspective • Inferring meaning of unfamiliar words by word attack skills • Direct and implied meaning <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry: Key features of poem</p> <ul style="list-style-type: none"> • Internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, words, stanzas, typography • Figurative meaning • Mood • Theme and message <p>Reading/viewing for comprehension: Newspaper article</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Making inferences (characters, setting, milieu, message) • Inferring meaning of unfamiliar words by word attack skills • Emotive language • Answering questions

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
9-10	FORMAL ASSESSMENT TASK 3 (60 MARKS) RESPONSE TO TEXTS <ul style="list-style-type: none"> Literary/non-literary (20 marks) Visual text (10 marks) Summary (10 marks) Language structures and conventions (20 marks) 	FORMAL ASSESSMENT TASK 3 (60 MARKS) RESPONSE TO TEXTS <ul style="list-style-type: none"> Literary/non-literary (20 marks) Visual text (10 marks) Summary (10 marks) Language structures and conventions (20 marks) 	FORMAL ASSESSMENT TASK 3 (70 MARKS) RESPONSE TO TEXTS <ul style="list-style-type: none"> Literary/non-literary (25 marks) Visual text (15 marks) Summary (10 marks) Language structures and conventions (20 marks)
	WRITING AND PRESENTING		
	Transactional text: Long/short transactional text Write a formal letter <ul style="list-style-type: none"> Requirements of format and style Target audience, purpose and context Paragraph cohesion Word choice Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a letter, following the writing process	Write a transactional text: Formal letter <ul style="list-style-type: none"> Correct format Word choice Purpose, target audience and context Use conjunctions to ensure cohesion Tone Main and supporting ideas Use a variety of sentence types Mind maps to organise coherent ideas Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a formal letter, following the process approach to writing	Write a transactional text: Formal letter <ul style="list-style-type: none"> Correct format Word choice Purpose, target audience and context Use conjunctions to ensure cohesion Tone Main and supporting ideas Use a variety of sentence types Mind maps to organise coherent ideas Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a formal letter, following the process approach to writing

TERM 1			
WEEK	GRADE 7	GRADE 8	GRADE 9
9-10	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Abstract and concrete nouns, prepositions, adjectives: comparative and superlative Sentence level work Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetorical devices Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation Quotation marks, exclamation mark, comma, full stop, question mark, ellipsis	Reinforcement of language structures and conventions covered in previous weeks Word level work Regular and irregular verbs, main and auxiliary verbs Sentence level work Statements, sentence structure, present and past tenses, bias, prejudice and stereotypes Word meaning Synonyms, antonyms, contextual, denotative and connotative meaning, vocabulary in context Punctuation Comma, full stop, quotation marks, exclamation mark, apostrophe, ellipsis Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Moods: Subjunctive, imperative, potential, indicative, conditional Sentence level work Simple compound and complex sentences, voice, tenses Word meaning Idioms and proverbs, literal and figurative meaning, alliteration, assonance, personification Punctuation and spelling Spelling patterns, quotation marks, apostrophe Vocabulary in context Remedial of grammar from learners' writing

FORMATIVE ASSESSMENT ACTIVITIES (Assessment for Learning - ongoing process)			
Listening and Speaking activities <ul style="list-style-type: none"> Recount Presentation Reading aloud Oral presentation Role play 	Reading and Viewing activities <ul style="list-style-type: none"> Reading process Reading aloud activities Reading comprehension activities Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> Writing process Paragraphing Transactional texts Essay Creative writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Conventions activities

CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7-9 TERM 1			
GRADE 7	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Reading Aloud (20 marks) Start with this task in Term 1 and conclude in Term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (30 marks) Narrative/descriptive During the term	FORMAL ASSESSMENT TASK 3 (60 MARKS) RESPONSE TO TEXTS <ul style="list-style-type: none"> Literary/non-literary (20 marks) Visual text (10 marks) Summary (10 marks) Language structures and conventions (20 marks)
GRADE 8	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Reading Aloud (20 marks) Start with this task in Term 1 and conclude in Term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (30 marks) Narrative/reflective During the term	FORMAL ASSESSMENT TASK 3 (60 MARKS) RESPONSE TO TEXTS <ul style="list-style-type: none"> Literary/non-literary (20 marks) Visual text (10 marks) Summary (10 marks) Language structures and conventions (20 marks)
GRADE 9	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Reading Aloud (20 marks) Start with this task in Term 1 and conclude in Term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (40 marks) Descriptive/narrative/reflective During the term	FORMAL ASSESSMENT TASK 3 (70 MARKS) RESPONSE TO TEXTS <ul style="list-style-type: none"> Literary/non-literary (25 marks) Visual text (15 marks) Summary (10 marks) Language structures and conventions (20 marks)

2023/24 ANNUAL TEACHING PLANS: MULTIGRADE ENGLISH HOME LANGUAGE: GRADE 7-9 (TERM 2)

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	LISTENING AND SPEAKING		
	<p>Listening comprehension Use a visual text such as a poster/advertisement/television news presentation Follow the listening process Pre-listening: Introduce learners to the listening situation During listening: Questioning, recognising, matching, note-taking, interpreting Post-listening: Follow up on the listening experience, learners ask questions, talk about what the speaker said, etc.</p> <ul style="list-style-type: none"> Summarise Draw conclusions <p>Reading aloud: Novel</p> <ul style="list-style-type: none"> Tone Voice projection Pronunciation Phrasing Eye contact Punctuation Appropriate body language 	<p>Discussion: Listen to/watch an advertisement</p> <ul style="list-style-type: none"> Tone Pacing Emotive and manipulative language use Font size Body language AIDA principles <p>Listening comprehension Oral presentation on the advertisement</p> <ul style="list-style-type: none"> Record main and support ideas by making notes Share ideas and experiences Show understanding of concepts Identify persuasive/manipulative techniques Answer questions 	<p>Oral discussion (led by teacher) Listen to/watch an advertisement</p> <ul style="list-style-type: none"> Tone Pacing Emotive and manipulative language use Font size Images Body language AIDA principles

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	READING AND VIEWING		
	<p>Reading/viewing for comprehension Use a written and/or visual text: Advertisement/poster/television news presentation Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Making inferences (characters, setting, milieu, message) • Inferring meaning of unfamiliar words by word attack skills • Manipulative language • Formal/informal language 	<p>Reading/viewing for comprehension Use a visual/multimedia text such as an advertisement/poster Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Making inferences • Inferring meaning of unfamiliar words by word attack skills • Emotive language • Use of visuals to strengthen the message • Use of punctuation and font <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce the text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Visualisation • Inferring meaning and conclusions 	<p>Reading/viewing for comprehension Visual text: Advertisement/poster Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Making inferences • Inferring meaning of unfamiliar words by word attack skills • Emotive language • Use of punctuation and font. <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Font, images) • During reading (Features of text: slogan, logo, language used) • Post-reading (Answer questions)

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	WRITING AND PRESENTING		
	Write a transactional text Create an advertisement/poster/television news presentation (Select one) <ul style="list-style-type: none"> Requirements of format Purpose, target group and context Word choice and sentence construction Visual elements such as font types and size, headings, symbols, colour Manipulative/persuasive language Follow the writing process <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting 	Transactional texts: Advertisement/poster <ul style="list-style-type: none"> Correct format/layout Purpose Text features Language use Register Use of visuals/colour Follow the writing process <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Design and create an advertisement/ poster	Transactional texts: Advertisement/poster <ul style="list-style-type: none"> Correct format Purpose and target group Text features, visual elements such as images, fonts: large and small print Language use, persuasive language, rhetoric, simile Register Word choice Vivid description Follow the writing process <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Create an advertisement /poster
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Proper nouns, gender, plural, singular, adjectives: demonstrative and relative Sentence level work Direct and indirect speech, simple and compound sentences Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation and spelling Colon, semi-colon, dictionary use	Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives and adverbs, idioms, descriptive language use, use of manipulative language to persuade Sentence level work Sentence structure, nouns, adjectives, pronouns, concord, simple tenses Spelling and punctuation Spelling rule and spelling patterns, abbreviations Vocabulary in context Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous grades Word level work Singular, plural adjectives, nouns, verbs Sentence level work Sentence structure, nouns, adjectives, continuous tenses Spelling Spelling rules and patterns, abbreviations Vocabulary in context Remedial grammar from learners' writing

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	LISTENING AND SPEAKING		
	Group/class discussion on how to give instructions or follow procedures <ul style="list-style-type: none"> Choose a topic Share ideas Take turns and listen attentively Fill in gaps Prepared/unprepared speaking on how to follow instructions or procedures <ul style="list-style-type: none"> Focus on the choice of wording and expressions Use of tone, pace and intonation Use of cues during presentation Use of appropriate body language 	Listening comprehension <ul style="list-style-type: none"> Listen to instructions/directions Take notes Answer questions Different kinds of oral communication Giving directions <ul style="list-style-type: none"> Use the imperative form Use the second person for interaction Refer to specific directions Indicate distance Provide information about landmarks 	Listening comprehension Use a recorded dialogue <ul style="list-style-type: none"> Listen to the dialogue Take notes on: <ul style="list-style-type: none"> Language and power Tone Mood Introduction and conclusion Answer questions Oral discussion Direction/instructions (led by teacher) <ul style="list-style-type: none"> Correct format Main and supporting ideas Paragraph conventions Logical progression of paragraphs to ensure coherence Conjunctions for cohesion Language conventions
	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Reading aloud (20 marks) Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Reading aloud (20 marks) Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Reading aloud (20 marks) Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	READING AND VIEWING		
	<p>Reading/viewing for comprehension Read an instructional text like a recipe/directions, etc. Focus on comprehension (Reading strategies)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Make inferences <p>Follow the reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry Key features of a poem</p> <ul style="list-style-type: none"> • Internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message 	<p>Read information text with visuals, e.g. maps, landmarks, graphs, infographics</p> <ul style="list-style-type: none"> • Format • Language use • Features • Make sense of information • Synthesise information <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading/viewing, e.g. maps, landmarks, graphs, infographics Identify and discuss the purpose and message in visual texts for information</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences <p>Read a short story Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Prepare the learners to summarise the story/section/chapter</p>	<p>Read a literature text: Folklore/drama</p> <ul style="list-style-type: none"> • Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension Visual or multimedia text like a graph/cartoon/advertisement)</p> <ul style="list-style-type: none"> • Skimming • Scanning • Visualisation • Intensive reading • Making inference • Meaning of words • Viewpoint of writer • Fact and opinion

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	WRITING AND PRESENTING		
	A shorter transactional text Write an instructional text, e.g. how to use a tool or an instrument/prepare food/repair faults, etc. <ul style="list-style-type: none"> Use appropriate format and style Focus on a target audience with purpose and context Paragraph cohesion Use suitable word choice and sentence structure Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting 	Transactional text, e.g. directions/instructions <ul style="list-style-type: none"> Correct format Organise content Logical progression stages/steps Ensure coherence Conjunctions for cohesion Language conventions Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an instructional text	Transactional text, e.g. directions/instructions <ul style="list-style-type: none"> Correct format Organise content (mind map) Main and supporting ideas Paragraph conventions Logical progression of paragraphs to ensure coherence Conjunctions for cohesion Language conventions Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an instructional text
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Adverbs, preposition of time, place and movement, adjectives: numerical Sentence level work Active and passive voice Word meaning Idioms and proverbs Spelling and punctuation Hyphen, apostrophe, dictionary use	Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives: comparative and superlative, common and proper nouns, conjunctions Sentence level work Topic sentences, statements, tenses, main and supporting statements, simple and compound sentences Word meaning Synonyms, antonyms, contextual and subject-specific jargon Punctuation and spelling Spelling patterns: full stop, comma	Reinforcement of language structures and conventions covered in previous weeks Word level work Proper nouns, gerund, complex nouns Sentence level work Procedure, spatial order, order of importance, concluding paragraph Word meaning Stereotypes, prejudice, biasness, emotive language Punctuation and spelling Spelling patterns, abbreviations: initialism, acronym, clipped, truncation, aphesis, portmanteau Vocabulary in context Remedial of grammar from learners' writing

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	LISTENING AND SPEAKING		
	<p>Listening and Speaking strategies:</p> <p>Listening comprehension</p> <p>Listen to a novel extract</p> <ul style="list-style-type: none"> • Explain the listening process • Take notes • Answer questions <p>Follow the listening process</p> <ul style="list-style-type: none"> • Pre-listening: Introduce learners to the listening situation • During listening: Questioning, recognising, matching, note-taking, interpreting • Post-listening: Follows up on the listening experience, learners ask questions, talk about what the speaker said, etc. 	<p>Listening and Speaking strategies</p> <p>Listening comprehension</p> <p>Listen to a novel extract</p> <ul style="list-style-type: none"> • Listening process • Writing response <p>Reading aloud/view an extract from a novel</p> <ul style="list-style-type: none"> • Teach features and conventions • Choose style, register and vocabulary • Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words • Take turns • Use persuasion techniques 	<p>Listening for comprehension</p> <p>Listen to a story</p> <ul style="list-style-type: none"> • Identify main and supportive ideas • Language use • Register • Answer questions <p>Retell the story read</p> <p>Prepared speech</p> <p>Learners undertake research or investigation as a preparatory activity:</p> <ul style="list-style-type: none"> • Presentation conventions • Body language • Introduction body and conclusion • Language use

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	READING AND VIEWING		
	<p>Reading/viewing for comprehension</p> <p>Read a literary text: Novel extract</p> <p>Key features of literature text such as characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Making inferences (characters, setting, milieu, message) • Inferring meaning of unfamiliar words by word attack skills • Emotive language <p>Summarise the text</p> <p>Reading/viewing for comprehension</p> <p>Written and/or visual text, e.g. cartoons/comic strips</p> <p>Structure, speech bubbles, facial expressions, body language, setting, movement, punctuation, word choice, figure of speech, intention of cartoonist</p> <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) 	<p>Literary text like novel</p> <p>Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</p> <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) • theme and message <p>Reading strategies for comprehension</p> <ul style="list-style-type: none"> • Purpose and target group • Making inferences • Give own opinion • Distinguish between facts and opinions • Direct and implied meaning <p>Write a summary based on one chapter</p>	<p>Read a literature text, e.g. short story/novel</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Intensive reading • Text features, e.g. plot, character, setting, narrator, mood, theme, narrator's perspective • Inferring meaning of unfamiliar words and images by word attack skills • Language structure and style <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Briefly summarise the text read</p> <p>Poetry</p> <p>Key features of a poem</p> <ul style="list-style-type: none"> • Internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, words, stanzas, typography • Figurative meaning • Mood • Theme and message

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	WRITING AND PRESENTING		
	Transactional text Write a book review/formal letter to an author/publisher) Use paragraph conventions <ul style="list-style-type: none"> • Topic sentence of paragraph • Main and supporting ideas • Logical order of paragraphs • Use conjunctions for cohesion • Use a variety of sentence types, lengths and structures Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading and presenting Write a book review/formal letter to an author/publisher	Descriptive essay based on a novel <ul style="list-style-type: none"> • Correct format and features • Organise content (mind map) • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading and presenting Write a descriptive essay	Write a transactional text: Formal letter <ul style="list-style-type: none"> • Correct format • Word choice • Purpose, target audience and context • Use conjunctions to ensure cohesion • Tone • Main and supporting ideas • Use a variety of sentence types • Mind maps to organise coherent ideas Focus on process writing <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading and presenting Write a formal letter, following the process approach to writing
	FORMAL ASSESSMENT TASK 4 <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (10 marks) Written before the June controlled test	FORMAL ASSESSMENT TASK 4 <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (10 marks) Written before the June controlled test	FORMAL ASSESSMENT TASK 4 <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (20 marks) Written before the June controlled test

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Complex nouns, predicate and object, adjectives: comparative and superlative Sentence level work Subject and predicate, subject-verb agreement, simple sentences, statements, simple present tense, simple past tense Word meaning Synonyms, antonyms, literal and figurative meaning, emotive language Spelling and punctuation Full stop, comma, exclamation mark, question mark, dictionary use	Reinforcement of language structures and conventions covered in previous weeks Word level work Adverbs of place and frequency, adjectives: comparative and superlative, common and proper nouns, pronouns: personal, relative, reflexive and possessive, conjunctions Sentence level work Correct word order, question forms, euphemisms, sentence structures, mood, voice, supporting sentences, topic sentence, statement, tenses, main and supporting statements, simple and compound sentences Word meaning Figurative, literal and contextual meaning, pun, synonyms, antonyms Spelling and punctuation Abbreviations, question mark, exclamation mark, full stop, comma	Reinforcement of language structures and conventions covered in previous weeks Word level work Stems, prefixes and suffixes, adjectives, prepositions Sentence level work Definition paragraph, introductory paragraph, concluding paragraph, tenses, sentence structure, sentence types Word meaning Idioms and proverbs Spelling and punctuation Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
7-8	LISTENING AND SPEAKING		
	Listening and speaking strategies Listening comprehension on how to fill out a form/questionnaire <ul style="list-style-type: none"> • Practise the listening process • Take notes • Answer questions Different forms of oral communication on the use of a form/questionnaire Forum/panel discussion <ul style="list-style-type: none"> • Choose a topic • Share ideas • Take turns and listen attentively • Fill gaps • Use discourse markers to sustain discussion 	Listening and Speaking strategies Oral: Filling out a form/ questionnaire <ul style="list-style-type: none"> • Research topic • Organise material coherently supported with examples • Identify and choose the correct vocabulary, language and conventions • Prepare effective introduction and conclusion Listening comprehension on a form <ul style="list-style-type: none"> • Record main and supporting ideas by making notes • Share ideas and experiences • Show understanding of concepts • Identify persuasive/manipulative techniques • Answer questions 	Listening and Speaking strategies Listen to a telephone conversation or a dialogue between a call centre agent and a client concerning a dispute <ul style="list-style-type: none"> • Tone • Language use • Register • Conventions Learners retell the telephone conversation listened to. Prepared Reading aloud <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation and fluency • Learners choose their reading text and present it to class

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
7-8	READING AND VIEWING		
	<p>Information text: Read a text on how to fill in a form (application form/personal information form/survey/online form, etc.) / the importance of a questionnaire</p> <ul style="list-style-type: none"> Information required Language use Signature <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning Making connections Answering question Monitoring and clarifying Meaning of words <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension: Summary writing</p> <ul style="list-style-type: none"> Skimming Scanning Summarising Visualisation Making inferences Meaning of words 	<p>Read a form/questionnaire</p> <ul style="list-style-type: none"> Key features of report Format Language use <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry</p> <p>Key features of a poem</p> <ul style="list-style-type: none"> Internal structure of a poem, figures of speech/ imagery, rhyme, rhythm External structure of a poem, lines, words, stanzas, typography Figurative meaning Mood Theme and message 	<p>Read a contract between a seller and a purchaser</p> <ul style="list-style-type: none"> Format Language use Contract-speak Importance of signature Recourse in case of dispute <p>Poetry</p> <p>Key features of a poem</p> <ul style="list-style-type: none"> Internal structure of a poem, figures of speech/imagery, rhyme, rhythm External structure of a poem, lines, words, stanzas, typography Figurative meaning Mood Theme and message <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming Scanning Visualisation Intensive reading Making inferences Meaning of words Viewpoint of writer Fact and opinion Implied meaning <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate)

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
7-8	WRITING AND PRESENTING		
	Transactional text: Filling out forms/questionnaires <ul style="list-style-type: none"> Follow instructions Provide correct information to the prompts Use appropriate language Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting 	Transactional text, e.g. form/questionnaire <ul style="list-style-type: none"> Purpose, target group and format Paragraph conventions Use conjunctions for cohesion Use a variety of sentence types, lengths and structures Formal style Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Complete a form/questionnaire	Transactional text: Write a report on findings in a dispute between a seller and a purchaser <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a report
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Common and collective nouns, adverbs of manner and time, adjectives Sentence level work: Noun, adjectival and adverbial clauses, compound and complex sentences Word meaning Synonyms, antonyms, homonyms Punctuation Question mark, ellipsis, capitalisation, hyphen, abbreviations: initialism, acronym, clipped, truncation Vocabulary in context	Reinforcement of language structures and conventions covered in previous weeks Word level work Regular and irregular verbs, main and auxiliary verbs Sentence level work Statements, sentence structure, present and past tenses, bias, prejudice and stereotypes Word meaning Synonyms, antonyms, contextual, denotative and connotative meaning Vocabulary in context Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Conjunctions Sentence level work Sentence structure, sentence types, question forms, active and passive voice Word meaning Idioms and proverbs, literal and figurative meaning Punctuation and spelling Spelling patterns, abbreviations: initialism, acronym, clipped, truncation, aphesis, portmanteau Vocabulary in context The language of contracts and legal documents

TERM 2			
WEEK	GRADE 7	GRADE 8	GRADE 9
9-10	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks) 	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks) 	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (25 marks) Question 2: Visual text (15 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks)

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

**CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7-9
TERM 2**

GRADE 7	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.</p>	FORMAL ASSESSMENT TASK 4 <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (10 marks) <p>Written before June controlled test</p>	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks)
GRADE 8	FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> • Reading aloud (20 marks) <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.</p>	FORMAL ASSESSMENT TASK 4 <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (10 marks) <p>Written before the June controlled test</p>	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/ non-literary text (20 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks)
GRADE 9	FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> • Reading aloud (20 Marks) <p>Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2.</p>	FORMAL ASSESSMENT TASK 4: WRITING <ul style="list-style-type: none"> • Transactional writing: 2 short or 1 long (20 marks) <p>Written before the June controlled test</p>	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (70 MARKS) <ul style="list-style-type: none"> • Question 1: Literary/non-literary text (25 marks) • Question 2: Visual text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language structures and conventions (20 marks)

2023/24 ANNUAL TEACHING PLANS: MULTIGRADE ENGLISH HOME LANGUAGE: GRADE 7-9: TERM 3

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	LISTENING AND SPEAKING		
	<p>Listening and speaking strategies</p> <p>Listen to and speak about drama</p> <ul style="list-style-type: none"> Take part in an informal conversation about drama Use correct register Use appropriate language Maintain the conversation Answer questions <p>Follow the listening process</p> <p>Pre-listening: Introduce learners to the listening situation</p> <p>During listening: Questioning, recognising, matching, note-taking, interpreting</p> <p>Post-listening: Follow up on the listening experience</p> <p>Learners ask questions, talk about what the speaker said, etc.</p> <p>Summarise</p> <p>Draw conclusions</p> <p>Read aloud (Drama)</p> <ul style="list-style-type: none"> Tone, voice projection Pronunciation, phrasing, eye contact Pay attention to punctuation Use appropriate body language 	<p>Listening and Speaking strategies</p> <p>Listening for information</p> <ul style="list-style-type: none"> Listen to an informative text Listen to presentation, language use, tempo and voice projection Listen to story line Discuss with partner Storytelling Choose a story Do planning and research Choose style, register and vocabulary Present a story <p>Prepared Reading aloud: Sections of short story</p> <ul style="list-style-type: none"> Read fluently according to purpose Voice projection Enunciation Eye contact Tone Pace Posture 	<p>Listening and Speaking Strategies</p> <p>Listen to a negotiation scene between two people and discuss (led by teacher)</p> <ul style="list-style-type: none"> Structure and development of ideas Using negotiation skills to reach consensus Language style <p>Conversation</p> <ul style="list-style-type: none"> Appropriate use of voice, tone and pace Punctuation in reading Body language Contact with audience

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	READING AND VIEWING		
	<p>Literary text: Youth drama/radio drama</p> <p>Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Focus on comprehension (Reading strategies)</p> <ul style="list-style-type: none"> • Make connections • Answer questions • Monitor and clarify • Summarise • Synthesise • Evaluate <p>Poetry</p> <p>Key features of a poem</p> <ul style="list-style-type: none"> • Internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message 	<p>Read a literature text, e.g. drama</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show comprehension of development of plot and conflict, characterisation, turning point, background/milieu, role of narrator, theme, conclusion and ending <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading for comprehension</p> <p>Visual text: Cartoon</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images 	<p>Read a literature text, e.g. drama</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show comprehension of development of plot and conflict, characterisation, turning point, background/milieu, role of narrator, theme, conclusion and ending <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading for comprehension</p> <p>Visual text: Cartoon</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	WRITING AND PRESENTING		
	Longer texts, e.g. dialogue/written interview <ul style="list-style-type: none"> Requirements of format and style Target audience, purpose and context Word choice Appropriate language use Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a dialogue, following the process approach to writing	Transactional text, e.g. dialogue <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind maps to organise coherent ideas Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a dialogue following the process approach to writing	Transactional text, e.g. dialogue <ul style="list-style-type: none"> Word choice Personal voice and style Vivid description Tone Main and supporting ideas Mind maps to organise coherent ideas Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a dialogue following the process approach to writing
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Proper nouns, singular and plural nouns, adjectives: comparative and superlative Sentence level work Complex sentences with relative clauses, direct and indirect speech Word meaning Roots of words Punctuation Colon, quotation marks, comma, full stop, apostrophe, question mark	Reinforcement of language structures and conventions covered in previous weeks Word level work Common and proper nouns, prepositions with a variety of phrasal verbs Sentence level work Tenses, sentences, adjectival and adverbial clauses, proverbs and idiomatic expressions Word meaning Synonyms, antonyms, homonyms Punctuation and spelling Spelling patterns, ellipsis, punctuation of abbreviations and contractions Vocabulary in context Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Concrete and abstract nouns, conjunctions and transition Sentence level work Tenses, sentence types, paragraph types, voice, clauses and phrases Word meaning Paronyms, polysemes, homonyms, homophones Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	LISTENING AND SPEAKING		
	Speaking and Listening strategies Listen to and participate in a discussion on the project Topics to be discussed and explained in class Listen to and speak about what is research and how to do research based on the given genre and topic <ul style="list-style-type: none"> Listen to and take notes on information about the project and the different stages in the project Define and explain research Explain how research needs to be done Develop 2-3 research questions Referencing/bibliography Ask and answer questions Share ideas and opinions Make selections 	Listening and Speaking strategies. Listen to and participate in a discussion on the project Topics to be discussed and explained in class <ul style="list-style-type: none"> Listen to the teacher on how to do proper research based on the given genre and topic Listen to and take notes on information about the project Define research Create 8-10 questions to assist with research Approach <ul style="list-style-type: none"> Instructions Different stages in the project Ask and answer questions Share ideas and opinions Make selections 	Listening and Speaking strategies Listen to and participate in a discussion on the project Topics/driving questions/hypotheses to be discussed (led by teacher) <ul style="list-style-type: none"> Discuss effective research techniques that support the topic/driving question/hypothesis Listen to and take notes on information about the project Ask and answer questions for clarity on research to be done

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	READING AND VIEWING		
	<p>Read for information based on the topics and genres selected</p> <p>Learners choose topic/genre, start to read and collect resource material</p> <ul style="list-style-type: none"> Select research information to be brought to school Organise information to be used for the written component <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming, scanning, visualisation Intensive reading Making inferences Meaning of new words/ phrases Viewpoint of writer Fact and opinion Implied meaning <p>Literary text: Folklore</p> <p>Teach key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Follow the reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) 	<p>Literary text, e.g. drama/play</p> <p>Key features of drama/play such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</p> <ul style="list-style-type: none"> Follow the reading process Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) Theme and message <p>Read for information based on the topics and genres selected</p> <p>Select research information to be brought to school</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming, scanning, visualisation Intensive reading Making inferences Meaning of new words/ phrases Viewpoint of writer Fact and opinion Implied meaning <p>Reading for comprehension and reading strategies: Visual texts</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting ideas Making predictions Inferring the meaning of unfamiliar words and images Reviewing to promote understanding The effect of selections and omissions on meaning The effect of figurative and rhetorical devices Impact of visual techniques 	<p>Read for information based on the topics and genres selected.</p> <p>Select relevant information from research (to be provided by teacher or brought to school from home)</p> <p>Compile a bibliography of the resources used.</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming, scanning, visualisation Intensive readings Making inferences Meaning of new words/ phrases Viewpoint of writer Fact and opinion Implied meaning <p>Reading for comprehension</p>

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4		<ul style="list-style-type: none"> Synthesising of selected information into a graphic organiser, mind map or infographic Keep to the selected topic Organise information to be used for the written component	
	WRITING AND PRESENTING		
	Write notes/summarise information/ create graphic organiser on research Use different types of graphic organisers (notes/summary/mind map) to organise the research of the project How to write a bibliography (Stage 1) Different topics require different types of graphic organisers. Select and create appropriate frames to support the type of product to be produced. Focus on the process <ul style="list-style-type: none"> Select relevant information Write in own words Select the appropriate frame for type of text to be produced Use correct language structures and conventions Each text will determine the appropriate language to be used for the project Write the research (mind map/graphic organiser) of the project and referencing/bibliography	Use different types of graphic organisers to organise the research section of the project Different topics require different types of tools. Select and create appropriate frames to support the type of product to be produced. Focus on the process <ul style="list-style-type: none"> Select relevant information Write in own words Select the appropriate frame for type of text to be produced Use correct language structures and conventions Each text will determine the appropriate language to be used for the project Create the frame required for the writing task of the project	Use different types of graphic organisers, e.g. tree maps, storyboards etc. to structure the research findings of the project Focus on the process <ul style="list-style-type: none"> Select relevant information Write in own words Select the appropriate frame for type of text to be produced Use correct language structures and conventions Each text will determine the appropriate language to be used for the project
	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) (20 marks)	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) (20 marks)	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) (20 marks)

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work New words and phrases as required by different topics Sentence level work Tenses, sentence types, paragraph types, voice, parts of speech Word meaning Literal and figurative, denotative and connotative, figurative language, critical language awareness, colloquial and jargon Spelling and punctuation spelling patterns, vocabulary in context as required by the type of text to be produced	Reinforcement of language structures and conventions covered in previous weeks. Word level work New words and phrases as required for different topics Sentence level work Tenses, sentence types, paragraph types, voice, parts of speech Word meaning Literal and figurative, denotative and connotative meaning, figurative language, critical language usage, colloquial and jargon Spelling and punctuation Spelling patterns Vocabulary in context as required by the type of text to be produced	Reinforcement of language structures and conventions covered in previous weeks Word level work New words and phrases as needed by different topics Sentence level work Tenses, sentence types, paragraph types, voice, parts of speech Word meaning Literal and figurative, denotative and connotative meaning, figurative language, critical language usage, colloquial and jargon Spelling and punctuation Spelling patterns
5-6	LISTENING AND SPEAKING		
	Speaking and Listening strategies Listen and speak about the writing task of the project (Stage 2) <ul style="list-style-type: none"> Take notes Ask questions Understand the expected outcomes of each topic.	Write-up of literature project Group discussion (led by teacher) Research based on literature project <ul style="list-style-type: none"> Methodology/ the process Purpose Approach Instructions and expectations 	Listening and Speaking strategies Discussion on the project <ul style="list-style-type: none"> Topic guidance Driving question Hypothesis Listen to information on the topics Take notes Ask questions Give answers Understand the expected outcomes of each topic

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	READING AND VIEWING		
	<p>Read the collated information from the research for the project</p> <ul style="list-style-type: none"> Use the research (notes/summary/mind map) to prepare for the written aspect of the project Understand the conventions needed to complete the project Study the project rubrics and understand the assessment requirements <p>Literary text: Folklore/drama Teach key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Follow the reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) 	<p>Reading for information Layout of the different project topics/items, e.g. a PowerPoint presentation, rap song, review, etc. Key features such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Revision/recap of genres and text types (literary/non-literary) to which learners were exposed during the 1st semester (Terms 1 and 2)</p> <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) 	<p>Read a literary text for the project</p> <ul style="list-style-type: none"> Read and view multiple resources to understand the requirements needed for the specific topic/driving question/hypothesis and presentation required <p>Reading/viewing for comprehension</p> <p>Visual and written texts</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Intensive reading Making predictions Inferring the meaning of unfamiliar words and images Main and supporting ideas Influence of selections and omissions on the meaning of text The effect of figurative and rhetorical devices The writer's inferences and conclusions <p>Summarising the text</p>

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	WRITING AND PRESENTING		
	<p>Write/draw/create the written task of the selected topic Stage 2: Write-up of the project</p> <ul style="list-style-type: none"> • Correct format and features • Organise content (mind map) • Main and supporting ideas • Paragraph/visual conventions • Logical progression of paragraphs/ ideas to ensure coherence • Planning to organise ideas <p>Focus on the following:</p> <ul style="list-style-type: none"> • Planning (research) • Drafting (adherence to structures/format) • Proofreading and editing • Presenting of a well-constructed project 	<p>Writing based on selected genre/project topic Stage 2: Write-up of the project</p> <ul style="list-style-type: none"> • Correct format and features • Organise content graphic organisers • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading and presenting 	<p>Respond to topic/driving question/hypothesis in writing Draft the text by referencing the research findings (notes)</p> <p>Focus on the following:</p> <ul style="list-style-type: none"> • Correct format and features • Paragraph/visual conventions • Logical progression of paragraphs/ideas to ensure coherence • Main and supporting ideas • Language conventions as required by the selected topics • Personal voice and style • Vivid description, either using words or visuals • Tone/mood • Planning to organise ideas <p>Please note Some responses to the topics/driving question/hypothesis may be visual only, e.g. videos, podcasts etc.</p> <p>Take note of the following:</p> <ul style="list-style-type: none"> • Planning (research) • Drafting (adherence to required structures) • Editing • Presenting of a well-constructed project

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work As required by the topic selected for the project Sentence level work As required by the type of topic selected for the project Word meaning As indicated by the type of topic selected for the project Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Common and proper nouns, prepositions with a variety of phrasal verbs Sentence level work Tenses, sentences, proverbs and idiomatic expressions, adjectival and adverbial clauses Word meaning Synonyms, antonyms, homonyms	Reinforcement of language structures and conventions covered in previous weeks Word level work As required by the topic selected for the project Sentence level work As required by the type of topic selected for the project Word meaning As indicated by the type of topic selected for the project Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) <ul style="list-style-type: none"> Planning/pre-writing of the creative writing project Drafting Revising Editing Proofreading Presenting Project based on any ONE genre studied: Poetry/folklore/short stories/drama/novel	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) <ul style="list-style-type: none"> Planning/pre-writing of the creative writing project Drafting Revising Editing Proofreading Presenting Project based on any ONE genre studied: Poetry/folklore/short stories/drama/novel	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) <ul style="list-style-type: none"> Planning/pre-writing of the creative writing project Drafting Revising Editing Proofreading Presenting Project based on any ONE genre studied: Poetry/folklore/short stories/drama/novel

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
7-8	LISTENING AND SPEAKING		
	Preparing learners to write and present their oral presentation for the project (Stage 3) <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion • Study the project rubrics and understand the assessment requirements • Checklist with information on response to questions, link between project and selected genre, presenting the information in a clear, colourful and meaningful way, sufficient information used 	Oral presentation of the selected topic for the project The nature of the orals will dependent on the school's context Listening and speaking strategies Listen to and discuss current news based on newspapers and magazine articles <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/emotive/persuasive language • Use textual context (e.g. in-sentence definitions), cues (e.g. commas, quotes) and graphic cues (e.g. bold face) to determine the meaning of unfamiliar words • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context 	Oral presentation of the selected topic for the project <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion
	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the oral presentation of their project) (20 marks) <ul style="list-style-type: none"> • Use appropriate structure: Introduction, body and conclusion • Present central idea and supporting details • Show evidence of research/investigation • Use appropriate body language and presentation skills, e.g. maintain eye contact with the audience, maintain good posture (audibility), use natural hand gestures, use natural tone of voice • Participate in a discussion • Give constructive feedback • Maintain discussion • Show sensitivity to the rights and feelings of others Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.	FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the oral presentation of their project) (20 marks) <ul style="list-style-type: none"> • Use appropriate structure: Introduction, body and conclusion • Present central idea and supporting details • Show evidence of research/investigation • Use appropriate body language and presentation skills, e.g. maintain eye contact with the audience, maintain good posture (audibility), use natural hand gestures, use natural tone of voice • Participate in a discussion • Give constructive feedback • Maintain discussion • Show sensitivity to the rights and feelings of others Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) (20 marks) <ul style="list-style-type: none"> • Use appropriate structure: Introduction, body and conclusion • Present central idea and supporting details • Show evidence of research/investigation • Use appropriate body language and presentation skills, e.g. maintain eye contact with the audience, maintain good posture (audibility), use natural hand gestures, use natural tone of voice • Participate in a discussion • Give constructive feedback • Maintain discussion • Show sensitivity to the rights and feelings of others Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
7-8	READING AND VIEWING		
	<p>Folklore/drama/short story/novel (extract)</p> <p>Preparation for literature test</p> <p>Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Follow the reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) 	<p>Study the project rubrics and understand the assessment requirements</p> <p>Reading/viewing for comprehension</p> <p>Visual and written texts</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices • The writer's inferences and conclusions <p>Summarise the text</p>	<p>Reading/viewing for comprehension</p> <p>Visual and written texts</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Intensive reading • Making predictions • Inferring the meaning of unfamiliar words and images • Main and supporting ideas • Influence of selections and omissions on the meaning of text • The effect of figurative and rhetorical devices • The writer's inferences and conclusions <p>Summarise the text</p> <p>Poetry</p> <p>Key features of a poem</p> <ul style="list-style-type: none"> • Internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
7-8	WRITING AND PRESENTING		
	<p>Transactional text: Summary/presentation notes for the oral component of the project</p> <ul style="list-style-type: none"> • Requirements of format and style • Target audience, purpose and context • Word choice • Vivid description • Answer questions. • Sentence structure, lengths and types • Use conjunctions to ensure cohesion <p>Focus on producing a presentation linked to the genre and selected topic</p>	<p>Transactional text: Summary/presentation notes for the oral component of the project</p> <ul style="list-style-type: none"> • Requirements of format and style • Target audience, purpose and context • Word choice • Vivid description • Sentence structure, lengths and types • Use conjunctions to ensure cohesion <p>Focus on producing a presentation linked to the genre and selected topic.</p> <p>Make additional notes on the side to assist with presenting the project to the class and teacher</p>	<p>Write an essay or digitally generated product based on a literature genre studied</p> <p>Narrative/descriptive/reflective/argumentative essay/brochure/advertisement/blog</p> <ul style="list-style-type: none"> • Correct format and features • Organise content • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions • Word choice • Personal voice and style • Tone • Organise coherent ideas based on planning • Present essay (product) for assessment <p>Focus on process writing</p> <ul style="list-style-type: none"> • Planning • Drafting • Revision • Editing • Proofreading and presenting

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
7-8	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives: attributive Sentence level work Description paragraph, choice paragraph, classification paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context	Reinforcement of language structures and conventions covered in previous weeks. Word level work As required for the topic selected for the project Sentence level work As required by the type of topic selected for the project Word meaning As indicated by the type of topic selected for the project Punctuation and spelling Spelling patterns Vocabulary in context	Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives: attributive Sentence level work Description paragraph, choice paragraph, classification paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing Write an essay or digitally generated product based on a literature genre studied
9-10	LISTENING AND SPEAKING		
	Listening and speaking strategies Listening comprehension (Infographic poster/Twitter) <ul style="list-style-type: none"> Explain listening process Take notes Write answers 	Discuss a visual/audio-visual/multimedia text <ul style="list-style-type: none"> Identify main and supporting ideas Write notes Share ideas and experiences Show understanding of concepts Identify persuasive/manipulating techniques where applicable Answer questions Oral presentation of the selected topic for the project	Listening and Speaking strategies Storytelling <ul style="list-style-type: none"> Pay attention to speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture and gestures Conventions and features of a story Prepared Reading aloud Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation and fluency

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
9-10	READING AND VIEWING		
	Reading/viewing for comprehension Use written and/or visual text such as infographic posters/information text on Twitter/tweets <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Making inferences (characters, setting, milieu, message) • Inferring meaning of unfamiliar words by word attack skills • Manipulative language • Formal/informal language Follow the reading process <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) 	Read a diary entry <ul style="list-style-type: none"> • Correct format • Purpose • Main and supporting ideas • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentence types, lengths and structures Read a diary entry Reading strategies <ul style="list-style-type: none"> • Skimming • Scanning • Visualisation • Fact and opinion • Making predictions • Inferring the meaning of unfamiliar words and images 	Read a literature text such as a drama <ul style="list-style-type: none"> • Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme Reading process <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) Poetry Key features of a poem <ul style="list-style-type: none"> • Internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message
	FORMAL ASSESSMENT TASK 8 RESPONSE TO TEXTS (30 MARKS) <ul style="list-style-type: none"> • Question 1 (Compulsory): Poetry (10 marks) AND • Question 2: Novel/drama (10 marks) AND • Question 3: Short stories/folklore (10 marks) 	FORMAL ASSESSMENT TASK 8 RESPONSE TO TEXTS (30 MARKS) <ul style="list-style-type: none"> • Question 1 (Compulsory): Poetry (10 marks) AND • Question 2: Novel/drama (10 marks) AND • Question 3: Short stories/folklore (10 marks) 	FORMAL ASSESSMENT TASK 8 RESPONSE TO TEXTS (30 marks) <ul style="list-style-type: none"> • Question 1 (Compulsory): Poetry (10 marks) AND • Question 2: Novel/drama (10 marks) AND • Question 3: Short stories/folklore (10 marks)

TERM 3			
WEEK	GRADE 7	GRADE 8	GRADE 9
9-10	WRITING AND PRESENTING		
	Write transactional texts: Infographic poster/tweets) <ul style="list-style-type: none"> Requirements of format Purpose, target group and context Word choice and sentence construction Visual elements such as font types and size, headings, symbols, colour Manipulating/persuasive language Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting 	Write a diary entry on your visual/audio-visual/multimedia text <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentence types, lengths and structures Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a diary entry	Transactional texts e.g. e-mails: <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentence types, lengths and structures Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an e-mail
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Proper nouns, gender, plural, singular, adjectives: demonstrative and relative Sentence level work Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetorical devices Word meaning Synonyms, antonyms, literal and figurative meaning Punctuation and spelling Quotation marks, exclamation mark, comma, full stop, question mark, ellipsis, dictionary use Vocabulary in context	Reinforcement of language structures and conventions covered in previous weeks Word level work Singular and plural, gender, diminutives Sentence level work Direct and reported speech, question forms, fact and opinion, sentence structure, sentences, ambiguity, voice, gerund Word meaning Synonyms, antonyms, euphemism, homonyms, literal and figurative meaning Punctuation and spelling Quotation marks, spelling patterns Vocabulary in context Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Singular and plural, gender, diminutives Sentence level work Direct and reported speech, question forms, fact and opinion, sentence structure, sentences, ambiguity, voice, gerund Word meaning Synonyms, antonyms, euphemism, homonyms, literal and figurative meaning Punctuation and spelling Quotation marks, spelling patterns Vocabulary in context Remedial of grammar from learners' writing

FORMATIVE ASSESSMENT ACTIVITIES			
Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions 	Reading and Viewing activities <ul style="list-style-type: none"> Reading process Reading aloud activities Reading comprehension activities Literature activities based on the three prescribed genres for the semester 	Writing and Presenting activities <ul style="list-style-type: none"> Writing process Paragraphing Transactional texts Essay Creative writing 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Conventions activities

CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7-9 TERM 3			
GRADE 7	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Research and write-up of the project (20 + 30 = 50 marks) Project is based on any ONE genre studied: Poetry/folklore/short stories/drama/novel	FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Oral presentation of the project (20 marks) Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.	FORMAL ASSESSMENT TASK 8 RESPONSE TO TEXTS (30 MARKS) <ul style="list-style-type: none"> Question 1 (Compulsory): Poetry (10 marks) AND Question 2: Novel/drama (10 marks) AND Question 3: Short story/folklore (10 marks)
GRADE 8	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Research and write-up of the project (20 + 30 = 50 marks) Project is based on any ONE genre studied: Poetry/folklore/short stories/drama/novel	FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Oral presentation of the project (20 marks) Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.	FORMAL ASSESSMENT TASK 8 RESPONSE TO TEXTS (30 MARKS) <ul style="list-style-type: none"> Question 1 (Compulsory): Poetry (10 marks) AND Question 2: Novel/drama (10 marks) AND Question 3: Short story/folklore (10 marks)
GRADE 9	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Research and write-up of the project (20 + 30 = 50 marks) Project based on any ONE genre studied: Poetry/folklore/short stories/drama/novel	FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Oral presentation of the project (20 marks) Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.	FORMAL ASSESSMENT TASK 8 RESPONSE TO TEXTS (30 MARKS) <ul style="list-style-type: none"> Question 1 (Compulsory): Poetry (10 marks) AND Question 2: Novel/drama (10 marks) AND Question 3: Short story/folklore (10 marks)

2023/24 ANNUAL TEACHING PLANS: MULTIGRADE ENGLISH HOME LANGUAGE: GRADE 7-9 (TERM 4)

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	LISTENING AND SPEAKING		
	Listening and speaking strategies Listening comprehension based on giving directions <ul style="list-style-type: none"> • Practise listening process • Take notes • Answer questions Listening and speaking strategies Oral presentation Continue with Formal Assessment Task 7 <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion 	Listening and Speaking strategies Listening comprehension <ul style="list-style-type: none"> • Listen to instructions/directions • Take notes • Answer questions • Different kinds of oral communication Giving directions <ul style="list-style-type: none"> • Use directions • Use the imperative form • Use the second person for interaction • Refer to specific directions • Indicate distance • Provide information about landmarks 	Listening and Speaking strategies Listening comprehension: Recorded dialogue <ul style="list-style-type: none"> • Listen to dialogue • Take notes <ul style="list-style-type: none"> – Language and power – Tone – Mood – Introduction and conclusion • Answer questions Oral discussion: Directions/instructions (led by teacher) <ul style="list-style-type: none"> • Correct format • Main and supporting ideas • Paragraph conventions • Logical progression of paragraphs to ensure coherence • Conjunctions for cohesion • Language conventions

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	READING AND VIEWING		
	<p>Reading/viewing for comprehension Use written and visual text, e.g. read a map/giving and asking directions</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Inferring the meaning of unfamiliar words and images • Fact and opinion • Inferences and conclusions • Own opinion <p>Reading strategies</p> <ul style="list-style-type: none"> • Make connections • Questions • Monitor • Infer meaning • Summarise • Synthesise • Evaluate <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry Key features of a poem</p> <ul style="list-style-type: none"> • Internal structure of a poem, figures of speech/imagery, rhyme, rhythm • External structure of a poem, lines, stanzas, typography • Figurative meaning • Mood • Theme and message 	<p>Read information text with visuals, e.g., maps, landmarks, graphs, info graphics</p> <ul style="list-style-type: none"> • Format • Language use • Features • Make sense of information • Synthesise information <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading/viewing, e.g. maps/landmarks/graphs/infographics Identify and discuss the purpose and message in visual texts for information</p> <ul style="list-style-type: none"> • Scanning • Intensive reading • Make inferences <p>Read a short story Key features of literature text such as character, characterisation, plot, conflict, background, setting, narrator, theme</p> <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Prepare the learners to summarise the story/section/chapter</p>	<p>Read a literature text: Folklore/drama Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme</p> <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading/viewing comprehension Use a visual/multimedia text, e.g. graph/cartoon/advertisement</p> <ul style="list-style-type: none"> • Skimming • Scanning • Visualisation • Intensive reading • Making inference • Meaning of words • Viewpoint of writer • Fact and opinion • Implied meaning

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
1-2	WRITING AND PRESENTING		
	Long/short transactional text, e.g. giving directions <ul style="list-style-type: none"> Requirements of format and style Target audience, purpose and context Word choice and language structures Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting 	Transactional text, e.g. directions/instructions <ul style="list-style-type: none"> Correct format Organise content Logical progression stages/steps Ensure coherence Conjunctions for cohesion Language conventions Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an instructional text	Transactional text, e.g. directions/instructions <ul style="list-style-type: none"> Correct format Organise content (mind map) Main and supporting ideas Paragraph conventions Logical progression of paragraphs to ensure coherence Conjunctions for cohesion Language conventions Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an instructional text
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Complex nouns, adjectives: comparative and superlative, prepositions: simple (one word), compound (two words) and complex (three and more words) Sentence level work Simple, compound and complex sentences, adverbial and adjectival clauses Word meaning Synonyms, antonyms, literal, contextual and figurative meaning, adjectives, adverbs Punctuation Semicolon, quotation marks, full stop, apostrophe	Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives: comparative and superlative, common and proper nouns, conjunctions Sentence level work Tenses, statements, main and supporting statements, simple and compound sentences, topic sentences Word meaning Synonyms and antonyms, contextual and subject-specific jargon Punctuation and spelling Spelling patterns, full stop, comma	Reinforcement of language structures and conventions covered in previous weeks Word level work Proper and complex nouns, gerund Sentence level work Procedure, spatial order, order of importance, concluding paragraph Word meaning Stereotypes, prejudice, bias, emotive language Punctuation and spelling Spelling patterns, abbreviations: initialism, acronyms, clipped, truncation, aphaesis, portmanteau Vocabulary in context Remedial of grammar from learners' writing

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
	LISTENING AND SPEAKING		
3-4	Listening and speaking strategies Different forms of oral communication Role-play: Meeting procedure <ul style="list-style-type: none"> • Good opening/introduction • use of tone, pace and intonation • Language use • Appropriate body language • Good conclusion Oral presentation Continue with Formal Assessment Task 7 <ul style="list-style-type: none"> • Language use • Register • Tone • Body language • Introduction and conclusion 	Listening and Speaking strategies Listen to a panel discussing current news based on newspapers and magazine articles <ul style="list-style-type: none"> • Use of tone, pace and intonation • Use of manipulative/emotive/persuasive language • Use of cues • Adherence to conventions • Appropriate body language • Attention-grabbing introduction and a strong conclusion • Purpose, target group and context Prepared/ unprepared reading aloud from a newspaper article <ul style="list-style-type: none"> • Use of tone, pace and intonation • Observing punctuation marks for good effect • Appropriate body language 	Listening and speaking strategies Prepared reading aloud <ul style="list-style-type: none"> • Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation and fluency • Conversation: Obituary or affidavit (led by teacher) • Purpose • Language use • Register • Logical order of sentences • Use conjunctions to ensure cohesion • Use a variety of sentences types, lengths and structures
	FORMAL ASSESSMENT TASK 7: PAPER 1 ORAL (20 marks) <ul style="list-style-type: none"> • Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.	FORMAL ASSESSMENT TASK 7: PAPER 1 ORAL (20 marks) <ul style="list-style-type: none"> • Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.	FORMAL ASSESSMENT TASK 7: PAPER 1 ORAL (20 marks) <ul style="list-style-type: none"> • Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	READING AND VIEWING		
	<p>Instructional text: Read text on how to write a notice/agenda and minutes</p> <ul style="list-style-type: none"> • Role players • Language use • Format • Role execution <p>Reading strategies</p> <ul style="list-style-type: none"> • Make connections • Answer questions • Monitor and analyse • Infer meaning • Summarise • Synthesise • Evaluate <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading/viewing for comprehension of written/visual texts, e.g graphs such as bar and line graphs/pie charts/infographic posters</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting ideas • Making predictions • Inferring the meaning of unfamiliar words and images • Own opinion 	<p>Read a drama</p> <p>The following aspects will enhance the learners' understanding of the text:</p> <ul style="list-style-type: none"> • Plot and sub-plot, exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, foreshadowing and flashback • Characterisation • Role of narrator/persona/point of view • Background and setting in relation to character and theme • Ironical twist/ending • Stage directions • Link between dialogue/monologue/soliloquy and action • Dramatic irony • Timeline <p>Reading/ viewing for information</p> <p>Use texts such as newspaper articles/magazine articles/written speeches</p> <ul style="list-style-type: none"> • Skimming for main ideas • Scanning for supporting details • Making predictions • Facts and opinions • Point of view of author • Inferring the meaning of unfamiliar words and images • Formal/informal language • Direct/implied meaning • Figures of speech 	<p>Read a text, e.g. drama/folklore</p> <ul style="list-style-type: none"> • Specific focus on literary text features • Show comprehension of development of plot and conflict, characterisation, turning point, background, milieu, role of narrator, theme, conclusion and ending <p>Reading process</p> <ul style="list-style-type: none"> • Pre-reading (Introduce text) • During reading (Features of text) • Post-reading (Answer questions, compare, contrast, evaluate) <p>Read and view text, e.g. newspaper articles and magazine articles for information and comprehension</p> <p>Reading strategies</p> <ul style="list-style-type: none"> • Skimming • Scanning • Intensive reading • Purpose and target group • Inferring meaning and conclusions • Fact and opinion • Give own opinion • Meaning of unfamiliar words • Identify manipulative language <p>Summarise the text</p>

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
3-4	WRITING AND PRESENTING		
	Longer transactional texts: Notice, agenda and minutes <ul style="list-style-type: none"> Identify target audience and purpose of writing Decide on style, viewpoint and format of writing Word choice and language structures Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting 	Transactional text, e.g. questionnaire/form <ul style="list-style-type: none"> Purpose, target group and format Paragraph conventions Conjunctions for cohesion Using a variety of sentence types, lengths and structures Formal style Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Complete a questionnaire/form	Transactional text: Obituary or affidavit <ul style="list-style-type: none"> Correct format Purpose Main and supporting ideas Language use Register Logical order of sentences Use conjunctions to ensure cohesion Use a variety of sentences types, lengths and structures Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write an obituary, following the process writing approach
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Pronouns: personal, demonstrative and possessive Sentence level work Simple present tense, simple past tense, direct and reported speech, active and passive voice Word meaning Verbal extensions (derivatives) Punctuation Apostrophe, capitalisation, comma, full stop, colon Vocabulary in context	Reinforcement of language structures and conventions covered in previous weeks Word level work Abstract and concrete nouns, prepositions, adjectives: comparative and superlative Sentence level work Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetorical devices Word meaning Synonyms and antonyms, literal and figurative meaning Punctuation Quotation marks, exclamation mark, comma, full stop, question mark, ellipsis Vocabulary in context Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word meaning Shift of meaning, using language for special purpose, one word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	LISTENING AND SPEAKING		
	Listening and speaking strategies Debate/ group discussion Discuss the use of emails/diary entries/flyers <ul style="list-style-type: none"> Features and conventions Planning, researching, organising and presenting Summarising (orally) Reading aloud <ul style="list-style-type: none"> Use of tone, pace and intonation Observing punctuation marks for good effect Appropriate body language 	Listening and speaking strategies Listen to a panel discussing current news based on newspapers and magazine articles <ul style="list-style-type: none"> Use of tone, pace and intonation Use of manipulative/emotive persuasive language Use of cues Adherence to conventions Appropriate body language Attention-grabbing introduction and a strong conclusion Purpose, target group and context Prepared unprepared reading aloud of a newspaper article <ul style="list-style-type: none"> Use of tone, pace and intonation Observing punctuation marks for good effect Appropriate body language 	Listening comprehension <ul style="list-style-type: none"> Reacts critical on a variety of texts Listen for specific information Listen and enjoy fables and titles Answer questions Oral: CV and cover letter <ul style="list-style-type: none"> Requirements of format and style Target audience, purpose and context Word choice Figurative language

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	READING AND VIEWING		
	<p>Transactional text Read a text with an email/diary entry/flyer</p> <ul style="list-style-type: none"> The format Language use Target audience <p>Reading strategies</p> <ul style="list-style-type: none"> Make connections Questions Monitor and analyse Infer meaning Summarise Synthesise Evaluate <p>Follow the reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Reading comprehension: (any information text as prescribed)</p> <p>Summary writing Follow steps in writing a summary. Focus on:</p> <ul style="list-style-type: none"> Format Language use Structure <p>Reading strategies</p> <ul style="list-style-type: none"> Skim and scan for main ideas and theme Separate main ideas from supporting details Paraphrase the main idea in own words Sequence the sentences Use conjunctions and logical connectives to link the together into a text 	<p>Reading/viewing for information Use texts such as newspaper articles/magazine articles/written speeches</p> <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Making predictions Facts and opinions Point of view of author Inferring the meaning of unfamiliar words and images Formal/informal language Direct/implied meaning Figures of speech <p>Read a drama The following aspects will enhance the learners' understanding of the text:</p> <ul style="list-style-type: none"> Plot and sub-plot, exposition, rising action, conflict, climax, falling action/anti-climax, denouement/resolution, foreshadowing and flashback, characterisation 	<p>Literary text such as folklore/drama</p> <ul style="list-style-type: none"> Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (Introduce text) During reading (Features of text) Post-reading (Answer questions, compare, contrast, evaluate) <p>Poetry Key features of a poem</p> <ul style="list-style-type: none"> Internal structure of a poem: figures of speech/ imagery, rhyme, rhythm External structure of a poem: lines, stanzas, typography Figurative meaning Mood Theme and message

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
5-6	WRITING AND PRESENTING		
	Long/shorter transactional texts, e.g. email/diary entry/flyer <ul style="list-style-type: none"> Requirements of format and style Point of view Target audience, purpose and context Word choice Sentence structure, lengths and types Produce one of above-mentioned texts Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting 	Long/short transactional texts, e.g. newspaper articles <ul style="list-style-type: none"> Requirements of format and style Target audience purpose and context Word choice and language structures Use of manipulative/ emotive/ persuasive language Use of cues for font and commas Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a newspaper article	Transactional text, e.g. cover letter and CV <ul style="list-style-type: none"> Requirements of format and style Target audience, purpose and context Word choice Figurative language Symbols, colour and placement Sentence structure, lengths and types Selection of visuals and designs Focus on process writing <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting Write a cover letter and CV
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Reinforcement of language structures and conventions covered in previous weeks Word level work Pronouns: interrogative and demonstrative, indefinite and collective nouns, finite verbs, adjectives: comparative and superlative, prefixes, suffixes and roots Sentence level work Direct speech, questions and prompts, subject-verb agreement, abbreviated statements, rhetorical questions Word meaning Antonyms, literal, figurative and contextual meaning Punctuation Quotation marks, question mark, comma, exclamation mark, font	Reinforcement of language structures and conventions covered in previous weeks Word level work Abstract and concrete nouns, prepositions, adjectives: comparative and superlative Sentence level work Chronological (sequential) order, order of importance, description paragraph, persuasive and emotive language, bias and prejudice, stereotypes, rhetorical devices Word meaning Synonyms and antonyms, literal and figurative meaning Punctuation Quotation marks, exclamation mark, comma, full stop, question mark, ellipsis Vocabulary in context Remedial of grammar from learners' writing	Reinforcement of language structures and conventions covered in previous weeks Word level work Verbs Sentence level work Direct and indirect speech, active and passive voice Word meaning Ambiguity, cliché, redundancy, tautology, slang, jargon Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
7-8	LISTENING AND SPEAKING		
	Revision and preparation for end-of-the-year examination Speaking <ul style="list-style-type: none"> Prepared reading Unprepared reading Listening Listening comprehension	Revision and preparation for end-of-the-year examination Speaking <ul style="list-style-type: none"> Conversation Panel discussion Unprepared speech Listening comprehension 	Revision and preparation for end-of-the-year examination Listening and Speaking strategies Revision
	READING AND VIEWING		
	Revision and preparation for end-of-the-year examination Reading <ul style="list-style-type: none"> Prepared reading Reading comprehension Visual texts: Cartoon/comic strip/advertisement Graphs Summary Literature: Novel/short stories/folklore/drama/poetry 	Revision and preparation for end-of-the-year examination Reading <ul style="list-style-type: none"> Reading comprehension Summary Visual literacy Poetry Short story Drama 	Revision and preparation for end-of-the-year examination Reading and viewing Revision of reading strategies and techniques to respond to texts
	WRITING AND PRESENTING		
	Revision and preparation for end-of-the-year examination Writing <ul style="list-style-type: none"> Transactional texts 	Revision and preparation for end-of-the-year examination Writing <ul style="list-style-type: none"> Essays Long transactional texts Short transactional texts 	Revision and preparation for end-of-the-year examination Writing Revision of writing texts: Creative and transactional texts
	LANGUAGE STRUCTURES AND CONVENTIONS		
	Word level work Collective and reflexive pronouns, stems Sentence level work Simple, compound and complex sentences, statements, subject-verb agreement, question forms, negation Word meaning Synonyms and antonyms, literal and figurative meaning Punctuation Revision	Word level work Revision Sentence level work Revision Word meaning Revision Punctuation and spelling Revision	Word level work Revision Sentence level work Revision Word meaning Revision Punctuation and spelling Revision

	TERM 4		
WEEK	GRADE 7	GRADE 8	GRADE 9
9-10	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks) 	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks) 	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10: PAPER 2 RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (25 marks) Question 2: Visual text (15 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks)

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

CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7-9 TERM 4			
GRADE 7	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 7 ORAL (Paper 1) (20 marks) <ul style="list-style-type: none"> Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING (Paper 3) <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (10 marks) Written before the end-of-the-year examinations	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks)
GRADE 8	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 7 (Paper 1) ORAL (Paper 1) (20 marks) <ul style="list-style-type: none"> Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING (Paper 3) <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (10 marks) Written before the end-of-the-year examination	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks)
GRADE 9	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 7 ORAL (Paper 1) (20 marks) <ul style="list-style-type: none"> Oral presentation of the project Teachers start to administer this task during Term 3 to ensure that all learners are assessed by the end of Term 4.	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9 WRITING (Paper 3) <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (20 marks) Written before the end-of-the-year examination	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (25 marks) Question 2: Visual text (15 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks)

CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 7-9		
SCHOOL-BASED ASSESSMENT: DURING THE YEAR	END-OF-THE-YEAR EXAMINATION PAPERS	
70%	30%	
GRADE 7		
Seven (7) formal assessment tasks <ul style="list-style-type: none">1 oral task (Reading Aloud across Semester 1)3 writing tasks1 response to texts1 June controlled test1 literature test	Written examinations <ul style="list-style-type: none">Paper 2: Response to textsPaper 3: Transactional writing	Oral assessment task <ul style="list-style-type: none">Paper 1: Oral presentation on the creative writing project (Semester 2)
GRADE 8		
Seven (7) formal assessment tasks <ul style="list-style-type: none">1 oral task (Reading Aloud across Semester 1)3 writing tasks1 response to texts1 June controlled test1 literature test	Written examinations <ul style="list-style-type: none">Paper 2: Response to textsPaper 3: Transactional writing	Oral assessment task <ul style="list-style-type: none">Paper 1: Oral presentation on the creative writing project (Semester 2)
GRADE 9		
Seven (7) formal assessment tasks <ul style="list-style-type: none">1 oral task (Reading Aloud across Semester 1)3 writing tasks1 response to texts1 June controlled test1 literature test	Written examinations <ul style="list-style-type: none">Paper 2: Response to textsPaper 3: Transactional writing	Oral assessment task <ul style="list-style-type: none">Paper 1: Oral presentation on the creative writing project

PROGRAMME OF ASSESSMENT		
GRADE 7	GRADE 8	GRADE 9
FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Reading Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded	FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> Reading Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded	FORMAL ASSESSMENT TASK 1 ORAL <ul style="list-style-type: none"> Reading Aloud (20 marks) Commence with this task in term 1 and conclude in term 2 when the mark will be recorded
FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (30 marks) Narrative/descriptive During the term	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (30 marks) Narrative/descriptive During the term	FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (40 marks) Descriptive/narrative/reflective During the term
FORMAL ASSESSMENT TASK 3 RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Literary/non-literary (20 marks) Visual text (10 marks) Summary (10 marks) Language structures and conventions (20 marks) 	FORMAL ASSESSMENT TASK 3 RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Literary/non-literary (20 marks) Visual text (10 marks) Summary (10 marks) Language structures and conventions (20 marks) 	FORMAL ASSESSMENT TASK 3) RESPONSE TO TEXTS (70 MARKS) <ul style="list-style-type: none"> Literary/non-literary Text (25 marks) Visual Text (15 marks) Summary (10 marks) Language Structures (20 marks)
FORMAL ASSESSMENT TASK 4 <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (10 marks) Written before June controlled test	FORMAL ASSESSMENT TASK 4 <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (10 marks) Written before June controlled test	FORMAL ASSESSMENT TASK 4 <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (20 marks) Written before the June controlled test
FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks) 	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks) 	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (70 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (25 marks) Question 2: Visual text (15 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks)

FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Research and write-up of the project (20 + 30 = 50 marks) Project is based on any ONE genre studied: Poetry/folklore/short stories/drama/novel	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Research and write-up of the project (20 + 30 = 50 marks) Project is based on any ONE genre studied: Poetry/folklore/short stories/drama/novel	FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT <ul style="list-style-type: none"> Research and write-up of the project (20 + 30 = 50 marks) Project is based on any ONE genre studied: Poetry/folklore/short stories/drama/novel
FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT (Paper 1) <ul style="list-style-type: none"> Oral presentation of the project (20 marks) Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT (Paper 1) <ul style="list-style-type: none"> Oral presentation of the project (20 marks) Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT (Paper 1) <ul style="list-style-type: none"> Oral presentation of the project (20 marks) Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.
FORMAL ASSESSMENT TASK 8 RESPONSE TO TEXTS (30 MARKS) <ul style="list-style-type: none"> Question 1 (Compulsory): Poetry (10 marks) AND Question 2: Novel/drama (10 marks) AND Question 3: Short stories/folklore (10 marks) 	FORMAL ASSESSMENT TASK 8 RESPONSE TO TEXTS (30 MARKS) <ul style="list-style-type: none"> Question 1 (Compulsory): Poetry (10 marks) AND Question 2: Novel/drama (10 marks) AND Question 3: Short stories/folklore (10 marks) 	FORMAL ASSESSMENT TASK 8 RESPONSE TO TEXTS (30 MARKS) <ul style="list-style-type: none"> Question 1 (Compulsory): Poetry (10 marks) AND Question 2: Novel/drama (10 marks) AND Question 3: Short stories/folklore (10 marks)
END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING (Paper 3) <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (10 marks) Written before the end-of-the-year examination	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING (Paper 3) <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (10 marks) Written before the end-of-the-year examination	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 9: WRITING (Paper 3) <ul style="list-style-type: none"> Transactional writing: 2 short or 1 long (20 marks) Written before the end-of-the-year examination
END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks) 	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) RESPONSE TO TEXTS (60 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks) 	END-OF-THE-YEAR EXAMINATION FORMAL ASSESSMENT TASK 10 (Paper 2) RESPONSE TO TEXT (70 MARKS) <ul style="list-style-type: none"> Question 1: Literary/non-literary text (25 marks) Question 2: Visual text (15 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks)

