



TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
Baseline Assessment (set internally by the school) 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	<p>Listens and responds to an information text</p> <p>Introductory activities</p> <ul style="list-style-type: none"> • Makes predictions • Describes events • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in a group situation 	<p>Reads an information text (Visual)</p> <ul style="list-style-type: none"> • Pre-reading: Predicts from title, headings and pictures • Discusses central idea and specific details • Comments on choice of pictures in text <p>Reads for meaning</p> <ul style="list-style-type: none"> • Uses reading strategies, e.g., textual and contextual clues • Shares ideas and offers opinions using speculation • Uses a mind map/ notes to summarise information • Uses a dictionary for vocabulary development <p>Reads social texts, e.g., SMS/ email</p> <ul style="list-style-type: none"> • Explains main message • Identifies features of text • Discusses purpose of text • Uses a dictionary to find meaning of new words <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas • Expresses emotional response to texts read • Relates to own life <p>Reading methodologies</p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p>	<p>Writes an information text</p> <ul style="list-style-type: none"> • Writes 3-4 paragraphs • Uses relevant content appropriate to the audience and purpose of the text • Expresses information clearly • Organises content logically • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses a variety of sentence types • Uses appropriate grammar and spelling <p>Writes an SMS/ email</p> <ul style="list-style-type: none"> • Chooses relevant content • Organises information correctly • Uses correct format, e.g., salutation, date, etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> – Brainstorms ideas using mind maps – Produces first draft – Revises – Proofreads – Writes final draft – Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary or word wall.</p> <p>Uses a dictionary for spelling and vocabulary development.</p>	<p>Word level work</p> <p>Finite verbs, infinite verbs</p> <p>Sentence level work</p> <p>Simple present tense, simple future tense</p> <p>Word meaning</p> <p>Personification, proverbs, idioms, simile</p>

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		Assessment for Learning – in preparation for Read Aloud Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.	Uses reading log/ card to manage reading progress.	
3-4	Listens and responds to an extract from a novelette/ novella Introductory activities <ul style="list-style-type: none"> Makes predictions Listens to extracts from the novel Listens for main message and specific sequence Expresses feelings in relation to events Relates to own life Describes events <ul style="list-style-type: none"> Discusses the main ideas and specific details Explains events clearly Discusses the social, moral and cultural values in the text Uses information from the text in response to questions 	Reads an extract from a novelette/ novella Reading for meaning <ul style="list-style-type: none"> Pre-reading: Predicts from title and discusses related themes/ content Uses reading strategies: <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Making predictions Inferring the meaning of unfamiliar words and images Literature study <ul style="list-style-type: none"> Discusses the characters Identifies and explains the central events Identifies and discusses feelings expressed Relates events and characters to own life Uses a range of reading strategies Discusses the structure, language use, purpose and audience Identifies the difference/s between biographies, diaries and stories Uses a dictionary for vocabulary development Reading methodologies Read aloud/ <i>Drop all and read</i> / group guided/ shared/ paired/ independent reading of novelette	Writes a book review/ summary <ul style="list-style-type: none"> Uses a frame Pre-writing: Listens to extracts from a read novel Selects content appropriate for the purpose Uses appropriate language and text structure Uses the correct format Organises content logically - uses chronology Uses appropriate grammar, spelling and punctuation, including subject-verb concord Uses a dictionary for spelling and vocabulary development Uses the writing process <ul style="list-style-type: none"> Brainstorms ideas using mind maps Produces a first draft Revises Proofreads Writes the final draft Presents a neat, legible final draft Records words and their meanings in a personal dictionary or word wall. Uses a dictionary for spelling and vocabulary development. Uses reading log/ card to manage reading progress.	Word level work Relative pronouns, reflexive pronouns, adjectives, adverbs, conjunctions, connections, interjections Sentence level work Simple present tense, simple past tense, concord Word meaning Similes, proverbs, idioms Spelling and punctuation Full stop, comma, dictionary use, word division

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		Assessment for Learning – in preparation for Read Aloud Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.		
FORMAL ASSESSMENT TASK 1: ORAL • Read Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.				
5-6	Listens and responds to a story Introductory activities <ul style="list-style-type: none"> Makes predictions Identifies main ideas and specific details Relates to own life Describes events <ul style="list-style-type: none"> Discusses and gives own opinion Participates in group discussion, e.g., on issues related to the story Asks relevant questions Gives feedback Maintains discussion Responds to others' ideas with empathy and respect Takes turns to speak 	Reads a story Reads for meaning <ul style="list-style-type: none"> Pre-reading: Predicts from title and pictures Uses reading strategies: <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Making predictions Inferring the meaning of unfamiliar words and images Comprehension strategies <ul style="list-style-type: none"> Makes predictions Uses phonic and contextual clues Discusses new vocabulary from the text Literature study <ul style="list-style-type: none"> Discusses the central idea, plot, characters and setting Expresses feelings and opinions Discusses cause and effect in the story Uses a dictionary for vocabulary development Reading methodologies Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette	Writes a narrative/ descriptive story <ul style="list-style-type: none"> Selects content appropriate for the purpose Uses appropriate language and text structure Uses the correct format Writes topic sentences and includes relevant information to develop coherent paragraphs Uses appropriate grammar, spelling and punctuation Uses a dictionary for spelling and vocabulary development Uses complex tenses Uses the writing process <ul style="list-style-type: none"> Brainstorms ideas using mind maps Produces a first draft Revises Proofreads Writes the final draft Presents the neat, legible final draft Records words and their meanings in a personal dictionary or word wall. Uses a dictionary for spelling and vocabulary development. Uses reading log/ card to manage reading progress.	Word level work Common and proper nouns, noun prefixes, suffixes Sentence level work Simple past tense Word meaning Synonyms Spelling and punctuation Full stop, comma, quotation marks, dictionary use

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		Assessment for Learning – in preparation for Read Aloud Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.		
FORMAL ASSESSMENT TASK 2: WRITING • Essay (20 marks) Narrative or descriptive – three (3) paragraphs, done during the term				
7-8	Listens and responds to a newspaper article Introductory activities <ul style="list-style-type: none"> Makes predictions Listens for specific details Identifies the main message Relates to own life Describes events <ul style="list-style-type: none"> Uses information from the text in response to questions Comments on the social, moral and cultural values in the text Discusses the assumptions and the intention of the writer Participates in a discussion 	Reads a newspaper article <ul style="list-style-type: none"> Pre-reading: Predicts from headlines and surveys the text Reading for meaning <ul style="list-style-type: none"> Uses a range of reading strategies, e.g., skimming, scanning and previous knowledge Makes predictions Uses contextual clues to determine meaning and to make inferences Identifies and explains the similarities and differences of something Discusses new vocabulary from the read text Uses a dictionary Reading methodologies Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette Assessment for Learning – in preparation for Read Aloud Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.	Writes a newspaper article <ul style="list-style-type: none"> Uses headline, by-line, lead paragraph, answers to who, what, where, when, why and how Selects content appropriate to the audience and purpose of the text Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation Uses a wide variety of vocabulary, appropriate grammar and spelling Uses the writing process <ul style="list-style-type: none"> Brainstorms ideas using mind maps Produces a first draft Revises Proofreads Writes the final draft Presents the neat, legible final draft Records words and their meanings in a personal dictionary or word wall. Uses a dictionary for spelling and vocabulary development. Uses reading log/ card to manage reading progress.	Word level work Prepositions, determiners, articles Sentence level work: Tenses Word meaning Antonyms Spelling and punctuation Question mark, dictionary use, word order

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks) <ul style="list-style-type: none"> Literary/ non-literary text (15 marks) Visual text (10 marks) Language structures and conventions (15 marks) 				
9-10	Gives and follows instructions Introductory activities <ul style="list-style-type: none"> Makes predictions Listens and gives specific details Uses correct sequence Asks relevant questions and responds appropriately Carries out instructions 	Reads an instructional text containing a sequence of instructions Reading for meaning <ul style="list-style-type: none"> Pre-reading: Predicts from title and pictures Uses reading strategies: <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Making predictions Inferring the meaning of unfamiliar words and images Discusses specific details of text Discusses sequence of instructions Carries out instructions/ procedure Discusses new vocabulary from the read text Uses a dictionary Reading methodologies Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette Assessment for Learning – in preparation for Read Aloud Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.	Writes instructions, e.g., how to make a sandwich <ul style="list-style-type: none"> Selects relevant information Uses correct specific details Uses correct sequence Uses correct format Uses the command form of the verb and imperatives Uses appropriate grammar, spelling and punctuation Uses the writing process <ul style="list-style-type: none"> Planning/ pre-writing Drafting Revising Editing Proofreading Presenting Records words and their meanings in a personal dictionary or word wall. Uses a dictionary for spelling and vocabulary development. Uses reading log/ card to manage reading progress.	Word level work Adverbs of manner, time, place and degree, prepositions, moods, adjectives Sentence level work Simple sentences, complex sentences Spelling and punctuation Full stop, exclamation mark, abbreviations: acronyms, initialisation and truncation

FORMATIVE ASSESSMENT ACTIVITIES (ASSESSMENT FOR LEARNING)			
<p>Listening and Speaking activities</p> <ul style="list-style-type: none"> Variety of Listening and Speaking activities 	<p>Reading and Viewing activities</p> <ul style="list-style-type: none"> Reading process Reading aloud activities Reading comprehension activities Literature activities based on the three prescribed genres for the semester 	<p>Writing and Presenting activities</p> <ul style="list-style-type: none"> Writing process Summary Creative writing Transactional texts 	<p>Language Structures and Conventions activities</p> <p>Variety of Language Structures and Conventions activities are aligned to the text type</p>
CAPS: SUMMARY OF FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 5 TERM 1			
<p>FORMAL ASSESSMENT TASK 1: ORAL</p> <ul style="list-style-type: none"> Read aloud (20 marks) <p>Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.</p>	<p>FORMAL ASSESSMENT TASK 2: WRITING</p> <ul style="list-style-type: none"> Essay (20 marks) Descriptive/ narrative (3 paragraphs) During the term 	<p>FORMAL ASSESSMENT TASK 3</p> <p>RESPONSE TO TEXTS (40 marks)</p> <ul style="list-style-type: none"> Literary/ non-literary text (15 marks) Visual text (10 marks) Language structures and conventions (15 marks) 	

2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 5 (TERM 2)

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listens to a poem</p> <p>Introductory activities</p> <ul style="list-style-type: none"> • Makes predictions • Appreciates and responds to the sound effect stimulated by the poem <p>Describes events</p> <ul style="list-style-type: none"> • Discusses central idea • Relates to own experience • Expresses feelings stimulated by the poem • Discusses tone and language use and their effect on the listener, including how language is used to create atmosphere <p>Performs a poem/ selected lines</p> <ul style="list-style-type: none"> • Selects tone and expression appropriate to content and style of poem • Uses appropriate intonation and facial expressions • Uses appropriate body language, posture and presentation skills, e.g., adjusts tempo, volume and pacing • Uses appropriate intonation and facial expressions 	<p>Reads a poem</p> <p>Reading for meaning</p> <ul style="list-style-type: none"> • Pre-reading predicts from title and picture • Uses reading strategies: <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>Comprehension strategies</p> <ul style="list-style-type: none"> • Makes predictions • Uses phonic and contextual clues • Predicts ending <p>Literature study</p> <ul style="list-style-type: none"> • Identifies rhyme and rhythm, and comments on their effect on the listener • Expresses feelings and opinions • Relates to own life • Uses a dictionary for vocabulary development <p>Reading methodologies Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p>Assessment for Learning – in preparation for Read Aloud</p> <p>Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.</p>	<p>Writes a poem</p> <ul style="list-style-type: none"> • Uses alliteration, (consonance and assonance), metaphor and simile • Shows understanding of style and register • Reflects on and evaluates writing and creative work • Uses appropriate punctuation rules <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning/ pre-writing • Drafting • Revising • Editing • Proofreading • Presenting <p>Records words and their meanings in a personal dictionary or word wall.</p> <p>Uses a dictionary for spelling and vocabulary development.</p> <p>Uses drawings or sentence using the words or explanations of words to show their meaning.</p> <p>Uses reading log/ card to manage reading progress.</p>	<p>Word level work Collective nouns, abstract nouns, interjections</p> <p>Sentence level work Present continuous tense</p> <p>Word meaning Alliteration, assonance, consonance, personification, rhythm, rhyme, metaphor, simile</p> <p>Spelling and punctuation Word division, dictionary use, exclamation mark</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p>Listens to and discusses a weather report</p> <p>Introductory activities</p> <ul style="list-style-type: none"> • Makes predictions • Listens for specific details • Discusses usefulness of the information • Links information to own life <p>Describes events</p> <ul style="list-style-type: none"> • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: Register and the nature of language used • Uses interaction strategies to communicate effectively in group situation 	<p>Reads a weather report</p> <ul style="list-style-type: none"> • Pre-reading: Predicts from title, headings and pictures <p>Reading for meaning</p> <ul style="list-style-type: none"> • Uses reading strategies: <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>Comprehension strategies</p> <ul style="list-style-type: none"> – Identifies and explains similarities and differences – Identifies the way the text is organised – Reads an information text with visuals, e.g., a map – Interprets visuals – Uses a mind map/ notes to summarise information <p>Reading methodologies</p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p>Assessment for Learning – in preparation for Read Aloud</p> <p>Reading for enjoyment</p> <p>Novel/ reader to be read daily for at least 30 minutes.</p>	<p>Writes a weather report</p> <ul style="list-style-type: none"> • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Presents information using a map, chart, graph or diagram <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning/ pre-writing • Drafting • Revising • Editing • Proofreading • Presenting <p>Records words and their meanings in a personal dictionary or word wall.</p> <p>Uses a dictionary for spelling and vocabulary development.</p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p> <p>Uses reading log/ card to manage reading progress.</p>	<p>Word level work</p> <p>Verbs, gerunds, pronouns, adverbs, adjectives, conjunctions, abstract nouns</p> <p>Sentence level work</p> <p>Simple sentences, compound sentences, future tense</p> <p>Word meaning</p> <p>Homophones, homonyms, polysemy, antonyms, synonyms</p> <p>Spelling and punctuation</p>
<p>FORMAL ASSESSMENT TASK 1: ORAL</p> <ul style="list-style-type: none"> • Read Aloud (20 marks) <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>				

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p>Listens and responds to a play</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Predicts from the title/ picture <p>Describes events</p> <ul style="list-style-type: none"> Retells the drama scene in sequence Identifies and discusses the central idea, plot, setting, atmosphere and characters Listens to specific details Uses details accurately Expresses thoughts and feelings Uses the correct language form <p>Role-play a character</p> <ul style="list-style-type: none"> Varies voice and facial expression Changes register, grammar structure and idioms 	<p>Reads a play</p> <p>Reading for meaning</p> <ul style="list-style-type: none"> Uses reading strategies: Skimming for main ideas Scanning for supporting details Making predictions Inferring the meaning of unfamiliar words and images Reads aloud, changing speed as appropriate <p>Comprehension strategies</p> <ul style="list-style-type: none"> Explains how writers use vocabulary and language to describe the plot, setting and characters Explains the effects of words and imagery Identifies cause and effect in oral and written texts, and explains the relationship <p>Reading methodologies</p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p>Assessment for Learning – in preparation for Read Aloud</p>	<p>Writes a play script/ dialogue OR a narrative/ descriptive essay</p> <ul style="list-style-type: none"> Creates characters Describes setting Develops plot Uses correct format Establishes tone or mood Writes sentences using direct and indirect speech Uses subject-verb concord Uses appropriate grammar, spelling and punctuation <p>Uses the writing process</p> <ul style="list-style-type: none"> Planning/ pre-writing Drafting Revising Editing Proofreading Presenting <p>Records words and their meanings in a personal dictionary or word wall.</p> <p>Uses a dictionary for spelling and vocabulary development.</p> <p>Uses reading log/ card to manage reading progress.</p>	<p>Word level work</p> <p>Verbs (gerunds)</p> <p>Sentence level work</p> <p>Statements, questions, commands, simple sentences, compound sentences, direct and indirect speech</p> <p>Word meaning</p> <p>Oxymoron</p> <p>Spelling and punctuation</p> <p>Quotation mark, semi-colon, inverted commas</p>
<p>FORMAL ASSESSMENT TASK 4</p> <ul style="list-style-type: none"> Transactional writing (10 marks) (Written before the June controlled test) 				
7-8	<p>Listens and responds to a report</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Predicts from title, headings and pictures Listens to central idea and specific details Answers questions 	<p>Reads a report with visuals e.g., tables/ charts/ graphs/ diagrams/ maps</p> <ul style="list-style-type: none"> Pre-reading: Predicts from title, headings and pictures Discusses central idea and specific details 	<p>Writes a report</p> <ul style="list-style-type: none"> Formulates relevant content based on investigation Converts information from one form to another Uses what, when, where, who Orders information logically 	<p>Word level work</p> <p>Adjectives, pronouns, conjunctions, connections</p> <p>Sentence level work</p> <p>Past continuous tense, future continuous tense, active and passive voice, reported speech, question form</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> • Shares ideas and offers opinion • Analyses information • Summarises information • Presents information using a table/ chart/ graph <p>Participates in a group discussion</p> <ul style="list-style-type: none"> • Stays on topic • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others 	<p>Reading for meaning</p> <ul style="list-style-type: none"> • Uses reading strategies: <ul style="list-style-type: none"> – Explains how writers use vocabulary and language to describe the plot, setting and characters – Explains the effects of word and imagery – Identifies cause and effect in oral and written texts, and explains the relationship – Reads aloud, changing speed as appropriate <p>Comprehension strategies</p> <ul style="list-style-type: none"> – Interprets graphic information – Shares ideas and offers own opinion using speculation and hypothesis – Uses a mind map/ notes to summarise information – Discusses new vocabulary from the read text – Uses a dictionary <p>Reading methodologies Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p>Assessment of Read Aloud</p> <p>Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.</p>	<ul style="list-style-type: none"> • Links sentences into a coherent paragraph using pronouns and connecting words • Uses appropriate grammar, spelling and punctuation • Presents work neatly using proper form, such as headings, spacing for paragraphs etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning/ pre-writing • Drafting • Revising • Editing • Proofreading • Presenting <p>Records words and their meanings in a personal dictionary or word wall. Uses a dictionary for spelling and vocabulary development. Uses reading log/ card to manage reading progress.</p>	<p>Spelling and punctuation Ellipsis, exclamation mark, quotation marks, question mark</p>
9-10	<p>Formal Assessment Task 5: June controlled test Response to texts (40 marks) Question 1: Literary/ non-literary text (15 marks) Question 2: Visual text (10 marks) Question 3: Summary writing (5 marks) Question 4: Language structures and conventions (10 marks)</p>			

FORMATIVE ASSESSMENT ACTIVITIES (ASSESSMENT FOR LEARNING)			
Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities 	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 Summary Creative writing Transactional text 	Language Structures and Conventions activities Variety of Language Structures and Conventions activities are aligned to text types
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 5 TERM 2			
FORMAL ASSESSMENT TASK 1: ORAL <ul style="list-style-type: none"> Read Aloud (20 marks) This task is a continuation from Term 1. It will be completed and recorded in Term 2.	FORMAL ASSESSMENT TASK 4: WRITING <ul style="list-style-type: none"> Transactional writing (10 marks) Written before the controlled test	FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (40 marks) <ul style="list-style-type: none"> Question 1: Literary/ non-literary text comprehension (15 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary writing (5 marks) Question 4: Language structures and conventions in context (10 marks) 	

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listens to folklore, e.g., myth/ legend Introductory activities</p> <ul style="list-style-type: none"> Predicts what the text could be about Identifies the central idea, plot, setting, atmosphere and characters of a folklore text Distinguishes between realistic and unrealistic events Participates in discussions, justifying own opinion Responds sensitively to ideas and suggestions <p>Retells the story (Folklore: Myth or legend)</p> <ul style="list-style-type: none"> Retells events in the text in the correct sequence Names the characters correctly Expresses thoughts and feelings about the storyline/ characters/ setting/ message / theme of the text, etc. 	<p>Reads folklore, e.g., myth/ legend Reading for meaning/ Reading comprehension Introductory activities</p> <ul style="list-style-type: none"> Pre-reading: Makes predictions from the title and pictures in the text Uses a range of reading strategies: skimming, scanning contextual clues and prior knowledge <p>Literature study</p> <ul style="list-style-type: none"> Explains how writers use vocabulary and language to describe the plot, theme and setting Discusses and gives reasons for action of characters Uses a dictionary to understand new terminology and vocabulary in the text <p>Reading methodologies Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p>Reading for enjoyment</p> <ul style="list-style-type: none"> Novel/ reader to be read daily for a minimum of 30 minutes Reflects on texts read independently Relates to own context 	<p>Writes descriptive paragraphs of the folklore genre read, e.g., myth/ legend, using a writing frame Introductory activities</p> <ul style="list-style-type: none"> Chooses relevant, contextually appropriate content Discusses the plot, characters, place and timeline in the text read Discusses the purpose of the text <p>Learners are to:</p> <ul style="list-style-type: none"> Write a description of characters in the text Stay on topic/ theme Use descriptive vocabulary creatively, e.g., adjectives Use figurative language, e.g., similes and metaphors Use appropriate grammar, spelling and punctuation Link sentences into a coherent paragraph, using pronouns and connecting words <p>Personal dictionary</p> <ul style="list-style-type: none"> Records words and their meanings in a personal dictionary Uses drawings or sentences using the words or explanations to show the meaning, etc. Places new vocabulary on a word wall 	<p>Word level work Infinite verbs, gerund, singular and plural, diminutive prefixes (African languages), adjectives</p> <p>Sentence level work Object, questions, direct and indirect speech, paragraphs</p> <p>Spelling and punctuation Quotation marks, capital letters, full stop, comma</p>
3-4 CWP	<p>Listens to and participate in a discussion on the CWP based on the selected genre, e.g., poetry/ folklore/ drama/ short story Introductory activities</p>	<p>Reads for information based on the genre selected, e.g., poetry/ folklore/ drama/ short story Introductory activities</p>	<p>Uses different types of graphic organisers to collate research findings of the CWP Introductory activities</p>	<p>Word level work Finite verbs, infinite verbs</p> <p>Sentence level work Simple present tense, simple future</p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
STAGE 1 RESEARCH	<ul style="list-style-type: none"> Discusses the research process and timeline Discusses the development of a driving question/ topic Talks about the use of research sources and resources Focuses on note-taking Explains referencing and the importance of a bibliography Explains the assessment criteria and descriptors in the rubric/ checklist <p>Learners are to:</p> <ul style="list-style-type: none"> Divide into groups or work individually Gather information for research Share ideas and opinions, and participate in the discussion Compile a bibliography Keep a record of the research process (Portfolio of Evidence) 	<ul style="list-style-type: none"> Provides research material Encourages learners to add to research material provided Reviews the text to promote understanding Discusses the effects of the features/ elements of poetry/ folklore/ drama/ short story Discusses the impact of visual techniques evident in literature (poetry/ folklore/ drama/ short story) <p>Learners are to:</p> <ul style="list-style-type: none"> Use reading strategies for comprehension Skim for main ideas Scan for supporting details Make predictions Infer the meaning of unfamiliar words and images Synthesise selected information into a graphic organiser, e.g., mind map, sequence chart, Venn diagram, etc. Take notes in preparation for Stage 2: Writing 	<ul style="list-style-type: none"> Demonstrates appropriate frames/ tools to support the type of product to be produced, e.g., mind map, sequence chart, Venn diagram, etc. Iterates referencing and the importance of a bibliography Reiterates the assessment criteria and descriptors in the rubric/ checklist Reminds learners to pay attention to responding to the driving question/ topic <p>Learners are to:</p> <ul style="list-style-type: none"> Focus on the research process Respond to the driving question/ topic of research by selecting relevant information from the sources used during research Do note-taking in own words and in preparation for Stage 2: Writing Follow a writing frame (if provided) Use suitable language conventions related to literary analysis 	<p>tense</p> <p>Word meaning</p> <p>Personification, proverbs, idioms, simile</p> <p>Strengthening of language structures and conventions that are related to research of the literary genre focused on, e.g., poetry/ folklore/ drama/ short story</p> <p>For example:</p> <p>Speech, sentence types, paragraph types, parts of speech, literal and figurative meaning, punctuation and spelling, vocabulary in context</p>
	<p>NOTE TO THE TEACHER</p> <ul style="list-style-type: none"> ✓ The research process continues over the two-week cycle ✓ Evidence of activities and the process to be kept in learner workbook/ file/ portfolio of evidence ✓ Demonstrate how to do research – “<i>I do, We do, You do</i>” ✓ Findings in the research should respond to the driving question/ topic ✓ Pay special attention to referencing and the format of the bibliography ✓ Assess Stage 1: Research, using a rubric/ checklist and providing feedback to learners ✓ All activities must be done in class with the guidance of the teacher ✓ Assessment for Learning should be ongoing 			

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6 CWP STAGE 2 WRITING	<p>Focuses on the relevant literature genre, e.g., poetry/ folklore/ drama/ short story</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Discusses the writing genre and explains the features Explains the expectations for the writing task Discusses with the learners on how to plan their writing using the writing process Gives the learners a frame to use when writing Guides the learners on how to complete the frame Demonstrates how to write: "I do, We do, You do" Gives instructions based on the writing activity <p>Learners are to:</p> <ul style="list-style-type: none"> Create a word bank regarding the chosen topic Contribute to the discussion Understand the expectations related to the driving question/ topic 	<p>Guides learners to understand the CWP rubric/s and assessment requirements</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Provides clarity regarding timelines Guides learners to read and use the research notes Reads and discusses the rubric Unpacks the criteria and descriptors in the rubric <p>Learners are to:</p> <ul style="list-style-type: none"> Read the selected genre Read and understand the rubric Read and understand the writing frame Identify the conventions specific to the genre being researched 	<p>Writes/ draws/ creates the written aspect of the selected topic</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Gives the learners a frame to use when writing Guides the learners on how to complete the writing frame Discusses the writing process: <ul style="list-style-type: none"> ✓ Planning/ pre-writing ✓ Drafting ✓ Revising ✓ Editing ✓ Proofreading ✓ Presenting Discusses the literary elements/ features specific to the selected genre <p>Learners are to:</p> <ul style="list-style-type: none"> Use a writing fame (if required) Edit the first draft Proofread after editing the first draft Write and present the final draft 	<p>Word level work</p> <p>Prepositions, determiners, articles</p> <p>Sentence level work</p> <p>Tenses</p> <p>Word meaning</p> <p>Antonyms</p> <p>Spelling and punctuation</p> <p>Question mark, dictionary use, word order</p> <p>Reinforcement of language structures and conventions covered in previous weeks</p> <ul style="list-style-type: none"> Punctuation and spelling Selling patterns Vocabulary in context Correct format and features Organise content (mind map) Correct format and features Organise content (mind map) Main and supporting ideas Paragraph/ visual conventions Logical progression of paragraphs/ ideas to ensure coherence Language conventions as required by the selected topics
	<p>NOTE TO THE TEACHER</p> <ul style="list-style-type: none"> ✓ The writing process continues over the two-week cycle ✓ Evidence of the writing process to be kept in learner workbook/ file/ portfolio of evidence Manage the writing process ✓ Findings in the research should respond to the driving question/ topic ✓ Pay special attention to referencing and the format of the bibliography ✓ Assess Stage 2: Writing, using a rubric and providing feedback to learners ✓ All activities must be done in class with the guidance of the teacher ✓ Each learner to write his/ her own work that will be marked individually, using a rubric 			

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<p>NOTES</p> <ul style="list-style-type: none"> All activities must be done in class with the guidance of the teacher. The oral presentation may be done in the following ways: Independent, pairs or groups but marked individually with a separate rubric. It should be relevant to the genre chosen, e.g., poetry/ folklore/ drama/ short story. For Example: Drama can do role-play, Poetry: Slam Poetry, etc. Preparation for the oral presentation should commence in Term 3 and executed during Term 4 for recording and reporting purposes. <p>Assessment for Learning should be ongoing.</p>			
7-8	<p>Listens to and discusses an advertisement</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Makes predictions Listens for specific details Identifies key issues <p>Learners are to:</p> <ul style="list-style-type: none"> Discuss the effectiveness of the advertisement Express thoughts and feelings in an imaginative way Respond sensitively to ideas and suggestions Give feedback Share ideas and offer opinions on less familiar topics <p>NOTE</p> <p>Ongoing Assessment for Learning – in preparation for oral presentation in Term 4</p>	<p>Reads an advertisement</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Use reading strategies: scans for specific details, skims for general idea, predicts content, uses previous knowledge or textual clues and makes inferences <p>Learners are to:</p> <ul style="list-style-type: none"> View and comment on graphical techniques used in visual texts such as colour, lettering and layout <p>Reading methodologies</p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p>Reading for enjoyment</p> <p>Poetry/ novelette to be read daily for a minimum of 30 minutes</p> <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> Relate to own context 	<p>Writes an advertisement</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Expresses ideas clearly and logically Uses appropriate visuals and layout for the purpose Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation Uses language for creative and imaginative self-expression <p>Uses the writing process</p> <ul style="list-style-type: none"> Planning/ pre-writing Drafting Revising Editing Proofreading Presenting <p>Personal dictionary</p> <ul style="list-style-type: none"> Records words and their meanings in a personal dictionary Uses drawings or sentences using the words or explanations to show the meaning, etc. Places new vocabulary on a word wall 	<p>Word level work</p> <p>Degrees of comparison, adverbs</p> <p>Sentence level work</p> <p>Simple short sentences, subject-verb agreement</p> <p>Spelling and punctuation</p> <p>Abbreviations, inverted commas</p>
9-10	<p>Listens to a poem</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Makes predictions 	<p>Reads a poem</p> <p>Reading for meaning</p> <ul style="list-style-type: none"> Pre-reading: Predicts from title and 	<p>Writes a poem</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Uses alliteration, (consonance and 	<p>Word level work</p> <p>Collective nouns, abstract nouns, interjections</p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> Appreciates and responds to the sound effect stimulated by the poem <p>Describes events</p> <ul style="list-style-type: none"> Discusses central idea Relates to own experience Expresses feelings stimulated by the poem Discusses tone and language use and their effect on the listener, including how language is used to create an atmosphere <p>Performs a poem/ selected lines</p> <ul style="list-style-type: none"> Selects tone and expression appropriate to content and style of poem Uses appropriate intonation and facial expressions Uses appropriate body language, posture and presentation skills, e.g., adjusts tempo, volume and pacing <p>NOTE Ongoing Assessment for Learning</p>	<p>picture</p> <ul style="list-style-type: none"> Uses reading strategies: <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>Comprehension strategies</p> <ul style="list-style-type: none"> Makes predictions Uses phonic and contextual clues Predicts ending <p>Literature study</p> <ul style="list-style-type: none"> Identifies rhyme and rhythm, and comments on their effect on the listener Expresses feelings and opinions Relates to own life Uses a dictionary for vocabulary development <p>Reading methodologies</p> <ul style="list-style-type: none"> Read aloud (<i>Drop all and read</i>) Group-guided reading Shared reading Paired reading Independent reading of the novelette Reads aloud with appropriate pronunciation, expression and tempo Reflects on texts read during independent/ paired reading Completes a short oral book review using an appropriate frame <p>Reading for enjoyment</p> <ul style="list-style-type: none"> Poetry/ reader to be read daily for a minimum of 30 minutes Reflects on texts read independently Relates to own context 	<p>assonance), metaphor and simile</p> <ul style="list-style-type: none"> Shows understanding of style and register Reflects on and evaluates writing and creative work Uses appropriate punctuation Rules <p>Uses the writing process</p> <ul style="list-style-type: none"> Planning/ pre-writing Drafting Revising Editing Proofreading Presenting <p>Personal dictionary</p> <ul style="list-style-type: none"> Records words and their meanings in a personal dictionary Uses drawings or sentences using the words or explanations to show the meaning, etc. Places new vocabulary on a word wall 	<p>Sentence level work Present continuous tense</p> <p>Word meaning Alliteration, assonance, consonance, personification, rhythm, rhyme, metaphor, simile</p> <p>Spelling and punctuation Word division, dictionary use, exclamation mark</p>

GRADE 5 FORMATIVE ASSESSMENT TASKS (ASSESSMENT FOR LEARNING): TERM 3			
<p>Listening and Speaking activities</p> <ul style="list-style-type: none"> Variety of Listening and Speaking activities Class discussions Conversations Debate 	<p>Reading and Viewing activities</p> <ul style="list-style-type: none"> Reading daily Reading process Reading aloud and other methodologies Reading comprehension activities (<i>Reading for meaning</i>) Literature activities based on the literature genres studied 	<p>Writing and Presenting activities</p> <ul style="list-style-type: none"> Writing process Summarising Paragraphing Creative writing Transactional texts 	<p>Language Structures and Conventions activities</p> <p>Variety of Language Structures and Convention activities are aligned to text type</p>
<p>INFORMAL OR FORMATIVE ASSESSMENT</p> <ul style="list-style-type: none"> Informal assessments should be used to guide instruction and opportunities for remediation and strengthening. Through the use of questioning, discussions and observation, informal assessments can provide a teacher with quick feedback. Assessment for Learning should be ongoing. Ongoing Assessment for Learning to prepare for the oral presentation in Term 4 			
CAPS: SUMMARY OF FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 5 TERM 3			
<p>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT</p> <ul style="list-style-type: none"> Stage 1: Research (10 marks) Stage 2: Writing (30 marks) Total marks (40) Creative writing project will be based on any ONE of the literature genres studied: Poetry/ folklore/ drama/ short story 		<p>FORMAL ASSESSMENT TASK 7: ORAL</p> <ul style="list-style-type: none"> Oral presentation of creative writing project (20 marks) Total marks (20) <ul style="list-style-type: none"> Commence with the oral task in Term 3 and conclude in Term 4 when the marks will be recorded There must be a variation of genres across the grades Ongoing Assessment for Learning to prepare for the oral presentation in Term 4 Grades 4-6 amendments of weightings of 80% (SBA) and 20% (exams) 	

2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 5 (TERM 4)

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listens and responds to story, e.g., folklore (myth/ legend) from a class reader</p> <p>Introductory activities</p> <ul style="list-style-type: none"> • Makes predictions <p>Describes events</p> <ul style="list-style-type: none"> • Identifies the central idea, plot, setting, atmosphere and characters of a fiction story • Distinguishes between realistic and unrealistic events • Justifies own opinion • Responds sensitively to ideas and suggestions • Gives balanced and constructive feedback on plot, theme and setting 	<p>Reads a story, e.g., a folklore (myth/ legend) from the textbook or class reader</p> <p>Reading for meaning</p> <ul style="list-style-type: none"> • Uses a range of reading strategies: <ul style="list-style-type: none"> – Skimming for main ideas – Scanning for supporting details – Making predictions – Inferring the meaning of unfamiliar words and images – Reviewing to promote understanding • Understands the effect of figurative and rhetorical devices <p>Comprehension strategies</p> <ul style="list-style-type: none"> • Explains why writers use vocabulary and language to describe the setting • Reads aloud individually with clear expression • Comments on plot, theme, characters and setting • Discusses new vocabulary from the read text • Uses a dictionary <p>Reading methodologies Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p>Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.</p>	<p>Writes a story, e.g., a folklore (myth/ legend)</p> <ul style="list-style-type: none"> • Uses animal characters • Develops the plot, characters and setting • Selects content appropriate to the audience and purpose of the text • Uses language imaginatively, especially a variety of vocabulary • Uses figurative language, e.g., similes and metaphors • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses appropriate grammar and spelling <p>Writes descriptions of characters</p> <ul style="list-style-type: none"> • Chooses relevant content • Stays on topic • Use descriptive vocabulary, especially a range of adjectives • Uses figurative language, e.g., similes and metaphors <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorm ideas using mind maps • Produces a first draft • Revises • Proofreads • Writes the final draft • Presents the neat, legible final draft <p>Records words and their meanings in a personal dictionary or word wall. Uses a dictionary for spelling and vocabulary development.</p>	<p>Word level work Noun prefixes, adjectives, adverbs, pronouns, conjunctions</p> <p>Sentence level work Subject, object, subject-verb agreement, concord</p> <p>Word meaning Proverbs, idioms, metaphors</p> <p>Spelling and punctuation Dictionary use</p>

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
			Uses reading log/ card to manage reading progress.	
3-4	<p>Listens and responds to a report, e.g., news/ topical issues</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Makes predictions <p>Describes events</p> <ul style="list-style-type: none"> Identifies main ideas and specific details Relates to own life Expresses and justifies own opinion with reasons Asks critical questions which do not have obvious answers Responds thoughtfully to critical questions Discusses format, features, language use and structure of the text <p>Presents an oral report</p> <ul style="list-style-type: none"> Uses appropriate structure: Introduction, body and conclusion Presents central idea and supporting details Uses appropriate body language and presentation skills, e.g., makes eye contact, volume Participates in a discussion Stays on topic Gives constructive feedback Maintains discussion Shows sensitivity to the rights and feelings of others <p>Assessment for Learning – in preparation for oral presentation</p>	<p>Reads an information text with visuals, e.g., pictures/ diagrams/ maps)</p> <ul style="list-style-type: none"> Pre-reading: Predicts from title, headings and pictures <p>Reading for meaning</p> <ul style="list-style-type: none"> Uses reading strategies: <ul style="list-style-type: none"> Skimming for main ideas Scanning for supporting details Making predictions Inferring the meaning of unfamiliar words and images Reviewing to promote understanding <p>Comprehension strategies</p> <ul style="list-style-type: none"> Shares ideas and offers opinion using speculation and hypothesis Discusses central idea and specific details Expresses and justifies own opinion with reasons Asks critical questions which do not have obvious answers Responds thoughtfully to critical questions Uses a mind map/ notes to summarise information Uses a dictionary for vocabulary development [to be repeated with every activity] <p>Reading methodologies</p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p>	<p>Writes a report</p> <ul style="list-style-type: none"> Writes a report using a frame Orders information logically Uses appropriate grammar, spelling and punctuation Presents work neatly using a proper format such as headings, spacing for paragraphs etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> Planning/ pre-writing Drafting Revising Editing Proofreading Presenting <p>Records words and their meanings in a personal dictionary or word wall.</p> <p>Uses a dictionary for spelling and vocabulary development.</p> <p>Uses reading log/ card to manage reading progress.</p>	<p>Word level work</p> <p>Conjunctions, moods</p> <p>Sentence level work</p> <p>Noun phrase, adjectival phrase, adverbial phrase, prepositional phrase</p> <p>Word meaning</p> <p>Synonyms, antonyms, homophones, homonyms, polysemy</p> <p>Spelling and punctuation</p> <p>Word division, dictionary use, capital letters</p>

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.		
FORMAL ASSESSMENT TASK 7 <ul style="list-style-type: none"> Oral presentation (20 marks) This task is a continuation from Term 3. It will be completed and recorded in Term 4.				
5-6	Listens to and discusses an information text Introductory activities <ul style="list-style-type: none"> Makes predictions Participates in discussions, explaining own opinion Describes events <ul style="list-style-type: none"> Identifies and explains cause and effect Comments on the social, moral and cultural values Asks critical questions Expresses and justifies own opinion with reasons Uses interaction strategies to communicate effectively in group situations 	Reads an information text with visuals, e.g., maps/ graphs/ charts/ tables Reading for meaning <ul style="list-style-type: none"> Uses a range of reading strategies to identify the main and supporting ideas Summarises information Interprets visuals Uses previous knowledge or textual clues to determine meaning Makes inferences Transfers information from the visual to narrative form Reflects on texts read during independent/ pair reading <ul style="list-style-type: none"> Retells story or explains main ideas Expresses emotional response to texts read Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.	Writes an information text <ul style="list-style-type: none"> Writes 3-4 paragraphs Uses relevant content appropriate to the audience and purpose of the text Expresses information clearly Organises content logically Writes a topic sentence and includes relevant information to develop a coherent paragraph Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation Uses a variety of sentence types Uses appropriate grammar and spelling Uses the writing process <ul style="list-style-type: none"> Planning/ pre-writing Drafting Revising Editing Proofreading Presenting Records words and their meanings in a personal dictionary. Uses drawings or sentences using the words or explanations to show the meaning, etc. Uses reading log/ card to manage reading progress.	Word level work Definite and indefinite articles, adjectives Sentence level work Noun clause, verb clause, negative form, question form Word meaning Metaphors, similes, proverbs, idioms Spelling and punctuation Dictionary use, word division

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
FORMAL ASSESSMENT TASK 8				
<ul style="list-style-type: none"> Transactional writing (10 marks) Written before the controlled test				
7-8	Revision Formal assessment of the oral presentation			
9-10	FORMAL ASSESSMENT TASK 9: END-OF-THE-YEAR CONTROLLED TEST RESPONSE TO TEXTS (40 marks) Question 1: Literary/ non-literary text comprehension (15 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary writing (5 marks) Question 4: Language structures and conventions (10 marks)			

FORMATIVE ASSESSMENT ACTIVITIES (ASSESSMENT FOR LEARNING)			
Listening and Speaking activities <ul style="list-style-type: none"> Variety of Listening and Speaking activities 	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 Summary Creative writing Transactional text 	Language Structures and Conventions activities Variety of Language Structures and Conventions activities are aligned with the text types
CAPS: SUMMARY OF FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 5 TERM 4			
FORMAL ASSESSMENT TASK 7: ORAL <ul style="list-style-type: none"> Read Aloud (20 marks) This task is a continuation from Term 3. It will be completed and recorded in Term 4.	FORMAL ASSESSMENT TASK 8: WRITING <ul style="list-style-type: none"> Transactional writing (10 marks) Written before the end-of-the-year controlled test	FORMAL ASSESSMENT TASK 9: END-OF-THE-YEAR CONTROLLED TEST RESPONSE TO TEXTS (40 marks) <ul style="list-style-type: none"> Question 1: Literary/ non-literary text comprehension (15 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary writing (5 marks) Question 4: Language structures and conventions (10 marks) 	

CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 5	
DURING THE YEAR	EXAMINATION
SCHOOL-BASED ASSESSMENT (SBA)	EXAMS
<p>Six (6) formal assessment tasks</p> <ul style="list-style-type: none"> 1 oral task (Read Aloud across Semester 1) 3 writing tasks 1 response to texts 1 June controlled test 	<ul style="list-style-type: none"> 1 oral task: Presentation on the creative writing project (Semester 2) 1 transactional writing task 1 end-of-the-year controlled test