

## 2023/24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 6 (TERM 1)

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><b>Listens to radio or newspaper reports and discusses current issues</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens for specific details in radio and television programmes</li> <li>• Identifies how stereotypes are created</li> <li>• Asks critical questions that challenge and seek alternative explanations</li> <li>• Listens for information in a variety of oral texts, reports and summarises main ideas</li> <li>• Develops a balanced argument on relevant and challenging issues</li> <li>• Expresses an opinion and supports it with solid evidence</li> <li>• Listens actively and with sensitivity</li> <li>• Acknowledges opinions that conflict with own and responds appropriately in the context</li> <li>• Discusses the validity of information by comparison with other sources</li> </ul>	<p><b>Reads newspaper articles</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-read:</b> Makes predictions based on title and/or graphics</li> <li>• Identifies and discusses both the intended and hidden cultural messages</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>- Skims for main ideas</li> <li>- Scans for supporting details</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>- Visualises parts of the text</li> <li>- Makes connections to own life</li> <li>• Discusses how the message may be manipulated</li> <li>• Discusses how the techniques used by writers, graphic designers and photographers construct views of the world</li> <li>• Invents and describes preferred results or endings</li> <li>• Hypothesises and offers alternatives when trying to solve a problem</li> </ul> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p> <p><b>Reading for enjoyment</b></p>	<p><b>Writes a summary of the newspaper article</b></p> <ul style="list-style-type: none"> <li>• Identifies key points/ facts</li> <li>• Sequence points/ facts</li> <li>• Writes in own words</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Writes neatly and legibly</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <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><b>Word level work</b></p> <p>Common and abstract nouns, personal and demonstrative pronouns</p> <p><b>Sentence level work</b></p> <p>Subject-verb agreement, simple tenses: past, present and future</p> <p><b>Spelling and punctuation</b></p> <p>Word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark</p>

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		Novel/ reader to be read daily for at least 30 minutes		
3-4	<p><b>Discusses novelette/ novella/ novel/ reader</b></p> <p><b>Introductory activities</b> Makes predictions, skims and scans</p> <p><b>Listens to teacher read an extract from novelette/ novella/ novel/ reader</b></p> <ul style="list-style-type: none"> <li>• Predicts what is going to happen</li> <li>• Explains author and reader's point of view</li> <li>• Stays on topic</li> <li>• Explains logically</li> <li>• Discusses main ideas and specific details</li> <li>• Asks relevant questions and responds appropriately</li> </ul> <p><b>Participates in a group discussion</b></p> <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> <li>• Maintains discussion</li> <li>• Responds to others' ideas with empathy and respect</li> </ul>	<p><b>Reads a novel</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title</li> <li>• Discusses related themes/ content</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>- Infers meaning of unfamiliar words and images</li> <li>- Reviews to promote understanding</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>- Makes predictions about the text</li> <li>- Asks questions about the text</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Identifies and explains the central idea</li> <li>• Discusses the characters</li> <li>• Identifies and discusses feelings expressed</li> <li>• Discusses suspense and twist</li> <li>• Relates events and characters to own life</li> <li>• Discusses the structure, language use, purpose and audience</li> <li>• Uses a dictionary for vocabulary development</li> <li>• Reflects on texts read independently</li> </ul> <p><b>Post reading</b></p> <ul style="list-style-type: none"> <li>• Retells story or main ideas in 5-10 sentences (summary)</li> <li>• Expresses emotional response to texts read</li> <li>• Relates to own life</li> <li>• Compares books/ texts read</li> </ul> <p><b>Reading methodologies</b></p>	<p><b>Writes an essay on characters/ themes of novelette/ novella/ novel/ reader</b></p> <ul style="list-style-type: none"> <li>• Pre-writing: Listens to extracts from a novel</li> <li>• Selects content appropriate for the purpose</li> <li>• Uses appropriate language and text structure</li> <li>• Uses the correct format</li> <li>• Organises content logically – uses chronology</li> <li>• Uses appropriate grammar, spelling and punctuation, including subject-verb concord</li> <li>• Uses a dictionary for spelling and vocabulary development</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p>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><b>Word level work</b> Interrogative, demonstrative and indefinite pronouns</p> <p><b>Sentence level work</b> Simple present, past and future tense</p> <p><b>Spelling and punctuation</b> Dictionary use, word division, synonyms and antonyms</p>

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette <b>Assessment for Learning – in preparation for Read Aloud</b> <b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes.		
<b>FORMAL ASSESSMENT TASK 1: ORAL</b> <ul style="list-style-type: none"> <li>Read Aloud (20 marks)</li> </ul> Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.				
<b>FORMAL ASSESSMENT TASK 2: WRITING</b> <ul style="list-style-type: none"> <li>Essay (20 marks)</li> </ul> Narrative or Descriptive 4-6 paragraphs During the term				
5-6	<b>Listens to a persuasive text, e.g., radio advertisement</b> <b>Introductory activities</b> <ul style="list-style-type: none"> <li>Makes predictions</li> <li>Asks thought-provoking questions using appropriate language</li> <li>Identifies opinions which differ from own</li> <li>Contrasts opposing perspectives and gives reasons</li> <li>Interacts positively during group discussions</li> <li>Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way</li> <li>Develops factual and reasonable arguments to justify opinions</li> <li>Focuses on description</li> </ul>	<b>Reads a persuasive text</b> <b>Reading for meaning</b> <ul style="list-style-type: none"> <li>Pre-reading activities, e.g., prediction based on title and or graphics</li> </ul> <b>Reading strategies</b> <ul style="list-style-type: none"> <li>Skims for main ideas</li> <li>Scans for supporting details</li> <li>Makes predictions using visual cues/ words</li> <li>Determines the impact of visual techniques</li> </ul> <b>Reading comprehension</b> <ul style="list-style-type: none"> <li>Pre-read: Discusses the pictures</li> <li>Evaluates the text</li> <li>Summarises the text</li> <li>Reads and understands graphic media texts, e.g., advertisements and posters</li> </ul>	<b>Writes a persuasive text, e.g., a speech with visuals/ advertisement</b> <ul style="list-style-type: none"> <li>Evokes emotional responses</li> <li>Makes promises</li> <li>Stirs the audience</li> <li>Brainstorms ideas for a topic and develops ideas</li> <li>Reflects on and evaluates writing and creative work</li> <li>Expresses ideas clearly and logically</li> <li>Shows understanding of style and register</li> <li>Presents work with attention to neatness and enhanced presentation</li> <li>Conveys meaning clearly and appropriately</li> </ul> <b>Uses the writing process</b>	<b>Word level work</b> Conjunctions, articles <b>Sentence level work</b> Direct and indirect speech <b>Word meaning</b> Idioms and proverbs

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> <li>• Interprets the information</li> <li>• Discusses the purpose of the text</li> <li>• Discusses the language used</li> <li>• Identifies and discusses design features such as colour and font</li> <li>• Discusses the layout</li> <li>• Compares different visual texts, e.g., posters and advertisements</li> </ul> <p><b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p> <p><b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes.</p>	<ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p>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>	
7-8	<p><b>Listens to a short story</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: Makes predictions</li> <li>• Recalls events in the correct sequence and using the correct tense</li> <li>• Interacts positively during group discussions</li> <li>• Identifies how stereotypes are created and their effects on the listener</li> <li>• Discusses characters</li> <li>• Discusses the plot, conflict and setting</li> <li>• Discusses messages in the text</li> </ul>	<p><b>Reads a short story</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Makes predictions based on title and/or graphics</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>- Skims for main ideas</li> <li>- Scans for supporting details</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>- Makes inferences about the text</li> <li>- Asks questions about the text</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Examines the text for hidden messages</li> <li>• Summarises the main and supporting ideas</li> <li>• Explains how the writer manipulates the reader's perceptions, e.g., the techniques used and characterisation</li> </ul>	<p><b>Writes a friendly letter/ diary entry related to the short story</b></p> <ul style="list-style-type: none"> <li>• Uses the correct layout</li> <li>• Shows awareness of audience and style</li> <li>• Uses appropriate tone</li> <li>• Focuses on improving language, spelling, tenses and linking sentences into cohesive paragraphs</li> <li>• Uses connecting words, e.g., <i>However</i> to link sentences into cohesive paragraphs</li> <li>• Uses correct spelling and punctuation</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> </ul>	<p><b>Word level work</b> Connecting words</p> <p><b>Sentence level work:</b> Past perfect tense, future perfect tense</p> <p><b>Word meaning</b> Ambiguity, multiple meaning</p> <p><b>Spelling and punctuation</b> Word division (syllables), homophones</p>

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WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> <li>Critically discusses cultural and social values in text</li> <li>Discusses plot, theme, setting and characterisation</li> <li>Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p> <p><b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes</p>	<ul style="list-style-type: none"> <li>Proofreading</li> <li>Presenting</li> </ul> <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><b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 marks)</b></p> <ul style="list-style-type: none"> <li>Literary/ non-literary text (20 marks)</li> <li>Visual text (10 marks)</li> <li>Language structures and conventions (20 marks)</li> </ul>				
9-10	<p><b>Listens to and discusses a dialogue</b></p> <ul style="list-style-type: none"> <li>Introductory activities: Makes predictions</li> <li>Listens for information in a variety of oral texts with a dialogue</li> <li>Summarises main ideas and notes specific details</li> <li>Interacts positively during group discussions</li> <li>Identifies and discusses key features</li> <li>Discusses context, speakers' body language, content, register and choice of words</li> <li>Discusses format of the text</li> </ul>	<p><b>Reads a simple play or drama</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>Pre-reading activities: Makes predictions based on title and/or graphics</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Infers meaning of unfamiliar words and images</li> <li>Reviews to promote understanding</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Synthesises text</li> <li>Summarises text</li> <li>Uses a dictionary for vocabulary development</li> </ul>	<p><b>Writes a dialogue</b></p> <ul style="list-style-type: none"> <li>Reveals characters and motivation</li> <li>Establishes tone or mood</li> <li>Creates or adds to existing conflict</li> <li>Produces a first draft with awareness of the central idea</li> <li>Shows understanding of style and register</li> <li>Reflects on and evaluates writing and creative work</li> <li>Uses a variety compound and complex sentences</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning / pre-writing, Drafting,</li> <li>Revising,</li> </ul>	<p><b>Word level work:</b></p> <ul style="list-style-type: none"> <li>Adverbs (manner, time)</li> <li>Compound and complex sentences</li> <li><b>Spelling and punctuation:</b> Quotation marks,</li> </ul> <p><b>Sentence level work:</b></p> <ul style="list-style-type: none"> <li>Sentence types (Statements, Questions, Commands)</li> <li>Reported speech</li> </ul> <p><b>Word meaning:</b> Synonyms, Antonyms</p>

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<p><b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p> <p><b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes.</p>	<ul style="list-style-type: none"> <li>Editing,</li> <li>Proofreading, and presenting</li> </ul> <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>	

FORMATIVE ASSESSMENT ACTIVITIES (ASSESSMENT FOR LEARNING)			
<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> </ul>	<p><b>Reading and Viewing activities</b></p> <ul style="list-style-type: none"> <li>Reading process</li> <li>Reading aloud activities</li> <li>Reading comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester</li> <li></li> </ul>	<p><b>Writing and Presenting activities</b></p> <ul style="list-style-type: none"> <li>Writing process</li> <li>Summary</li> <li>Creative writing</li> <li>Transactional texts</li> </ul>	<p><b>Language Structures and Conventions activities</b></p> <p>Variety of Language Structures and Conventions activities are aligned to the text type</p>

**CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 6 TERM 1**

<p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>Read aloud (20 marks)</li> </ul> <p>Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.</p>	<p><b>FORMAL ASSESSMENT TASK 2: WRITING</b></p> <ul style="list-style-type: none"> <li>Essay (20 marks) Descriptive/ narrative Five (5) paragraphs During the term</li> </ul>	<p><b>FORMAL ASSESSMENT TASK 3 RESPONSE TO TEXTS (50 marks)</b></p> <ul style="list-style-type: none"> <li>Literary/ non-literary text (20 marks)</li> <li>Visual text (10 marks)</li> <li>Language structures and conventions (20 marks)</li> </ul>
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## 2023/24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 6 (TERM 2)

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listens to and discusses an instructional text, e.g., a recipe/ directions</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: Makes predictions</li> <li>• Identifies the features of an instructional text</li> <li>• Notes key headings</li> <li>• Gives clear instructions, e.g., on how to make a cup of tea</li> <li>• Makes notes and applies instructions read</li> <li>• Asks questions to clarify</li> <li>• Comments on clarity of instructions</li> <li>• Recalls procedure</li> </ul>	<p><b>Reads a recipe or another instructional texts</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Analyses the characteristics of instructional texts, e.g., organisation and conventions</li> <li>• Orders any jumbled instructions</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>- Skims for main ideas.</li> <li>- Scans for supporting details</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>- Asks questions about the text</li> <li>- Synthesises the text</li> <li>• Shows understanding of the text and how it functions, e.g., literal reading</li> <li>• Recognises and explains the different structures, language use and purposes</li> <li>• Identifies and evaluates the register of a text</li> <li>• Understands and uses instructional texts appropriately</li> <li>• Compares two different recipes or sets of instructions</li> </ul> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p> <p><b>Reading for enjoyment</b></p> <p>Novel/ reader to be read daily for at least 30 minutes.</p>	<p><b>Writes an instructional text, e.g., on how to make a cup of tea</b></p> <ul style="list-style-type: none"> <li>• Sequences instructions logically</li> <li>• Lists materials and ingredients</li> <li>• Uses a dictionary</li> <li>• Uses imperatives</li> <li>• Develops a frame for writing</li> <li>• Uses linking phrases and organisational methods</li> <li>• Defines procedures</li> <li>• Organises words and sentences appropriately</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p>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><b>Word level work</b></p> <p>Possessive and reflexive pronouns, stems, prefixes, suffixes</p> <p><b>Sentence level work</b></p> <p>Subject, object</p> <p><b>Spelling and punctuation</b> Word division, dictionary use</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<b>FORMAL ASSESSMENT TASK 1: ORAL</b>				
<ul style="list-style-type: none"> <li>Read Aloud (20 marks)</li> </ul> <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>				
3-4	<p><b>Listens to and discusses a story</b></p> <ul style="list-style-type: none"> <li>Introductory activities: Makes predictions, skims and scans</li> <li>Identifies themes</li> <li>Asks questions</li> <li>Relates ideas to own life experiences</li> <li>Identifies and discusses how stereotypes are created</li> <li>Discusses response to text</li> <li>Discusses social, moral and cultural values in different texts</li> <li>Comments on how these values are conveyed in the text, e.g. stereotyping</li> <li>Uses presentation skills, e.g., volume, pace, pausing, posture, gesture etc.</li> </ul>	<p><b>Reads a story</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>Pre-reading: Makes predictions based on title and/or graphics</li> <li>Reads aloud and silently</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Infers meaning of unfamiliar words and images</li> <li>Reviews to promote understanding</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Makes predictions about the text</li> <li>Makes inferences about the text</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>Interprets and discusses the message</li> <li>Shows understanding of the text, its relationship to own life, its purpose and how it functions</li> <li>Summarises the text in 5-10 sentences</li> </ul> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p> <p><b>Reading for enjoyment</b></p> <p>Novel/ reader to be read daily for at least 30 minutes.</p>	<p><b>Writes a story</b></p> <ul style="list-style-type: none"> <li>Creates believable characters</li> <li>Shows knowledge of character, plot, setting, conflict and climax</li> <li>Plots main events, using a flow chart: beginning (exposition), middle (rising action, climax) and ending (denouement)</li> <li>Sequences ideas logically</li> <li>Expresses ideas clearly and logically</li> <li>Uses a theme or message</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p>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><b>Word level work</b></p> <p>Auxiliary verbs, determiners</p> <p><b>Sentence level work</b></p> <p>Present, past and future continuous tenses</p> <p><b>Word meaning</b></p> <p>Idioms</p>
5-6	<p><b>Listens to and discusses a poem</b></p> <ul style="list-style-type: none"> <li>Introductory activities: Makes predictions</li> </ul>	<p><b>Reads a simple poem</b></p> <p><b>Reading for meaning</b></p>	<p><b>Writes a poem</b></p> <ul style="list-style-type: none"> <li>Uses alliteration, (consonance and assonance), metaphor and simile</li> </ul>	<p><b>Word level work</b></p> <p>Prepositions, adverbs of manner and time</p>



TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> <li>Expresses emotions in a sensitive way</li> <li>Interacts positively during group discussions</li> <li>Comments on sound and visual effects such as rhythm, repetition, alliteration and comparisons</li> <li>Interprets content of poem</li> <li>Summarises the poem</li> <li>Discusses rhythm and rhyme</li> <li>Discusses different types of poems</li> <li>Discusses the structures of poems</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading: Makes predictions based on title and/or graphics</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Reviews to promote understanding</li> <li>Understands the effect of figurative and rhetorical devices</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Synthesises the text</li> <li>Evaluates the text</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>Identifies the features of the poem</li> <li>Analyses the poem to understand the meaning</li> <li>Identifies rhythm, rhyme, personification, metaphor etc.</li> <li>Shows understanding of the poem and its relationship to own life</li> <li>Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p>	<ul style="list-style-type: none"> <li>Uses descriptive language</li> <li>Plans, drafts and refines writing</li> <li>Produces a first draft with awareness of the central idea</li> <li>Shows understanding of style and register</li> <li>Reflects on and evaluates writing and creative work</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p>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><b>Sentence level work</b> Simple sentences, sentence types: commands, statements and questions</p> <p><b>Word meaning</b> Elements of poetry: alliteration (consonance and assonance), metaphor, personification, simile, onomatopoeia</p>
<p><b>FORMAL ASSESSMENT TASK 4</b></p> <ul style="list-style-type: none"> <li>Transactional writing (10 marks)</li> </ul> <p>Written before the June controlled test</p>				
	<p><b>Listens to and discusses an information text, e.g., a weather report</b></p> <ul style="list-style-type: none"> <li>Introductory activities: Makes predictions</li> <li>Listens for specific details</li> <li>Discusses usefulness of information</li> </ul>	<p><b>Reads an information text, e.g., a weather report from a newspaper</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>Pre-reading: Predicting from title, headings and pictures/ images</li> </ul> <p><b>Reading strategies</b></p>	<p><b>Writes an information text, e.g., a weather chart</b></p> <ul style="list-style-type: none"> <li>Selects appropriate visuals and content for the purpose</li> <li>Presents information using a map, chart, graph or diagram</li> </ul>	<p><b>Word level work</b> Adjectives: attributive, interrogative and demonstrative</p> <p><b>Sentence level work</b> Noun phrases and clauses</p> <p><b>Spelling and punctuation</b></p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
7-8	<ul style="list-style-type: none"> <li>Links information to own life</li> <li>Discusses possible effects on people</li> <li>Compares conditions in different places</li> <li>Indicates preferred destinations with reasons</li> <li>Participates in discussions, justifying own opinion</li> <li>Identifies features of weather reports, register and the nature of language used</li> <li>Uses interaction strategies to communicate effectively in group situations</li> <li>Interprets and discusses more complex visual texts</li> </ul>	<ul style="list-style-type: none"> <li>Skims for main ideas</li> <li>Scans for supporting details</li> </ul> <p><b>Reading comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Summarises text</li> <li>Asks questions about text</li> <li>Reads an information text with visuals, e.g., a map</li> <li>Identifies the way the text is organised</li> <li>Compares differences and similarities in the weather in different places</li> <li>Interprets visuals</li> <li>Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Assessment of Read Aloud</b></p> <p><b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes.</p>	<p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <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>	Dictionary use, homophones
9-10	<p><b>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST</b></p> <p><b>RESPONSE TO TEXTS (50 marks)</b></p> <p><b>Question 1: Literary/ non-literary text (20 marks)</b></p> <p><b>Question 2: Visual text (10 marks)</b></p> <p><b>Question 3: Summary writing (5 marks)</b></p> <p><b>Question 4: Language structures and conventions (15 marks)</b></p>			

**FORMATIVE ASSESSMENT ACTIVITIES (ASSESSMENT FOR LEARNING)**

<p><b>Listening and Speaking activities</b></p> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> </ul>	<p><b>Reading and Viewing activities</b></p> <ul style="list-style-type: none"> <li>Reading process</li> <li>Reading aloud activities</li> <li>Reading comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester</li> </ul>	<p><b>Writing and Presenting activities</b></p> <ul style="list-style-type: none"> <li>Writing process</li> <li>Summary</li> <li>Creative writing</li> <li>Transactional texts</li> </ul>	<p><b>Language Structures and Conventions activities</b></p> <p>Variety of Language Structures and Conventions activities aligned to the text types</p>
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**CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 6 TERM 2**

<p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>Read Aloud (20 marks)</li> </ul> <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>	<p><b>FORMAL ASSESSMENT TASK 4: WRITING</b></p> <ul style="list-style-type: none"> <li>Transactional writing (10 marks) Written before the controlled test</li> </ul>	<p><b>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (50 marks)</b></p> <ul style="list-style-type: none"> <li>Question 1: Literary/ non-literary text comprehension (20 marks)</li> <li>Question 2: Visual text comprehension (10 marks)</li> <li>Question 3: Summary writing (5 marks)</li> <li>Question 4: Language structures and conventions in context (15 marks)</li> </ul>
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## 2023/24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 6 (TERM 3)

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listens to and discusses a folklore, e.g., a myth, legend or fable</b></p> <ul style="list-style-type: none"> <li>Introductory activities: Makes predictions</li> <li>Recalls events in the correct sequence and using the correct tense</li> <li>Interacts positively during group discussions</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Identifies how stereotypes are created and their effects on the listener</li> <li>Discusses characters</li> <li>Discusses plot, conflict and setting</li> <li>Discusses messages in the text</li> <li>Reflects on cultural customs, values and beliefs</li> <li>Reflects on the struggle between good and evil</li> </ul>	<p><b>Reads a folklore, e.g., a myth, legend or fable</b></p> <ul style="list-style-type: none"> <li>Pre-reading activities, e.g., prediction based on the title and/or graphics</li> </ul> <p><b>Reading for meaning</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skims for main ideas</li> <li>Scans for supporting details</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Visualises parts of the text</li> <li>Makes connection to own life</li> </ul> <p><b>Literature Study</b></p> <ul style="list-style-type: none"> <li>Discusses elements, characters and messages of the folklore chosen</li> <li>Explains interpretation and overall response to text</li> <li>Invents and describes preferred results or endings</li> </ul> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for a minimum of 30 minutes</li> <li>Reflects on texts read independently</li> <li>Relates to own context</li> </ul>	<p><b>Writes a character sketch</b></p> <ul style="list-style-type: none"> <li>Thinks about characterisation</li> <li>Uses descriptive words to compare characters</li> <li>Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs</li> <li>Shows understanding of setting, plot, conflict and theme</li> <li>Uses correct tenses</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary</li> <li>Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>Places new vocabulary on a word wall</li> </ul>	<p><b>Word level work</b></p> <p>Adjectives: builds on the use of adjectives, verbs (gerunds)</p> <p><b>Sentence level work</b></p> <p>Active and passive voice, negative form</p> <p><b>Spelling and punctuation</b></p> <p>Contractions</p>
3-4 CWP STAGE 1	<p><b>Listens to and participates in a short conversation on the creative writing project (CWP) based on the selected</b></p>	<p><b>Reads for information based on the genre selected, e.g., poetry/ folklore/ drama/ short story</b></p> <p><b>Teacher is to:</b></p>	<p><b>Uses different types of graphic organisers to collate research findings of the CWP</b></p> <p><b>Teacher is to:</b></p>	<p><b>Word level work</b></p> <p>Verb tenses, nouns, adverbs</p> <p><b>Sentence level work</b></p> <p>Simple, compound and complex sentences</p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
RESEARCH	<p><b>genre, e.g., poetry/ folklore/ drama/ short story</b></p> <p><b>Teacher is to:</b></p> <ul style="list-style-type: none"> <li>Discuss the research process and timeline</li> <li>Discuss the development of a driving question/ topic</li> <li>Talk about the use of research sources and resources</li> <li>Focus on note-taking</li> <li>Explain referencing and the importance of a bibliography</li> <li>Explain the assessment criteria and descriptors in the rubric/ checklist</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Divide into groups or work individually</li> <li>Gather information for research</li> <li>Share ideas and opinions, and participate in the discussion</li> <li>Compile a bibliography</li> <li>Keep a record of the research process (Portfolio of Evidence)</li> </ul>	<ul style="list-style-type: none"> <li>Provide research material</li> <li>Encourage learners to add to research material provided</li> <li>Review the text to promote understanding</li> <li>Discuss the effects of the features/ elements of poetry/ drama/ short story/ folklore</li> <li>Discuss the impact of visual techniques evident in literature (poetry/ drama/ short story/ folklore)</li> </ul> <p><b>Learners are to use comprehension and reading strategies</b></p> <ul style="list-style-type: none"> <li>Skim for main ideas</li> <li>Scan for supporting details</li> <li>Make predictions</li> <li>Infer the meaning of unfamiliar words and images</li> <li>Synthesise selected information into a graphic organiser, e.g. mind map, sequence chart, Venn diagram, etc.</li> <li>Take notes in preparation for Stage 2: Writing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate appropriate frames/ tools to support the type of product to be produced, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>Reiterate referencing and the importance of a bibliography</li> <li>Reiterate the assessment criteria and descriptors in the rubric/ checklist</li> <li>Remind learners to pay attention to respond to the driving question/ topic</li> </ul> <p><b>Learners are to focus on the research process</b></p> <ul style="list-style-type: none"> <li>Respond to the driving question/ topic of research by selecting relevant information from the sources used</li> <li>Do note-taking in own words and in preparation for Stage 2: Writing</li> <li>Follow a writing frame (if provided)</li> <li>Use suitable language conventions related to literary analysis</li> </ul>	<p><b>Word meaning</b></p> <p>One word for a phrase</p> <p><b>Strengthening of language structures and conventions related to the research of the literary genre focused on (poetry/ folklore/ drama/ short story)</b></p> <ul style="list-style-type: none"> <li>Organisation of research findings, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>Clarity of information</li> <li>Vocabulary related to research</li> <li>Referencing conventions</li> </ul>
	<p><b>NOTE TO THE TEACHER</b></p> <ul style="list-style-type: none"> <li>✓ The research process continues over the two-week cycle</li> <li>✓ Evidence of activities and the process to be kept in learner workbook/ file/ portfolio of evidence</li> <li>✓ Demonstrate how to do research – “<i>I do, We do, You do</i>”</li> <li>✓ Findings in the research should respond to the driving question/ topic</li> <li>✓ Pay special attention to referencing and the format of the bibliography</li> <li>✓ Assess Stage 1: Research, using a rubric/ checklist and providing feedback to learners</li> <li>✓ All activities must be done in class with the guidance of the teacher</li> <li>✓ Assessment for Learning should be ongoing</li> </ul>			

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6  CWP STAGE 2 WRITING	<p><b>Focuses on the relevant literature genre, e.g., poetry/ drama/ short story/ folklore</b></p> <p><b>Teacher is to:</b></p> <ul style="list-style-type: none"> <li>Iterate the driving question/ topic focused on during research</li> <li>Discuss literary features and elements relevant to the genre researched</li> <li>Ensure that all learners are prepared to commence with Stage 2: Writing</li> <li>Discuss with learners how to plan their writing, using their research findings</li> <li>Discuss the writing process</li> <li>Give instructions based on the writing activity</li> <li>Discuss the format of the writing activity to be produced (essay/ report/ poster, etc.)</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Contribute to the discussion</li> <li>Understand expectations related to the driving question/ topic</li> </ul>	<p><b>Guides learners to follow the writing process</b></p> <p><b>Teacher is to:</b></p> <ul style="list-style-type: none"> <li>Provide clarity regarding timelines</li> <li>Guide learners to read and use the research notes</li> <li>Read and discuss the rubric</li> <li>Unpack the criteria and descriptors in the rubric</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Read the selected genre</li> <li>Read and understand the rubric</li> <li>Read and understand the writing frame</li> <li>Identify the conventions specific to the genre being researched</li> </ul>	<p><b>Writes / draws / creates the written aspect of the selected topic</b></p> <p><b>Teacher is to:</b></p> <ul style="list-style-type: none"> <li>Give the learners a frame to use when writing</li> <li>Guide the learners on how to complete the writing frame</li> <li>Discuss the writing process:                             <ul style="list-style-type: none"> <li>✓ Planning/ pre-writing</li> <li>✓ Drafting</li> <li>✓ Revising</li> <li>✓ Editing</li> <li>✓ Proofreading</li> <li>✓ Presenting</li> </ul> </li> <li>Discuss the literary elements/ features specific to the selected genre</li> </ul> <p><b>Learners are to:</b></p> <ul style="list-style-type: none"> <li>Use a writing frame (if required)</li> <li>Edit the first draft</li> <li>Proofread after editing the first draft</li> <li>Write and present the final draft</li> </ul>	<p><b>Word level work</b></p> <p>Stems</p> <p><b>Sentence level work</b></p> <p>Simple sentences, complex sentences, verb clause</p> <p><b>Spelling and punctuation</b> Colon</p> <p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <ul style="list-style-type: none"> <li>Punctuation and spelling</li> <li>Vocabulary in context</li> <li>Correct format and features</li> <li>Main and supporting ideas</li> <li>Paragraph/ visual conventions</li> <li>Logical progression of paragraphs/ ideas to ensure coherence</li> <li>Language conventions as required by the selected topics</li> </ul>
	<p><b>NOTE TO THE TEACHER</b></p> <ul style="list-style-type: none"> <li>✓ The writing process continues over the two-week cycle</li> <li>✓ Evidence of writing process to be kept in learner workbook/ file/ portfolio of evidence</li> <li>✓ Manage the writing process</li> <li>✓ Findings in the research should respond to the driving question/ topic Pay special attention to referencing and the format of the bibliography</li> <li>✓ Assess Stage 2: Writing, using a rubric and provide feedback to learners</li> <li>✓ All activities must be done in class with the guidance of the teacher</li> <li>✓ Each learner to write his/ her own work that will be marked individually, using a rubric</li> </ul>			
<b>NOTES</b>				
<ul style="list-style-type: none"> <li><b>All activities must be done in class with the guidance of the teacher.</b></li> <li><b>The oral presentation may be done in the following ways: Independent, pairs or groups but marked individually with a separate rubric.</b></li> <li><b>It should be relevant to the genre chosen (poetry/ folklore/ drama/ short story)</b></li> </ul>				

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<ul style="list-style-type: none"> <li>For example: Drama can do role-play, Poetry: Slam Poetry, etc.</li> <li>Preparation for the oral presentation should commence in Term 3 and be executed during Term 4 for recording and reporting purposes.</li> <li>Assessment for Learning should be ongoing.</li> </ul>				
<b>FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT (40 marks)</b> Week 3-4 Stage 1: Research (Learners do research on their project) (10 marks) Week 5-6 Stage 2: Writing (Learners engage in the write-up of their project) (30 marks) <ul style="list-style-type: none"> <li>Planning/ pre-writing of the creative writing project</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul>		<b>FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT (20 marks)</b> Stage 3: Oral presentation (Learners do the oral presentation of their project) (20 marks) Oral presentation <ul style="list-style-type: none"> <li>Uses appropriate structure: Introduction, body and conclusion</li> <li>Presents central idea and supporting details</li> <li>Shows evidence of research/ investigation</li> <li>Uses appropriate body language and presentation skills, e.g., makes eye contact, volume</li> <li>Participates in a discussion</li> <li>Gives constructive feedback</li> <li>Maintains discussion</li> <li>Shows sensitivity to the rights and feelings of others</li> </ul> Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.		
7-8	<b>Listens to and discusses a drama</b> Teacher reads drama to learners, using shared reading activities <b>Introductory activities</b> Makes predictions <b>Listening</b> <ul style="list-style-type: none"> <li>Discusses key feature of the text</li> <li>Identifies how stereotypes are created and how this affects the listener</li> <li>Identifies themes</li> <li>Asks questions</li> <li>Identifies and discusses values in the text</li> <li>Links content and messages in the text to own life</li> </ul>	<b>Reads reviews of play/ drama</b> <b>Reading for meaning</b> <ul style="list-style-type: none"> <li>Pre-read: Makes predictions based on title and/or graphics</li> </ul> <b>Reading strategies</b> <ul style="list-style-type: none"> <li>Uses different reading strategies, e.g., skimming and scanning to identify main and supporting ideas</li> </ul> <b>Comprehension strategies</b> <ul style="list-style-type: none"> <li>Makes connection to own life</li> <li>Makes inferences</li> </ul> <b>Literature study</b> <ul style="list-style-type: none"> <li>Critically discusses cultural and social values in text</li> </ul>	<b>Writes a dialogue/ a short play script</b> <ul style="list-style-type: none"> <li>Uses characterisation</li> <li>Uses correct layout</li> <li>Establishes tone or mood</li> <li>Shows an understanding of style and register</li> </ul> <b>Uses the writing process</b> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <b>Personal dictionary</b>	<b>Word level work</b> Stems, prefixes, suffixes <b>Sentence level work</b> Active and passive voice, interrogative form, direct and indirect speech <b>Spelling and punctuation</b> Colon, semi-colon

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> <li>Gives critical comment on messages in the text</li> </ul>	<ul style="list-style-type: none"> <li>Identifies different perspectives and gives own perspective based on evidence in the text</li> </ul> <p><b>Reading methodologies</b> Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Poetry/ novelette to be read daily for a minimum of 30 minutes</li> <li>Reflect on texts read independently</li> <li>Relates to own context</li> </ul>	<ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary</li> <li>Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>Places new vocabulary on a word wall</li> </ul>	
9-10	<p><b>Listens to cartoon/ comic strips</b> <b>Teacher reads text to learners using shared reading methodologies</b></p> <ul style="list-style-type: none"> <li>Introductory activities: Makes predictions</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Views and discusses content and messages of the text</li> <li>Discusses appropriateness of the graphics to the text</li> <li>Discusses the effectiveness of the graphics and music</li> <li>Shares ideas on the title and the text</li> <li>Discusses any new words vital to the understanding of the programme</li> <li>Discusses the main characters and underlying message</li> <li>Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker's body language</li> </ul> <p><b>NOTE</b> <b>Ongoing Assessment for Learning</b></p>	<p><b>Reads a cartoon/ comic strip</b> <b>Reading for meaning</b> <b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Understands the effect of figurative and rhetorical devices</li> <li>Determines the impact of visual techniques</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Makes inferences about the text</li> <li>Asks questions about the text</li> <li>Synthesises the text</li> <li>Follows short, printed instructions and interprets them</li> <li>Explains a simple comic strip</li> <li>Examines the text for hidden messages</li> <li>Summarises the main and supporting ideas</li> <li>Explains how the writer manipulates the reader's perceptions by the techniques and characterisation used</li> <li>Critically discusses cultural and social values in text</li> </ul>	<p><b>Writes a cartoon/ comic script</b></p> <ul style="list-style-type: none"> <li>Uses a writing frame</li> <li>Defines the concept</li> <li>Outlines the script</li> <li>Uses the correct format</li> <li>Uses interesting main and supporting characters</li> <li>Uses an effective plot and conflict</li> <li>Writes and designs a comic strip using language, pictures and sound effects creatively</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary</li> </ul>	<p><b>Word level work</b> Verbs: participle, mood, adverbs, adjectives</p> <p><b>Sentence level work</b> Active and passive voice, direct and indirect speech</p> <p><b>Spelling and punctuation</b> Dictionary use, word division</p>



TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> <li>Identifies different perspectives and gives own perspective based on evidence in the text</li> <li>Interprets and analyses details in graphical texts</li> <li>Transfers details from one format to another</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> <li>Reads aloud with appropriate pronunciation, expression and tempo</li> <li>Reflects on texts read during independent/paired reading</li> <li>Completes a short oral book review using an appropriate frame</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Poetry/ reader to be read daily for a minimum of 30 minutes</li> <li>Reflects on texts read independently</li> <li>Relates to own context</li> </ul>	<ul style="list-style-type: none"> <li>Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>Places new vocabulary on a word wall</li> </ul>	

<b>GRADE 6 FORMATIVE ASSESSMENT TASKS (ASSESSMENT FOR LEARNING): TERM 3</b>			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>Variety of Listening and Speaking activities</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>Reading process</li> <li>Read Aloud activities</li> <li>Reading comprehension activities</li> <li>Literature activities based on the three prescribed genres for the semester</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>Writing process</li> <li>Paragraphing</li> <li>Transactional texts</li> <li>Essay</li> <li>Creative writing</li> </ul>	<b>Language Structures and Conventions activities</b> Variety of Language Structures and Conventions activities aligned to text types
<b>INFORMAL OR FORMATIVE ASSESSMENT</b> <ul style="list-style-type: none"> <li>Informal assessments should be used to guide instruction and opportunities for remediation and strengthening</li> <li>Through the use of questioning, discussions and observation, informal assessments may provide a teacher with quick feedback</li> <li>Assessment for Learning should be ongoing</li> <li>Ongoing Assessment for Learning to prepare for the oral presentation in Term 4</li> </ul>			
<b>CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 6 TERM 3</b>			
<b>FORMAL ASSESSMENT TASK 6</b> <ul style="list-style-type: none"> <li>Creative Writing (10+30=40 marks)</li> <li>Project based on any ONE of the literature genres studied: Poetry/ folklore/ short stories/ drama/ novel</li> </ul>		<b>FORMAL ASSESSMENT TASK 7: ORAL</b> <ul style="list-style-type: none"> <li>Oral presentation of creative writing project (20 marks)</li> <li>There must be a variation of genres across the grades</li> <li>Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.</li> </ul>	

## 2023/24 ANNUAL TEACHING PLANS: ENGLISH FIRST ADDITIONAL LANGUAGE: GRADE 6 (TERM 4)

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p><b>Listens to and discusses a folklore, e.g., a myth or a legend</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Makes predictions</li> </ul> <p>Teacher uses shared reading to read text</p> <ul style="list-style-type: none"> <li>Discusses characters</li> <li>Discusses plot, conflict and setting</li> <li>Discusses messages in the text</li> <li>Reflects on cultural customs, values and beliefs</li> <li>Reflects on the struggle between good and evil</li> <li>Recalls events in the correct sequence, using the correct tense</li> <li>Interacts positively during group discussions</li> <li>Identifies how stereotypes are created and their effects on the listener</li> </ul> <p><b>Role-play an interview in class</b></p> <ul style="list-style-type: none"> <li>Makes an oral presentation facing the audience</li> <li>Shows awareness of different audiences</li> <li>Varies the volume, tone and tempo of voice</li> <li>Reflects sensitively on own and others' presentations and skills</li> <li>Gives balanced and constructive feedback</li> </ul> <p><b>Assessment for Learning – in preparation for Oral Presentation</b></p>	<p><b>Reads a folklore, e.g., a myth or a legend</b></p> <p><b>Reading for meaning</b></p> <p><b>Pre-reading activities</b></p> <ul style="list-style-type: none"> <li>Skims, scans and predicts using visual cues</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skims for main ideas</li> <li>Scans for supporting details</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Visualises parts of the text</li> <li>Makes connection to own life</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>Discusses elements of folklore, e.g., characters, characterisation, plot, conflict, background, setting, narrator, theme and messages</li> <li>Discusses alternate endings, specific events etc.</li> <li>Understands the text</li> <li>Uses a dictionary for vocabulary development</li> <li>Summarises the text in 5-10 sentences</li> </ul> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Reading for enjoyment</b></p> <p>Novel/ reader to be read daily for at least 30 minutes.</p>	<p><b>Writes a folklore, e.g., a myth or legend</b></p> <ul style="list-style-type: none"> <li>Writes for personal, exploratory, playful, imaginative and creative purposes</li> <li>Includes a moral lesson</li> <li>Uses superhuman characters</li> <li>Uses appropriate vocabulary</li> <li>Brainstorms ideas for a topic and develops ideas</li> <li>Expresses ideas clearly and logically</li> <li>Reflects on and evaluates writing and creative work</li> <li>Produces a text with awareness of the central idea and appropriate language and conventions for the specific purpose and audience</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p>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><b>Word level work</b></p> <p>Adjectives: descriptive and quantitative, degrees of comparison</p> <p><b>Sentence level work</b></p> <p>Simple and complex sentences, sentence types: statements, questions and commands</p> <p><b>Word meaning</b></p> <p>Antonyms and synonyms</p>

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
3-4	<p><b>Listens to and discusses an instructional text, e.g., instructions to make a paper boat/ gift or toy using recycled materials etc.</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> </ul> <p>Teacher reads instructions, using shared reading</p> <ul style="list-style-type: none"> <li>• Identifies the features of instructional text</li> <li>• Notes key headings</li> <li>• Show understanding of instruction by asking clarifying questions</li> <li>• Recalls procedure</li> <li>• Gives a summary of instructions</li> <li>• Makes notes and applies instructions read</li> <li>• Comments on clarity of instructions</li> </ul> <p><b>Assessment for Learning – in preparation for oral presentation</b></p> <p><b>Assessment for Learning – in preparation for oral presentation</b></p>	<p><b>Reads an instructional text e.g., recipe/ directions</b></p> <p><b>Reading for meaning</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>- Makes predictions using visual cues/ words</li> <li>- Infers meaning of unfamiliar words and images</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>- Makes predictions about the text</li> <li>- Makes inferences about the text</li> <li>• Analyses the characteristics of the text, e.g., organisation and conventions of instructional texts</li> <li>• Sequences jumbled instructions</li> <li>• Shows understanding of the text and how it functions: Literal reading</li> <li>• Recognises and explains the different structures, language use and purposes</li> <li>• Identifies and evaluates the register of a text</li> <li>• Understands and uses instructional texts appropriately</li> <li>• Compares two different sets of instructions</li> </ul> <p><b>Reading methodologies</b></p> <p>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</p> <p><b>Reading for enjoyment</b></p> <p>Novel/ reader to be read daily for at least 30 minutes.</p>	<p><b>Writes a summary of an instructional text</b></p> <ul style="list-style-type: none"> <li>• Uses dictionaries</li> <li>• Summarises the instructions of the text in point form/ paragraph form</li> <li>• Uses conventions like <i>first, then</i></li> <li>• Uses a frame for writing</li> <li>• Uses linking phrases</li> <li>• Organise words and sentences appropriately</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p>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><b>Word level work</b></p> <p>Adverbs of manner, time, place, degree, duration and frequency</p> <p><b>Sentence level work</b></p> <p>Compound and complex sentences</p>

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<b>FORMAL ASSESSMENT TASK 7</b>				
<ul style="list-style-type: none"> <li>Oral presentation (20 marks)</li> </ul> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>				
5-6	<p><b>Listens to and discusses poems</b> Teacher reads poem, using shared reading strategy</p> <ul style="list-style-type: none"> <li>Introductory activities: Skims through the text and identifies the stanzas, rhyme scheme, rhyming words etc.</li> <li>Listens to poem for specific information</li> <li>Identifies poetic devices</li> <li>Summarises main ideas and notes specific details</li> <li>Discusses social, moral and cultural values in the text</li> <li>Comments on how values and messages are conveyed in the text</li> <li>Sensitively gives balanced and constructive feedback</li> </ul> <p><b>Assessment for Learning – in preparation for oral presentation</b></p>	<p><b>Reads a poem</b></p> <ul style="list-style-type: none"> <li>Pre-reading: Makes predictions based on title and/or graphics</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Understands the effect of figurative and rhetorical devices</li> <li>Infers the meaning of unfamiliar words and images</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Makes inferences about the text</li> <li>Asks questions about the text</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>Identifies and comments on the use of poetic devices, e.g., alliteration, repetition, simile and onomatopoeia</li> <li>Discusses the structure of the poem</li> <li>Interprets and discusses figurative meaning/ message</li> <li>Shows understanding of the poem and its relationship to own life</li> </ul> <p><b>Reflects on texts read during independent/ pair reading</b></p> <ul style="list-style-type: none"> <li>Retells story or explains main ideas</li> <li>Expresses emotional response to texts read</li> </ul> <p><b>Reading for enjoyment</b> Novel/ reader to be read daily for at least 30 minutes.</p>	<p><b>Writes a poem</b></p> <ul style="list-style-type: none"> <li>Uses alliteration, metaphor, onomatopoeia, simile, symbol and theme</li> <li>Reflects on and evaluates writing and creative work</li> <li>Develops and organises ideas through a writing process</li> </ul> <p><b>Use the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p>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.</p>	<p><b>Sentence level work</b> Subject, object</p> <p><b>Word level work</b> Simile, personification, metaphor, onomatopoeia, symbol, direct and indirect speech</p> <p><b>Spelling and punctuation</b> Parenthesis</p>

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<b>FORMAL ASSESSMENT TASK 8:</b> <ul style="list-style-type: none"> <li>• Transactional writing (10 marks)</li> </ul> Written before the controlled test				
7-8	Revision Formal assessment of the oral presentation			
9-10	<b>FORMAL ASSESSMENT TASK 9: END-OF-THE-YEAR CONTROLLED TEST</b> <b>RESPONSE TO TEXTS (50 marks)</b> Question 1: Literary/ non-literary text comprehension (20 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary writing (5 marks) Question 4: Language structures and conventions (15 marks)			

FORMATIVE ASSESSMENT ACTIVITIES (ASSESSMENT FOR LEARNING)			
<b>Listening and Speaking activities</b> <ul style="list-style-type: none"> <li>• Variety of Listening and Speaking activities</li> </ul>	<b>Reading and Viewing activities</b> <ul style="list-style-type: none"> <li>• Reading process</li> <li>• Reading aloud activities</li> <li>• Reading comprehension activities</li> <li>• Literature activities based on the three prescribed genres for the semester</li> </ul>	<b>Writing and Presenting activities</b> <ul style="list-style-type: none"> <li>• Writing process</li> <li>• Summary</li> <li>• Creative writing</li> <li>• Transactional text</li> </ul>	<b>Language Structures and Conventions activities</b> Variety of Language Structures and Conventions activities are aligned with the text types
<b>CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 6 TERM 4</b>			
<b>FORMAL ASSESSMENT TASK 7: ORAL</b> <ul style="list-style-type: none"> <li>• Read Aloud (20 marks)</li> </ul> This task is a continuation from Term 3. It will be completed and recorded in Term 4.	<b>FORMAL ASSESSMENT TASK 8: WRITING</b> <ul style="list-style-type: none"> <li>• Transactional writing (10 marks)</li> </ul> Written before the end-of-the-year controlled test	<b>FORMAL ASSESSMENT TASK 9: END-OF-THE-YEAR CONTROLLED TEST</b> <b>RESPONSE TO TEXTS (40 marks)</b> <ul style="list-style-type: none"> <li>• Question 1: Literary/ non-literary text comprehension (20 marks)</li> <li>• Question 2: Visual text comprehension (10 marks)</li> <li>• Question 3: Summary writing (5 marks)</li> <li>• Question 4: Language structures and conventions (15 marks)</li> </ul>	

<b>CAPS: FORMAL ASSESSMENT TASKS: FIRST ADDITIONAL LANGUAGES (FAL): GRADE 6</b>	
<b>DURING THE YEAR</b>	<b>EXAMINATION</b>
<b>SCHOOL-BASED ASSESSMENT (SBA)</b>	<b>EXAMS</b>
<p><b>Six (6) formal assessment tasks</b></p> <p>1 oral task (Read Aloud across Semester 1)</p> <p>3 writing tasks</p> <p>1 response to texts</p> <p>1 June controlled test</p>	<p>1 oral task – Presentation on the creative writing project (Semester 2)</p> <p>1 transactional writing task</p> <p>1 end-of-the-year controlled test</p>