

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

TERM 1				
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>Discusses novelette/ novella/ novel/ reader</p> <p>Introductory activities Makes predictions, skims and scans</p> <p>Listens to teacher read extract from novelette/ novella/ novel/ reader</p> <ul style="list-style-type: none"> • Predicts what is going to happen • Explains author and reader's point of view • Stays on topic • Explains logically • Discusses main ideas and specific details • Asks relevant questions and responds appropriately <p>Participates in group discussion</p> <ul style="list-style-type: none"> • Takes turns • Stays on topic • Asks relevant questions • Maintains discussion • Responds to others' ideas with empathy and respect 	<p>Reads a novel</p> <p>Reading for meaning</p> <ul style="list-style-type: none"> • Pre-read: Predicts from title and discusses related themes/ content <p>Reading strategies</p> <ul style="list-style-type: none"> - Infers meaning of unfamiliar words and images - Reviews to promote understanding <p>Comprehension strategies</p> <ul style="list-style-type: none"> - Make predictions about the text - Ask questions about the text <p>Literature study</p> <ul style="list-style-type: none"> • Identifies and explains the central idea • Discusses the characters • Identifies and discusses feelings expressed • Discusses suspense and twist • Relates events and characters to own life • Discusses the structure, language use, purpose and audience • Uses a dictionary for vocabulary development • Reflects on texts read independently <p>Post reading</p> <ul style="list-style-type: none"> • Retells story or main ideas in 5-10 sentences (summary) • Expresses emotional response to texts read • Relates to own life • Compares books/ texts read <p>Reading methodologies</p>	<p>Writes an essay on characters/ themes of novelette/ novella/ novel/ reader</p> <ul style="list-style-type: none"> • Pre-writing: Listens to extracts from a novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically – uses chronology • Uses appropriate grammar, spelling and punctuation, including subject-verb concord • Uses a dictionary for spelling and vocabulary development <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning/ pre-writing • Drafting • Revising • Editing • Proofreading • 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>Interrogative, demonstrative and indefinite pronouns</p> <p>Sentence level work</p> <p>Simple present, past and future tenses</p> <p>Spelling and punctuation</p> <p>Dictionary use, word division, synonyms and antonyms</p>

TERM 1				
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 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 <ul style="list-style-type: none"> Read Aloud (20 marks) Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.				
FORMAL ASSESSMENT TASK 2: WRITING <ul style="list-style-type: none"> Essay (20 marks) Narrative or descriptive 4-6 paragraphs During the term				
5-6	Listens to a persuasive text, e.g., radio advertisement Introductory activities <ul style="list-style-type: none"> Makes predictions Asks thought-provoking questions using appropriate language Identifies opinions which differ from own Contrasts opposing perspectives and gives reasons Interacts positively during group discussions Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way Develops factual and reasonable arguments to justify opinions Contrasts opposing perspectives and gives reasons 	Reads a persuasive text Reading for meaning <ul style="list-style-type: none"> Pre-read: Makes predictions based on title and/or graphics Reading strategies <ul style="list-style-type: none"> Skims for main ideas Scans for supporting details Makes predictions using visual cues/ words Determines the impact of visual techniques Reading comprehension <ul style="list-style-type: none"> Pre-read: Discusses pictures Evaluates the text Summarises the text Reads and understands graphic media texts, e.g., advertisement and posters Interprets the information 	Writes a persuasive text, e.g., a speech with visuals/ advertisement <ul style="list-style-type: none"> Evokes emotional responses Makes promises Stirs the audience Brainstorms ideas for a topic and develops ideas Reflects on and evaluates writing and creative work Expresses ideas clearly and logically Shows understanding of style and register Presents work with attention to neatness and enhanced presentation Conveys meaning clearly and appropriately Uses the writing process <ul style="list-style-type: none"> Planning/ pre-writing 	Word level work Conjunctions, articles Sentence level work Direct and indirect speech Word meaning Idioms and proverbs

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> Focuses on description 	<ul style="list-style-type: none"> Discusses the purpose of the text Discusses the language used Identifies and discusses design features such as colour and font Discusses the layout Compares different visual texts, e.g., poster and advertisement <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>	<ul style="list-style-type: none"> 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>	
7-8	<p>Listens to a short story</p> <ul style="list-style-type: none"> Introductory activities: Makes predictions Recalls events in the correct sequence and using the correct tense Interacts positively during group discussions Identifies how stereotypes are created and their effects on the listener Discusses characters Discusses plot, conflict and setting Discusses messages in the text 	<p>Reads a short story</p> <p>Reading for meaning</p> <ul style="list-style-type: none"> Pre-read: Makes predictions based on title and/or graphics <p>Reading strategies</p> <ul style="list-style-type: none"> Skims for main ideas Scans for supporting details <p>Comprehension strategies</p> <ul style="list-style-type: none"> Makes inferences about the text Asks questions about the text <p>Literature study</p> <ul style="list-style-type: none"> Examines the text for hidden messages Summarises the main and supporting ideas Explains how the writer manipulates the reader's perceptions, e.g, the techniques and characterisation used 	<p>Writes a friendly letter/ diary entry related to the short story</p> <ul style="list-style-type: none"> Uses correct layout Shows awareness of audience and style Uses appropriate tone Focuses on improving language, spelling and tenses, and linking sentences into cohesive paragraphs Uses connecting words, e.g., <i>However</i> to link sentences into cohesive paragraphs Uses correct spelling and punctuation <p>Uses the writing process</p> <ul style="list-style-type: none"> Planning/ pre-writing Drafting Revising Editing Proofreading Presenting 	<p>Word level work Connecting words</p> <p>Sentence level work: Past perfect tense, future perfect tense</p> <p>Word meaning Ambiguity, multiple meaning</p> <p>Spelling and punctuation Word division (syllables), homophones</p>

TERM 1				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
		<ul style="list-style-type: none"> Critically discusses cultural and social values in text Discusses plot, theme, setting and characterisation 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>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>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 marks)</p> <ul style="list-style-type: none"> Literary/ non-literary text (20 marks) Visual text (10 marks) Language structures and conventions (20 marks) 				
9-10	<p>Listens to and discusses a dialogue</p> <ul style="list-style-type: none"> Introductory activities: Makes predictions Listens for information in a variety of oral texts with a dialogue Summarises main ideas and notes specific details Interacts positively during group discussions Identifies and discusses key features Discusses context, speakers' body language, content, register and choice of words Discusses format of the text 	<p>Reads a simple play or drama</p> <p>Reading for meaning Pre-read: Makes predictions based on title and/or graphics</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Infers meaning of unfamiliar words and images Reviews to promote understanding <p>Comprehension strategies</p> <ul style="list-style-type: none"> Synthesises text Summarises text Uses a dictionary for vocabulary development <p>Reading methodologies</p>	<p>Writes a dialogue</p> <ul style="list-style-type: none"> Reveals characters and motivation Establishes tone or mood Creates or adds to existing conflict Produces a first draft with awareness of the central idea Shows understanding of style and register Reflects on and evaluates writing and creative work Uses a variety compound and complex sentences <p>Uses the writing process</p> <ul style="list-style-type: none"> Planning/ pre-writing Drafting 	<p>Word level work Adverbs of manner and time, compound and complex sentences</p> <p>Sentence level work Sentence types: statements, questions and commands, reported speech</p> <p>Word meaning Synonyms, antonyms</p> <p>Spelling and punctuation Quotation marks</p>

TERM 1				
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 Assessment for Learning – in preparation for Read Aloud Reading for enjoyment Novel/ reader to be read daily for at least 30 minutes.	<ul style="list-style-type: none"> 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.	

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 texts 	Language Structures and Conventions activities Variety of Language Structures and Conventions activities are aligned to the text type
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CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 6 TERM 1

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

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listens to and discusses an instructional text, e.g., recipe/ directions</p> <ul style="list-style-type: none"> • Introductory activities: Makes predictions • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g., on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions • Recalls procedure 	<p>Reads a recipe or other instructional texts</p> <p>Reading for meaning</p> <ul style="list-style-type: none"> • Analyses the characteristics of the text, e.g., organisation and conventions of instructional texts • Orders jumbled instructions <p>Reading strategies</p> <ul style="list-style-type: none"> - Skims for main ideas - Scans for supporting details <p>Comprehension strategies</p> <ul style="list-style-type: none"> - Asks questions about the text - Synthesises the text • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses instructional texts appropriately • Compares two different recipes or sets of instructions <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 an instructional text, e.g., on how to make a cup of tea</p> <ul style="list-style-type: none"> • Sequences instructions logically • Lists materials and ingredients • Uses dictionary • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately <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>Possessive and reflexive pronouns, stems, prefixes, suffixes</p> <p>Sentence level work</p> <p>Subject, object</p> <p>Spelling and punctuation Word division, dictionary use</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
FORMAL ASSESSMENT TASK 1: ORAL • Read Aloud (20 marks) This task is a continuation from Term 1. It will be completed and recorded in Term 2.				
3-4	Listens to and discusses a story <ul style="list-style-type: none"> • Introductory activities: Makes predictions, skims and scans • Identifies themes • Asks questions • Relates ideas to own life experiences • Identifies and discusses how stereotypes are created • Discusses response to text • Discusses social, moral and cultural values in different texts • Comments on how these are conveyed in the text, e.g., stereotyping • Uses presentation skills, e.g., volume, pace, pausing, posture, gesture etc. 	Reads a story Reading for meaning <ul style="list-style-type: none"> • Pre-read: Makes predictions based on title and/or graphics • Reads aloud and silently Reading strategies <ul style="list-style-type: none"> - Infers meaning of unfamiliar words and images - Reviews to promote understanding Comprehension strategies <ul style="list-style-type: none"> - Makes predictions about the text - Makes inferences about the text Literature study <ul style="list-style-type: none"> • Interprets and discusses the message • Shows understanding of the text, its relationship to own life, its purpose and how it functions • Summarises the text in 5-10 sentences 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 story <ul style="list-style-type: none"> • Creates believable characters • Shows knowledge of character, plot, setting, conflict and climax • Plots main events using a flow chart: beginning (exposition), middle (rising action, climax) and ending (denouement) • Sequences ideas logically • Expresses ideas clearly and logically • Uses a theme or message 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 drawings or sentences using the words or explanations to show the meaning, etc. Uses reading log/ card to manage reading progress.	Word level work Auxiliary verbs, determiners Sentence level work Present, past and future continuous tenses Word meaning Idioms

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
5-6	<p>Listens to and discusses a poem</p> <ul style="list-style-type: none"> • Introductory activities: Makes predictions • Expresses emotions in a sensitive way • Interacts positively during group discussions • Comments on sound and visual effects such as rhythm, repetition, alliteration and comparisons • Interprets content of poem • Summarises the poem • Discusses rhythm and rhyme • Discusses different forms of poems • Discusses structures of poems 	<p>Reads a simple poem</p> <p>Reading for meaning</p> <ul style="list-style-type: none"> - Pre-read: Makes predictions based on title and/or graphics <p>Reading strategies</p> <ul style="list-style-type: none"> - Reviews to promote understanding - Understands the effect of figurative and rhetorical devices <p>Comprehension strategies</p> <ul style="list-style-type: none"> - Synthesises text - Evaluates text <p>Literature study</p> <ul style="list-style-type: none"> - Identifies the features of the poem - Analyses the poem to understand the meaning, - Identifies rhythm, rhyme, personification, metaphor etc. - Shows understanding of the poem and its relationship to own life - Uses a dictionary for vocabulary development <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 poem</p> <ul style="list-style-type: none"> • Uses alliteration, (consonance and assonance), metaphor and simile • Uses descriptive language • Plans, drafts and refines writing • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work <p>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>Prepositions, adverbs of manner and time</p> <p>Sentence level work</p> <p>Simple sentences, sentence types: commands, statements and questions</p> <p>Word meaning</p> <p>Elements of poetry: alliteration (consonance and assonance), metaphor, personification, simile, onomatopoeia</p>
<p>FORMAL ASSESSMENT TASK 4</p> <ul style="list-style-type: none"> • Transactional writing (10 marks) <p>Written before the June controlled test</p>				
7-8	<p>Listens to and discusses an information text, e.g., a weather report</p> <ul style="list-style-type: none"> • Introductory activities: Makes predictions • Listens for specific details 	<p>Reads an information text, e.g., weather report from a newspaper</p> <p>Reading for meaning</p>	<p>Writes an information text, e.g., a weather chart</p> <ul style="list-style-type: none"> • Selects appropriate visuals and content for the purpose 	<p>Word level work</p> <p>Adjectives: attributive, interrogative and demonstrative</p> <p>Sentence level work</p>

TERM 2				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places • Indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports, register and the nature of language used • Uses interaction strategies to communicate effectively in group situations • Interprets and discusses more complex visual texts 	<ul style="list-style-type: none"> • Pre-read: Predicts from title, headings and pictures/ images <p>Reading strategies</p> <ul style="list-style-type: none"> - Skims for main ideas - Scans for supporting details <p>Reading comprehension strategies</p> <ul style="list-style-type: none"> - Summarises the text - Asks questions about the text <ul style="list-style-type: none"> • Reads an information text with visuals, e.g., a map • Identifies the way the text is organised • Compares differences and similarities in the weather in different places • Interprets visuals • 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 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"> • 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. Uses a dictionary for spelling and vocabulary development. Uses reading log/ card to manage reading progress.</p>	<p>Noun phrases and clauses</p> <p>Spelling and punctuation</p> <p>Dictionary use, homophones</p>
9-10	<p>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST</p> <p>RESPONSE TO TEXTS (50 marks)</p> <p>Question 1: Literary/ non-literary text (20 marks)</p> <p>Question 2: Visual text (10 marks)</p> <p>Question 3: Summary writing (5 marks)</p> <p>Question 4: Language structures and conventions (15 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 texts 	Language Structures and Conventions activities Variety of Language Structures and Conventions activities aligned to the text types
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 6 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 (50 marks) <ul style="list-style-type: none"> Question 1: Literary/ non-literary text comprehension (20 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary writing (5 marks) Question 4: Language structures and conventions in context (15 marks) 	

2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 6 (TERM 3)

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listens to and discusses a folklore, e.g., a myth, legend or fable</p> <ul style="list-style-type: none"> Introductory activities: Makes predictions Recalls events in the correct sequence and using the correct tense Interacts positively during group discussions <p>Listening</p> <ul style="list-style-type: none"> Identifies how stereotypes are created and their effects on the listener Discusses characters Discusses the plot, conflict and setting Discusses messages in the text Reflects on cultural customs, values and beliefs Reflects on the struggle between good and evil 	<p>Reads a folklore, e.g., a myth, legend or fable</p> <ul style="list-style-type: none"> Pre-read: Predicts based on title and/or graphics <p>Reading for meaning</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Skims for main ideas Scans for supporting details <p>Comprehension strategies</p> <ul style="list-style-type: none"> Visualises parts of the text Makes connection to own life <p>Literature study</p> <ul style="list-style-type: none"> Discusses elements, characters and messages of the folklore chosen Explains interpretation and overall response to text Invents and describes preferred results or endings <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> <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 a character sketch</p> <ul style="list-style-type: none"> Thinks about characterisation Uses descriptive words to compare characters Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs Shows understanding of setting, plot, conflict and theme Uses the correct tenses <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>Adjectives (builds on use of adjectives), verbs (gerunds)</p> <p>Sentence level work</p> <p>Active and passive voice, negative form</p> <p>Spelling and punctuation</p> <p>Contractions</p>
3-4	<p>Listens to and participates in a short conversation on the creative writing project (CWP) based on the selected genre e.g., poetry/ folklore/ drama/ short story</p>	<p>Reads for information based on the genre selected, e.g., poetry/ folklore/ drama/ short story</p> <p>Teacher is to:</p> <ul style="list-style-type: none"> Provide research material 	<p>Uses different types of graphic organisers to collate research findings of the CWP</p> <p>Teacher is to:</p> <ul style="list-style-type: none"> Demonstrate appropriate frames/ tools to support the type of product to be 	<p>Word level work</p> <p>Verb tenses, nouns, adverbs</p> <p>Sentence level work</p> <p>Simple, compound and complex sentences</p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
CWP STAGE 1 RESEARCH	<p>Teacher is to:</p> <ul style="list-style-type: none"> Discuss the research process and timeline Discuss the development of a driving question/ topic Talk about the use of research sources and resources Focus on note-taking Explain referencing and the importance of a bibliography Explain 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"> Encourage learners to add to research material provided Review the text to promote understanding Discuss the effects of the features/ elements of poetry/ drama/ short story/ folklore Discuss the impact of visual techniques evident in literature (poetry/ drama/ short story/ folklore) <p>Learners are to use comprehension and reading strategies</p> <ul style="list-style-type: none"> 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., a mind map, sequence chart, Venn diagram, etc. Take notes in preparation for Stage 2: Writing 	<p>produced, e.g., mind map, sequence chart, Venn diagram, etc.</p> <ul style="list-style-type: none"> Reiterate referencing and the importance of a bibliography Reiterate the assessment criteria and descriptors in the rubric/ checklist Remind learners to pay attention to respond to the driving question/ topic <p>Learners are to focus on the research process</p> <ul style="list-style-type: none"> Respond to the driving question/ topic of research by selecting relevant information from the sources used 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>Word meaning One word for a phrase</p> <p>Strengthening of language structures and conventions related to research of the literary genre focused on, e.g., poetry/ drama/ short story/ folklore</p> <ul style="list-style-type: none"> Organisation of research findings, e.g., mind map, sequence chart, Venn diagram, etc. Clarity of information Vocabulary related to research Referencing conventions
	<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 			<ul style="list-style-type: none"> ✓ Pay special attention to referencing and the format of the bibliography ✓ Assess Stage 1: Research, using a rubric/ checklist and provide feedback to learners ✓ All activities must be done in class with the guidance of the teacher ✓ Assessment for Learning should be ongoing
5-6 CWP Stage 2 Writing	<p>Focuses on the relevant literature genre, e.g., poetry/ drama/ short story/ folklore</p> <p>Teacher is to:</p> <ul style="list-style-type: none"> Iterate the driving question/ topic focused on during research Discuss literary features and elements relevant to the genre researched 	<p>Guides learners to follow the writing process:</p> <p>Teacher is to:</p> <ul style="list-style-type: none"> Provide clarity regarding timelines Guide learners to read and use the research notes Read and discuss the rubric 	<p>Writes/ draws/ creates the written aspect of the selected topic</p> <p>Teacher is to:</p> <ul style="list-style-type: none"> Give the learners a frame to use when writing Guide the learners on how to complete the writing frame 	<p>Word level work Stems</p> <p>Sentence level work Simple and complex sentences, verb clause</p> <p>Spelling and punctuation Colon</p> <p>Reinforcement of language structures and conventions covered in previous weeks</p>

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> Ensure that all learners are prepared to commence with Stage 2: Writing Discuss with learners how to plan their writing using their research findings Discuss the writing process Give instructions based on the writing activity Discuss the format of the writing activity to be produced, e.g., essay/ report/ poster, etc. <p>Learners are to:</p> <ul style="list-style-type: none"> Contribute to the discussion Understand the expectations related to the driving question/ topic 	<ul style="list-style-type: none"> Unpack 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 	<ul style="list-style-type: none"> Discuss the writing process: ✓ Planning/ pre-writing ✓ Drafting ✓ Revising ✓ Editing ✓ Proofreading ✓ Presenting Discuss the literary elements/ features specific to the selected genre <p>Learners are to:</p> <ul style="list-style-type: none"> Use a writing frame (if required) Edit the first draft Proofread after editing the first draft Write and present the final draft 	<ul style="list-style-type: none"> Punctuation and spelling Vocabulary in context Correct format and features 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 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 provide 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 			
NOTES				
<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 may do role-play, Poetry: Slam Poetry, etc. Preparation for the oral presentation should commence in Term 3 and be executed during Term 4 for recording and reporting purposes. Assessment for Learning should be ongoing. 				

TERM 3				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT (40 marks) 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"> • Planning/ pre-writing of the creative writing project • Drafting • Revising • Editing • Proofreading • Presenting 		FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT (20 marks) Stage 3: Oral presentation (Learners do the oral presentation of their project) (20 marks) Oral presentation <ul style="list-style-type: none"> • Uses appropriate structure: Introduction, body and conclusion • Presents central idea and supporting details • Shows evidence of research/ investigation • Uses appropriate body language and presentation skills, e.g. makes eye contact, volume • Participates in a discussion • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded.		
7-8	Listens to and discusses a drama Teacher reads drama to learners using shared reading activities Introductory activities Makes predictions Listening <ul style="list-style-type: none"> • Discusses key feature of the text • Identifies how stereotypes are created and how this affects the listener • Identifies themes • Asks questions • Identifies and discusses values in the text • Links content and messages in the text to own life • Gives critical comment on messages in the text 	Reads reviews of a play/ drama Reading for meaning <ul style="list-style-type: none"> • Pre-read: Makes predictions based on title and/or graphics Reading strategies <ul style="list-style-type: none"> - Uses different reading strategies, e.g., skimming and scanning to identify main and supporting ideas Comprehension strategies <ul style="list-style-type: none"> - Makes connection to own life - Makes inferences Literature study <ul style="list-style-type: none"> • Critically discusses cultural and social values in text • Identifies different perspectives and gives own perspective based on evidence in the text Reading methodologies	Writes a dialogue/ short play script <ul style="list-style-type: none"> • Uses characterisation • Uses correct layout • Establishes tone or mood • Shows an understanding of style and register Uses the writing process <ul style="list-style-type: none"> • Planning/ pre-writing • Drafting • Revising • Editing • Proofreading • Presenting Personal dictionary <ul style="list-style-type: none"> • Record words and their meanings in a personal dictionary • Use drawings or sentences using the words or explanations to show the meaning, etc. • Places new vocabulary on a word wall 	Word level work Stems, prefixes, suffixes Sentence level work Active and passive voice, interrogative form, direct and indirect speech Spelling and punctuation Colon, semi-colon

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

GRADE 6 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 	<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 Paragraphing Transactional texts Essay Creative writing 	<p>Language Structures and Conventions activities</p> <p>Variety of Language Structures and Conventions activities aligned to text types</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: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 6 TERM 3			
<p>FORMAL ASSESSMENT TASK 6</p> <ul style="list-style-type: none"> Creative writing (10+30=40 marks) Project based on any ONE of the literature genres studied: Poetry/ folklore/ short stories/ drama/ novel 		<p>FORMAL ASSESSMENT TASK 7: ORAL</p> <ul style="list-style-type: none"> Oral presentation of project (20 marks) There must be a variation of genres across the grades Commence with the oral task in Term 3 and conclude in Term 4 when the mark will be recorded 	

2023/24 ANNUAL TEACHING PLANS: ENGLISH HOME LANGUAGE: GRADE 6 (TERM 4)

TERM 4				
WEEK	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
1-2	<p>Listens to and discusses a folklore, e.g. a myth or a legend</p> <p>Introductory activities</p> <ul style="list-style-type: none"> • Makes predictions <p>Teacher uses shared read to read text</p> <ul style="list-style-type: none"> • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects on cultural customs, values and beliefs • Reflects on the struggle between good and evil • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the listener <p>Role-play an interview in class</p> <ul style="list-style-type: none"> • Makes an oral presentation facing the audience • Shows awareness of different audiences • Varies the volume, tone and tempo of voice • Reflects on own and others' presentations and skills sensitively • Gives balanced and constructive feedback <p>Assessment for Learning – in preparation for oral presentation</p>	<p>Reads a folklore, e.g., a myth or a legend</p> <p>Reading for meaning</p> <p>Pre-reading activities</p> <ul style="list-style-type: none"> • Skims, scans and predicts using visual cues <p>Reading strategies</p> <ul style="list-style-type: none"> - Skims for main ideas - Scans for supporting details <p>Comprehension strategies</p> <ul style="list-style-type: none"> - Visualises parts of the text - Makes connection to own life <p>Literature study</p> <ul style="list-style-type: none"> • Discusses elements of folklore, e.g., characters, characterisation, plot, conflict, background, setting, narrator, theme and messages • Discusses alternate endings, specific events etc. • Understands the text • Uses a dictionary for vocabulary development • Summarises the text in 5-10 sentences <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>Novel/ reader to be read daily for at least 30 minutes.</p>	<p>Writes a folklore, e.g., a myth or legend</p> <ul style="list-style-type: none"> • Writes for personal, exploratory, playful, imaginative and creative purposes • Includes a moral lesson • Uses superhuman characters • Uses appropriate vocabulary • Brainstorms ideas for a topic and develops ideas • Expresses ideas clearly and logically • Reflects on and evaluates writing and creative work • Produces a text with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience <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>Adjectives: descriptive and quantity, degrees of comparison</p> <p>Sentence level work</p> <p>Simple and complex sentences, sentence types: statements, questions and commands</p> <p>Word meaning</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>Listens to and discusses an instructional text, e.g., instructions to make a paper boat/ gift/ toy using recycling materials etc.</p> <p>Introductory activities</p> <ul style="list-style-type: none"> Makes predictions <p>Teacher reads instructions using shared reading strategy</p> <ul style="list-style-type: none"> Identifies the features of the instructional text Notes key headings Shows understanding of instruction by asking clarifying questions Recalls procedure Gives a summary of instructions Makes notes and applies instructions read Comments on clarity of instructions <p>Assessment for Learning – in preparation for oral presentation</p> <p>Assessment for Learning – in preparation for oral presentation</p>	<p>Reads an instructional text e.g. recipe, direction</p> <p>Reading for meaning</p> <p>Reading strategies</p> <ul style="list-style-type: none"> Makes predictions using visual cues/ words Infers meaning of unfamiliar words and images <p>Comprehension strategies</p> <ul style="list-style-type: none"> Makes predictions about the text Makes inferences about the text Analyses the characteristics of the text: organisation and conventions of instructional texts Sequences jumbled instructions Shows understanding of the text and how it functions: literal reading Recognises and explains the different structures, language use and purposes Identifies and evaluates register of a text Understands and uses instructional texts appropriately Compares two different sets of instructions <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>Novel/ reader to be read daily for at least 30 minutes.</p>	<p>Writes a summary of an instructional text</p> <ul style="list-style-type: none"> Uses dictionaries Summarises the instructions of the text in point form/ paragraph form Uses conventions like <i>first, then</i> Uses a frame for writing Uses linking phrases Organises words and sentences appropriately <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>Adverbs of manner, time, place, degree, duration and frequency</p> <p>Sentence level work</p> <p>Compound and complex sentences</p>

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

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 (50 marks) 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)			
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 texts 	Language Structures and Conventions activities Variety of Language Structures and Conventions activities are aligned with the text types
CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 6 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 (20 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary writing (5 marks) Question 4: Language structures and conventions (15 marks) 	

CAPS: FORMAL ASSESSMENT TASKS: HOME LANGUAGES (HL): GRADE 6	
DURING THE YEAR	EXAMINATION
SCHOOL-BASED ASSESSMENT (SBA)	EXAMS
<p>Six (6) formal assessment tasks</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>