



# Revised National Curriculum Statement Grades R-9 (Schools)

**Languages**  
English - Home Language



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This document must be read as part of the Revised National Curriculum Statement Grades R-9 (Schools).

This Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview
2. Eight Learning Area Statements:
  - Languages
  - Mathematics
  - Natural Sciences
  - Social Sciences
  - Arts and Culture
  - Life Orientation
  - Economic and Management Sciences
  - Technology

## HOW TO USE THIS BOOK

- For general information see:
  - *Introducing the National Curriculum Statement* in Chapter 1 – This will provide information on Outcomes-based Education, the Revised Curriculum Statement Grades R-9 (Schools), and Learning Programmes.
  - *Introducing the Learning Area* in Chapter 1 – This will provide an introduction to the Learning Area Statement including its features, scope and Learning Outcomes.
  - *Learner Assessment* – This chapter provides guidelines to assessment principles in Outcomes-based Education, discusses continuous assessment, and provides examples of record-keeping.
  - The *Reference Lists* provide both a general *Curriculum and Assessment Glossary* and a specific *Learning Area Glossary*.
- The body of this book is divided into several chapters. There is one chapter for each of the Phases of the General Education and Training Band – Foundation Phase, Intermediate Phase, Senior Phase. Each of these chapters has a brief introductory section, followed by the Assessment Standards for the Phase. There is also a chapter on Learner Assessment.
- The Assessment Standards for each Phase are presented in a way that makes it possible to track progression. That is, similar Assessment Standards for each grade are lined up with each other so that the teacher will be able to compare progression over the years. This results in some blank spaces, as not every Assessment Standard has its match in every grade.
- Certain symbols are used throughout this book to guide the reader in finding the information she or he is looking for. These symbols are:



Assessment Standards



Grade



Learning Outcome

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# CHAPTER 1

## INTRODUCTION

### INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum transformation and development in South Africa. The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa.

### Outcomes-based Education

Outcomes-based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their maximum ability. This it does by setting the outcomes to be achieved at the end of the process. The outcomes encourage a learner-centred and activity-based approach to education. The Revised National Curriculum Statement builds its Learning Outcomes for the General Education and Training Band for Grades R-9 (for schools) on the critical and developmental outcomes that were inspired by the Constitution and developed in a democratic process.

The critical outcomes envisage learners who are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are also able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national, and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;

- explore education and career opportunities; and
- develop entrepreneurial opportunities.

Issues such as poverty, inequality, race, gender, age, disability and challenges such as HIV/AIDS all influence the degree and way in which learners can participate in schooling. The Revised National Curriculum Statement Grades R-9 (Schools) adopts an inclusive approach by specifying the minimum requirements for all learners. All the Learning Area Statements try to create an awareness of the relationship between social justice, human rights, a healthy environment and inclusivity. Learners are also encouraged to develop knowledge and understanding of the rich diversity of this country, including the cultural, religious and ethnic components of this diversity.

### Revised National Curriculum Statement: Learning Area Statements

The Revised National Curriculum Statement Grades R-9 (Schools) consists of an Overview and eight Learning Area Statements for:

- Languages;
- Mathematics;
- Natural Sciences;
- Social Sciences;
- Arts and Culture;
- Life Orientation;
- Economic and Management Sciences; and
- Technology.

Each Learning Area Statement identifies the main Learning Outcomes to be achieved by the end of Grade 9. Each Learning Area Statement also specifies the Assessment Standards that will enable the Learning Outcomes to be achieved. Assessment Standards are defined for each grade and describe the depth and breadth of what learners should know and be able to do. Each Learning Area Statement's Assessment Standards show how conceptual and skill development can take place over time. Assessment Standards can be integrated within grades as well as across grades. The achievement of an optimal relationship between integration across Learning Areas (where necessary and educationally sound), and conceptual progression from grade to grade, are central to this curriculum.

### Revised National Curriculum Statement: Learning Programmes

The Revised National Curriculum Statement is aimed at promoting commitment as well as competence among teachers, who will be responsible for the development of their own Learning Programmes. In order to support this process, the Department of Education will provide policy guidelines based on each Learning Area Statement. Provinces will develop further guidelines where necessary in order to accommodate diversity.

The underlying principles and values of the Revised National Curriculum Statement Learning Area Statements underpin the Learning Programmes. Whereas the Learning Areas stipulate the concepts, skills and values to be achieved on a grade by grade basis, Learning Programmes specify the scope of learning and assessment activities for each phase. Learning Programmes also contain work schedules that provide the pace and sequence of these activities each year, as well as exemplars of lesson plans to be implemented in any given period.

In the Foundation Phase, there are three Learning Programmes: Literacy, Numeracy and Life Skills. In the Intermediate Phase, Languages and Mathematics are distinct Learning Programmes. Learning Programmes must ensure that the prescribed outcomes for each learning area are covered effectively and comprehensively. Schools may decide on the number and nature of other Learning Programmes in the Intermediate Phase based on the organisational imperatives of the school, provided that the national priorities and developmental needs of learners in a phase are taken into account. In the Senior Phase, there are eight Learning Programmes based on the Learning Area Statements. Time allocations for each Learning Area are prescribed for all Grades and Phases.

### **Time Allocations**

In terms of Section 4 of the Employment of Educators Act, (1998), the formal school day for teachers will be seven hours. In terms of the National Education Policy Act, (1996), the formal teaching time per school week is 35 hours. This is set out in:

- (i) Overview Document ISBN 1-919917-08-X, pages 17 & 18.
- (ii) Government Gazette No. 23406, Vol. 443, May 2002, pages 26 & 27

### **Assessment**

Each Learning Area Statement includes a detailed section on assessment. An outcomes-based framework uses assessment methods that are able to accommodate divergent contextual factors. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply skills. Assessment should also help students to make judgments about their own performance, set goals for progress and provoke further learning.

### **The Kind of Teacher that is Envisaged**

All teachers and other educators are key contributors to the transformation of education in South Africa. This Revised National Curriculum Statement Grades R-9 (Schools) envisions teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and Learning Area or Phase specialists.

### **The Kind of Learner that is Envisaged**

The promotion of values is important not only for the sake of personal development, but also to ensure that a national South African identity is built on values very different from those that underpinned apartheid education. The kind of learner that is envisaged is one who will be inspired by these values, and who will act in the interests of a society based on respect for democracy, equality, human dignity, life and social justice. The curriculum seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and active citizen.

## INTRODUCING THE LANGUAGES LEARNING AREA - ENGLISH

### Definition

The Languages Learning Area includes:

- all eleven official languages: Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi, Sesotho, Setswana, SiSwati, Tshivenda, and Xitsonga; and
- languages approved by the Pan South African Language Board (PANSALB) and the South African Certification Authority (SAFCERT) such as Braille and South African Sign Language.

The Learning Area for each official language is presented in three parts, each with its own volume: Home Language, First Additional Language, and Second Additional Language.

In a multilingual country like South Africa it is important that learners reach high levels of proficiency in at least two languages, and that they are able to communicate in other languages.

### The Additive Approach to Multilingualism

The Languages Learning Area is in line with the Department of Education's language-in-education policy. This policy gives School Governing Bodies the responsibility of selecting school language policies that are appropriate for their circumstances and in line with the policy of additive multilingualism. The Languages Learning Area Statement provides a curriculum that is supportive of whatever decision a school makes. It follows an additive approach to multilingualism:

- All learners learn their home language and at least one additional official language.
- Learners become competent in their additional language, while their home language is maintained and developed.
- All learners learn an African language for a minimum of three years by the end of the General Education and Training Band. In some circumstances, it may be learned as a second additional language.

The home, first additional and second additional languages are approached in different ways:

- The home language Assessment Standards assume that learners come to school able to understand and speak the language. They support the development of this competence, especially with regard to various types of literacy (reading, writing, visual and critical literacies). They provide a strong curriculum to support the language of learning and teaching.
- The first additional language assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The curriculum starts by developing learners' ability to understand and speak the language. On this foundation, it builds literacy. Learners are able to transfer the literacies they have acquired in their home language to their first additional language. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes including learning.
- The second additional language is intended for learners who wish to learn three languages. The third language may be an official language or a foreign language. The Assessment Standards ensure that learners are able to use the language for general communicative purposes. It assumes that less time will be allocated to learning the second additional language than to the home language or first additional language.

The Languages Learning Area covers all 11 official languages as:

- home languages;
- first additional languages; and
- second additional languages.

## Language of Learning and Teaching

It is recommended that the learner's home language should be used for learning and teaching wherever possible. This is particularly important in the Foundation Phase where children learn to read and write.

Where learners have to make a transition from their home language to an additional language as the language of learning and teaching, this should be carefully planned:

- The additional language should be introduced as a subject in Grade 1.
- The home language should continue to be used alongside the additional language for as long as possible.
- When learners enter a school where the language of learning and teaching is an additional language for the learner, teachers and other educators should make provision for special assistance and supplementary learning of the additional language, until such time as the learner is able to learn effectively in the language of learning and teaching.

## Purpose

Languages are central to our lives. We communicate and understand our world through language. Language thus shapes our identity and knowledge.

Languages serve a variety of purposes, which are reflected in the Languages Learning Area Statement. These are:

- *Personal* – to sustain, develop and transform identities; to sustain relationships in family and community; and for personal growth and pleasure.
- *Communicative* – to communicate appropriately and effectively in a variety of social contexts.
- *Educational* – to develop tools for thinking and reasoning, and to provide access to information.
- *Aesthetic* – to create, interpret and play imaginatively with oral, visual and written texts.
- *Cultural* – to understand and appreciate languages and cultures, and the heritage they carry.
- *Political* – to assert oneself and challenge others; to persuade others of a particular point of view; to position oneself and others; and to sustain, develop and transform identities.
- *Critical* – to understand the relationships between language, power and identity, and to challenge uses of these where necessary; to understand the dynamic nature of culture; and to resist persuasion and positioning where necessary.

## Unique Features and Scope

How does the Languages Learning Area contribute to the curriculum?

- It develops reading and writing, the foundation for other important literacies.
- It is the medium for much of the other learning in the curriculum, such as Mathematics and the Social Sciences.
- It encourages intercultural understanding, access to other views, and a critical understanding of the concept of culture.

- It stimulates imaginative and creative activity, and thus promotes the goals of arts and culture.
- It provides a way of communicating information, and promotes many of the goals of science, technology and environmental education.
- It develops the critical tools necessary to become responsible citizens.

### Languages: combining knowledge, skills and values

There are six main Learning Outcomes:

- The first four outcomes cover five different language skills - listening, speaking, reading, viewing and writing.
- Outcome 5 deals with the use of languages for thinking and reasoning, which is especially important for the language of learning and teaching. This outcome is not included in the curriculum for second additional languages, since its aim is not to prepare learners to use this language as a language of learning and teaching. The Mathematics curriculum also covers the skills in this outcome to some extent.
- Outcome 6 deals with the core of language knowledge - sounds, words and grammar - in texts. This knowledge is put into action through the language skills described in the other outcomes.

These outcomes have been written to give specific focus to particular kinds of knowledge and skills, and to make them clear and understandable. When we use language, however, we integrate knowledge, skills and values to express ourselves. A central principle of the Languages Learning Area Statement is therefore the integration of these aspects of language through the creation and interpretation of texts.

### Languages Learning Outcomes



#### Learning Outcome 1: Listening

**The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.**



#### Learning Outcome 2: Speaking

**The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.**



#### Learning Outcome 3: Reading and Viewing

**The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.**



#### Learning Outcome 4: Writing

**The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.**



### Learning Outcome 5: Thinking and Reasoning

**The learner will be able to use language to think and reason, as well as to access, process and use information for learning.**



### Learning Outcome 6: Language Structure and Use

**The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.**

#### Integration of outcomes

Listening and speaking, reading and viewing, writing, thinking and reasoning, and knowledge of sounds, words and grammar - although presented as separate outcomes - should be integrated when taught and assessed.

For example, learners:

- listen to a particular kind of text (for example, a description of a process such as gold mining or paper making);
- read and analyse key features of another text of the same type (for example, use of simple present tense, passive voice, linking words such as ‘first’, ‘next’, ‘then’); and
- design and create a new text of the same type, including visual material in the form of a flow diagram.

#### Creating and interpreting texts

To be able to create and interpret texts, learners need knowledge about language, knowledge about texts, and language skills and strategies.

Texts can be:

- oral – for example, a speech;
- written – for example, a letter;
- a combination of written and visual – for example, an advertisement; and
- multimedia – for example, a film or televised text.

Knowledge of language and texts includes knowledge about:

- context – the purpose, topic and audience;
- text structure – for example, of a poem or an advertisement;
- language-related social practices and conventions – for example, how you greet people in different languages;
- grammar, sounds and vocabulary of the language;
- writing and spelling in written text; and
- images and design in visual text.

### Integrating language learning: values

All texts carry values, which may be positive (for example, democratic) or negative (for example, sexist or racist). These values are not always obvious. Learners need to become conscious and critical of the values present in the texts they read and view, and the texts they create themselves.

When they analyse and, where necessary, challenge the values present in oral, visual and written texts, learners will:

- learn how texts take a particular view of people and events;
- develop the critical skills to examine and, if necessary, resist these views and the values associated with them; and
- become conscious of how they express values in the texts they create themselves - for example: tolerance, empathy, respect, pleasure, humour, playfulness, displeasure, anger.

### Integrating language learning: themes

Language learning can also be integrated through themes. Using a theme allows the learner to build vocabulary related to the topic.

Careful choice of themes and topics stimulates the interest of the learner. To achieve this, teachers should try to:

- find a balance of topics and themes which interest boys and girls, and rural and city learners, as well as themes which unite learners across these divisions;
- choose topics that are relevant to the learners' lives, and yet also move them beyond what they already know - for example, they can learn about other countries and cultures; and
- select themes and topics that link with the Critical and Developmental Outcomes - for example, learners need to engage with important human rights and environmental issues such as poverty, HIV/AIDS, the right to land, and consumerism.

### Human rights and environmental justice

Languages are an important tool for achieving human rights and environmental justice. Through its Assessment Standards, the Languages Learning Area Statement seeks to develop this tool to its fullest potential. Learners should become confident bilingual (or multilingual) speakers, who have the critical tools to read their world and the texts spoken and written about it. They should be able to analyse these texts and 'rewrite' them in ways that expand possibilities in relation to both human rights and environmental justice.



## CHAPTER 2

# FOUNDATION PHASE

### (Grades R-3)

## INTRODUCTION

All learners come to school with prior knowledge about and a high level of proficiency in their home language. They have developed this through a variety of interactions with others in their home environment in the context of care, nurturing and play. Because home environments differ, the knowledge children bring with them to school also differs. However, whatever they know should be used in their language development. This is central to their personal growth, their interactions with others, and their access to learning and the world around them. In the next section, we briefly explain:

- learners' prior knowledge;
- environments for learning; and
- principles and approaches guiding this curriculum.

### Focus

When learners enter Grade R or Grade 1, they have learned much through listening, and can speak with varying degrees of fluency and confidence. They have been raised with the culture, traditions and knowledge present in their home environment, and these are part of their language knowledge. The classroom should be a place that celebrates, respects, and builds on what learners know.

### Language Development: A Gradual Process

The principle guiding the teaching and learning of literacy in this curriculum is that language development involves a gradual process of improving. Mistakes are a natural part of that process, and with support learners' language will become increasingly more accurate as they have more opportunities to use and develop their language knowledge and skills.

### A Balanced Approach to Literacy Development

In this curriculum, a 'balanced approach' to literacy development has been used. It is balanced because it begins with children's emergent literacy, it involves them in reading real books and writing for genuine purposes, and it gives attention to phonics. These are the things learners need to know and do in order to learn to read and write successfully. In reading, this means moving away from the 'reading readiness approach', which held that children were not ready to start learning to read and write until they were able to perform sub-skills such as auditory discrimination and visual discrimination, and had developed their fine and large motor skills to a certain level.

With the balanced approach, these skills:

- do not have to be in place before a learner can start to read and write; and
- can and should be developed during children's early learning experiences.

## Building on Knowledge

The Languages curriculum recognises that learners begin to develop written language knowledge from the moment they are first exposed to reading and writing at home, in the environment around them, and during their pre-school years. To continue this process, it is necessary to make the classroom an environment that encourages learners to become increasingly more skilled readers and writers.

## Encouraging Practice

The curriculum says that it is necessary to:

- encourage and support learners to do wide reading;
- give learners frequent opportunities for writing and for developing their vocabulary and language use; and
- help learners to discover techniques and strategies that unlock the ‘code’ of the written word, for example:
  - the development of various word recognition and comprehension skills such as phonemic awareness (sensitivity to the sounds of language),
  - knowledge of letter-sound correspondences (phonics), and
  - knowledge of blending (the putting together of two or three letters to make a sound).

## Integrating Learning Outcomes

The Learning Outcomes should be seen as working together in developing learners’ language. At the beginning of the Assessment Standards, examples of texts (oral, written or visual, and multimedia) are suggested which enable learners and teachers to do this kind of integration. Remember: learners cannot be expected to speak a language they have not heard, nor to write or produce texts they have never before read or seen.

## LEARNING OUTCOMES



### Learning Outcome 1: Listening

**The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.**

The skills in listening that learners bring to school should be developed and used to expand their speaking, reading, viewing and writing skills. Active listening is central to learning, as well as for building respectful relationships. Learners can listen to increase their knowledge of their own and other languages and cultures.



### Learning Outcome 2: Speaking

**The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.**

Learners need to be able to use their communication skills effectively across cultural and language boundaries. They should learn through experience that multilingualism is personally and socially enriching. They should learn how to communicate with people who have speech and hearing impairments, and to be sensitive to their needs.



### Learning Outcome 3: Reading and Viewing

**The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.**

Reading for meaning is the main purpose. Techniques and strategies that help learners do this with increasing accuracy support reading for meaning. Reading (including visual and multimedia texts) is essential for language development, learning to write, enjoyment, personal growth, and learning about the world.



### Learning Outcome 4: Writing

**The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.**

In the Foundation Phase, learners work towards this outcome. They learn that writing carries meaning, and that they themselves are the authors of that meaning. They develop their handwriting skills to be able to record their thoughts and ideas so that they and others can read them. They learn how to use writing conventions such as spelling and punctuation to make their writing understandable to others. They learn that writing is a process that includes pre-writing, drafting, revising, editing, illustrating and publishing.



### Learning Outcome 5: Thinking and Reasoning

**The learner will be able to use language to think and reason, as well as to access, process and use information for learning.**

The skills outlined in this outcome are part of all aspects of language learning. The reason for including them in a separate Learning Outcome is to highlight their importance in developing language across the curriculum.

Languages can be described as a ‘gateway’ learning area: they make it possible for children to learn all their other subjects. Therefore, teachers consistently need to develop, reinforce and consolidate the language tools for thinking and reasoning. This should not be done in isolation - learners need to apply these skills in all Learning Areas.



### Learning Outcome 6: Language Structure and Use

**The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.**

Learners will begin to explore how language works. They will start to develop a shared language for talking about language (a ‘meta-language’). For example, they will learn and use terms like ‘sound’, ‘syllable’, ‘word’, ‘sentence’ and ‘full stop’. This will enable them to discuss and think about such things as how words are spelled and how simple sentences are structured and punctuated.

## ASSESSMENT STANDARDS AND TEXTS

### Notes:

- In the next sections, the Assessment Standards for each Learning Outcome will be given for each grade. Examples are given of texts that can be used for integrated language learning. These are not the only possible examples, and the teacher can add to them by choosing any other suitable and available texts.
- Teachers need to remember that not all learners will have attended Grade R. Concepts, skills and strategies for Grade R need to be taught and consolidated in Grade 1.

## Assessment Standards and Texts for Grade R

### Grade R

#### Recommended Texts

##### **Oral:**

- Stories (often dramatised and including choruses for learners to join in)
- Simple instructions
- Recounts
- Simple descriptions
- Action rhymes
- Songs
- Games

##### **Written/Visual:**

- Picture stories and books with very simple captions
- Picture puzzles
- Familiar advertisements and posters
- Photographs

##### **Multimedia:**

- Television
- Children's films

## Grade R



### Learning Outcome 1

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Listens attentively to questions, instructions and announcements, and responds appropriately.
- Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, and taking turns to speak.
- Listens with enjoyment to oral texts (simple songs, rhymes, short poems and stories), and shows understanding:
  - acts out parts of the story, song or rhyme;
  - joins in choruses at the appropriate time;
  - draws a picture of the story, song or rhyme;
  - notes details and gives the main idea of an oral text;
  - puts pictures in the right sequence.
- Develops phonic awareness:
  - recognises that words are made up of sounds;
  - distinguishes between different sounds, especially at the beginning and ends of words;
  - segments oral sentences into individual words (using words of one syllable at first);
  - segments spoken multi-syllabic words into syllables (e.g. ba-na-na) using clapping or drumbeats;
  - recognises some rhyming words in common rhymes and songs such as 'We're going to the zoo, zoo, zoo; you can come too, too, too'.

## Grade R



### Learning Outcome 2

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Talks about family and friends.
- Expresses own feelings and the feelings of real or imaginary people.
- Sings and recites simple songs and rhymes.
- Uses language imaginatively for fun and fantasy (e.g. to make up rhyming words).
- Asks questions when the learner does not understand or needs more information, and responds clearly to questions asked of the learner.
- Passes on messages.
- Recounts own personal experiences.
- Tells own stories and retells stories of others in own words.
- Participates confidently and fluently in a group.
- Shows sensitivity when speaking to others.
- Role-plays different kinds and manners of speech (e.g. telephone conversation).

## Grade R



### Learning Outcome 3

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Uses visual cues to make meaning:
  - looks carefully at pictures and photographs to recognise common objects and experiences;
  - identifies a picture or figure from the background;
  - makes sense of picture stories;
  - matches pictures and words;
  - uses illustrations to understand simple captions in story books.
- Role-plays reading:
  - holds a book the right way up, turns pages appropriately, looks at words and pictures and understands the relationship between them, and uses pictures to construct ideas;
  - distinguishes pictures from print (e.g. by pointing at words rather than pictures when 'reading').
- Makes meaning of written text:
  - understands the purpose of print - that it carries meaning (e.g. that a written word can signify own name);
  - 'reads' in a group with the teacher;
  - makes links to own experience when reading with the teacher, viewing television or pictures;
  - describes and gives opinions of characters in stories or television programmes.
- Starts recognising and making meaning of letters and words:
  - recognises that written words refer to spoken words;
  - recognises and reads high frequency words such as own name and print in the environment such as 'STOP';
  - 'reads' picture books with simple captions or sentences.



## Grade R



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Begins to develop phonic awareness:
  - recognises initial consonant and short vowel sounds;
  - recognises and names some common letters of the alphabet such as the letter the learner's name begins with;
  - recognises some rhyming words in common rhymes and songs such as 'We're going to the zoo, zoo, zoo; you can come too, too, too'.

## Grade R



### Learning Outcome 4

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Experiments with writing:
  - creates and uses drawings to convey a message, and as a starting point for writing;
  - forms letters in various ways (e.g. by using own body to show the shapes, writing in sand);
  - understands that writing and drawing are different;
  - ‘writes’ and asks others to give the meaning of what has been written;
  - talks about own drawing and ‘writing’;
  - role-plays ‘writing’ for a purpose (e.g. telephone message, shopping list);
  - uses known letters and numerals (or approximations) to represent written language, especially letters from own name and age;
  - ‘reads’ own emerging writing when asked to do so;
  - shows in own writing attempts, beginning awareness of directionality (e.g. starting from left to right, top to bottom);
  - copies print from the environment (e.g. labels on household items, advertisements);
  - makes attempts at familiar forms of writing, using known letters (e.g. in lists, messages or letters);
  - manipulates writing tools like crayons and pencils.

## Grade R



## Learning Outcome 5

**THINKING AND REASONING**

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



## Assessment Standards

We know this when the learner:

- Uses language to develop concepts:
  - demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence.
- Uses language to think and reason:
  - identifies and describes similarities and differences;
  - matches things that go together, and compares things that are different;
  - classifies things (e.g. puts all toys in box, books on shelves, crayons in tins);
  - identifies parts from the whole (e.g. parts of the body).
- Uses language to investigate and explore:
  - asks questions and searches for explanations;
  - gives explanations and offers solutions;
  - offers explanations and solutions;
  - solves and completes puzzles.
- Processes information:
  - picks out selected information from a description.

## Grade R



### Learning Outcome 6

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Relates sounds to letters and words:
  - recognises that words are made up of sounds;
  - recognises the sounds at the beginnings of some words.
- Works with words:
  - groups words (e.g. words which rhyme);
  - identifies a word, a letter and a space in print.
- Works with sentences:
  - communicates ideas using descriptions and action words.
- Works with texts:
  - talks about texts (e.g. stories) using terms like 'beginning', 'middle' and 'end'.
- Uses meta-language (e.g. sound, word, letter, rhyme, beginning, middle, end).

## Assessment Standards and Texts for Grades 1-3



### Grade 1

#### Recommended Texts

##### Oral:

- Narratives (e.g. simple stories, fables, legends)
- Instructions of growing complexity
- Recounts
- Simple descriptions
- Action rhymes
- Songs
- Poems
- Games

##### Written/Visual:

- Simple stories
- Lists (e.g. shopping lists)
- Instructions (e.g. how to make a paper aeroplane)
- Simple descriptions
- Simple informational texts (e.g. books on shapes, animals, seashells)
- Simple word problems (Mathematics)
- Poems
- Games (e.g. board games)
- Picture books
- Picture puzzles (e.g. *I Spy* books, *Where's Wally*)
- Simple charts
- Reference books (e.g. dictionaries)

##### Multimedia:

- Television
- Children's films
- Videos, CD-ROMs and Internet (where available)



## Grade 2

### Recommended Texts

#### Oral:

- Narratives (e.g. stories, fables, legends)
- Instructions of growing complexity
- Lists
- Recounts
- Descriptions
- Dialogues and conversations
- Rhymes
- Songs
- Poems
- Praise poems
- Games
- Audiotapes (e.g. of radio stories)
- Familiar advertisements
- Riddles and jokes

#### Written/Visual:

- Books (fiction and non-fiction)
- Instructions
- Rules (e.g. rules for a game)
- Rosters
- Invitations
- Greetings cards
- Forms (e.g. for competitions)
- Charts
- Bar graphs
- Word puzzles (e.g. crossword puzzles)
- Photographs
- Magazine pictures and advertisements

#### Multimedia:

- Television
- Children's films
- Simple television advertisements
- Videos, CD-ROMs and Internet (where available)



## Grade 3

### Recommended Texts

#### Oral:

- Narratives (e.g. stories, fables, legends, myths)
- Instructions of growing complexity
- Lists
- Recounts
- Descriptions
- Dialogues and conversations
- Songs
- Poems
- Games
- Riddles and jokes
- Radio broadcasts (stories, announcements, news, weather, interviews)

#### Written/Visual:

- Books (fiction and non-fiction)
- Newspapers
- Reference books (e.g. dictionaries, children's encyclopaedias, textbooks from other learning areas)
- Tables of contents and indexes
- Simple book reviews
- Pamphlets
- Advertisements
- Forms for filling in (e.g. for competitions)
- Diaries
- Magazines
- Comics
- Photographs
- Flow-diagrams
- Mind maps

#### Multimedia:

- Television
- Films
- Television advertisements
- Videos, CD-ROMs and Internet (where available)

## Grade 1



### Learning Outcome 1

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Listens attentively to instructions and announcements, and responds appropriately.
  
- Demonstrates appropriate listening behaviour by listening without interrupting, showing respect for the speaker, taking turns to speak, and asking questions for clarification.
  
  
  
  
  
  
  
  
  
  
- Listens with enjoyment to short stories, rhymes, poems and songs from a variety of cultures, and shows understanding:
  - listens for the main idea and important details in the story;
  - acts out parts of story, song or rhyme;
  - joins in choruses;
  - draws a picture of the story and writes a few words about it;
  - puts pictures in right sequence and matches captions with pictures;
  - answers open questions about the story;
  - expresses feelings about the story;
  - communicates back the sequence of ideas.
  
- Listens, enjoys and responds appropriately to riddles and jokes.
  
  
- Listens to messages and conveys them correctly.



## Grade 2



### Assessment Standards

We know this when the learner:

- Listens attentively for a longer period (with extended concentration span) and responds to an extended sequence of instructions.
- Demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and commenting on what has been heard, if appropriate.
- Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:
  - listens for the topic or main idea;
  - listens for details;
  - predicts what will happen;
  - communicates back a sequence of events or ideas in the oral text;
  - answers questions about the oral text;
  - expresses feelings about the oral text giving reasons;
  - works out cause and effect in the oral text.
- Listens, enjoys and responds appropriately to riddles and jokes.
- Listens to a speaker the learner cannot see (e.g. on the telephone) and responds to questions and instructions.

## Grade 3



### Assessment Standards

We know this when the learner:

- Listens attentively (extending concentration span) and responds to an extended sequence of instructions appropriate to the learner's level.
- Demonstrates appropriate listening behaviour by showing respect for the speaker, taking turns to speak, asking questions for clarification, and summarising or commenting on what has been heard.
- Recognises and shows respect for different varieties of language.
- Listens with enjoyment to stories, poems, songs and other oral texts and shows understanding:
  - listens for the topic or main idea;
  - listens for details;
  - predicts what will happen;
  - communicates back a sequence of events or ideas in the text;
  - answers questions about the oral text;
  - expresses feelings about the text, giving reasons;
  - works out cause and effect in the oral text;
  - draws pictures to illustrate understanding of the oral text, and writes it in own words.
- Listens, enjoys and responds appropriately to riddles and jokes.
- Listens to a speaker the learner cannot see (e.g. on radio, intercom) and responds to questions and instructions.

## Grade 1



### Learning Outcome 1 Continued

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - distinguishes between different phonemes, especially at the beginning of words;
  - recognises some rhyming words in common rhymes and songs such as ‘We’re going to the zoo, zoo, zoo; you can come too, too, too’;
  - recognises plurals (‘s’ and ‘es’), ‘-ing’ and ‘-ed’ at the end of words.

Grade 2



Assessment Standards

(There are no further Assessment Standards for this Learning Outcome in Grade 2.)

Grade 3



Assessment Standards

(There are no further Assessment Standards for this Learning Outcome in Grade 3.)

## Grade 1



### Learning Outcome 2

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Talks about personal experiences, feelings and news.
  
- Communicates ideas using interesting descriptions and action words.
  
- Sings, recites, acts out and mimes songs, poems and rhymes.
  
- Uses language imaginatively for fun and fantasy.
  
- Passes on messages.
  
- Recounts in sequence personal experiences.
  
- Tells a familiar short story that has a beginning, middle and ending, using pictures for support if necessary.
  
- Contributes to class and group discussions:
  - by taking turns, asking questions and showing sensitivity to the rights and feelings of others;
  - reports back on behalf of group following group work;
  - responds to questions asked by listeners.

## Grade 2



### Assessment Standards

We know this when the learner:

- Recounts personal experiences and more general news events.
- Uses language imaginatively for fun and fantasy (e.g. telling jokes and riddles, playing word games, and making up own rhymes).
- Creates and tells simple stories with a beginning, middle and ending, using descriptive language, and avoiding repetition.
  
- Contributes to class and group discussions:
  - initiates topics in group discussions;
  - takes turns and asks relevant questions;
  - suggests and elaborates ideas;
  - shows sensitivity to the rights and feelings of others;
  - reports back on group's work;
  - asks questions for clarity and information;
  - answers questions and gives reasons for answers;
  - gives constructive feedback to others.

## Grade 3



### Assessment Standards

We know this when the learner:

- Recounts personal experiences and more general news events, and expresses feelings and opinions about them.
- Uses language imaginatively for fun and fantasy (e.g. telling jokes, creating own poems and code language).
- Creates and tells stories with a beginning, middle and ending, which use descriptive language, avoid repetition and have elements of plot and characterisation.
  
- Uses different expressions and gestures when telling a story.
  
- Contributes to group and class discussions:
  - initiates topics in group discussion;
  - takes turns and asks relevant questions;
  - suggests or elaborates ideas;
  - shows sensitivity to the rights and feelings of others;
  - summarises a group's work;
  - asks questions for clarity and information;
  - answers questions and gives reasons for answers;
  - gives constructive feedback to others.

Grade 1



Learning Outcome 2  
Continued



Assessment Standards

We know this when the learner:

**SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

- Uses appropriate language for different occasions and with different people:
  - interviews an adult visitor to the class;
  - role-plays relevant situations such as making new friends;
  - varies tone and volume of voice.

## Grade 2



### Assessment Standards

We know this when the learner:

- Suggests ways of solving problems.
- Uses appropriate language for different purposes (e.g. apologies, invitations) and with different people (e.g. interviews people, role-plays).
- Uses appropriate volume and intonation (e.g. speaking quietly with a partner in class and more loudly with friends in the in playground).

## Grade 3



### Assessment Standards

We know this when the learner:

- Interviews people for a particular purpose.
- Makes oral presentations (e.g. on given topics, on interviews conducted, reporting back from fieldtrips):
  - with support and guidance from teacher, develops class guidelines for a good presentation;
  - describes what is going to be presented and how;
  - uses visual aids to supplement oral presentations;
  - uses basic strategies to engage listeners (e.g. making eye contact);
  - varies volume and pitch of voice.
- Engages in conversation as a social skill.

## Grade 1



### Learning Outcome 3

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Uses visual cues to make meaning:
  - predicts from the cover of a book what the story is about;
  - uses illustrations to interpret the meaning of stories, and tells a story;
  - interprets information including simple tables and graphical images found in print, media and advertising such as calendars and rosters, HIV/AIDS posters.
  
- Role-plays reading:
  - holds a book the right way up;
  - turns pages appropriately;
  - looks at words and pictures;
  - uses pictures to construct ideas.
  
- Makes meaning of written text:
  - reads a story with the teacher and:
    - ▶ discusses the main idea,
    - ▶ identifies the details (e.g. main characters, sequence of events, setting),
    - ▶ says whether the story was liked and why.



## Grade 2



## Assessment Standards

We know this when the learner:

- Uses visual cues to make meaning:
  - predicts from the cover of a book what the story will be about;
  - in relation to images, print media and advertising:
    - ▶ interprets the main message,
    - ▶ identifies purpose, audience, and where it will be found;
  - expresses personal response to print and media images.
  
- Makes meaning of written text:
  - reads a story on own or with the teacher and:
    - ▶ describes the main idea,
    - ▶ identifies key details (e.g. main characters, sequence of events, setting),
    - ▶ identifies and discusses cultural values in the story,
    - ▶ identifies cause-effect relations (why something is happening in a story),
    - ▶ draws conclusions,
    - ▶ expresses whether the story was liked and why;
  - reads simple instructions in the classrooms;
  - reads texts at a slightly more complex level (simple fiction and non-fiction books, simple instructions, invitations and greetings cards, word puzzles, etc.).

## Grade 3



## Assessment Standards

We know this when the learner:

- Uses visual cues to make meaning:
  - reads graphical texts such as photographs, maps, flow diagrams, charts, and:
    - ▶ explains orally or in writing their meaning and purpose,
    - ▶ uses the information in appropriate ways (e.g. a map for direction),
    - ▶ evaluates the image for design features and effectiveness.
  
- Makes meaning of written text:
  - comments on a story or poem the learner has read, and demonstrates understanding by answering questions on:
    - ▶ main idea,
    - ▶ key details such as main characters, sequence of events, setting, cultural values,
    - ▶ cause-effect relations,
    - ▶ conclusions (e.g. 'What does this story/fable teach us?'),
    - ▶ whether or not the story was liked and why;
  - reads instructions related to real life interests and needs;
  - reads a wide variety of fairly complex texts such as fiction and non-fiction books, tables of contents and indexes.

## Grade 1



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Recognises letters and words and makes meaning of written text:
  - reads simple written materials (labels, stories, etc.) for different purposes;
  - reads own writing and the writing of classmates;
  - uses phonic and word recognition skills to decode new or unfamiliar words in context (e.g. visual cues like shape of word and letter patterns, picture clues, context clues, and letter-sound relationships).

## Grade 2



### Assessment Standards

We know this when the learner:

- Recognises and makes meaning of letters and words in longer texts:
  - reads with increasing speed and fluency;
  - reads aloud and uses correct pronunciation and appropriate stress;
  - uses phonic and other word recognition and comprehension skills such as phonics, context clues, and making predictions in order to make sense of text;
  - uses self-correcting strategies such as re-reading, pausing, practising a word before saying it out loud).

## Grade 3



### Assessment Standards

We know this when the learner:

- Reads texts alone, and uses a variety of strategies to make meaning:
  - reads a printed text fluently and with understanding:
    - ▶ pronounces words with accuracy when reading aloud,
    - ▶ reads aloud with expression, using appropriate stress, pausing and intonation,
    - ▶ uses word recognition and comprehension skills to read unfamiliar texts (e.g. phonics, contextual cues, predicting),
    - ▶ uses a range of automatic monitoring and self-correcting methods when reading such as re-reading, reading on, pausing, and practising the word before saying it out loud.

## Grade 1



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - recognises and names letters of the alphabet;
  - understands the difference between letter names and letter sounds;
  - understands that letter names remain constant but the sounds they represent may vary;
  - understands the letter-sound relationships of most single consonants and short forms of vowels in words like 'hat' and 'mat';
  - segments simple words with single initial consonants and short vowels (CVC pattern) into onset (the first sound) and rime (the last part of the syllable) (e.g. f-at, c-at, m-at, h-at, s-at);
  - groups common words into word families (e.g. fat, cat, mat, hat, sat);
  - recognises the 'silent e' in common words such as 'cake';
  - recognises two letter blends at the beginning of words (e.g. gr-eeen , bl-ow);
  - recognises common consonant digraphs (single sounds spelt with two letters) at the beginning and end of words (e.g. sh, th, ch);
  - recognises some high-frequency sight words such as 'the', 'a', 'to', 'my', 'your', 'like' and including own name and print in the environment.

## Grade 2



## Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - recognises vowel sounds spelled with two letters (vowel diagraphs) (e.g. ea, ee, ay, ai, ar, er, or, ir, ur, ou, oo, oi);
  - recognises single consonants spelled with two letters (consonant diagraphs) (e.g. wh, th, sh, ph, ll, ss, zz);
  - recognises two-letter and three-letter consonant blends at the beginnings and ends of words (e.g. bl, str, lp, nds);
  - recognises the first sounds (onset) and last syllable (rime) in more complex patterns (e.g. dr-eam, cr-eam, str-eam, scr-eam);
  - recognises more complex word families (e.g. dream, cream, stream, scream);
  - recognises known rhymes (e.g. fly, sky, dry);
  - recognises some more complex suffixes (e.g. zz+es, -ies, -ly);
  - recognises an increasing number of high-frequency sight words.

## Grade 3



## Assessment Standards

We know this when the learner:

- Consolidates phonic knowledge:
  - recognises that the same sound can be spelled in different ways (e.g. play, pain, plate);
  - recognises that the same spelling can represent different sounds (e.g. bread, read);
  - recognises some more vowel sounds spelled with two letters (vowel diagraphs) (e.g. oi, ou, oa, aw);
  - recognises the use of 'gh' and 'ght' at the end of words;
  - recognises vowels with two sounds (diphthongs) (e.g. ere, air, are, au).

## Grade 1



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Reads for information and enjoyment:
  - reads picture books with simple captions.

## Grade 2



### Assessment Standards

We know this when the learner:

- Reads for information and enjoyment:
  - reads picture books and simple stories of own choice;
  - shows appreciation of stories from different cultures;
  - starts to use the dictionary to check spelling and meaning of words;
  - reads a variety of texts for enjoyment such as magazines, comics, non-fiction books.

## Grade 3



### Assessment Standards

We know this when the learner:

- Reads for information and enjoyment:
  - chooses fiction and non-fiction books and says what was liked or not liked about them;
  - reads and appreciates books written by authors from different cultures about a range of different contexts and relationships;
  - reads different kinds of texts such as comics, magazines, newspapers;
  - develops vocabulary by using a dictionary and keeping a personal dictionary;
  - uses table of contents, index, key words, headings, captions and page numbers to find information;
  - plays word games that draw on reading, vocabulary knowledge and skills;
  - identifies and finds information sources such as community members, library books;
  - starts to analyse oral, written and visual texts for socio-cultural values, attitudes and assumptions (e.g. in an advertisement on soap powder, talk about who it is meant to appeal to, and roles played by females and males).

## Grade 1



### Learning Outcome 4

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Writes with increasing legibility:
  - manipulates writing tools like crayons and pencils effectively;
  - develops letter formation and handwriting skills, drawing patterns, tracing and copying words);
  - forms letters of the alphabet successfully.
  
- Does pre-writing:
  - creates and uses drawings as a focus for writing;
  - responds to a picture by writing simple sentences;
  - discusses with classmates (in pairs or groups) topics and ideas for writing.
  
- Writes for different purposes:
  - compiles lists;
  - writes simple labels or captions for drawings;
  - creates simple texts such as birthday cards (with written and visual text);
  - uses simple strategies for getting and recording information, such as carrying out a survey of how many languages are spoken in a group;
  - organises information in simple graphical forms, such as a chart or roster;
  - collects suitable pictures and graphics to illustrate text.



## Grade 2



### Assessment Standards

We know this when the learner:

- Uses pre-writing strategies to initiate writing:
  - participates in group brainstorming activities to get ideas for writing;
  - shares ideas with classmates and teacher;
  - chooses a topic to write about that is personally significant and that is suitable to the learner's age and circumstances.
- Writes for different purposes:
  - writes drafts and short texts for various purposes:
    - ▶ lists, such as tasks for the week,
    - ▶ simple expressive texts such as thank you cards and letters,
    - ▶ simple informational texts such as recipes,
    - ▶ simple recounts of personal experiences and events,
    - ▶ simple stories,
    - ▶ poems and songs;
  - writes a title that reflects the content.

## Grade 3



### Assessment Standards

We know this when the learner:

- Uses pre-writing strategies to initiate writing:
  - uses various pre-writing strategies to gather information and choose a topic (e.g. brainstorming, free writing, talking with friends, visual images);
  - begins to plan writing.
- Drafts a piece of writing for different purposes:
  - selects a text form to suit the purpose and audience (e.g. diary entry to record feelings about an event);
  - writes a selection of short texts for different purposes (e.g. one- or two-paragraph stories, simple book reviews, recipes, letters, dialogues, instructions);
  - where appropriate, writes a title that reflects the content.

## Grade 1



### Learning Outcome 4 Continued

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Drafts and revises:
  - contributes ideas to a group writing a story (initially with teacher as scribe);
  - revises a draft of the group's story to be clearer and more interesting;
  - writes and reads own draft to teacher and classmates, and starts to make revisions.
  
- Writes so that others can understand, using writing conventions:
  - uses letters to form single words and short sentences;
  - leaves spaces between words;
  - uses left to right, top to bottom orientation to print;
  - writes own sentences, with the support of writing frames where necessary;
  - starts to use basic punctuation (capital letters and full stops).
  
- Begins to build vocabulary and starts to spell words so that they can be read and understood by others:
  - writes words that represent familiar people, places and things;
  - spells common words correctly;
  - attempts to spell unfamiliar words using knowledge of phonics (emergent spelling);
  - builds own word bank and personal dictionary.

## Grade 2



### Assessment Standards

We know this when the learner:

- Revises writing:
  - discusses own and others' writing to get or give feedback;
  - makes attempts at editing own writing (e.g. deleting or adding words to clarify meaning, checking and correcting spelling and punctuation);
  - revises own writing after talking with others.
  
- 'Publishes' (makes public) own writing:
  - shares work with others by reading it aloud and/or displaying it in the classroom;
  - makes own books or contributes to class anthologies.
  
- Builds vocabulary and starts to spell words so that they can be read and understood by others:
  - experiments with words drawn from own language experiences;
  - spells common words correctly;
  - uses homophones with increasing accuracy (e.g. one/won, for/four, too/to);
  - attempts to spell unfamiliar words using knowledge of phonics;
  - builds word bank and personal dictionary;
  - uses dictionary to check on spellings and meanings of words.

## Grade 3



### Assessment Standards

We know this when the learner:

- Revises own writing:
  - discusses own and others' writing to get or give feedback;
  - edits own writing (e.g. deleting or adding words to clarify meaning, re-ordering sentences, checking and correcting spelling and punctuation);
  - revises own writing after getting feedback from others.
  
- 'Publishes' (makes public) own writing:
  - shares work with others by reading it aloud and/or displaying it in the classroom;
  - shares writing with intended audience, such as family or friends (e.g. letters, messages, instructions);
  - makes own books or contributes to class anthologies.
  
- Builds vocabulary and spells words independently:
  - varies vocabulary for interest and specific purposes;
  - experiments with and manipulates words from stories, reading, media, jokes, oral language of friends and others;
  - builds word bank and personal dictionary;
  - uses dictionary to check spellings and meanings of words;
  - uses knowledge of phonics and spelling rules to write unfamiliar words.

Grade 1



Learning Outcome 4  
Continued

**WRITING**

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



Assessment Standards

(There are no further Assessment Standards for this Learning Outcome in Grade 1.)

## Grade 2



### Assessment Standards

We know this when the learner:

- Writes so that others can understand, using appropriate grammatical structures and writing conventions:
  - uses writing frames that show different kinds of sentence and text structures;
  - uses basic punctuation (capital letters and full stops);
  - experiments with other punctuation marks such as exclamation and/or question marks;
  - uses some narrative devices (e.g. once upon a time, the end);
  - applies knowledge of grammar;
  - uses some informational text structures, such as recipes.
- Writes with increasing legibility:
  - uses handwriting tools and implements effectively;
  - forms letters clearly and easily;
  - writes with greater ease and speed as a result of frequent practice.

## Grade 3



### Assessment Standards

We know this when the learner:

- Uses appropriate grammatical structures and writing conventions:
  - begins to group sentences into paragraphs;
  - uses punctuation appropriately (capital letters, full stops, question marks, commas, apostrophes, exclamation marks);
  - applies knowledge of grammar;
  - uses knowledge of other texts as models for writing;
  - uses narrative structure;
  - uses informational text structures, such as experiments.
- Writes legibly:
  - writes with ease and increasing speed as a result of frequent practice;
  - completes a writing task within a set time.

## Grade 1



### Learning Outcome 5

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- Uses language to develop concepts:
  - demonstrates developing knowledge of concepts such as quantity, size, shape, direction, colour, speed, time, age, sequence;
  - understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level.
  
- Uses language to think and reason:
  - understands and uses language for logic and reasoning, such as cause and effect;
  - classifies information (e.g. groups of different kinds of animals);
  - identifies parts from the whole (e.g. parts of a bicycle, parts of a plant);
  - identifies similarities and differences, using appropriate language (e.g. like, the same as, different from).
  
- Uses language to investigate and explore:
  - asks questions and searches for explanations;
  - offers explanations and solutions;
  - uses simple strategies for getting and recording information, such as carrying out a survey of how many languages are spoken in a group, or finding relevant information in texts;
  - solves picture and word puzzles.

## Grade 2



## Assessment Standards

We know this when the learner:

- Uses language to develop concepts:
  - understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level.
  
- Uses language to think and reason:
  - understands and uses language for logic and reasoning (e.g. cause and effect, logical sequence);
  - uses higher order thinking and the language associated with it (e.g. inferring, applying knowledge, evaluating – e.g. ‘I think’, ‘I wonder’);
  - identifies similarities and differences (e.g. like, the same as, different from) and classifies things;
  - compares things.
  
- Uses language to investigate and explore:
  - asks questions and searches for explanations;
  - offers solutions and alternatives;
  - uses knowledge about variety of text sources to choose relevant materials, and is able to give reasons for the choice;
  - uses simple strategies for getting and recording information (e.g. library search with help of adult or older learner).

## Grade 3



## Assessment Standards

We know this when the learner:

- Uses language to develop concepts:
  - understands and uses the conceptual language of different learning areas necessary at this level and in preparation for the next level.
  
- Uses language to think and reason:
  - understands and uses language for logic and reasoning (e.g. cause and effect, drawing conclusions);
  - uses higher order thinking and the language associated with it (e.g. hypothesising - ‘I think it could ...’, ‘If ... then ...’);
  - uses language to describe similarities and differences, and to analyse, compare and contrast information.
  
- Uses language to investigate and explore:
  - asks questions for clarification, searches for explanations, suggests alternatives (e.g. ‘If I do this, then ...’; ‘What about ...?’; ‘We could try...’);
  - does simple research: asks questions which help define the task and get necessary information (e.g. ‘What do we need to know, to do, to get?’; ‘Where can we find the information?’);
  - plans the steps of a task, and shares responsibilities (e.g. what must be done, and who will do what);

## Grade 1



### Learning Outcome 5 Continued



### Assessment Standards

We know this when the learner:

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

- Processes information:
  - organises information in simple graphical forms such as a chart, timeline, etc.



## Grade 2



### Assessment Standards

We know this when the learner:

- Processes information:
  - picks out selected information from a text and processes it;
  - organises information in simple graphical forms such as a chart, timetable, etc.

## Grade 3



### Assessment Standards

We know this when the learner:

- uses simple strategies for getting information:
    - ▶ asks relevant questions,
    - ▶ carries out interviews and surveys,
    - ▶ does library searches (with help of adult or older learner);
  - supports and clarifies arguments, by giving reasons and evidence;
  - summarises information and presents it in an appropriate and interesting way.
- 
- Processes information:
    - records and organises information in different ways:
      - ▶ selects information and take notes,
      - ▶ makes mind maps,
      - ▶ constructs tables, diagrams, charts and flow-charts;
    - sequences information and puts it under headings;
    - uses language to describe similarities and differences, and to analyse, compare and contrast information.

## Grade 1



### Learning Outcome 6

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Relates sounds to letters and words:
  - uses phonics to read and spell words.
  
- Works with words:
  - knows where a written word begins and ends, and leaves spaces between words;
  - spells some familiar words correctly;
  - forms the plural of familiar words;
  - groups words (e.g. words which rhyme);
  - uses capital letters for names (e.g. Brenda).
  
- Works with sentences:
  - writes simple sentences (e.g. 'Jay won the race.');
  - uses punctuation - a capital letter at the beginning of a sentence and a full stop at the end;
  - uses nouns, pronouns (I, you, she, he, etc.) and prepositions correctly;
  - uses simple present and past tenses correctly.

## Grade 2



## Assessment Standards

We know this when the learner:

- Relates sounds to letters and words:
  - uses phonics to spell unfamiliar words.
- Works with words:
  - spells familiar words correctly;
  - uses a dictionary to confirm spelling;
  - identifies some synonyms and antonyms.
- Works with sentences:
  - joins two simple sentences (clauses) with a conjunction ('and' or 'but') to form a co-ordinate sentence (e.g. 'Johan knocked over the vase and it broke.');
  - uses negative forms correctly (e.g. 'I will not do that.' 'You cannot do that.' 'She does not do that.');
  - identifies and uses nouns, adjectives, pronouns (my, your, etc.), verbs and prepositions correctly;
  - uses simple past, present and future tenses correctly;
  - uses a variety of sentence types (questions, statements, exclamations);
  - uses punctuation correctly (question mark, comma to separate items in a list, capital letters for proper names - e.g. 'Gauteng').

## Grade 3



## Assessment Standards

We know this when the learner:

- Relates sounds to letters and words:
  - uses phonics to spell more difficult words.
- Works with words:
  - uses some spelling rules to spell correctly;
  - uses a variety of sources to check spelling;
  - uses prefixes and suffixes to build words;
  - identifies and uses more synonyms and antonyms.
- Works with sentences:
  - identifies subject, verb and object in a sentence;
  - uses subject-verb agreement correctly;
  - uses connecting words to express cause and effect (e.g. 'I don't like her because she is rude.');
  - uses more complex tenses (e.g. present perfect progressive in English - 'I have been learning Xhosa for three years.');
  - uses a variety of sentence types (questions, statements and commands);
  - identifies and correctly uses nouns, pronouns (me, her, him, etc.), adjectives, verbs, adverbs and prepositions;
  - uses punctuation correctly (exclamation marks, apostrophes in contractions in English - e.g. I'm, can't).

## Grade 1



### Learning Outcome 6 Continued

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Works with texts:
  - sequences text (e.g. by using words like ‘then’ and ‘next’ in a recount);
  - talks about texts (e.g. stories) using terms like ‘beginning’, ‘middle’ and ‘end’.
  
- Develops critical language awareness;
  - recognises the difference between language used in the classroom (e.g. at news time) and when playing with friends;
  - explores why different language is used in different contexts.
  
- Uses meta-language (terms such as sentence, capital letter, full stop, dictionary).

## Grade 2



### Assessment Standards

We know this when the learner:

- Works with texts:
  - links sentences to form paragraphs;
  - sequences text by using words like ‘first’, ‘next’, ‘finally’;
  - identifies characteristics of different text types (e.g. story, instructions, recounts)
- Develops critical language awareness:
  - discusses the words commonly used to describe boys and girls, colours associated with boys and girls (e.g. tough, pretty);
  - discusses the effects of these descriptions, and whether one should use this language or not.
- Uses meta-language (terms such as noun, adjective, pronoun, verb, adverb, preposition, comma, question mark, paragraph).

## Grade 3



### Assessment Standards

We know this when the learner:

- Works with texts:
  - links sentences to form paragraphs, maintaining consistency in use of tenses.
- Develops critical language awareness:
  - explores the way class uses slang, with whom and for what purposes.
- Uses meta-language (terms such as subject, verb, object, question, statement, command, connecting word, simile, synonym, antonym, exclamation mark).



## CHAPTER 3

# INTERMEDIATE PHASE

### (Grades 4-6)

## INTRODUCTION

In the Intermediate Phase, learners are moving into adolescence. They are energetic, responsive to peer influence, often restless and unsure about themselves. They are self-conscious and curious about who they are and who they want to be. Issues relating to identity become increasingly important, and it is necessary to keep in mind the relationship between language and identity in our multilingual and multicultural country. Some of the characteristics of learners in this phase are:

- They become more sensitive to how their actions affect others.
- They begin to consider the needs, desires and points of view of others.
- They begin to function co-operatively in group tasks with increasing ease.
- They begin to enjoy the challenge of tackling independent tasks.
- They show the desire to take control of their own learning.
- They become more deliberate and methodical in their approach.
- They become increasingly able to access, record and manipulate information.
- They are increasingly able to investigate, compare and assess critically.

## Focus

In this phase, learners consolidate and extend their literacy skills, and build their confidence and fluency in using oral language. Cross-curricular work will form an important part of learning activities.

## Wider Range of Texts

Learners will work with a wider range of texts than in the Foundation Phase. The language and content of texts will be longer and more complex. They will introduce learners to oral and written literature, and to important social and environmental issues.

## Integrated Learning Activities

To help set clear Assessment Standards, each outcome has a different skill or skills as its focus (listening, speaking, reading and viewing, writing, thinking and reasoning, language structure and use). However, in learning programmes these should be contextualised in integrated learning activities with clear and relevant purposes.

## Broader and Varied Content

Relevant content should be drawn from a wide variety of issues, based on the learners' individual needs and on broader social issues. Try to cover national concerns such as poverty, HIV/AIDS and crime. These issues should not be treated just as the content of texts, but rather as a conscious part of the learning experience. In this way, learners can be exposed to authentic use of language, enabling them to develop critical skills, for example:

- recognising stereotypes;

- learning how texts persuade readers to particular points of view; and
- challenging these uses of language.

Through this approach, teachers and learners will:

- achieve the twelve Critical and Developmental Outcomes; and
- prepare for more complex activities and demanding Assessment Standards in the Senior Phase.

## LEARNING OUTCOMES



### Learning Outcome 1: Listening

**The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.**

Learners' listening skills are refined to enable them to listen to extended oral texts (both formal and informal) for different purposes.



### Learning Outcome 2: Speaking

**The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.**

As learners grow, situations become more challenging and demand more confidence and effectiveness in speaking. Learners will continue to develop their communication skills, become sensitive to cultural differences, and learn to value multilingualism.



### Learning Outcome 3: Reading and Viewing

**The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.**

Reading of South African and international fiction and non-fiction is necessary for learners' emotional and personal growth, for language development, for literacy, for understanding of values, and for enjoyment.



### Learning Outcome 4: Writing

**The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.**

Learners continue to develop their writing skills for different purposes and audiences. They begin to develop and organise ideas appropriately in factual and creative texts by following the steps in the writing process.





### Learning Outcome 5: Thinking and Reasoning

**The learner will be able to use language to think and reason, as well as to access, process and use information for learning.**

More developed thinking skills, including ‘thinking about their thinking’ (meta-cognition) and information literacy are important for cross-curricular work and for educational success. They should be taught in an integrated way in the context of problem-solving activities with a clear and valuable educational purpose.



### Learning Outcome 6: Language Structure and Use

**The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.**

Learners will explore how language works, and develop a shared language for talking about language (a ‘meta-language’), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning (from word and sentence levels to whole texts), and see how a text and its context are related. They will become aware of how language changes over time and between cultures, and how it changes in different situations.

## ASSESSMENT STANDARDS AND TEXTS

In the next sections, the Assessment Standards for each Learning Outcome will be given for each Grade. Examples are given of texts that can be used for integrated language learning. These are not the only possible examples, and the teacher can add to them by choosing any other suitable and available texts.



## Grade 4

### Recommended Texts

#### Oral:

- Conversations
- Speeches
- Poems
- Choral verses
- Narratives (e.g. fables, legends, stories)
- Reports of events
- Jokes, riddles and limericks
- Weather reports
- Interviews
- Short talks
- Songs
- Word games
- Instructions (e.g. for a game)
- Directions

#### Written/Visual:

- Poems
- Stories
- Reports (e.g. science, weather, accident, sports)
- Narratives (e.g. fables, legends, stories)
- Procedures (e.g. recipes, instructions)
- Comics/cartoon strips
- Letters
- Diaries
- Reference books (e.g. dictionaries, encyclopaedias)
- Textbooks (from different Learning Areas)
- Drawings
- Collages
- Bar graphs
- Charts (e.g. flow charts)
- Mind maps
- Maps



## Grade 4

### Recommended Texts

#### Continued

##### **Multimedia:**

- Children's television dramas
- Television cartoons
- Television advertisements
- Computers or CD-ROMs (where available)
- Live performances
- Advertisements



## Grade 5

### Recommended Texts

##### **Oral:**

- Speeches
- Radio shows
- Oral poems (e.g. praise poems, ballads)
- Narratives (e.g. stories, fables, myths, legends)
- Instructions
- Directions
- News
- Reports (e.g. weather, sports)
- Choral chants
- Talks/short lectures
- Debates
- Plays
- Jokes, humorous anecdotes



## Grade 5

### Recommended Texts

#### Continued

##### **Written/Visual:**

- Poems
- Narratives (e.g. stories, fables, myths, legends)
- Letters
- Book reviews
- Diaries
- Journals
- Procedures (e.g. instructions, recipes)
- Reports
- Reference books (e.g. dictionaries, encyclopaedias)
- Textbooks (from different Learning Areas)
- Posters
- Photographs
- Graphs and pie charts
- Tables
- Mind maps
- Diagrams

##### **Multimedia:**

- Television dramas
- Films
- Television cartoons
- Computers, Internet and CD-ROMs (where available)
- Performances
- Exhibits



## Grade 6

### Recommended Texts

#### **Oral:**

- Discussions
- Meetings
- Debates
- Stories
- Plays
- Radio shows - a variety of different formats
- News
- Instructions
- Directions
- Explanations
- Oral poems/poetry reading
- Anecdotes
- Negotiations

#### **Written/Visual:**

- Biographies
- Novels
- Short stories
- Short plays
- Poems
- Newspaper and magazine articles
- Reports (e.g. crime, accident, sports)
- Procedures (instructions)
- Directions
- Reference books (e.g. dictionaries, encyclopaedias)
- Textbooks (from different Learning Areas)
- Advertisements
- Photographs
- Graphs - a variety of different types
- Tables
- Charts
- Diagrams
- Maps



## Grade 6

### Recommended Texts

#### Continued

##### **Multimedia:**

- Films
- Documentaries
- Cartoons
- Television shows
- Television advertisements
- Computers, Internet, CD-ROMs (where available)
- Performances
- Exhibits



## Grade 4



### Learning Outcome 1

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Enjoys listening to different kinds of oral texts and responds appropriately (e.g. stories, fables, limericks, short reports).
- Discusses the central idea and specific details of the text and relates them to own experience.
- Discusses the speaker's use of words, phrases and body language and how they affect the listener. (e.g. 'How did you feel after listening to the speaker?', 'What did s/he say or do that made you feel that way?').
- Discusses how a speaker's tone and choice of words change for different audiences and purposes.
- Talks about the sound and word pictures in the language and comments on their effect on the listener.
- Listens for information in different kinds of texts (such as weather reports, school announcements, interviews), recalls main ideas or specific details, and responds appropriately.



## Grade 5



### Assessment Standards

We know this when the learner:

- Enjoys listening to different kinds of oral texts such as stories, myths, choral chants, jokes and riddles, and short plays and responds appropriately.
- Identifies the main message and themes in oral texts and relates them to everyday life.
- Identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences.
- Discusses how language is used to create a sense of atmosphere.
- Listens to different types of informational texts (directions, instructions, speeches, radio talk shows, television documentaries), notes main ideas or specific details, and uses information appropriately.

## Grade 6



### Assessment Standards

We know this when the learner:

- Enjoys listening and responds critically to different kinds of oral texts such as stories, legends, poems, plays, debates and talks.
- Identifies themes, asks questions, and relates ideas to own life experiences.
- Identifies and discusses key features such as context, speaker's body language, content, register, and choice of words:
  - discusses how they affect the listener and why;
  - discusses how these features would change for different audiences and purposes;
  - discusses how these features position both the speaker and listener (e.g. in terms of authority and power, attitude towards characters);
  - identifies and discusses how stereotypes are created and their effect on the listener (e.g. 'How is the hero depicted? How does this make you feel about her/him? Are people always like this in real life?').
- Comments on sound and visual effects such as rhythm, repetition, alliteration, onomatopoeia, and comparisons.
- Listens for information in a variety of oral texts (debates, explanations, reports, television documentaries), summarises main ideas, and notes specific details.

## Grade 4



### Learning Outcome 1 Continued

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Carries out instructions and follows directions.
- Listens actively in conversation and discussion showing respect for and sensitivity to the feelings of others and appreciating other points of view.
- Discusses the social, moral and cultural values, attitudes and assumptions in oral texts. (e.g. 'Are all families made up of mother, father and children?', 'Are there other kinds of families?').

## Grade 5



### Assessment Standards

We know this when the learner:

- Listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions.
- Discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. 'Is the moral of the story true for all circumstances? What circumstances are not covered in this story?').

## Grade 6



### Assessment Standards

We know this when the learner:

- Listens actively and with sensitivity, acknowledges opinions that conflict with own and responds appropriately in the context.
- Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text. (e.g. 'Is there any stereotyping?').

## Grade 4



### Learning Outcome 2

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Communicates experiences, ideas and information in different contexts for different audiences and purposes:
  - uses language with ease for interpersonal communication in everyday conversation;
  - uses language for imaginative self-expression (e.g. tells a story, recites a poem or role-plays a situation);
  - shares ideas and offers opinions on familiar topics from personal experience;
  - recalls and describes a set of actions or events;
  - gives directions or instructions;
  - asks and responds to questions;
  - discusses and compares own and others' ideas and opinions.
  
- Uses interaction skills and strategies for working in groups:
  - takes turns;
  - stays on topic;
  - asks relevant questions;
  - maintains discussion;
  - responds to others' ideas with empathy and respect;
  - gives balanced and constructive feedback;
  - uses appropriate intonation and facial expressions;
  - shows respect for others in the group.

## Grade 5



## Assessment Standards

We know this when the learner:

- Communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes:
  - uses language thoughtfully for interpersonal communication (e.g. praising someone's efforts, disagreeing with someone);
  - uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises);
  - shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;
  - describes events, presents feedback, and gives directions clearly and in an understandable way;
  - asks critical questions which do not have obvious answers, and can respond thoughtfully to such questions;
  - expresses and justifies own opinion with reasons.
  
- Uses interaction strategies to communicate effectively in group situations:
  - takes turns, stays on topic, asks relevant questions, maintains discussion and responds to others' ideas with empathy and respect;
  - gives balanced and constructive feedback;
  - uses appropriate intonation and facial expressions;
  - shows sensitivity to the rights and feeling of others during group work.

## Grade 6



## Assessment Standards

We know this when the learner:

- Communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes:
  - uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations);
  - uses language for creative and imaginative self-expression (e.g. poems, response to music);
  - shares ideas and offers opinions on challenging topics in a logical, coherent and structured way (e.g. poster presentations, reports, debates);
  - asks and responds to challenging questions;
  - develops factual and reasonable arguments to justify opinions.
  
- Applies interaction skills in group situations:
  - follows conventions for appropriate interaction in group work;
  - gives balanced and constructive feedback;
  - shows sensitivity to cultural and social differences (e.g. affirms and incorporates diverse language, experiences, examples);
  - uses diplomatic language in potential conflict situations.

## Grade 4



### Learning Outcome 2 Continued

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Uses appropriate body language and presentation skills:
  - makes eye contact and limits fidgeting;
  - uses appropriate gestures and facial expressions;
  - uses audible volume, pauses appropriately, and speaks at reasonable pace.
  
- Uses appropriate words and structures for different purposes and audiences:
  - uses language with the appropriate degree of formality (register) in different situations (tone, choice of words and style, body language);
  - uses appropriate language when expressing social courtesies (apologies, requests, thanks, support);
  - names and tries to avoid insensitive or discriminatory use of language.

## Grade 5



### Assessment Standards

We know this when the learner:

- Uses appropriate body language and presentation skills:
  - shifts eye contact to include as much of the audience as possible;
  - uses appropriate intonation and facial expressions;
  - adjusts tempo and volume for emphasis;
  - pauses at appropriate places and adjusts pace to needs of audience.
  
- Uses appropriate language for different purposes and audiences:
  - uses language with the appropriate register in less familiar situations;
  - uses grammatical structures and idioms that are appropriate for the purpose;
  - uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration;
  - identifies and challenges discriminatory use of language.

## Grade 6



### Assessment Standards

We know this when the learner:

- Uses appropriate body language and presentation skills:
  - does not turn back to audience;
  - varies volume, tone and tempo of voice for emphasis and effect;
  - reflects on own presentation and skills and tries to improve identified weaknesses.
  
- Uses appropriate language for different purposes and audiences:
  - uses appropriate register in unfamiliar and more challenging situations and shows an awareness of different audiences;
  - manipulates language for different purposes such as to persuade, argue, inspire and identify with someone;
  - suggests alternatives to discriminatory use of language.

## Grade 4



### Learning Outcome 3

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books):
  - reads independently using a variety of reading and comprehension strategies appropriate for different purposes;
  - skims for general idea;
  - scans for specific details;
  - surveys content page, headings, index for overview;
  - makes predictions, uses contextual clues to determine meaning, and makes inferences;
  - reads aloud clearly and with expression.
  
- Views and comments on various visual and multimedia texts for different purposes (e.g. pictures, posters, cartoons and, where available, computers and CD-ROMs):
  - interprets message;
  - identifies and discusses graphical techniques such as colour, design, choice of images, etc., and how they affect the message conveyed.
  
- Describes feelings about the text (factual or literary, visual or multimedia), giving reasons.



## Grade 5



### Assessment Standards

We know this when the learner:

- Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, book reviews, short novels, newsletters, reference books):
  - reads independently, selecting appropriate reading and comprehension strategies for the purpose;
  - skims to get the general idea;
  - scans for specific details;
  - surveys contents page, headings, index;
  - uses previous knowledge or textual clues to determine meaning and make inferences;
  - predicts content or ending;
  - makes story maps or notes key points to track comprehension;
  - reads aloud clearly, adjusting speed according to purpose and audience.
- Views and comments on various visual and multimedia texts for different purposes (e.g. advertisements, video/films, television dramas and, where available, computers and CD-ROMs):
  - discusses message conveyed;
  - identifies and discusses graphical techniques such as colour, choice of images, kind and size of lettering, symbols, layout, etc.
- Describes and analyses emotional response to texts.

## Grade 6



### Assessment Standards

We know this when the learner:

- Reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
  - reads aloud and silently, adjusting reading strategies to suit the purpose and audience;
  - uses appropriate reading and comprehension strategies (skimming, and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.).
- Views and discusses various visual and multimedia texts (e.g. photographs, television advertisements, dramas and documentaries, Internet and CD-ROMs where available):
  - interprets and discusses message;
  - identifies and discusses techniques such as lighting and sound effects, choice of images, camera angles, shape and design, graphics, etc., and their effect on the viewer.
- Explains interpretation and overall response to text, giving reasons based on the text or own experience.

## Grade 4



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Discusses how the choice of language and graphical features influence the reader.
- Shows understanding and identifies and discusses aspects such as central idea, characters, setting and plot in fiction texts.
- Infers reasons for actions in the story.
- Understands the vocabulary and discusses the choice of words, imagery and sound effects in poems, stories and multimedia texts (e.g. rhythm, rhyme, alliteration, word pictures, humour).
- Recognises the different structures, language use, purposes and audiences of different kinds of texts:
  - identifies the different purposes of texts (e.g. speeches, stories, poems, advertisements);
  - identifies the way texts are organised;
  - identifies how language and register (degree of formality) differ according to purpose and audience;
  - identifies the language used in different kinds of texts (e.g. direct speech in fables, sequence words in procedures, passive speech in reports).

## Grade 5



## Assessment Standards

We know this when the learner:

- Discusses how writers and visual artists relate to their readers in different ways, and how they create different views of the world using language and visual features.
- Shows understanding of fiction text:
  - discusses central idea, plot, setting, atmosphere and characters;
  - makes inferences about plot and characters;
  - discusses themes and issues and offers opinions with justification.
- Understands the vocabulary and discusses how writers have used language to achieve effects (similes, rhythm, onomatopoeia, etc.).
- Recognises the different structures, language use, purposes and audiences of different texts:
  - identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);
  - identifies what characterises different forms of writing such as science fiction, mystery stories, etc.;
  - identifies the different purposes of texts and analyses how language and register differ for purpose and audience.

## Grade 6



## Assessment Standards

We know this when the learner:

- Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world and position the reader in various ways.
- Shows understanding of the text, its relationship to own life, its purpose and how it functions:
  - explains themes, plot, setting, and characterisation;
  - discusses author's point of view, how meaning is constructed, and way in which reader is positioned (e.g. 'Is the author telling the story as an observer or insider? How do you feel about the main character(s)? Are you sympathetic or critical? How does the author get you to feel that way?').
- Recognises and explains the different structures, language use, purposes and audiences of different kinds of text:
  - identifies and evaluates the kind and suitability of the language and register of a text for its intended audience;
  - identifies and analyses the characteristics of various writing genres or text types (e.g. the organisation and conventions that are used in different kinds of poems, a biography, different kinds of newspaper articles).

## Grade 4



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Identifies and discusses values in texts in relation to cultural, social, environmental and moral issues (e.g. moral of the story and its validity in different contexts, issues of fairness and equity in relation to different situations and characters).
  
- Understands and responds appropriately to information texts:
  - identifies main and supporting ideas;
  - scans for specific details in texts (e.g. weather reports, bus timetables, maps);
  - follows short printed instructions and directions.
  
- Interprets simple visual texts (tables, charts, posters, graphs, maps) and can change text from one form to another (e.g. graph to explanatory paragraph).
  
- Selects relevant texts for own information needs (e.g. dictionaries, children's encyclopaedias and reference books).

## Grade 5



## Assessment Standards

We know this when the learner:

- Identifies and discusses environmental, cultural and social values in texts:
  - identifies and discusses point of view and its purpose and effect;
  - recognises and discusses different stereotypes and how they are created;
  - discusses and compares the treatment of social and cultural issues by different writers on various topics.
  
- Understands and responds appropriately to a range of information texts:
  - identifies main and supporting ideas, notes specific details and summarises information;
  - reads and carries out fairly complex instructions, and follows directions with minimum assistance.
  
- Interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph).
  
- Selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

## Grade 6



## Assessment Standards

We know this when the learner:

- Identifies and critically discusses cultural and social values in texts:
  - interprets the writer's intentional and unintentional hidden messages;
  - identifies different perspectives within more complex text and gives own perspectives based on evidence within the text;
  - discusses the diversity of social and cultural values in texts;
  - analyses the effect of stereotyping, bias and prejudice, discusses how this can be challenged and changed, and offers own opinions with justification.
  
- Understands and uses information texts appropriately:
  - summarises main and supporting ideas;
  - selects and records relevant information appropriately;
  - follows fairly complex instructions and directions independently.
  
- Interprets and analyses independently details in graphical texts (maps, line graphs, bar graphs and pie charts) and transfers information from one form to another.
  
- Selects relevant texts for personal and information needs from a wide variety of sources such as in the local community and via electronic media (where available).

## Grade 4



### Learning Outcome 4

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Writes different kinds of texts for different purposes and audiences:
  - writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks);
  - writes informational texts expressing ideas clearly for different audiences (e.g. short reports, instructions);
  - writes and designs various media texts for different audiences (e.g. poster, cartoon strip, simple brochures);
  - converts information from one form into another (e.g. written text into tables).
  
- Develops and organises ideas through a writing process:
  - chooses and explores topic and brainstorms ideas using mind maps, flow charts and lists;
  - organises ideas into paragraphs using simple and compound sentences;
  - produces a first draft with appropriate language and conventions for the specific purpose and audience;
  - revises work using own awareness of appropriate language, organisation and style, and feedback from classmates and/or teacher;
  - proofreads final draft for grammar, punctuation, and spelling, incorporating feedback from classmates and teacher;

## Grade 5



## Assessment Standards

We know this when the learner:

- Writes different kinds of texts for different purposes and audiences:
  - writes for personal, exploratory, playful, imaginative and creative purposes (e.g. diary, humorous anecdotes, story, poem);
  - writes informational texts expressing ideas clearly and logically for different audiences (e.g. notices, reports);
  - writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);
  - transfers information from one form into another (e.g. information from a table into a written paragraph or graph).
  
- Develops and organises ideas through a writing process:
  - explores and analyses a topic and brainstorms ideas using mind maps, flow charts and lists;
  - develops the topic by consulting relevant sources, selecting relevant information and organising ideas;
  - produces a first draft with central idea and well-developed supporting paragraphs;
  - uses simple, compound and complex sentences with awareness of the specific purpose and audience;
  - revises work focusing on content, appropriate language, organisation and style, and uses feedback from classmates and/or teacher;

## Grade 6



## Assessment Standards

We know this when the learner:

- Writes different kinds of texts for different purposes and audiences:
  - writes for personal, exploratory, playful, imaginative and creative purposes (e.g. journals, poems, myths, dialogues, argumentative essays);
  - writes informational texts expressing ideas clearly and logically for different audiences (e.g. research report, letter to the newspaper, technical instructions);
  - writes and designs visual texts clearly and creatively using language, sound effects, graphics and design for different audiences (e.g. CD and book covers, advertisement for television or radio, newsletter with photographs);
  - shows understanding of style and register (e.g. transfers information from story into a newspaper article);
  - reflects on and evaluates writing and creative work.
  
- Develops and organises ideas through a writing process:
  - brainstorms ideas for a topic and develops ideas by consulting a wide variety of sources, selecting relevant information, and organising the ideas using strategies such as mind maps, flow charts, grids, etc.;
  - produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience;
  - revises work, focusing on improving the language, organisation and style, using feedback from classmates and/or teacher;
  - produces as many drafts as necessary;

## Grade 4



### Learning Outcome 4 Continued

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- ‘publishes’ final draft by sharing with relevant audience and/or teacher.
  
- Presents work using neat and legible handwriting and proper form, such as headings, spacing for paragraphs, indentations, etc., as appropriate.
  
- Applies knowledge of language at various levels:
  - *word level:*
    - ▶ selects and uses a wide variety of words drawn from language experience, activities, literature, and oral language of classmates and others;
  - *sentence level:*
    - ▶ extends sentences by adding adjectives, adverbs, qualifying phrases and clauses,
    - ▶ shifts from one tense to another consistently and appropriately;
  - *paragraph level:*
    - ▶ uses topic and supporting sentences to develop a coherent paragraph,
    - ▶ uses appropriate grammar, spelling and punctuation.



## Grade 5



## Assessment Standards

We know this when the learner:

- proofreads and corrects final version;
  - submits final draft and reflects on assessment of the piece.
- Produces neat and legible work with attention to presentation (e.g. cover page, title, headings, and suitable graphics).
  - Applies knowledge of language at various levels:
    - *word level:*
      - ▶ selects and experiments with a wide variety of words drawn from various sources,
      - ▶ consults dictionary or thesaurus to check words;
    - *sentence level:*
      - ▶ extends sentences by adding qualifiers, adjectival, adverbial and noun phrases and clauses,
      - ▶ shifts from one tense to another consistently and appropriately,
      - ▶ uses direct and indirect speech appropriately and effectively;
    - *paragraph level:*
      - ▶ writes a topic sentence and includes relevant information to develop a coherent paragraph,
      - ▶ shows different ways of linking paragraphs,
      - ▶ uses appropriate grammar, spelling and punctuation.

## Grade 6



## Assessment Standards

We know this when the learner:

- gives feedback to classmates with sensitivity to affirm their efforts;
  - produces a final version incorporating feedback from classmates and/or teacher;
  - reflects on and critically evaluates the final product on own, and with classmates and teacher.
- Presents work with attention to neatness and enhanced presentation (e.g. cover, content page, layout, and appropriate illustrations or graphics).
  - Applies knowledge of language at different levels:
    - *word level:*
      - ▶ selects, uses and experiments with a wide variety of words drawn from other learning areas, and areas of interest and experience, that clearly and appropriately convey meaning,
      - ▶ spells frequently used words correctly and checks spelling of new words;
    - *sentence level:*
      - ▶ uses a variety of compound and complex sentences,
      - ▶ extends a sentence by adding adjectives and adverbs, and adjectival, adverbial and noun phrases and clauses,
      - ▶ shifts from one tense to another consistently and appropriately,
      - ▶ uses active and passive voice effectively,
      - ▶ varies word order for focus and emphasis;
    - *paragraph level:*
      - ▶ writes a topic sentence and includes relevant information to develop a coherent paragraph,
      - ▶ shows different ways of linking paragraphs and includes graphics appropriately to form the whole text.

## Grade 4



### Learning Outcome 5

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- Uses language to think and reason:
  - discusses cause and effect in written texts and the language used to express it (e.g. ‘when...’, ‘then...’, ‘if...’, ‘then...’);
  - identifies alternative options and why and how they are different;
  - infers meanings that are not obviously stated and can explain how the meaning was conveyed.
  
- Uses language to investigate and explore:
  - formulates questions to assist in obtaining the required information;
  - identifies relevant sources of information;
  - locates information using key words or concepts;
  - selects and surveys different sources for different perspectives on topic.
  
- Processes information:
  - discusses and compares information obtained from various sources;
  - selects relevant ideas;
  - picks out examples from explanations;
  - puts information in the right order;
  - summarises information in various ways (e.g. diagrams, paragraphs, mind maps, tables);
  - makes judgements based on the information and draws conclusions.

## Grade 5



## Assessment Standards

We know this when the learner:

- Uses language to think and reason:
  - identifies cause and effect in oral and written texts and explains the relationship;
  - makes estimations based on known information;
  - distinguishes between advantages and disadvantages of something and explains why;
  - questions and develops different perspectives on familiar topics;
  - discusses influence of context on information.
  
- Uses language to investigate and explore:
  - formulates relevant questions to guide search for information;
  - uses interviews to gather information;
  - can rephrase questions to get more relevant information;
  - discusses how interviews work as a means of finding information;
  - searches for information from other relevant sources.
  
- Processes information:
  - collects and categorises relevant ideas and explains the reasons underlying the categorisation;
  - distinguishes general from specific information;
  - organises information under different headings;
  - sequences a series of steps or events in a logical way and explains the logic;
  - organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

## Grade 6



## Assessment Standards

We know this when the learner:

- Uses language to think and reason:
  - distinguishes cause from effect in a variety of cross-curricular contexts;
  - expresses an opinion and supports it with solid evidence;
  - develops a balanced argument on relevant and challenging issues;
  - contrasts opposing perspectives and gives reasons;
  - questions validity and the effect of context and author's position.
  
- Uses language to investigate and explore:
  - asks critical questions that challenge and seek alternative explanations;
  - asks follow-up questions to get deeper answers;
  - discusses the validity of information by comparison with other sources;
  - compares how different languages express different Learning Area concepts.
  
- Processes information:
  - categorises and classifies information and can explain what these processes entail, giving examples from different Learning Areas;
  - compares and contrasts information and ideas and indicates the basis for the comparison;
  - combines ideas from various sources into a coherent whole;
  - draws conclusions and makes recommendations;
  - changes information from one language into another;

## Grade 4



### Learning Outcome 5 Continued



### Assessment Standards

We know this when the learner:

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

- Uses language to think creatively:
  - predicts what will follow or how something will be concluded based on evidence gathered;
  - develops different possibilities or scenarios for a given situation;
  - finds different ways to express ideas using a thesaurus and discusses nuances in meaning.

## Grade 5



### Assessment Standards

We know this when the learner:

- evaluates and draws conclusions and can explain basis.
- Uses language to think creatively:
  - hypothesises possible results or endings to a sequence of steps or events;
  - predicts what might happen in an imagined situation;
  - reflects on past processes or activities and lessons for future use;
  - experiments with visual and sound effects of language;
  - explores associations of words and concepts to get new angles on topics.

## Grade 6



### Assessment Standards

We know this when the learner:

- changes format of information (e.g. from tables into written form, tables to graphs).
- Uses language to think creatively:
  - describes what learner visualises after reading or listening to a text;
  - invents and describes preferred results or endings;
  - hypothesises and offers alternatives when trying to solve a problem;
  - experiments with language in a variety of ways, such as making up new words for concepts in different languages.

## Grade 4



### Learning Outcome 6

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Works with words:
  - uses prefixes, stems and suffixes to form words;
  - explores the origin of words (e.g. words borrowed from Afrikaans and African languages);
  - records words in a personal dictionary;
  - uses phonics and spelling rules to spell words correctly;
  - checks spelling in a dictionary.
- Works with sentences:
  - identifies the subject and predicate of a sentence;
  - uses conjunctions to form compound sentences (e.g. 'She worked hard so she passed the exam.');
  - uses subject-verb concord;
  - uses a variety of sentence types correctly and appropriately (statements, questions, commands, exclamations);
  - identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions;
  - uses complex tenses correctly (e.g. past progressive - 'She was watching TV when ...');
  - uses direct and indirect speech;
  - uses punctuation correctly (e.g. quotation marks for direct speech, apostrophe for possession).
- Works with texts:
  - uses topic and supporting sentences to develop a coherent paragraph;
  - links sentences in a cohesive paragraph using, for example, pronouns and connecting words such as 'also', 'finally'.

## Grade 5



### Assessment Standards

We know this when the learner:

- Works with words:
  - uses prefixes, stems and suffixes/extensions to form words;
  - explores the origin of words (e.g. words borrowed from French);
  - records words in a personal dictionary;
  - uses phonics and spelling rules to spell words correctly.
  
- Works with sentences:
  - identifies subject and predicate;
  - uses subject-verb concord;
  - identifies and uses nouns, pronouns, prepositions, articles and conjunctions;
  - uses direct and indirect speech;
  - uses complex tenses correctly (e.g. past perfect progressive - 'He had been working ...');
  - consolidates use of punctuation learned so far.
  
- Works with texts:
  - uses topic and supporting sentences to develop coherent paragraphs;
  - links sentences in cohesive paragraphs using, for example, pronouns and connecting words such as 'therefore';
  - shifts from one tense to another consistently and appropriately.

## Grade 6



### Assessment Standards

We know this when the learner:

- Works with words:
  - uses prefixes, stems and suffixes/extensions to form words;
  - explores the origin of words (e.g. words borrowed from Latin and Greek);
  - records words in a personal dictionary;
  - uses phonics and spelling rules to spell words correctly.
  
- Works with sentences:
  - uses subject-verb concord;
  - identifies and uses nouns, pronouns, prepositions, articles, conjunctions, and modals;
  - uses complex tenses correctly (e.g. 'He will have finished by now.');
  - identifies and uses complex sentences - sentences with an independent (main) clause and a dependent (subordinate) clause linked by a conjunction (e.g. 'When the bell rang, Thabo went home.');
  - uses punctuation correctly (e.g. comma to separate subordinate clause from main clause);
  - uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.');
  
- Works with texts:
  - uses topic and supporting sentences to develop coherent paragraphs;
  - links sentences in cohesive paragraphs using, for example, connecting words such as 'however', synonyms and antonyms;
  - shifts from one tense to another consistently and appropriately.

## Grade 4



### Learning Outcome 6 Continued

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Develops awareness and use of style:
  - uses an appropriate degree of formality/informality (register);
  - understands and uses figurative language such as simile (e.g. 'He looks like an angel.').
  
- Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged.
  
- Uses meta-language (terms such as direct speech, indirect speech, idioms, proverb, formal, informal, simile, quotation marks).



## Grade 5



### Assessment Standards

We know this when the learner:

- Develops awareness and use of style:
  - uses language appropriate for the audience, purpose and context (e.g. formal/informal register);
  - understands and uses figurative language such as personification (e.g. 'The flames were licking the building.')
- Develops critical language awareness (e.g. explores the language and images used to create racial, gender, and other stereotypes).
- Uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).

## Grade 6



### Assessment Standards

We know this when the learner:

- Develops awareness and use of style:
  - explains how language varies according to audience, purpose and context (register);
  - understands and uses figurative language such as metaphor (e.g. 'He is an angel.')
- Develops critical language awareness (e.g. explores the way language is used in advertising to encourage us to buy things we do not need, and thus to endanger the environment).
- Uses meta-language (terms such as main clause, subordinate clause, conjunction, active and passive voice, metaphor).



## CHAPTER 4

### SENIOR PHASE

#### (Grades 7-9)

### INTRODUCTION

In this phase, learners are consolidating what they have learned in earlier grades, and preparing for further education and the world of work. They are preparing to become active participants in a democratic society, to engage critically with social and environmental issues such as HIV/AIDS, and to act in constructive ways. They need to use language for personal, public, formal and educational purposes.

Through language, learners should be informed about:

- career and further learning opportunities; and
- their rights and responsibilities as citizens in a democratic, multicultural society.

### Focus

The focus of this phase is on consolidation and extension of language and literacy. By the end of Grade 9, learners should be:

- able to read and write for a wide range of purposes - formal and informal, public and personal;
- keen, flexible readers who can find and evaluate information for themselves;
- active, critical listeners and confident speakers of the language, sensitive to their audience; and
- able to analyse language, understand how it works, and use it for their own purposes.

### LEARNING OUTCOMES



#### Learning Outcome 1: Listening

**The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.**

Learners will listen actively, empathetically and critically to a wide range of oral texts, and summarise, record and respond to them.



#### Learning Outcome 2: Speaking

**The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.**

Learners will speak confidently in public, and communicate appropriately and effectively with others. This is necessary for work and further education.



### Learning Outcome 3: Reading and Viewing

**The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.**

Reading is the foundation for writing and a means of lifelong learning. Learners should read a variety of texts, including South African and international fiction and non-fiction. This will support the development of learners' language, general knowledge and personal growth.



### Learning Outcome 4: Writing

**The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.**

Writing is both a means of reflection and of learning, as well as a mode of communication. It is often the mode for assessing learners, and it is therefore very important for further education and employment.



### Learning Outcome 5: Thinking and Reasoning

**The learner will be able to use language to think and reason, as well as to access, process and use information for learning.**

More developed thinking skills and information literacy are the gateway to lifelong learning and achievement of the Critical and Developmental Outcomes.



### Learning Outcome 6: Language Structure and Use

**The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.**

Learners will explore how language works, and develop a shared language for talking about language (a 'meta-language'), so that they can evaluate their own and other texts critically in terms of meaning, effectiveness and accuracy. They will also be able to use this knowledge to experiment with language to build meaning (from word and sentence levels to whole texts), and to see how a text and its context are related. They will become aware of how language changes over time and between cultures, and how it changes in different situations.

## ASSESSMENT STANDARDS AND TEXTS

In the next sections, the Assessment Standards for each Learning Outcome will be given for each Grade. Examples are given of texts that can be used for integrated language learning. These are not the only possible examples, and the teacher can add to them by choosing any other suitable and available texts.

Learners in Grades 7, 8 and 9 should read and view a wide range of both South African and international texts, including setworks.



### Grade 7

#### Recommended Texts

- Short stories
- Autobiographies and biographies
- Short novels
- Poetry
- One-act and two-act plays
- Folklore (where appropriate)
- Myths and legends
- A selection of shorter texts such as magazines, newspapers, advertisements, posters
- Radio talks



### Grade 8

#### Recommended Texts

- Short stories
- Novels
- Poetry
- Plays
- Folklore (where appropriate)
- Film study
- A selection of shorter texts such as magazines, newspapers, advertisements, posters, brochures
- Speeches
- Radio talks
- Television shows
- Music videos



## Grade 9

### Recommended Texts

- Short stories
- A full-length novel
- Poetry
- Three-act to five-act plays
- Folklore (where appropriate)
- Film study
- A selection of shorter texts such as magazines, newspapers, advertisements, speeches and lectures
- Radio dramas
- Television dramas and documentaries
- Music videos

### The Content of Texts

From the full range of texts covered, the learner should be exposed to:

- rich and appropriate social and historical settings that develop understanding of the heritage of the language;
- complex plots and sub-plots;
- challenging and stimulating themes that develop critical understanding of values;
- dynamic characters in well-developed relationships;
- appropriate and varied mood, tone and register;
- varied styles, with a variety of sentence structures;
- challenging vocabulary and appropriate use of the idiom of the language;
- a range of figurative and idiomatic language;
- a variety of poetic forms in the poems chosen;
- visual texts (including films) that illustrate elements such as the use of colour and black and white, the importance of composition, lighting, tone of photography, and zooming and close-ups;
- texts that use images and writing (and other means of communication) in their design (multi-modal texts);
- texts that enable learners to explore popular culture and the media;
- a variety of language use and issues:
  - the way language constructs meaning - a writer adopts a point a view and positions readers to make meaning in particular ways,
  - the way readers make meaning out of text, and how they bring their experience and values to the text,
  - ways of responding to text that make use of a critical understanding of the construction and interpretation of texts (e.g. to resist consumerist, sexist or racist messages),
  - language variety: varieties related to region (dialects), age group (slang), etc., as well as the influences of languages on one another.



## Grade 7



### Learning Outcome 1

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Listens to and appreciates expressive, imaginative and narrative texts (e.g. ballads songs, short stories, folktales).
- Listens actively and carefully for specific information and main ideas, and responds appropriately, for example:
  - takes notes, summarises and passes on information accurately;
  - reflects on opinions, asks thoughtful questions and challenges where necessary.
- Recognises how familiar oral texts are organised and describes some characteristic features (e.g. weather reports, directions, jokes, songs). This will include recognising tools used for humour, such as pausing and simple punch lines, and identifying the use of sound effects in different audio-visual texts.
- Identifies and interprets appropriately the use of non-verbal strategies (e.g. facial expressions, gestures and volume).
- Identifies particular words, phrases and sentences which influence the listener and explains their impact (e.g. emotive language, distinguishing between fact and opinion, recognising bias and prejudice).



## Grade 8



## Assessment Standards

We know this when the learner:

- Listens to and appreciates challenging imaginative and informative oral texts (e.g. poems, praise poems, two- or three-episode stories and radio dramas, short talks, radio advertisements, debates).
- Listens actively and carefully for specific information and main ideas, and responds appropriately, for example:
  - takes notes, summarises and draws conclusions;
  - reflects on opinions, asks searching questions and challenges where necessary.
- Understands how familiar oral texts are organised and describes characteristic features (e.g. short stories, praise poems, short talks). This will include recognising tools used for humour such as punch lines, sarcasm and exaggeration and identifying, recognising and analysing sound effects in different audio-visual texts.
- Identifies and discusses the use of non-verbal strategies (e.g. eye contact, body language, tone of voice, pauses).
- Identifies the speaker's reasons for choosing particular words, phrases and sentences to influence the listener and explains their impact (e.g. persuasive language, distinguishing between fact and opinion, identifying the speaker's point of view, and recognising bias and prejudice).

## Grade 9



## Assessment Standards

We know this when the learner:

- Listens to and appreciates a variety of complex imaginative and informative oral texts (e.g. radio dramas, talk shows, documentaries, dramatised poems, book reviews).
- Listens actively and carefully for specific information and main ideas, and responds appropriately, for example:
  - draws conclusions;
  - reflects on information and opinions, asks searching questions and challenges where necessary.
- Analyses and compares how different kinds of oral texts are organised and the characteristic features of each (e.g. short stories, ballads, short talks, talk shows, radio dramas, news broadcasts, debates). This will include recognising tools used for humour such as puns, irony and understatement and analysing and comparing sound effects in different audio-visual texts.
- Identifies and discusses the influence of non-verbal strategies on the listener (e.g. eye contact, body language, and the use of space, tone, and speech tempo).
- Discusses the speaker's reasons for choosing particular words, phrases, sentences and stylistic effects to influence the listener and explains their impact (e.g. deliberate ambiguity, distinguishing fact from opinion, identifying the speaker's point of view, recognising and discussing bias, prejudice and propaganda).

## Grade 7



### Learning Outcome 1 Continued

#### LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Recognises and accepts different varieties of the language such as different accents, dialects and the language of different age groups (e.g. slang).
- Identifies the values and historical, social and cultural contexts of selected texts.

## Grade 8



### Assessment Standards

We know this when the learner:

- Recognises and accepts a wide range of different varieties of the language such as different accents and dialects and discusses the language of different age groups (e.g. slang).
- Identifies the values and historical, social and cultural contexts of different texts.

## Grade 9



### Assessment Standards

We know this when the learner:

- Recognises and accepts a wide range of different varieties of the language such as different accents and dialects and considers the appropriateness of the language of different age groups (e.g. slang).
- Identifies and discusses the values and historical, social and cultural contexts of a variety of texts.

## Grade 7



### Learning Outcome 2

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- Communicates ideas and feelings expressively with confidence and with some assistance, using selected oral text types (e.g. stories, jokes, dramas).
  
- Communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments).
  
- Demonstrates basic skills in selected oral text types:
  - accurately sequences oral instructions and descriptions;
  - produces logical arguments;
  - carries out interviews with peers using simple questions, listening and taking notes carefully.
  
- Demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates, and while so doing:
  - tackles important issues (e.g. social and ethical issues related to the environment and human rights);
  - takes on different roles;
  - acknowledges other opinions;
  - explains own point of view;
  - gives criticism;
  - bridges gaps by asking questions, giving choices, keeping responses open-ended, and showing genuine interest;

## Grade 8



## Assessment Standards

We know this when the learner:

- Communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral text types (e.g. dramas, role-plays, songs).
- Communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types (e.g. discussions, debates).
- Demonstrates basic skills in a range of oral text types:
  - accurately sequences complex oral instructions and descriptions;
  - explains how to do an experiment;
  - carries out interviews with members of the community using basic interview techniques.
- Demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys, and while so doing:
  - tackles important issues (e.g. social and ethical issues related to the environment and human rights);
  - asks appropriate questions;
  - takes on different roles;
  - acknowledges others' opinions and disagrees politely when necessary;
  - motivates own point of view;
  - gives and receives criticism;

## Grade 9



## Assessment Standards

We know this when the learner:

- Communicates ideas and feelings creatively, expressively and imaginatively with confidence and autonomy, using a wide range of oral text types (e.g. dramas, poems).
- Communicates ideas, facts and opinions on challenging topics accurately and coherently, using a wide range of factual oral text types (e.g. explanations of technological processes such as how to use a computer or video player).
- Demonstrates advanced skills in a wide range of oral text types:
  - explains technological processes and explores complex ideas in a sequenced way (e.g. how to use a computer);
  - carries out interviews effectively using advanced interview techniques (e.g. asking probing questions).
- Demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys, and while so doing:
  - tackles important issues (e.g. social and ethical issues related to the environment and human rights);
  - asks probing questions;
  - leads discussions;
  - negotiates differences to arrive at common point of view or compromise;
  - motivates own point of view using evidence and similar opinions from peers, and shows flexibility in accepting compromise;

## Grade 7



### Learning Outcome 2 Continued

#### **SPEAKING**

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.



### Assessment Standards

We know this when the learner:

- shows sensitivity to the rights and feelings of others;
  - challenges insensitive or discriminatory use of language.
- 
- Gives oral presentations with some degree of accuracy and creativity, paying attention to:
    - clear and audible enunciation;
    - pausing;
    - variation in tempo and volume;
    - purpose and audience;
    - posture and body language;
    - different social and cultural conventions;
    - appropriate figurative devices such as climax and anti-climax.
  
  - Recognises and explains the success of own communication.

## Grade 8



## Assessment Standards

We know this when the learner:

- persuades others;
  - bridges gaps by asking questions to clarify meaning, giving choices, keeping responses open-ended, and showing genuine interest;
  - shows sensitivity to the rights and feelings of others in conversation where appropriate;
  - challenges insensitive or discriminatory use of language.
- Gives oral presentations with a great degree of accuracy and creativity, paying attention to:
    - clear and audible enunciation;
    - pausing;
    - variation in tempo and volume;
    - purpose and audience;
    - posture and body language;
    - different presentation modes;
    - register;
    - tone;
    - different social cultural conventions;
    - appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect).
  - Identifies and discusses the features which contribute to the success of own communication.

## Grade 9



## Assessment Standards

We know this when the learner:

- accepts challenges and criticism where appropriate;
  - bridges gaps by asking questions, volunteering opinions, rephrasing to clarify meaning, giving choices, and keeping responses open-ended;
  - distinguishes when to show sensitivity to the rights and feelings of others and when to challenge insensitivity or discrimination.
- Gives oral presentations confidently and creatively, paying attention to:
    - pausing and variation in tempo and volume at key points;
    - purpose and audience;
    - posture, gesture, body language and facial expressions to engage audience interest;
    - variety in presentation modes;
    - register;
    - tone;
    - degree of formality;
    - different social and cultural conventions;
    - appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions.
  - Evaluates the success of own communication and makes improvements.

## Grade 7



### Learning Outcome 3

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Reads spontaneously and often for pleasure and information across the range of text types studied, describes personal response and discusses the kinds of texts enjoyed.
- Reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences).
- Identifies the purpose, audience and context of a text.
- Shows understanding of information texts:
  - identifies main ideas and explains how details support the main idea.
- Identifies different text types and their key features and explains the way the text is organised (e.g. poems, newspaper articles, short stories, advertisements, short magazine articles).
- Demonstrates understanding of the text, its purpose and its relationship to own life by discussing the plot, themes, characters and setting.



## Grade 8



## Assessment Standards

We know this when the learner:

- Reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed, and recommends texts to others.
- Reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades.
- Discusses the purpose, audience and context of a text.
- Shows understanding of information texts:
  - identifies main ideas and explains how the details support the main idea;
  - questions ideas where appropriate;
  - makes judgements and draws conclusions about ideas on the basis of evidence;
  - identifies and explains different points of view.
- Explains how key features and the organisation of different types of texts contribute to how the text functions (e.g. poems, short novels, newspaper articles, letters, ballads, book reviews).
- Demonstrates understanding of the text, its purpose and its relationship to own life by discussing the plot, themes, values, characters and setting.

## Grade 9



## Assessment Standards

We know this when the learner:

- Reads spontaneously and extensively for pleasure and information across the range of text types studied, compares personal responses, and makes motivated recommendations to others.
- Reads independently, both aloud and silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades.
- Discusses and explains the purpose, audience and context of a text.
- Shows understanding of a wide range of information texts:
  - identifies the main ideas and explains how the details support the main idea;
  - evaluates the ideas;
  - discusses different points of view.
- Discusses different types of texts and explains how their key features are organised and how they contribute to the functioning of the text (e.g. long poems, short novels, newspaper articles, diaries, letters, book reviews, short plays).
- Demonstrates understanding of the text, its purpose and its relationship to own life by analysing the development of the plot, themes, values, characters and setting.

## Grade 7



### Learning Outcome 3 Continued

#### READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.



### Assessment Standards

We know this when the learner:

- Identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts such as:
  - simple literary devices and use of language (e.g. word play, register);
  - design elements (e.g. choice and positioning of pictures or photographs, use of print size and font, use of colour);
  - camera and film technique (e.g. close-ups, zoom shots).
- Responds critically to texts:
  - identifies writer's point of view;
  - identifies implicit (or hidden) messages in the text;
  - identifies obvious bias or prejudice;
  - identifies ways in which the writer shapes the reading of the text by careful choice of words.
- Identifies and discusses the social, cultural, environmental and ethical issues contained in texts (as revealed by different aspects of the text such as content, language, artwork, characterisation).
- Reflects on own skills as a reader.

## Grade 8



## Assessment Standards

We know this when the learner:

- Analyses techniques used to create particular effects in visual, written and multimedia texts such as:
  - the effectiveness of literary devices, and language used;
  - the impact of design elements (e.g. type and position of artwork, use of colour);
  - the impact of camera and film techniques (e.g. close-ups, zoom shots, camera angles, flashbacks).
- Responds critically to texts:
  - discusses writer's point of view;
  - discusses implicit (or hidden) messages in the text, as well as bias or prejudice;
  - discusses how context influences the message;
  - identifies what has been left out of the text and discusses why;
  - questions whether learner agrees with the messages in the text.
- Discusses socio-cultural, environmental and ethical issues contained in texts and identifies the aspects of texts which carry the values related to them (e.g. content, language, artwork, point of view and characterisation).
- Reflects on and discusses own skills as a reader.

## Grade 9



## Assessment Standards

We know this when the learner:

- Evaluates techniques used to create particular effects in visual, written and multimedia texts such as:
  - the effectiveness of literary devices and language used;
  - the impact of design elements (e.g. positioning of text and artwork);
  - the impact of camera and film techniques (e.g. point of view, lighting, animation, speed, combination of print, sound and images).
- Responds critically to texts:
  - evaluates writers point of view;
  - evaluates implicit (or hidden) messages, any bias or prejudice, and offers own opinion and alternatives;
  - discusses how social and cultural contexts influence the message.
- Makes judgements about the socio-cultural, environmental and ethical values in texts, and discusses the impact on the reader and the aspects of the text which create these effects (e.g. content, language, artwork, point of view and characterisation).
- Reflects on and evaluates own skills as a reader.

## Grade 7



### Learning Outcome 4

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Writes a selected range of imaginative texts:
  - to express imagination, ideas and feelings about self and others;
  - to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs.
  
- Produces a selected range of factual written and multi-modal texts (texts using print and images) for various purposes, using visual and design elements where appropriate by means of eyewitness accounts, posters, advertisements, book reviews, recipes, and game instructions.
  
- Demonstrates basic skills in selected features of writing appropriate to the text type (e.g. establishes the setting and plot in narratives, manages rhythm and rhyme in poetry, uses straightforward language in simple descriptions, shows sequence in procedures).

## Grade 8



## Assessment Standards

We know this when the learner:

- Writes a range of imaginative texts:
  - to express imagination, ideas and feelings about self and others;
  - to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters.
- Produces a range of factual written and multi-modal texts (texts using print and images) for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, and book reviews.
- Demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative and descriptive writing, and uses simple imagery in poetry).

## Grade 9



## Assessment Standards

We know this when the learner:

- Writes a wide range of imaginative texts:
  - to express imagination, ideas and feelings about self and others;
  - to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects.
- Produces a wide range of factual written and multimedia texts for various purposes, using a wide range of visual and design elements where appropriate by means of e-mail, reports on current issues, advertisements, posters, book reviews, film reviews, eyewitness accounts, newspaper reports, curriculum vitae, agenda and minutes of meetings.
- Demonstrates advanced skills in a range of features of writing appropriate to the text type (e.g. develops character, establishes the setting and develops the plot in narrative and descriptive writing, and uses a wider range of imagery in writing of own poetry).

## Grade 7



### Learning Outcome 4 Continued

#### WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.



### Assessment Standards

We know this when the learner:

- Uses the writing process with assistance and collaboratively to generate texts:
  - selects and explores topics through brainstorming, using mind maps and lists;
  - uses other texts as models for writing;
  - plans and develops topic by using information from one other source;
  - organises ideas coherently in simple, logical order to produce first drafts;
  - reflects on drafts, considering purpose, audience, language usage and logical organisation, and revises appropriately;
  - reflects on and discusses own and peers' writing, showing sensitivity to the rights and feelings of others;
  - proofreads and corrects final draft by applying knowledge of language in context, focusing on grammar, punctuation, spelling and vocabulary appropriate for the grade;
  - publishes final product, paying attention to presentation and basic elements of design.

## Grade 8



## Assessment Standards

We know this when the learner:

- Uses the writing process collaboratively and independently to generate texts:
  - selects and explores topics through brainstorming, using mind maps and lists;
  - uses increasingly complex texts as models;
  - plans and develops topic using relevant information from other sources;
  - organises ideas coherently in logical order to produce first drafts;
  - reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revises appropriately;
  - critically reflects on own and peers' writing and makes recommendations, showing sensitivity to the rights and feelings of others;
  - proofreads and corrects draft by applying knowledge of language in context appropriate for the grade;
  - publishes final product, paying attention to creative presentation and varied elements of design.

## Grade 9



## Assessment Standards

We know this when the learner:

- Uses the writing process independently and with ease to generate complex texts:
  - selects and explores complex topics through brainstorming, and using lists and notes;
  - uses increasingly complex texts as models;
  - plans and develops topic, selecting relevant information from a range of sources;
  - organises ideas coherently and logically in producing multiple drafts;
  - analyses multiple drafts considering purpose, audience, point of view, positioning of the reader, language usage, bias, complex organisation and varied elements of style, and revises appropriately;
  - analyses own and peers' writing, and evaluates and makes recommendations, showing sensitivity to the rights, feelings and personal style of others;
  - proofreads and corrects final draft by applying knowledge of language in context appropriate for the grade;
  - publishes final product, paying attention to a range of complex presentation and design elements.

## Grade 7



### Learning Outcome 5

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- Uses language to think and reason:
  - infers and deduces meaning, and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum;
  - explains cause and effect;
  - weighs options by deciding which of two alternatives is the better choice;
  - expresses and develops a clear personal viewpoint;
  - supports an argument with various kinds of evidence (e.g. statistical and other);
  - uses questions to develop own thinking or that of others;
  - uses appropriate language structures to express complex thought (e.g. the use of conditionals, for example, 'If resources were shared fairly, we might have less crime.').
  
- Uses language to investigate and explore:
  - identifies information needed to assist in investigating a problem;
  - uses key words and concepts to select relevant sources of information;
  - listens to, reads, and views texts from a variety of sources to collect and select ideas;
  - uses appropriate referencing techniques and conventions when copying (and citing) information from sources (e.g. records author, title, date, publisher, page numbers, website);



## Grade 8



## Assessment Standards

We know this when the learner:

- Uses language to think and reason:
  - applies thinking and reasoning skills in a variety of contexts across the curriculum;
  - discusses and explains the perspective and position of the author in various texts;
  - explains and discusses cause and effect (e.g. ‘Why is this the cause of ...?’);
  - presents a counter-argument and gives reasons (e.g. ‘I disagree because...’ and ‘I support my argument with...’);
  - recognises and explains why information can be considered ‘factual’ or ‘objective’;
  - draws on own experience in order to substantiate point of view;
  - questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics).
  
- Uses language to investigate and explore:
  - asks questions on national and cross-curricular issues (e.g. corporal punishment, environmental debates);
  - weighs options by considering a number of alternatives;
  - does independent research across the curriculum;
  - locates and accesses information from a wide variety of sources (e.g. radio, Internet, various kinds of written texts, libraries);

## Grade 9



## Assessment Standards

We know this when the learner:

- Uses language to think and reason:
  - applies thinking and reasoning skills in a variety of contexts across the curriculum and in personal circumstances;
  - recognises and discusses the author’s central point and perspective within different types of text;
  - analyses cause and effect in greater depth, in literary texts and texts from across the curriculum (e.g. by looking at underlying causes beyond the obvious);
  - develops and uses arguments in ways that:
    - make the logic clear to the reader or listener,
    - anticipates responses and objections;
  - presents a counter-argument, and provides alternatives;
  - uses factual information and interprets statistics with increasing confidence to support argument;
  - draws on own experience and contrasts it with that of others to illustrate a point of view;
  - uses questions, inference and analysis to develop critical thinking, and for problem solving.
  
- Uses language to investigate and explore:
  - asks challenging questions on national and cross-curricular issues (e.g. HIV/AIDS, rise in interest rates);
  - recognises when a speaker or source is ambiguous, abuses evidence or makes unfounded claims, and asks relevant questions to get more accurate information;
  - questions and weighs options;

## Grade 7



### Learning Outcome 5 Continued

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- works on integrated projects across Learning Areas and produces a synthesised product.

- Processes information:
  - records information in an accessible format (e.g. lists, mind maps, notes, summaries);
  - organises information appropriately (e.g. by time, importance);
  - changes information from one format (or language if necessary) into another (e.g. mind map into paragraph, list into summary);
  - reflects critically by sharing and challenging ideas;
  - compares different points of view, and identifies differences and similarities;
  - uses appropriate language for making comparisons (e.g. similarly, on the other hand, alternatively);
  - chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation.

## Grade 8



## Assessment Standards

We know this when the learner:

- refines the use of appropriate referencing techniques and conventions when copying (and citing) information from sources (e.g. records author, title, date, publisher, page numbers, website);
- works on increasingly complex projects across Learning Areas and produces a synthesised product.

■ Processes information:

- experiments with different kinds of note-taking and note-making (e.g. taking notes under different circumstances, using abbreviations for speed);
- pays attention to referencing details;
- extracts and synthesises information, using listening, reading, writing and viewing skills;
- changes information from one format or language to another (transcoding or translation);
- summarises information or ideas by selecting, generalising, categorising and editing, and reflects critically on the product;
- formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language (e.g. moving from simple to complex sentences).

## Grade 9



## Assessment Standards

We know this when the learner:

- explores a variety of approaches to plan, organise, and present research on a topic (for Languages and other Learning Areas);
- considers different perspectives when selecting information;
- extends sources and methods for locating relevant information (e.g. electronic and other media such as newspaper archives, documentary films, specialist libraries);
- works on increasingly complex projects across Learning Areas and produces a synthesised product.

■ Processes information:

- develops note-taking and note-making skills (e.g. selects, sequences, classifies and organises information using lists, mind maps, graphs), and includes citation and reference details;
- chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation;
- changes information from one format or language to another (transcoding or translation);
- evaluates reliability and validity of information from print and other media sources (e.g. on current affairs issues);
- writes and speaks using increasingly more complex language and grammatical structures for clarity and substance.

## Grade 7



### Learning Outcome 5 Continued

#### THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.



### Assessment Standards

We know this when the learner:

- Thinks creatively:
  - visualises, predicts, fantasises and empathises to make meaning and solve problems;
  - uses writing to develop ideas (e.g. journals, brainstorming, free-writing, mind maps);
  - imagines possibilities and alternatives to expand thinking (hypothesises and speculates);
  - considers differences and uses them creatively (e.g. differences in experience, culture, interest and personality);
  - uses language across the curriculum to solve problems (e.g. switches languages);
  - compares how different languages express terms in different Learning Areas and create links to help understanding and assist in problem-solving.
  
- Uses language to reflect:
  - reflects on what is heard or read and asks challenging questions;
  - reflects on development of own ability as speaker, listener and writer in familiar contexts, and identifies areas for improvement;
  - reflects on own strengths as contributor in group activities and identifies opportunities for development.

## Grade 8



## Assessment Standards

We know this when the learner:

- Thinks creatively:
  - visualises, predicts, fantasises and empathises with sensitivity to make meaning and solve problems;
  - imagines possibilities and alternatives to expand thinking (hypothesises and speculates);
  - considers differences and uses them creatively and positively (e.g. differences in experience, culture, interest and personality);
  - writes experimentally to explore ideas, emotions and imaginative experience;
  - compares how different languages express terms in different Learning Areas and create links to help understanding and assist in problem-solving.
  
- Uses language to reflect:
  - reflects on what is heard or read, to ask critical questions and challenge views;
  - reflects on development of own ability as speaker, listener and writer in a range of different contexts, and identifies areas for improvement;
  - consolidates reflection on own strengths as contributor in group activities and identifies further opportunities for development.

## Grade 9



## Assessment Standards

We know this when the learner:

- Thinks creatively:
  - visualises, predicts, fantasises and empathises with increasing sensitivity to make meaning and solve problems;
  - imagines possibilities and alternatives to expand thinking (hypothesises and speculates);
  - uses a variety of modes to explore and extend ideas (e.g. writes, draws, dances, role-plays);
  - considers differences and consolidates their use creatively and positively (e.g. differences in experience, culture, interest and personality);
  - compares how different languages express concepts, in different Learning Areas and create links to help understanding and assist in problem-solving.
  
- Uses language to reflect:
  - reflects on and evaluates the quality and accuracy of information in own work and that of others;
  - reviews own critical reading, writing and listening skills, habits and experiences, and notes strengths and areas for development;
  - reflects, and then asks critical questions and challenges views (including the challenging of stereotypes) on what is seen, heard and read;
  - modifies own views, where relevant, after hearing or reading the views of others.

## Grade 7



### Learning Outcome 6

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.



### Assessment Standards

We know this when the learner:

- Works with words:
  - uses different strategies to spell unfamiliar words;
  - creates personal spelling list and dictionary of words across the curriculum;
  - uses the dictionary and thesaurus to increase vocabulary and improve spelling;
  - uses common abbreviations and acronyms appropriately;
  - identifies and uses word families and words of the same field in context to develop vocabulary in context;
  - identifies a range of prefixes and suffixes to work out meaning;
  - analyses how languages borrow words from one another, and how new words are coined and uses these appropriately.
  
- Works with sentences:
  - identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles;
  - identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. ‘When she was fifteen, her mother died.’);
  - identifies and uses relative clauses and relative pronouns (e.g. ‘There are many people who do not have jobs.’);
  - uses different types of sentences, such as statements, questions, commands, instructions and exclamations;
  - identifies and uses the components of a sentence such as subject, verb predicate, direct and indirect object, main and subordinate clauses;

## Grade 8



## Assessment Standards

We know this when the learner:

- Works with words:
  - uses a range of different strategies to spell unfamiliar words;
  - creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;
  - uses the dictionary and thesaurus competently for vocabulary and spelling research;
  - uses common abbreviations and acronyms appropriately;
  - uses word families and words of the same field to develop vocabulary in context;
  - uses prefixes and suffixes to work out meaning;
  - explains how languages borrow words from one another, and how new words are coined.
  
- Works with sentences:
  - identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles;
  - identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.');
  - identifies and uses relative clauses and relative pronouns (e.g. 'I know the person who did it.');
  - analyses the grammatical differences between statements, questions, commands, instructions and exclamations;
  - identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses;

## Grade 9



## Assessment Standards

We know this when the learner:

- Works with words:
  - uses a wide range of strategies to spell unfamiliar words and discusses the strategies used;
  - creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems;
  - uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words;
  - uses common abbreviations and acronyms appropriately;
  - explains and uses word families and words of the same field to develop vocabulary in context;
  - uses common prefixes and suffixes to work out meaning;
  - discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined.
  
- Works with sentences:
  - identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles;
  - uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.');
  - uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa. '), and to remove the agent (e.g. 'The man was tortured.');
  - analyses the grammatical differences between statements, questions, commands, instructions and exclamations;

## Grade 7



### Learning Outcome 6 Continued



### Assessment Standards

We know this when the learner:

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

- uses the full range of punctuation appropriately (e.g. dash, semi-colon).

- Works with texts:
  - varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs;
  - uses connecting words such as ‘although’ to develop a logical line of thought in a paragraph;
  - links sentences in cohesive paragraphs using, for example, collocations, repetition of words, and pronouns;
  - sequences paragraphs in a logical order to create longer texts.
- Develops awareness and use of style:
  - uses a variety of sentence lengths and types;
  - distinguishes between formal and informal language;
  - uses idioms and idiomatic expressions of the language appropriately.
- Develops critical language awareness, for example:
  - identifies texts where language does not mean exactly what is said - recognises implied meanings;
  - identifies manipulative language;
  - examines how language is used to construct gender, race, the environment, health, etc.



## Grade 8



## Assessment Standards

We know this when the learner:

- uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series).
- Works with texts:
  - varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs;
  - uses connecting words such as ‘therefore’ to develop a logical line of thought in a paragraph;
  - links sentences in cohesive paragraphs using, for example, connecting words, and words that are commonly used together (collocations);
  - sequences paragraphs in a logical order to create longer texts.
- Develops awareness and use of style:
  - uses a variety of sentence lengths and analyses sentence types;
  - distinguishes between formal and informal language and uses an appropriate style in writing and speaking;
  - uses idioms and idiomatic expressions appropriately and creatively.
- Develops critical language awareness, for example:
  - identifies implied meanings and multiple meanings;
  - identifies manipulative language and rewrites this without the emotional undertones;

## Grade 9



## Assessment Standards

We know this when the learner:

- identifies and analyses the components of a sentence such as subject, verb, object, main and subordinate clause, and explains the function of each;
- uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses).
- Works with texts:
  - varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs;
  - uses connecting words such as ‘while’ to develop a logical line of thought in a paragraph;
  - links sentences in cohesive paragraphs using, for example, connecting words such as ‘however’, synonyms and antonyms, and repeating words.
- Develops awareness and use of style:
  - uses and discusses a variety of sentence lengths;
  - distinguishes between formal and informal language and explains when each style is appropriate;
  - avoids verbosity and ambiguity;
  - uses idioms and idiomatic expressions of the language appropriately and creatively.
- Develops critical language awareness, for example:
  - identifies connotative meanings, denotative meanings, implied meanings and multiple meanings;
  - analyses manipulative language and rhetoric without the emotional undertones;

## Grade 7



### Learning Outcome 6 Continued



### Assessment Standards

We know this when the learner:

#### LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

- Uses meta-language (e.g. talks about simple, compound and complex sentences).

## Grade 8



### Assessment Standards

We know this when the learner:

- examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned.
- Uses meta-language (terms such as thesaurus, acronym, modal, article, relative clause).

## Grade 9



### Assessment Standards

We know this when the learner:

- examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned - suggests ways of rewriting texts to create other possibilities.
- Uses meta-language (terms such as collocation, coherent, cohesive, logical, semi-colon).



## CHAPTER 5 LEARNER ASSESSMENT

### INTRODUCTION

The assessment framework of the Revised National Curriculum Statement Grades R-9 (Schools) is based on the principles of outcomes-based education. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply knowledge and skills. Assessment should also help students to make judgements about their own performance, set goals for progress and provoke further learning.

To assist in the process of learner assessment, this Revised National Curriculum Statement:

- outlines the Learning Outcomes and their associated Assessment Standards in each Learning Area and for each grade in the General Education and Training Band (Grades R-9);
- contextualises the Critical and Developmental Outcomes within the Learning Outcomes and Assessment Standards; and
- places Assessment Standards at the heart of the assessment process in every grade. Assessment Standards describe the level at which learners should demonstrate their achievement of the Learning Outcome(s) and the ways (depth and breadth) of demonstrating their achievement.

The following diagram illustrates the interaction between the design elements of this Revised National Curriculum Statement:



### ASSESSMENT PRINCIPLES USED IN OUTCOMES-BASED EDUCATION

#### Definition

Assessment in the Revised National Curriculum Statement Grades R-9 (Schools) is a continuous, planned process of gathering information about the performance of learners measured against the Assessment Standards of the Learning Outcomes. It requires clearly-defined criteria and a variety of appropriate strategies to enable teachers to give constructive feedback to learners and to report to parents and other interested people.

## Key Elements

Outcomes-based education is a way of teaching and learning which makes it clear what learners are expected to achieve. The principle by which it works is that the teacher states beforehand what the learners are expected to achieve. The teacher's task is to teach in order to help learners to satisfy the requirements of the Assessment Standards in the curriculum; the learners' task is to learn or do what the Assessment Standards expect. Assessment is essential to outcomes-based education because it must be possible to assess when a learner has achieved what is required in each grade.

To help learners to reach their full potential, assessment should be:

- transparent and clearly focused;
- integrated with teaching and learning;
- based on predetermined criteria or standards;
- varied in terms of methods and contexts; and
- valid, reliable, fair, learner-paced, and flexible enough to allow for expanded opportunities.

## Purposes of Assessment

The main purpose of assessing learners should be to enhance individual growth and development, to monitor the progress of learners and to facilitate their learning. Other uses of assessment include:

- *baseline assessment of prior learning*  
Baseline assessment usually takes place at the beginning of a grade or phase to establish what learners already know. It assists teachers to plan learning programmes and learning activities.
- *diagnostic assessment*  
Diagnostic assessment is used to find out about the nature and cause of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies.
- *formative assessment*  
Formative assessment monitors and supports the process of learning and teaching, and is used to inform learners and teachers about learners' progress so as to improve learning. Constructive feedback is given to enable learners to grow.
- *summative assessment*  
Summative assessment gives an overall picture of learners' progress at a given time, for example, at the end of a term or year, or on transfer to another school.
- *systemic assessment*  
Systemic assessment is a way of monitoring the performance of the education system. One component of this is the assessment of learner performance in relation to national indicators. Systemic assessment is conducted at the end of each phase of the General Education and Training Band. A representative sample of schools and learners is selected provincially or nationally for systemic assessment.

## CONTINUOUS ASSESSMENT

### Characteristics of Continuous Assessment

Continuous assessment is the chief method by which assessment takes place in the Revised National Curriculum Statement. It covers all the outcomes-based education assessment principles and ensures that assessment:

- *takes place over a period of time and is ongoing*: Learning is assessed regularly and the records of learners' progress are updated throughout the year.
- *supports the growth and development of learners*: Learners become active participants in learning and assessment, understand the criteria that are used for assessment activities, are involved in self-evaluation, set individual targets for themselves, reflect on their learning, and thereby experience raised self-esteem.
- *provides feedback from learning and teaching*: Feedback is a crucial element in formative assessment. Methods of feedback include appropriate questioning, focusing the teacher's oral and written comments on what was intended to be achieved by an assessment activity, and encouragement to a learner.
- *allows for the integrated assessment*: This may include assessing a number of related Learning Outcomes within a single activity, and combining a number of different assessment methods. Competence in particular Learning Outcomes can be demonstrated in many different ways, and thus a variety of assessment methods and opportunities must be provided through which learners can demonstrate their ability.
- *uses strategies that cater for a variety of learner needs (language, physical, psychological, emotional and cultural)*: Continuous assessment allows teachers to be sensitive to learners with special education needs and to overcome barriers to learning through flexible approaches. In any group of learners, there are different rates and styles of learning. All learners do not need to be assessed at the same time and in the same way.
- *allows for summative assessment*: The accumulation of the results of continuous assessment activities provides an overall picture of a learner's progress at a given time. Summative assessment needs to be planned carefully from the beginning of the year, to include a variety of assessment strategies - for example, exercises, tasks, projects, school and class tests - which will provide learners with a range of opportunities to show what they have learned.

### Assessment Strategies

The choice of what assessment strategies to use is a subjective one, unique to each teacher, grade and school, and dependent on the teacher's professional judgement. The availability of space and resources influences this decision, but even when resources are similar, teachers differ in the way that they make their choices.

The methods chosen for assessment activities must be appropriate to the Assessment Standards to be assessed, and the purpose of the assessment must be clearly understood by all the learners and teachers involved. Competence can be demonstrated in a number of ways. Thus a variety of methods is needed to demonstrate their abilities more fully.

## Common Tasks for Assessment

The purpose of Common Tasks for Assessment is to:

- ensure consistency in teacher judgements;
- promote common standard setting;
- strengthen the capacity for school-based continuous assessment;
- increase the accuracy of the assessment process and tools;
- ensure that the school-based assessment tasks properly assess competencies and achievements; and
- ensure expanded opportunities for learners.

Common Tasks for Assessment may be set at national, provincial, district or cluster level, are conducted at school level, and are moderated externally

## MANAGING ASSESSMENT

### People Involved in Assessment

The school and the teachers have overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process. Provincial policies should ensure the involvement of learners, school assessment teams, district support teams, support services, and parents, as appropriate.

### School Assessment Programme

Each school must develop an assessment programme based on provincial and national assessment guidelines. It needs to have a School Assessment Plan and a team to facilitate the implementation of this programme. The team should have representatives from each Phase and Learning Area.

To ensure a professional approach to assessment, the school assessment programme must outline clearly:

- the way continuous assessment is planned and implemented;
- how record books are to be kept, their accessibility and security;
- the assessment codes determined by the province;
- internal verification of assessment;
- how moderation takes place in the school;
- the frequency and method of reporting;
- the monitoring of all assessment processes; and
- the training of staff in areas of assessment.

Areas where in-school training needs to take place include:

- how to use criteria/rubrics to assess;
- finding agreement between teachers in the same grade about what is considered necessary to satisfy the Learning Outcomes;
- how to write comments for assessment results and reports; and
- achieving a common understanding of the school's assessment programme.



## KEEPING RECORDS

### Record Books

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Learning Areas or Learning Programmes; and
- comments for support purposes.

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process.

The school assessment programme determines the details of how record books must be completed. The assessment codes are used to express how the learner is performing against the Learning Outcomes. Codes used must be clear and understood by learners and parents.

### Codes to Use for Assessment

There are many ways in which feedback from assessment can be provided to learners and recorded by teachers. Choosing the best way to do so for an assessment activity will depend on a number of factors, such as:

- the number of learners in the class and the amount of time available to the teacher;
- the complexity and the length of the assessment activity;
- the learning content or skills being assessed (e.g. Mathematics or writing);
- how quickly feedback is given;
- how individualised the feedback is;
- the criteria (or rubrics) used by the teacher to describe learners' performance; and
- whether learners' performance is to be compared to peers, to previous performance, and/or the requirements of the Assessment Standards and Learning Outcomes.

Some assessment codes are better for some purposes than for others. For example, comments can be detailed, individual and provide suggestions for improvement. Comments are also useful for reporting on learner performance against Assessment Standards. However, comments take long to write and are not very easy to record. Codes such as 'Excellent', 'Very Good', 'Good', 'Competent', and 'Insufficient' are much quicker to write and allow assessment of progress against previous work and against Assessment Standards. However, they do not provide the detail made possible by comments. Marks, on the other hand, are quickly recorded and can be added together, multiplied and divided. They are useful for assessing learners' performance in relation to others in the class, and to other grades or schools. However, they provide little information on learners' performance against the Assessment Standards.

Examples, among many others, of further assessment codes are:

- not yet achieved, almost there, achieved;
- satisfactory performance, needs support;
- A, B, C; and
- phrases (or rubrics) designed especially for the assessment activity or report.

Whatever assessment code is used, feedback is more effective when combined with comments. There is more likely to be an improvement in achievement when learners are given written feedback rather than marks only. Although marks and percentages are very useful for recording purposes, as it is easy to write marks into a record book, they are often not useful for feedback and reporting. Other problems presented by marks are that they can be aggregated and manipulated and that they hide much about learners' achievement and progress. If learners have completed more than one assessment activity there is a temptation to use the marks arithmetically, to add and to average. When this is done, marks lose their usefulness to feed back information. An average or aggregate mark hides the fact that a learner might have achieved the intended learning well in one aspect but not in another.

Marks give an overall impression of achievement but hide the reasons for the assessment of the achievement (or lack of achievement) from the learner, and prevent a focus on learning something from the assessment. They also do not describe learner progress in the curriculum well. In many cases maintaining the same mark (provided it is a satisfactory one) is regarded as an indication of good progress. A mark of 70 against the Grade 5 Assessment Standards and a mark of 70 against the Grade 6 Assessment Standards disguises completely the progress a learner might have made during the year, which is best described in a statement, code, or comment(s).

## National Codes

In recording or reporting on learner achievement in the Learning Outcomes specific to a grade, the following codes are to be used:

- 4 = Learner's performance *has exceeded* the requirements of the Learning Outcome for the grade.
- 3 = Learner's performance *has satisfied* the requirements of the Learning Outcome for the grade.
- 2 = Learner's performance *has partially satisfied* the requirements of the Learning Outcome for the grade.
- 1 = Learner's performance *has not satisfied* the requirements of the Learning Outcome for the grade.

## Progression Schedules

At the end of each year, a progression schedule must be completed, and signed by the principal and a departmental official. The progression schedule is a record with summary information about the progress of all learners in the grade in the school.

The progression schedule should include the following information:

- name of the school and school stamp;
- list of learners in each grade;
- codes for progress in each Learning Area (National Coding System);
- codes for progress in each grade (progress to the next grade or stay in the same grade);

- comments on strengths and areas for support in each Learning Area; and
- date and signature of principal, teacher or other educator, and departmental official.

## Learner Profiles

A learner profile is a continuous record of information that gives an all-round impression of a learner's progress, including the holistic development of values, attitudes and social development. It assists the teacher in the next grade or school to understand the learner better, and therefore to respond appropriately to the learner. The profile must be safeguarded for every learner and should accompany learners throughout their school careers.

The following kinds of information should be included in a learner profile:

- personal information;
- physical condition and medical history;
- schools attended and record of attendance;
- participation and achievements in extra-curricular activities;
- emotional and social behaviour;
- parental involvement;
- areas needing additional support;
- summative end-of-year overall report; and
- progression summary records of the schooling years.

### Notes:

- The learner profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards and Edlab cards. The central purpose of a learner profile is to assist the learner by having access to the variety of information it includes.
- Personal information in a profile should never be used to discriminate unfairly against a learner.
- Learner profiles should not be confused with portfolios. A portfolio is a method of assessment that gives the learner and teacher together an opportunity to consider work done for a number of assessment activities. The work is placed in a folder, file or box. The learner profile, on the other hand, is a record containing information about a learner.

## REPORTS

### Information to be Included in Reports

Teachers need to be accountable to learners, parents, the education system and the broader community in assessing their learners. This takes place through reporting. In addition to written reports, oral or practical presentations, displays of learners' work and exhibitions might be used.

Every report on a learner's overall progress should include information on:

- the learning achieved;
- the learner's competencies;
- support needed; and

- constructive feedback, which should contain comments about the learner's performance in relation to peers and the learner's previous performance in relation to the requirements of the Learning Areas.

Reporting to parents should be done on a regular basis to encourage their involvement and participation. Teachers must report at the end of each term using formal report cards.

It will usually not be possible to give information on achievement in each Learning Outcome. However, reports should give information on achievement in each of the Learning Areas or Learning Programmes (in the case of the Foundation Phase).

## Report Cards

The minimum requirements for a report card are:

### 1) *Basic information*

- name of school;
- name of learner;
- grade of learner;
- date of birth of learner;
- year and term;
- date and signature of parent or guardian;
- date and signature of teacher;
- date and signature of principal;
- dates of closing and opening of school;
- school stamp;
- school attendance profile; and
- the explanation of the codes of the national coding system.

### 2) *Strengths and needs*

- Give a description of the strengths, developmental needs, or areas of support required by the learner in each Learning Area or Learning Programme.
- Use the national coding system to evaluate performance against the Assessment Standards and the Learning Outcomes covered thus far - it is not necessary to give a code for each Learning Outcome. In an end of year report, the overall performance of the learner in the Learning Areas must be shown.

### 3) *Comments on each Learning Area or Learning Programme*

- Give comments on each Learning Area or Learning Programme, with special emphasis on students who have exceeded the requirements or need further support. Comments on specific strengths and areas of support should be linked to the Assessment Standards. These comments will allow parents, learners and other educators to gain an understanding of what support the learner needs.



## REFERENCE LISTS

### CURRICULUM AND ASSESSMENT GLOSSARY

*This is an alphabetical list of key terms used in designing the Revised National Curriculum Statement Grades R-9 (Schools) and its learner assessment principles.*

**assessment** – a continuous planned process of gathering information on learner performance, measured against the Assessment Standards

**Assessment Standards** – the knowledge, skills and values that learners need to show to achieve the Learning Outcomes in each grade

**baseline assessment** – initial assessment used to find out what learners already know

**continuous assessment** – assessment model that encourages integration of assessment into teaching and the development of learners through ongoing feedback

**critical outcomes** – together with the Developmental Outcomes, key outcomes of Revised National Curriculum Statement Grades R-9 (Schools), that are inspired by the Constitution; they include core life skills for learners, such as communication, critical thinking, activity and information management, group and community work, and evaluation skills

**Curriculum 2005** – the first version of the post-apartheid National Curriculum Statement. That 1997 education policy document gives a framework for Early Childhood Development, General Education and Training, Further Education and Training, and Adult Basic Education and Training. This Revised National Curriculum Statement Grades R-9 (Schools) aims to strengthen Curriculum 2005.

**developmental outcomes** – together with the Critical Outcomes, key outcomes of the Revised National Curriculum Statement Grades R-9 (Schools) that are inspired by the Constitution; they include enabling learners to learn effectively and to become responsible, sensitive and productive citizens

**exit-level** – when learners complete Grade 9 and are awarded the General Education and Training Certificate

**formative assessment** – a form of assessment that assesses learner progress during the learning process in order to provide feedback that will strengthen learning

**Foundation Phase** – the first phase of the General Education and Training Band: Grades R, 1, 2 and 3

**General Education and Training Band** – the ten compulsory schooling years, made up of the Foundation, Intermediate and Senior Phases

**General Education and Training Certificate** – the certificate obtained on successful completion of the General Education and Training Band

**integration** – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools), that requires learners to use their knowledge and skills from other Learning Areas, or from different parts of the same Learning Area, to carry out tasks and activities

**Intermediate Phase** – the second phase of the General Education and Training Band: Grades 4, 5 and 6

**language of learning and teaching** – the language that is most used in a particular learning and teaching environment; some learners experience learning and teaching in an additional language (not their home language).

**learning areas** – the eight fields of knowledge in the Revised National Curriculum Statement Grades R-9 (Schools): Languages, Mathematics, Natural Sciences, Technology, Social Sciences, Arts and Culture, Life Orientation, and Economic and Management Sciences

**learning area statements** – the statement for each Learning Area that sets out its Learning Outcomes and Assessment Standards

**learner profile** – an all-round record of a learner's progress, including personal information, social development, support needs, samples of work and annual reports

**learning programmes** – programmes of learning activities, including content and teaching methods; these are guided by the Revised National Curriculum Statement Grades R-9 (Schools) but developed by provinces, schools and teachers

**national coding system** – a standard national system of performance codes used to report on a learner's progress

**outcomes** – the results at the end of the learning process in outcomes-based education; these outcomes help shape the learning process

**outcomes-based education** – a process and achievement-oriented, activity-based and learner-centred education process; in following this approach, Curriculum 2005 and the Revised National Curriculum Statement Grades R-9 (Schools) aim to encourage lifelong learning

**portfolio** – individual file or folder of each learner's work

**progression** – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools) that enables the learner to gradually develop more complex, deeper and broader knowledge, skills and understanding in each grade

**progression schedules** – end-of-year tool for recording the progress of all learners in a grade, including codes for progress in each Learning Area and grade, and comments on support needed

**summative assessment** – different from formative assessment, as it is about regular reports of a learner’s progress, usually at the end of the term or year

## LANGUAGES LEARNING AREA GLOSSARY

**active listening** – when a person tries to put themselves in the place of the speaker and listens seriously to what he or she has to say

**additional language** – a language learned in addition to one’s home language

**additive multilingualism** – when a person learns a language (or languages) in addition to his or her home language. This does not replace the home language but is learned alongside it.

**aesthetic** – the use of language to create something fine and pleasurable

**allegory, allegorical** – An allegory is a story in which the characters and actions represent general truths and good and bad qualities. Allegorical language is language in which characters and actions are used to make moral points.

**alliteration** – the repeated use of the same sound at the beginning of words in a sequence (e.g. round the rocks the ragged rascal ran)

**antonym** – a word that is opposite in meaning to another word in the same language (e.g. ‘tall’ and ‘short’ are antonyms in English)

**assessment standards** – the language knowledge, skills and values that learners must be able to demonstrate they know or can do by the end of a particular grade

**audience** – the person or persons who will listen to, read or view a particular text (e.g. the audience for a radio talk show, a newspaper article or a television advertisement)

**auditory discrimination** – the ability to distinguish between the separate sounds of a language

**authentic texts** – texts which are used in the real world (e.g. magazine and newspaper articles, recordings from radio and television, advertisements, labels from packets, brochures, forms, letters)

**balanced approach to literacy** – an approach which supports learners’ emergent literacy (see entry below), which encourages learners to enjoy books and to focus on meaning, and which also gives them the techniques and strategies to unlock the code of the written word

**bias** – a tendency to favour one thing over another so that one is unable to make a fair assessment

**blends, blending** – an aspect of phonics in which children learn how to put together two or three letters to make a sound (e.g. ‘spr’ in ‘spread’)



**cliché** – an expression or an idea that has been used so often it has lost its expressive power (e.g. ‘the rainbow nation’)

**climax** – the most exciting, effective or important part of a story, which usually comes near the end

**code-switching** – switching from one language to another for a purpose (e.g. to include others, to show that one is together with the people one is speaking to)

**coherent** – something which makes logical sense. A coherent paragraph is one in which there is a clear development of ideas, and in which sentences have clear logical links.

**cohesive** – cohesive devices link sentences together in a paragraph or text and give it unity. They can be pronouns or words which repeat the content in different ways (e.g. ‘Gold is mined in South Africa. It is one of the country’s main exports.’)

**collocation** – words that typically go together or that cluster around the same topic or subject matter (e.g. ‘salt and pepper’; ‘strong coffee’ but *not* ‘powerful coffee’)

**conjunction** – a word used to join two clauses in a sentence (e.g. ‘and’, ‘but’, ‘so’)

**connotative meaning** – the meanings which a word suggests (e.g. ‘plump’ has positive connotations such as attractive, comfortable, cheerful; whereas ‘fat’ has more negative connotations)

**consonant cluster** – consonants which occur together in consistent patterns in a language (e.g. in English ‘str’ as in ‘strange’, ‘strip’ and ‘struggle’)

**context** – a text is always produced and received in a context. The context includes the broad and the immediate situation. The text must be appropriate to both kinds of context.

**denotative meaning** – the literal or straightforward meaning of a word

**diagraph** – two letters used to refer to a single sound. In English there are consonant diagraphs (e.g. ‘th’, ‘sh’) and vowel diagraphs (e.g. ‘ea’, ‘ee’)

**directionality** – the fact that in English we read from left to right, and when we come to the end of a row of print, we must begin on the left-hand side again. This is something that children have to learn.

**emergent literacy** – refers to a child’s growing knowledge of the printed word. Children see print in the environment and begin to understand its purpose. They may have stories told or read to them and they learn how stories work and what books are. So even before they come to school they often know a lot. They may try to write their names using their own ideas about letters and spelling (i.e. emergent spelling), and they may pretend to read a book (i.e. reading-like behaviour). This is the beginning of children’s literacy.

**emotive language** – language which arouses strong feelings

**empathy, empathetically** – an ability to imagine oneself in another person’s place, to do something with empathy

**enunciate, enunciation** – to pronounce words carefully and clearly

**expository text** – text which involves explanation

**foreign language** – a language spoken beyond the borders of South Africa (e.g. French)

**formulaic language** – language which is learned in chunks (e.g. greetings). It often relates to specific contexts (e.g. ordering a meal in a restaurant). When we begin to learn a language, much of what we learn is of this kind. Gradually, we begin to make sense of the patterns and rules of the language, and we become able to express our own ideas in very simple ways.

**frame** – a temporary support (or scaffolding) for writing or speaking; for example, the teacher could provide the following frame for a poem:

Red is the colour of anger  
Red is the colour of blood  
Red is the colour of danger  
Red is the colour of love

\_\_\_\_\_ is the colour of \_\_\_\_\_  
\_\_\_\_\_ is the colour of \_\_\_\_\_  
\_\_\_\_\_ is the colour of \_\_\_\_\_  
\_\_\_\_\_ is the colour of \_\_\_\_\_

**free writing** – when learners are given the freedom to write whatever they like without worrying about mistakes. Learners should be encouraged to write as much as possible.

**graded readers** – books which are written with grammar and vocabulary at different levels (e.g. 500 word level, 1000 word level). They enable learners to read at a level appropriate to their language knowledge.

**holistic** – approaches to language which integrate all the skills and various kinds of knowledge in activities and do not focus on each in turn

**home language** – the language which children learn through being immersed in it in their home and/or community. More than one language can be learned in this way, so learners can have more than one home language.

**homonym** – a word which has both the same sound and spelling as another but has a different meaning (e.g. the noun ‘bear’ and the verb ‘to bear’)

**homophone** – a word which sounds the same as another but is spelled differently and has a different meaning (e.g. ‘one’ and ‘won’)

**hyperbole** – an exaggeration (e.g. to describe something so that it appears bigger than it really is - for example, 'He gave me a mountainous plate of food.')

**image** – a picture or visual representation of something

**imagery** – words which create images in our minds (e.g. similes, metaphors, personification)

**infer** – to read between the lines to form an opinion about something

**innuendo** – something unpleasant which is suggested rather than explicitly stated

**intonation** – a pattern of rise and fall in the pitch of one's voice which contributes to the meaning of sentences (e.g. questions are spoken with a rising intonation)

**irony** – something which is the opposite of what is expected; using words to mean the opposite of what is expected

**literacy** – the ability to read and use written information and to write for different purposes. It is part of a general ability to make sense of one's world.

**literacies** – There are various kinds of literacy: reading and writing; cultural literacy (understanding the cultural, social and ideological values that shape our reading of texts); critical literacy (the ability to respond critically to the messages in texts); visual literacy (the reading/writing of images, signs, pictures, etc.); media literacy (the reading of newspapers, magazines, television and film as cultural messages).

**meta-language** – a language used to talk about language. It includes terminology such as 'sound', 'word', 'sentence', 'text', 'context', 'audience', etc.

**metaphor** – using one thing to describe another thing which has similar qualities (e.g. 'Education is the key to success.')

**modals** (including **modal verbs**) – enable speakers/writers to express different shades and degrees of meaning about things like possibility and probability (e.g. 'I may/might/must/could go.'). They are also used to express politeness (e.g. 'Could you open the window, please?').

**mode** – There are different modes of communication: the written mode, the spoken or oral mode, the visual mode (which includes graphic forms such as charts). Changing information from one mode to another (e.g. using a graph to write a passage, using information from an oral text to label a picture) is a very important part of language learning.

**multimedia** – an integrated range of modes that could include text, visual material, sound, video, etc.

**multimodal texts** – texts which are designed to make use of more than one mode of communication (e.g. sound, print and images)

**onomatopoeia** – words which sound like what they describe (e.g. a brush *swishes*, a cow *moos*)

**onset** – the part of a syllable before the first vowel (e.g. *c*-at)

**personification** – attributing human characteristics to non-human things (e.g. ‘Mrs Sun is smiling; she’s getting out of bed.’)

**phoneme** – the separate sounds of a language (e.g. ‘t’, ‘th’, ‘k’, ‘sh’, ‘ee/ea’ and ‘oa’ are all phonemes of English)

**phonemic awareness** – the ability to distinguish between the separate sounds of the language (e.g. in English to identify the same sound in ‘bad’, ‘sad’, ‘glad’, ‘mad’, and to distinguish between the sounds in ‘bed’, ‘bad’, ‘bud’ and ‘bird’)

**phonics** – the relationship between sounds and their spelling. This assists in word recognition when reading and helps one to spell.

**phonic families** – groups of words containing the same sound (e.g. ‘bad’, ‘sad’, ‘glad’, ‘mad’)

**pun** – a play on words (e.g. ‘Seven days without water makes one weak.’)

**punch line** – the last few words of a joke or story that give it meaning and make it funny

**reading vocabulary** – words which a reader understands in context. Some of these words will be part of the reader’s *active vocabulary* (words they use). Other will be part of their *passive vocabulary* (words they can understand in context but do not know well enough to use).

**to recount** – to tell about past events in a sequence (e.g. to say or write about what one did last weekend)

**a recount** – a type of text. The speaker or writer describes a sequence of events. An example would be a child telling what happened at the weekend in the class ‘news time’.

**register** – the words, style and grammar used by speakers and writers in different contexts or situations (e.g. official documents are written in a formal register, legal documents are written in a legal register)

**rhetorical question** – a question asked for effect and not in order to get an answer (e.g. ‘Do you know how lucky you are?’)

**rhyme** – words or lines of poetry that end with the same sound including a vowel (e.g. sad, mad, glad, bad)

**rhythm** – a regular and repeated pattern of sounds (e.g. of strongly and weakly stressed syllables)

**rime** – the part of the syllable from the first vowel onwards (e.g. *c*-at). It has the potential to rhyme.

**sarcasm** – speaking or writing using expressions which clearly mean the opposite of what is felt, in order to be unkind or offensive in an amusing way (e.g. saying to someone who has arrived at a meeting very late, ‘So good of you to come.’)

**scaffolding** – When we ‘scaffold’ learning, learners are enabled to do things with support that they could not otherwise do. Once they are able to do the task independently, the temporary scaffolding can be taken away.

**scanning** – to run one’s eyes over a text in order to find specific information (e.g. scan a telephone directory for a name and number, or a timetable for the time of a train or bus)

**simile** – comparing one thing directly with another (e.g. ‘Her nails were as red as blood.’ ‘His smile was like sunshine.’)

**sight words** – words that readers recognise automatically (on sight). They do not need to decode them phonically or think about them. In the early stages of reading, sight words are usually frequently-occurring or ‘high frequency’ words like ‘he’, ‘she’, ‘they’, ‘a’, ‘the’, ‘are’, ‘were’, ‘my’, etc.

**skimming** – to read a text very quickly to get an overview (e.g. skim the newspaper headlines for the main news)

**slang** – informal language often used by a particular group of people (e.g. teenage slang)

**standard** – The standard variety of a language is that which is printed in books, newspapers, official documents, grammars and dictionaries. It is not necessarily the best form of the language, but it is the one that has become accepted for historical and/or political reasons as the standard variety.

**stereotype** – a fixed (and often biased) view about what a particular type of person (e.g. a woman, a foreigner, a particular race) is like

**stress** (word, sentence) – to give force to a particular syllable in a word (e.g. the word ‘machine’ is stressed on its second syllable); to give force to particular words in a sentence (e.g. ‘The girl walked across to the other side of the road.’)

**subordinate clause** – the clause in a sentence which depends on the main clause (e.g. ‘When I get there, I will phone you.’)

**syllable, syllabification, polysyllabic** – a word or part of a word which contains a vowel sound or a consonant acting as a vowel (e.g. the word ‘bottle’ has two vowel sounds ‘bott’ and a syllabic ‘l’). Syllabification is the way in which syllables form together to make words. A polysyllabic word is a word with more than one syllable (e.g. ‘umbrella’ has three syllables; it is polysyllabic).

**symbol** – something which stands for or represents something else (e.g. ‘A dove is a symbol of peace.’)

**synonym** – a word which has the same meaning or nearly the same meaning as another word in the same language (e.g. big and large are synonyms in English)

**synthesise, synthesis** – to draw together and combine information or ideas from a variety of sources. A synthesis is a clear and succinct summary of these combined ideas.

**tempo** (e.g. **speech tempo**) – the speed at which spoken words are delivered (e.g. in a speech or the performance of a poem)

**text** – any written, spoken or visual form of communication involving the purposeful use of language

**text structure** – There are different kinds of texts with recognisable structures (e.g. conversations, poems, letters, jokes, instructions, stories, novels, plays, etc.).

**tone** – tone is the emotional message of a text. In a written text, it is achieved through words (e.g. neutral word to create an objective tone). In a film, it could be created through music or the setting.

**understatement** – a statement which is not strong enough to express the true or full facts or feelings (e.g. ‘To say I am angry is the understatement of the year.’)

**visual discrimination** – distinguishing between the shape of different letters and words

**weak vowels** – in English the vowels in unstressed syllables have a weak form (e.g. the vowel sound at the beginning of the words ‘about’ or ‘machine’ ; the vowel sounds in words like ‘a’, ‘the’ and ‘at’ are usually unstressed)

**word bank** – a store or file of new words

**xenophobia, xenophobic** – xenophobia is an unreasonable fear or hatred of foreigners; xenophobic language is language which expresses this

