Revised National Curriculum Statement Grades R-9 (Schools)

Languages

English - First Additional Language

DEPARTMENT OF EDUCATION

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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

CONTENTS

CHAPTER 1: INTRODUCTION 1

INTRODUCING THE NATIONAL CURRICULUM STATEMENT 1
Outcomes-based Education 1
Revised National Curriculum Statement: Learning Area Statements 2
Revised National Curriculum Statement: Learning Programmes 2
Time Allocations 3
Assessment 3
The Kind of Teacher that is Envisaged 3
The Kind of Learner that is Envisaged 3

INTRODUCING THE LANGUAGES LEARNING AREA – ENGLISH 4
Definition 4
The Additive Approach to Multilingualism 4
Language of Learning and Teaching 5
Purpose 5
Unique Features and Scope 5
Languages Learning Outcomes 6

CHAPTER 2: FOUNDATION PHASE (Grades R-3) 9

INTRODUCTION 9
Focus 9
Developing Language Knowledge – Grammar, Vocabulary and Pronunciation 11

LEARNING OUTCOMES 12
Learning Outcome 1: Listening 12
Learning Outcome 2: Speaking 12
Learning Outcome 3: Reading and Viewing 12
Learning Outcome 4: Writing 12
Learning Outcome 5: Thinking and Reasoning 12
Learning Outcome 6: Language Structure and Use 13

ASSESSMENT STANDARDS AND TEXTS 13
Assessment Standards and Texts for Grade R 13
Recommended Texts 13
Learning Outcome 1: Listening 14
Learning Outcome 2: Speaking 14
Learning Outcome 3: Reading and Viewing 15
Learning Outcome 4: Writing 15
Learning Outcome 5: Thinking and Reasoning 16
Learning Outcome 6: Language Structure and Use 17

Assessment Standards and Texts for Grades 1-3 18
Recommended Texts 18
Learning Outcome 1: Listening 22
Learning Outcome 2: Speaking 26
Learning Outcome 3: Reading and Viewing 30
Learning Outcome 4: Writing 36
Learning Outcome 5: Thinking and Reasoning 38
Learning Outcome 6: Language Structure and Use 42

CHAPTER 3: INTERMEDIATE PHASE (Grades 4-6) 47

INTRODUCTION 47
Focus 47
Use of Learners' Home Language 48

LEARNING OUTCOMES 48
Learning Outcome 1: Listening 48
Learning Outcome 2: Speaking 48
Learning Outcome 3: Reading and Viewing 48
Learning Outcome 4: Writing 48
Learning Outcome 5: Thinking and Reasoning 49
Learning Outcome 6: Language Structure and Use 49

ASSESSMENT STANDARDS AND TEXTS 49
Recommended Texts 49
Learning Outcome 1: Listening 54
Learning Outcome 2: Speaking 58
Learning Outcome 3: Reading and Viewing 62
Learning Outcome 4: Writing 68
Learning Outcome 5: Thinking and Reasoning 72
Learning Outcome 6: Language Structure and Use 76

CHAPTER 4: SENIOR PHASE (Grades 7-9) 83

INTRODUCTION 83
Focus 83
Study Skills for Lifelong Learning 83

LEARNING OUTCOMES 84
Learning Outcome 1: Listening 84
Learning Outcome 2: Speaking 84
Learning Outcome 3: Reading and Viewing 84
Learning Outcome 4: Writing 84
Learning Outcome 5: Thinking and Reasoning 84
Learning Outcome 6: Language Structure and Use 85

ASSESSMENT STANDARDS AND TEXTS 85
Recommended Texts 85
Learning Outcome 1: Listening 90
Learning Outcome 2: Speaking 92
Learning Outcome 3: Reading and Viewing 96
Learning Outcome 4: Writing 102
Learning Outcome 5: Thinking and Reasoning 106
Learning Outcome 6: Language Structure and Use 108

CHAPTER 5: LEARNER ASSESSMENT 113

INTRODUCTION 113

ASSESSMENT PRINCIPLES USED IN OUTCOMES-BASED EDUCATION 113
Definition 113
Key Elements 114
Purposes of Assessment 114

CONTINUOUS ASSESSMENT 115
Characteristics of Continuous Assessment 115
Assessment Strategies 115
Common Tasks for Assessment 116

MANAGING ASSESSMENT 116
People Involved in Assessment 116
School Assessment Programme 116

KEEPING RECORDS 117
Record Books 117
Codes to Use for Assessment 117
National Codes 118
Progression Schedules 118
Learner Profiles 119

REPORTS 119
Information to be Included in Reports 119
Report Cards 120

REFERENCE LISTS 122

CURRICULUM AND ASSESSMENT GLOSSARY 122

LANGUAGES LEARNING AREA GLOSSARY 124

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

Many children will eventually study some of their other Learning Areas through their additional language. They must be prepared for this in their Additional Language classes. For example, they should be able to conceptualise in their additional language, and to ask and answer challenging questions.

Textbooks in Grade 4 demand a reading vocabulary of several thousand words. One of the main tasks of the Additional Language class is to help learners develop this vocabulary. Teachers should set achievable targets and regularly assess learners' vocabulary through quizzes and word puzzles.

Focus

Starting out – Grade R and Grade 1

When children begin learning an additional language, they acquire it mainly through listening. For example, they listen to stories with built-in repetition of new words and structures. The storyteller uses gestures, pictures and real-life objects to make the meaning clear. Learners start to make sense of what they hear. They begin to pick up words, structures, sounds and ways of communicating. At this stage their understanding is much greater than their ability to speak the language. As learners grow in confidence and understanding, they will begin to speak. They will:

- use formulaic language (e.g. greetings);
- repeat frequently-used words and phrases;
- respond to simple questions with one or two word answers;
- sing simple songs; and
- perform action rhymes.

It may be necessary for learners to use their home language, for example, when discussing how a story makes them feel. They will need constant praise and encouragement if they are to become confident users of the language.

Emergent literacy

It is important to build a strong foundation of understanding in spoken language. This includes knowledge of grammar and vocabulary that is learned naturally as children listen to and begin to use their additional language. This foundation is important when learners begin to read and write in their new language. Listening to stories is also part of the foundation for literacy. Children learn how stories are structured. This kind of knowledge is called 'emergent literacy'. There are other ways that learners develop their literacy in the additional language, for example:

- seeing signs in the environment and understanding that they signify something;

- using rhymes that play with language and develop awareness of the separate sounds of the new language (phonemic awareness); and
- trying to read and write in their new language, even though their writing might look like scribbles on a page.

Teachers should encourage this literacy behaviour. They should also ensure that learners are reading many picture books with very simple captions.

Making progress – Grade 2

Once learners know how to read and write in their home language, they can use their literacy skills to read and write in their new language. Their ability to transfer these skills will depend on their knowledge of the new language, especially their knowledge of vocabulary and grammar. For example:

- The learner may be able to read the following sentences from a story in the home language (e.g. isiXhosa): 'Umajozi utsiba ucingo. Luphakamile kakhulu.'
- The child tackling the same sentences in a new language (e.g. English) could use knowledge of print and phonics to sound out the words: 'Majozi jumps over the fence. It is very high.'
- Although many of the letters represent the same sounds, some are different. For example the 'c' in 'ucingo' is a dental click, but it is 's' in 'fence'. Most importantly, the words 'jump over', 'fence' and 'very high' must be in the child's oral vocabulary, and the learner must know grammatically that 'it' refers to the fence.

Of course, children have already learned in their home language how to use pictorial illustrations to help them work out the meaning of words. Thus they draw on the home language, yet need to understand the unique features of the additional language.

Encouraging skills development

Learners will continue to develop their listening and speaking skills. They should be able to listen to longer texts with more varied vocabulary and grammar. Learners can be encouraged to speak more and to ask for clarification when they do not understand. They may need to codeswitch from time to time (e.g. to give a personal response to a story), but they should be encouraged to use the English they know wherever possible. They should be able to take part in simple conversations on familiar topics.

To develop their reading ability, learners should read many books at the right language level. A wide vocabulary is important, and learners should begin keeping a personal dictionary. Reading and writing are closely connected. It is through reading a great deal that children learn to write well. At this level, writing in the new language will be mainly:

- labelling things (e.g. their drawings);
- writing lists of various kinds; and
- copying and writing sentences.

Consolidating progress – Grade 3

Learners should consolidate their ability to read and write in their new language. They should be independently reading a wide range of fiction and non-fiction books at an appropriate level. They should continue to expand their vocabulary by keeping a dictionary.

Learners should be encouraged to write in their new language. Initially, this will mean using single words or phrases to label pictures or complete sentences. The teacher will need to support learners' writing by providing:

- sentence 'frames' (e.g. 'My favourite food is ….');
- 'frames' for writing simple texts (e.g. a book report).

When learners are able to do the task independently, the frames can be taken away and they can be encouraged to write without this kind of help. Teachers should let learners know they should not be afraid to make mistakes. Remember: the aim is to build learners' confidence and fluency.

Learners continue to develop their listening and speaking skills, taking part in conversations, listening to and producing longer texts of more varied kinds. They should be given challenging tasks that develop their additional language to the full.

Developing Language Knowledge – Grammar, Vocabulary and Pronunciation

Learners should *not* be given grammatical rules or lists of vocabulary to learn. They will learn grammar, vocabulary and pronunciation in context by repeatedly:

- hearing and reading structures, words and sounds in oral and written texts; and
- writing down unfamiliar words in their dictionaries, learning and using them.

In the early years of learning an additional language, fluency (the ability to understand and communicate confidently) is more important than accuracy. Developing a wide vocabulary is the key to fluency. The teacher must provide an environment that is rich in language at a level learners can understand. New vocabulary should be constantly re-used and consolidated. The teacher can also help learners to:

- build vocabulary around topics and themes;
- notice the way words are formed (e.g. happy/unhappy); and
- relate new words to their equivalents in the home language.

Once children can read and write, they can develop their vocabulary through wide reading and through systematically recording words in a personal dictionary and learning them.

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.

As much as possible, learners should listen to the additional language pitched at the right level. This is the foundation for the development of all the other language skills.

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 begin to express themselves in the additional language in simple ways. They will begin to communicate across cultural and language boundaries. They should learn through experience that multilingualism is personally and socially enriching.

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 essential for language development, for learning to write, for enjoyment and for learning about the world. Reading texts provides the starting point for integrated teaching and learning of other language skills.

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 closely linked to reading and is an essential tool for learning across the curriculum. Learning to write well in the additional language is crucial if learners are to study some of their other Learning Areas in this language.

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.

Learners will begin to understand concepts and will learn skills and strategies for thinking and accessing information in their other Learning Areas. It is vital that learners can do this in their additional language, if they are to use this language to study some of their other 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.

Grammar and vocabulary are the building blocks of language. Vocabulary is the key to fluency. If learners are to achieve similar levels of competence in their home and additional languages by the end of Grade 9, vocabulary development must be a priority from Grade R onwards.

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 theonly 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 Grades R

Grade R

Recommended Texts

Oral:

- Simple instructions
- Dramatised stories, supported by gestures, pictures and real-life objects, and including plenty of natural repetition (e.g. choruses for children to join in)
- Action rhymes
- Songs
- Games (including those from other cultures and traditions)

Written/Visual:

- Picture stories, including those with very simple captions

Multimedia:

- Simple television programmes

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:

- Understands short, simple, dramatised stories:
  - joins in choruses at appropriate points (e.g. 'He huffs and he puffs and he *blows the house down.*');
  - draws a picture of the story;
  - connects the story to own life, with discussion in the home language.
- Understands simple oral instructions by responding physically (e.g. 'Come here, please.').
- Shows respect for classmates by giving them a chance to speak, and by listening 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.

Assessment Standards

We know this when the learner:

- Uses and responds appropriately to simple greetings and farewells, and thanks people.
- Memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation.
- Uses polite forms such as 'please', 'thank you', and 'sorry'.

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:

- Recognises some high-frequency words in the media (brand names) and the environment ('STOP', 'GO').
- Reads picture books.
- Names the sound own name begins with (first step in phonemic awareness).
- Learns rhymes and songs which develop phonemic awareness (e.g. 'We're going to the zoo, zoo, zoo; you can come too, too, too.').

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:

- Draws pictures on which the teacher writes labels.
- Understands that writing and drawing are different.
- Understands the purpose of writing – that it carries meaning.
- Copies simple words already known orally.
- Makes attempts at writing, such as trying to write own name.

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:

- Understands concepts and some vocabulary relating to:
  - identity (e.g. 'My name is...');
  - number (e.g. one, two);
  - size (e.g. big, small);
  - colour (e.g. red, yellow).
- Identifies similarities (e.g. by responding to an instruction such as 'Put all the yellow ones together.').

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:

- Shows some understanding of question forms in oral texts (e.g. 'What...?', 'Who...?', 'How many/much/old etc....?', 'Which...?', 'Can....?').
- Shows some understanding of the simple present and present progressive tenses in oral texts (e.g. 'She likes school.' 'He is reading.').
- Shows some understanding of imperatives in oral texts (e.g. '*Come* here.' '*Don't* sit down.').
- Shows some understanding of modal verbs in oral texts (e.g. 'I *can* skip/run/jump.').
- Shows some understanding of negative forms in oral texts (e.g. 'I *don't like* meat.' 'I *can't swim*.').
- Shows some understanding of plurals of nouns (e.g. book, books), including some irregular forms (e.g. tooth, teeth) in oral texts.
- Shows some understanding of personal pronouns in oral texts (e.g. I, he, she, you, we, they).
- Shows some understanding of prepositions in oral texts (e.g. in, at, on, to).
- Shows some understanding of adjectives (e.g. big, small) and adverbs (e.g. slowly, quickly) in oral texts.
- Understands between 200 and 500 common words in oral texts in context.

Assessment Standards and Texts for Grades 1-3

Grade 1

Recommended Texts

Oral:

- Simple instructions
- Stories supported by gestures, pictures and real-life objects, and including repetition (e.g. choruses)
- Radio and audiotape stories
- Recounts
- Simple descriptions
- Action rhymes
- Songs
- Games
- Riddles and jokes

Written/Visual:

- Picture stories and picture books with simple captions (including those from other cultures and traditions)
- Rhymes
- Photographs
- Magazine pictures

Multimedia:

- Television programmes (e.g. Takalani Sesame)
- Videos
- CD-ROMs and Internet (where available)

Grade 2

Recommended Texts

Oral:

- Instructions of growing complexity
- Narratives (simple stories, fables, legends)
- Radio and audiotape stories
- Recounts
- Simple descriptions
- Word problems (language across the curriculum – Mathematics)
- Action rhymes
- Songs
- Poems
- Games
- Riddles and jokes

Written/Visual:

- Simple stories (including those from other cultures and traditions)
- Lists (e.g. shopping lists)
- Recounts
- Simple descriptions
- Songs
- Rhymes and poems
- Instructions (e.g. how to make a paper aeroplane)
- Simple charts (e.g. time chart for history)
- Simple word problems (Mathematics)
- Games (e.g. board games)
- Magazine pictures
- Photographs

Multimedia:

- Television programmes (e.g. Takalani Sesame)
- Simple television advertisements
- Videos
- CD-ROMs and Internet (where available)

Grade 3

Recommended Texts

Oral:

- Instructions of growing complexity
- Narratives (stories, fables, and legends, including those from other traditions)
- Radio and audiotape stories
- Recounts
- Descriptions
- Dialogues and conversations
- Radio advertisements
- Songs
- Poems
- Games
- Riddles and jokes

Written/Visual:

- Books (fiction and non-fiction), including those from other cultures and traditions
- Comics
- Lists
- Recounts
- Instructions
- Rules (e.g. school rules)
- Calendar
- Social texts (invitations, greetings cards)
- Children's plays
- Charts and bar graphs
- Word puzzles (e.g. crossword puzzles)
- Magazine and newspaper pictures
- Photographs

Multimedia:

- Television programmes (e.g. Kideo)
- Television advertisements
- Videos
- CD-ROMs and Internet (where available)

TIRISANO
WORKING TOGETHER

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:

- Understands short, simple stories:
  - mimes the story;
  - joins in choruses at appropriate points (e.g. He huffs and he puffs and he *blows the house down.*');
  - draws a picture of the story;
  - puts pictures in the right sequence;
  - answers simple, literal 'yes/no' and open questions with one-word answers;
  - says how the story made the learner feel (using home language if necessary).

- Understands simple descriptions (e.g. by listening to a description of an object or person and matching it with a picture).

- Understands simple oral instructions by responding physically (e.g. 'Put up your hand'.).

Grade 2

Assessment Standards

We know this when the learner:

- Shows understanding of simple stories:
  - predicts what the story will be about from the title;
  - acts out the story and says the words spoken by the characters;
  - draws a picture about the story and says or copies a few words about it;
  - sequences pictures and matches captions with pictures;
  - answers simple, literal yes/no and open questions with short answers;
  - says how the story made the learner feel;
  - answers questions that connect the story to own life in own home language;
  - shows understanding of recounts by recalling the events in sequence (e.g. 'Yesterday, Ouma went to town. She bought a lot of things. First, she bought some vegetables.').
- Shows understanding of a simple description by identifying what is described (e.g. 'It is round. Sometimes it is red. Sometimes it is green. It tastes sweet. What is it?').
- Shows understanding of a short sequence of instructions (e.g. 'Draw a circle. Colour it red.').

Grade 3

Assessment Standards

We know this when the learner:

- Shows understanding of stories:
  - predicts what the story will be about from the title;
  - answers literal comprehension questions (e.g. true/false questions);
  - predicts what will happen next;
  - recalls and retells parts of the story;
  - notes relevant information (e.g. in a simple chart);
  - expresses feelings about the story;
  - discusses in own home language any social and ethical issues (e.g. whether something is fair);
  - summarises the story, with the support of the teacher.
- Shows understanding of recounts by recalling events in the right sequence.
- Shows understanding of descriptions by noting relevant information (e.g. completing simple charts).
- Shows understanding of a sequence of instructions by following them correctly.

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 sounds at the beginning and ends of word (e.g. words that begin with ‘b’);
  - recognises plural ‘s’ at the end of words (e.g.one book, two books).

- Shows respect for classmates by giving them a chance to speak, and by listening to them.

Grade 2

Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - distinguishes between different sounds that are important for reading and writing (e.g. ‘e’ and ‘a’) and words (e.g. ‘bed’ and ‘bad’);
  - recognises some rhyming words in common rhymes and songs (e.g. ‘We’re going to the zoo, zoo, zoo, You can come too, too, too.’);
  - recognises ‘–ing’ and ‘–ed’ endings in words.
- Shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language.

Grade 3

Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - distinguishes between different vowel sounds that are important for reading and writing (e.g. ‘u’ and ‘ur’ in ‘hut’ and ‘hurt’);
  - recognises the weak vowel ‘schwa’ in unstressed syllables (e.g. col*our*, *a*bout).
- Shows respect for classmates by giving them a chance to speak, listening to them and encouraging their attempts to speak their additional language.

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:

- Responds appropriately to simple questions with single words or formulaic phrases such as 'I'm fine' and 'My name is ...'.
- Memorises and performs songs and action rhymes with the right intonation, rhythm and pronunciation.
- Uses polite forms such as 'please', 'thank you', and 'sorry'.
- Uses and responds appropriately to simple greetings and farewells, makes simple requests and thanks people.
- Expresses self in simple ways if given an oral structure (e.g. 'I like ...' and 'I don't like ...').
- Pronounces familiar words clearly.

Grade 2

Assessment Standards

We know this when the learner:

- Responds appropriately to simple questions.
- Memorises and performs songs, action rhymes and simple poems.
- Shows respect and politeness and understands that terms of respect vary in different languages (e.g. Mama, Bhuti, Mrs Smith).
- Makes simple requests and statements (e.g. 'Can I have a page, please?' or 'I'm feeling sick.').
- Talks about a drawing or picture.
- Attends to pronunciation as part of reading, for example:
  - distinguishes between long and short vowels, as in 'pull' and 'pool';
  - distinguishes between vowels that are often confused, such as 'e' and 'a' in 'bed' and 'bad'.
- Recounts a short sequence of simple experiences or events.
- Asks for clarification (e.g. 'I don't understand. Please say it again.').
- Gives very simple instructions.

Grade 3

Assessment Standards

We know this when the learner:

- Answers questions using words and phrases.
- Performs a rhyme, poem or song.
- Shows awareness of appropriate cultural forms of address (e.g. how politeness and terms of respect vary in different languages).
- Makes requests.
- Talks about a picture, photograph or object.
- Attends to pronunciation as part of reading, for example:
  - learns to use the weak vowel, as in 'the book', and 'about';
  - pays attention to pronunciation and intonation as part of communication (e.g. uses the rhythm and stress patterns of the additional language).
- Recounts a sequence of experiences or events.
- Asks for clarification (e.g. 'Can you explain it again, please?').
- Gives instructions.

Grade 1

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

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

Grade 2

Assessment Standards

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

Grade 3

Assessment Standards

We know this when the learner:

- Participates in a conversation on a familiar topic.
- Describes a process (e.g. getting ready for school).

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 pictures to understand written texts:
  - makes sense of a picture story (e.g. by identifying a picture that is out of sequence);
  - matches pictures and words (e.g. uses written words to label objects or pictures);
  - uses illustrations to understand simple captions in story books.
- Matches words and objects by sticking labels on objects, starting with those that are similar in the home language (e.g. ruler/irula, board/ibhodi, desk/idesika).
- Follows printed instructions on one-word flash cards (e.g. ‘Stand’, ‘Jump’, ‘Smile’).
- Reads picture books with simple one-word or two-word captions.
- Builds up sight recognition of common words (e.g. a, the, my, can, and).

Grade 2

Assessment Standards

We know this when the learner:

- Uses pictures to understand written text:
  - makes sense of a picture story (e.g. by sequencing pictures);
  - relates pictures to own experience;
  - says how pictures make self feel, codeswitching if necessary;
  - matches a sentence (a caption) to a picture;
  - draws a picture to illustrate a sentence.

- Begins to make meaning of written text by reading with the teacher.
  - reads the title and predicts what a book is about;
  - follows the teacher's eye and finger movements;
  - points to the correct word when it is being read;
  - answers short oral questions about the story;
  - with help from the teacher, retells the story.

- Recognises and makes meaning of letters and words:
  - recognises on sight an increasing number of high-frequency words (e.g. your, like).

Grade 3

Assessment Standards

We know this when the learner:

- Uses visual cues to make meaning:
  - understands a picture story or comic strip by relating captions and speech bubbles to visual images;
  - compares pictures and/or photos to own experience and discusses them critically (e.g. 'Whose experience do they represent?').

- Makes meaning of written text by reading with the teacher:
  - reads the title;
  - predicts what a book is about from the title;
  - answers literal questions about the story;
  - describes how the story makes self feel;
  - retells the story;
  - discusses in own home language social and ethical issues (e.g. whether something in the story is fair).

- Recognises and makes meaning of letters and words:
  - recognises on sight an increasing number of high-frequency words;
  - uses word recognition and comprehension skills such as phonics, context clues and prediction to make sense of text.

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 initial consonants and short vowel sounds (e.g. as in ‘c-at’, ‘f-at’).

Grade 2

Assessment Standards

We know this when the learner:

- Develops phonic awareness:
  - recognises differences in pronunciation between home and additional language (e.g. ‘thatha’ and ‘then’);
  - 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, including those which only occur in borrowed words in own home language (e.g. gr-een, dr-um);
  - recognises common consonant diagraphs (single sounds spelt with two letters) at the beginning and ends of words (e.g. sh, th, ch);
  - recognises on sight an increasing number of high-frequency words (e.g. your, like);

Grade 3

Assessment Standards

We know this when the learner:

- Reads with increasing speed and fluency.
- Reads aloud, using correct pronunciation and appropriate stress.
- Uses self-correcting strategies such as re-reading, pausing, and practising a word before saying it aloud.
- Develops phonic awareness:
  - recognises differences in pronunciation between home and additional language;
  - recognises some differences between sound/spelling relationships in home and additional language (e.g. ‘*th*atha’ and ‘*th*in’);
  - 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 consonants (consonant diagraphs) (e.g. wh, th, sh, ph, ll, ss, zz);
  - recognises two and three 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).

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

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

Grade 2

Assessment Standards

We know this when the learner:

- uses phonic knowledge and skills as part of reading and writing strategies (to sound out words when reading and spell words when writing).

- Reads fiction and non-fiction books at an appropriate level for information and enjoyment.

- Demonstrates a reading vocabulary of between 250 and 500 common words. Learners who will study some Learning Areas through their additional language should aim for 500 words.

Grade 3

Assessment Standards

We know this when the learner:

- Reads on own for information and enjoyment:
  - reads and follows instructions (e.g. how to play a game);
  - reads fiction and non-fiction books of own choice;
  - tells a classmate about the book self has read;
  - distinguishes between fiction and non-fiction;
  - reads a description of a process (e.g. how paper is made);
  - reads familiar poems and rhymes.

- Demonstrates a reading vocabulary of between 700 and 1500 common words. Learners who will study some Learning Areas through their additional language should aim for 1500 words.

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:

- Copies familiar words and short sentences (e.g. labels or titles for own drawings).
- Uses simple, familiar words to complete sentence 'frames' (e.g. 'My name is...'; 'I like...'; 'I do not like...').
- Writes lists with titles (e.g. 'My Friends').

Grade 2

Assessment Standards

We know this when the learner:

- Chooses and copies a caption which accurately describes a picture.
- Writes a caption for a picture.
- Completes sentences by filling in missing words.
- Writes sentences using a 'frame' (e.g. 'I like...').
- Puts jumbled sentences in the right order and copies them.
- Uses punctuation – capital letters and full stops.
- Uses phonic knowledge to begin to spell words correctly.
- Spells familiar words correctly from memory.
- Identifies and corrects spelling errors in familiar words.
- Writes familiar words from dictation.
- Writes words in alphabetical order (e.g. in a personal dictionary).
- Writes lists (e.g. shopping lists).
- Writes headings for lists (e.g. animals: dog, cow, sheep).

Grade 3

Assessment Standards

We know this when the learner:

- Writes individual words such as labels.
- Enters words in a personal dictionary.
- Spells common words correctly.
- Writes lists and gives them headings (e.g. insects: ants, bees, butterflies).
- Writes sentences using a 'frame' (e.g. 'I can...').
- Writes own sentences without a 'frame' (e.g. expressing feelings and personal opinions).
- Uses punctuation – commas, question marks and exclamation marks.
- Sequences and copies sentences to make a paragraph.
- Writes short formulaic texts (e.g. invitations or greetings cards).
- With support, writes a short dialogue.
- Using a 'frame', writes a simple recount (e.g. 'Yesterday, I..... Then I…').

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:

- Understands concepts and vocabulary relating to:
  - identity (e.g. 'My name is...');
  - number (e.g. one, two);
  - shape (e.g. circle, square);
  - size (e.g. big, small);
  - time (e.g. now);
  - age (e.g. 'I am 6.');
  - direction (e.g. left, right);
  - sequence (e.g. first, second);
  - ability (e.g. 'I can...').

- Identifies things from simple descriptions (e.g. 'I am an animal. I have four legs. I have a very long neck. I have two small horns. Who am I?').

- Uses language for thinking:
  - identifies similarities and differences (e.g. 'Put all the circles together.' 'Find the one that is different.');
  - identifies parts from the whole (e.g. parts of the face, a body);
  - classifies things (e.g. 'Put plastic things in one pile and wooden things in another.');
  - sequences things (e.g. from biggest to smallest).

- Records information on simple charts using ticks and crosses, or simple 'yes' and 'no'.

Grade 2

Assessment Standards

We know this when the learner:

- Understands concepts and vocabulary relating to:
  - identity (e.g. 'I speak isiXhosa, English, and Afrikaans.');
  - number (e.g. 11, 12);
  - shape (e.g. triangle, star);
  - size (e.g. long, tall, short);
  - direction (e.g. up, down);
  - sequence (e.g. fourth, fifth);
  - ability (e.g. 'I can/could...').

- Uses language for thinking:
  - identifies similarities and differences (e.g. compares a fish and a dolphin);
  - identifies parts from the whole (e.g. parts of a car);
  - classifies things by putting similar things together, and by identifying the odd one out;
  - sequences things (e.g. from tallest to shortest).

- Works with charts:
  - fills in charts (e.g. a timetable of daily activities);
  - carries out a class survey (e.g. of favourite foods) and records the information in a chart or simple bar graph;
  - makes a timeline showing important dates in the past (e.g. events in own 'life history').

Grade 3

Assessment Standards

We know this when the learner:

- Understands concepts and vocabulary relating to measurement (e.g. 'How long is it?', 'How far is it?').

- Uses language for thinking and problem-solving:
  - compares things critically (e.g. 'Which is more useful, a bicycle or a car? Who uses bicycles and cars? Which are better for the environment?');
  - discusses and solves problems in groups (e.g. 'How can we keep our environment clean?').

- Collects and records information in different ways:
  - carries out a simple survey (e.g. 'How learners come to school – by taxi, bus, car, bicycle or on foot?');
  - records information in different ways (e.g. a table, a chart, a diagram, a bar graph).

Grade 1

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:

- Understands and uses some mathematical language (e.g. add, take away from).

Grade 2

Assessment Standards

We know this when the learner:

- Understands and uses some everyday language which is necessary for Mathematics:
  - listens to, reads and solves simple word problems for Mathematics, with attention to words such as 'more', 'less', 'share', 'half', 'left', 'altogether' (e.g. 'Yusuf has ten sweets. He gives two sweets to Nwabisa. How many sweets does he have left?').
- Keeps a personal dictionary.

Grade 3

Assessment Standards

We know this when the learner:

- Uses language to understand concepts and vocabulary relating to different Learning Areas (e.g. makes a timeline for history).
- Keeps a personal dictionary and uses a children's dictionary (if possible, both a bilingual and a monolingual dictionary).
- Asks questions for clarification.
- Transfers information from one mode to another:
  - listens to a short talk and fills in information on a chart or labels a diagram;
  - uses information from a visual or written text to create a chart, bar graph, or mind map, or to label a diagram;
  - uses information from a chart, bar graph, diagram, mind map or picture to write or complete a short text.

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:

- Understands question forms in oral texts (e.g. 'What...?', 'Who...?', 'How many/much/old etc....?', 'Which...?', 'Can....?').
- Understands simple sentences in oral texts (e.g. 'I want to go home.').
- Understands the simple present and present progressive tenses in oral texts (e.g. 'She likes school.' 'He is reading.').
- Understands imperatives in oral texts (e.g. '*Come* here.' '*Don't* sit down.').
- Understands some modals in oral texts (e.g. 'I *can* skip/run/jump.').
- Understands some negative forms in oral texts (e.g. 'I *don't like* meat.' 'I *can't swim.*').
- Understands plurals of nouns in oral texts (e.g. book, books), including some irregular forms (e.g. tooth, teeth).
- Understands some personal pronouns in oral texts (e.g. my, your, his, her, our, their book).
- Understands some prepositions in oral texts (e.g. in, at, on, to).
- Understands a few adjectives (e.g. big, small) and adverbs (e.g. slowly, quickly) in oral texts.

Grade 2

Assessment Standards

We know this when the learner:

- Understands and uses some question forms: (e.g. 'What happened yesterday/last week/this morning?' 'When did you go?' 'Have you ever ...?').
- Understands and uses the simple past tense (e.g. 'Yesterday she watched/did not watch TV.'), including irregular forms (e.g. went, ate, read) and the present perfect tense ('She has lost her watch.' 'I have not seen him.').
- Understands and uses some modals (e.g. 'I can read.').
- Understands and uses some adjectives (e.g. young, old, happy, sad).
- Modifies adjectives and adverbs (e.g. very big/slow, quite small/fast).

Grade 3

Assessment Standards

We know this when the learner:

- Understands and uses a variety of question forms (e.g. 'Where ...?', 'When ...?', 'Why ...?').
- Understands and uses the future tense (e.g. 'It is going to rain tomorrow.' 'I will see you next week.').
- Understands how possibility or probability is expressed (e.g. 'He may/will come tomorrow.').
- Understands how necessity is expressed (e.g. 'You should/must wash your hands.').
- Understands how language is used to sequence things (e.g. next, then).
- Uses some adjectives (e.g. bored, tired).

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:

- Understands between 500 and 1000 common spoken words in context by the end of Grade 1.

Grade 2

Assessment Standards

We know this when the learner:

- Understands and uses some adverbs in the correct word order (e.g. 'Thembi *always* brushes her teeth.').
- Understands between 1000 and 1500 common spoken words in context by the end of Grade 2. Learners who will study some of the Learning Areas through their additional language should aim for 1500 words.

Grade 3

Assessment Standards

We know this when the learner:

- Uses some adverbs in the correct word order (e.g. 'Johan writes *carefully.*').
- Understands between 1500 and 3000 common spoken words in context by the end of Grade 3. Learners who will study some of the Learning Areas through their additional language should aim for 3000 words.

TIRISANO
WORKING TOGETHER

CHAPTER 3
INTERMEDIATE PHASE
(Grades 4-6)

INTRODUCTION

In the Foundation Phase, learners received a rich introduction to their additional language. They will understand many words and structures, though they will not have been taught them directly. They should have developed confidence, enjoyment and some fluency in communicating in their additional language.

Focus

In Grades 4 to 6, learners will begin to:

- take more notice of words and grammatical structures they are already familiar with from the Foundation Phase;
- explore the way their additional language works and take some conscious control of it; and
- use this developing knowledge to check their use of language, especially when writing.

Gradual learning

Remember: language is acquired slowly and gradually. Even though conscious attention may be given to vocabulary and grammar, accurate use of words and structures will take a long time. It is not necessary that learners perfect one structure before moving on to the next. They will still make many mistakes, and this is a natural part of learning an additional language. However, increasingly, they will develop their understanding of how their additional language works and gradually move closer and closer to accurate use.

In the Foundation Phase, learners should have become confident readers in their home and additional languages. They should have been exposed to a wide range of children's texts. In Grades 4 to 6, they will use this foundation to become confident writers.

Careful support with writing

Writing at this level needs to be carefully supported and guided. Initially the teacher can give support using 'frames' and models of particular kinds of texts (e.g. a simple poem, a report). As learners become familiar with the text (e.g. how it is structured, what kind of language is used), they will attempt a similar piece of writing on their own.

As with learning to speak an additional language, the process of learning to read and write is gradual. Children learn through trying things out – through trial and error. They need regular feedback and encouragement to help them learn. Remember: although the Learning Outcomes each have a different skill as their focus, they should always be integrated in the Learning Programme.

Use of Learners' Home Language

In the Intermediate Phase learners should be encouraged to communicate in their additional language wherever possible in the class time allocated for this subject. This is important because they need to get exposure, interact and negotiate meaning in their additional language in order to acquire it. However, there will still be times when learners need to draw on their home language. For example, they will probably need to codeswitch when discussing complex issues such as the social and ethical dimensions of a story, or when comparing the grammar of their home and additional languages (e.g. prepositions are separate words in English and Afrikaans but they are part of the morphology of other words in African languages: on the table/etafuleni).

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 should listen to a great deal of the additional language pitched at the right level. This is the foundation for the development of all the other language skills.

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 become confident in expressing themselves in the additional language in simple ways. They will communicate across cultural and language boundaries. They should learn through experience that multilingualism is personally and socially enriching.

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 essential for language development, for enjoyment and for learning about the world. In this phase, learners will read for their own personal growth. It is also through reading that they learn about written text. Reading is thus the foundation for writing.

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 closely linked to reading and is an essential tool for learning across the curriculum. It is also important for learners' personal growth.

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.

Learners will understand more complicated concepts, and will learn skills and strategies for thinking and accessing information in their other 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.

Grammar and vocabulary are the building blocks of language. Knowledge of grammar and vocabulary is the key to fluent reading. Grammar and vocabulary should be taught in context, and integrated with reading, writing, listening and speaking.

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:

- Stories
- Fables
- Legends
- Songs
- Simple children's poems
- Jokes and riddles
- Instructions
- Recounts
- Directions
- Descriptions of people and objects
- Reports of events
- Conversations
- Radio programmes

Grade 4

Recommended Texts Continued

Written/Visual:

- Books (fiction and non-fiction)
- Simple children's poems
- Instructions
- Notices
- Book reports
- Recipes
- Timetables
- Diagrams
- Graphs and charts
- Simple maps and plans
- Photographs
- Cartoons
- Comics
- Pictures
- Word puzzles
- Dictionaries

Multimedia:

- Children's television programmes
- Television advertisements
- Children's films and videos (where available)
- CD-ROMs and Internet (where available)

Grade 5

Recommended Texts

Oral:

- Stories
- Fables
- Legends
- Songs
- Children's poems
- Jokes and riddles
- Instructions
- Recounts
- Directions
- Messages (e.g. phone messages)
- Descriptions of people, objects and places
- Conversations
- Reports (e.g. radio news and weather)

Written/Visual:

- Books (fiction and non-fiction)
- Magazines
- Children's poems
- Instructions
- Notices
- Reports (e.g. of a simple experiment)
- Book reviews
- Invitations
- Postcards
- Recipes
- Timetables
- Schedules (e.g. for television)
- Diagrams
- Graphs and charts
- Simple maps and plans
- Word puzzles
- Comics
- Cartoons
- Posters
- Photographs
- Dictionaries

Grade 5

Recommended Texts Continued

Multimedia:

- Children's television programmes
- Television weather forecasts
- Television advertisements
- Children's films and videos (where available)
- CD-ROMs and Internet (where available)

Grade 6

Recommended Texts

Oral:

- Stories
- Fables
- Legends
- Songs
- Poems
- Jokes and riddles
- Instructions
- Recounts
- Directions
- Descriptions of people, objects, places and processes
- Conversations
- Interviews
- Reports
- Prepared talks

Written/Visual:

- Books (fiction and non-fiction)
- Newspapers
- Magazines
- Diaries
- Poems
- Playscripts
- Book reviews

Grade 6

Recommended Texts Continued

- Advertisements
- Posters
- Postcards
- Letters
- Recipes
- Instructions
- Notices
- Reports (e.g. of simple experiments)
- Timetables
- Schedules (e.g. for television)
- Diagrams, graphs and charts
- Maps and plans
- Word puzzles
- Cartoons
- Comics
- Posters
- Reference books (e.g. dictionaries, encyclopaedias)

Multimedia:

- Television programmes
- Television weather forecasts
- Films and videos (where available)
- CD-ROMs and Internet (where available)

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:

- Understands stories (told or read to learners):
  - answers literal questions;
  - predicts what will happen next;
  - responds personally;
  - discusses ethical and social issues (e.g. whether something is just or fair), codeswitching if necessary;
  - retells the story in the right sequence;
  - summarises the story with teacher's support.

- Understands oral instructions, directions and descriptions:
  - responds physically to instructions (e.g. how to make something);
  - listens to simple oral directions and follows a route or locates a place on a simple map or plan.

- Understands oral descriptions:
  - identifies people, objects or places;
  - labels a diagram.

- Understands recounted events:
  - answers questions about what happened first, second, etc.

Assessment Standards

We know this when the learner:

- Understands stories (told or read to learners):
  - answers literal questions;
  - responds personally;
  - notes relevant information (e.g. by labelling a simple diagram);
  - discusses ethical, social and critical issues (e.g. 'Is the moral of the story right in all circumstances?'), codeswitching if necessary;
  - suggests an alternative ending for the story, codeswitching if necessary;
  - retells the story;
  - summarises the story with support.
- Understands oral instructions, directions and descriptions:
  - understands a sequence of instructions by responding physically (e.g. following instructions for a classroom task);
  - understands oral directions by following a route and locating a place on a map or plan.
- Understands oral descriptions:
  - identifies people, objects or places;
  - labels a diagram;
  - notes relevant information (e.g. on a chart).
- Understands recounted events:
  - answers questions about what happened first, second, etc.;
  - recounts the same events with support.

Assessment Standards

We know this when the learner:

- Understands stories (told or read to learners):
  - answers literal questions;
  - notes relevant information (e.g. by filling in a chart);
  - responds personally;
  - connects the story to own life;
  - discusses social, ethical and critical issues (e.g. 'What kind of person is the hero?' 'How does s/he act?' 'Is s/he represented realistically or in a stereotyped way?'), codeswitching if necessary;
  - suggests an alternative ending to the story, codeswitching if necessary;
  - retells the story;
  - summarises the story.
- Understands oral instructions and directions:
  - understands a complex sequence of instructions by responding physically (e.g. following instructions to set up a science experiment);
  - understands oral directions by noting them down and following them on a map.
- Understands oral descriptions:
  - identifies people, objects or places;
  - labels a diagram;
  - notes relevant information (e.g. on a chart);
  - answers questions.
- Understands recounted events:
  - answers questions about what happened first, second, etc.;
  - recounts the same events.

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