

# LEARNING PROGRAMME

## ENGLISH FIRST ADDITIONAL LANGUAGE

### INTERMEDIATE PHASE

**Suggested Context:** Stories /Short stories /Short Novel /Folktales

**Integration Across :( Suggested)** S.S:LO1 Historical enquiry  
 LO 2 Historical knowledge  
 LO 3 Historical interpretation  
 LO :LO 1 Health promotion  
 A&C : LO 1 Creating and interpreting  
 LO 4 Expressing and communicating  
 TECH : LO 1 Structures ( case study)

**Resources:** Stories; Fables; Legends; Descriptions of people and objects; Conversations; Prepared Talks; Books (fiction and non-fiction); Textbooks; Book Reviews; Photographs; Word Puzzles; Reference books; (e.g. dictionaries, encyclopaedias) ; films and videos; CD-ROMS and INTERNET (where available).

Suggested Integration & Clustering	Grade 4	Grade 5	Grade 6
<p><b>Content:</b>  <b>1.Story/Novel</b>            LO 1 AS 1, 4 &amp;5            LO 2 AS 1,3 &amp; 4            LO 3 AS 1,5 &amp; 6            LO 4 AS 1,3 &amp; 5            LO 5 AS 2            LO 6:AS 3,4&amp;6</p>	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 1            Understands stories (told or read to learners):</p> <ul style="list-style-type: none"> <li>• answers literal questions;</li> <li>• predicts what will happen next;</li> <li>• responds personally;</li> <li>• discusses ethical and social issues (e.g. whether something is just or fair), codeswitching if necessary;</li> <li>• retells the story in the right sequence;</li> </ul>	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 1            Understands stories (told or read to learners):</p> <ul style="list-style-type: none"> <li>• answers literal questions;</li> <li>• responds personally;</li> <li>• notes relevant information (e.g. by labelling a simple diagram);</li> <li>• discusses ethical, social and critical issues (e.g. 'Is the moral of the story right in all circumstances?'), codeswitching if necessary;</li> <li>• suggests an alternative ending for the story,</li> </ul>	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 1            Understands stories (told or read to learners):</p> <ul style="list-style-type: none"> <li>• answers literal questions;</li> <li>• notes relevant information (e.g. by filling in a chart);</li> <li>• responds personally;</li> <li>• connects the story to own life;</li> <li>• 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;</li> </ul>

	<ul style="list-style-type: none"> <li>summarises the story with teacher's support.</li> </ul> <p>AS 4 Understands recounted events:</p> <ul style="list-style-type: none"> <li>answers questions about what happened first, second, etc.</li> </ul> <p>AS 5 Respects other learners:</p> <ul style="list-style-type: none"> <li>gives them a chance to speak;</li> <li>listens to them;</li> <li>encourages their attempts to speak their additional language.</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 1 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>asks simple questions (e.g. asks for clarification);</li> <li>gives short answers to questions; takes part in a short conversation on a familiar topic</li> </ul> <p>AS 3 Uses additional language to communicate information:</p> <ul style="list-style-type: none"> <li>recalls and describes (recounts) a sequence of actions using connecting words (e.g. first, then, next);</li> <li>describes people, objects and simple processes.</li> </ul>	<ul style="list-style-type: none"> <li>codeswitching if necessary;</li> <li>retells the story; summarises the story with support.</li> </ul> <p>AS 4 Understands recounted events:</p> <ul style="list-style-type: none"> <li>answers questions about what happened first, second, etc.;</li> <li>recounts the same events with support.</li> </ul> <p>AS 5 Respects other learners:</p> <ul style="list-style-type: none"> <li>gives other learners a chance to speak;</li> <li>listens to them and encourages their attempts to speak their additional language;</li> <li>encourages other group members to support fellow learners.</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 1 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>asks and answers questions;</li> <li>takes part in a conversation on a familiar topic;</li> <li>expresses an opinion and gives a reason for it;</li> <li>expresses feelings.</li> </ul> <p>AS 3 Uses additional language to communicate information:</p> <ul style="list-style-type: none"> <li>recounts a sequence of actions using connecting words;</li> <li>talks about a familiar topic with preparation (e.g. my favourite sportsperson).</li> </ul>	<ul style="list-style-type: none"> <li>suggests an alternative ending to the story,</li> <li>codeswitching if necessary;</li> <li>retells the story;</li> <li>summarises the story.</li> </ul> <p>AS 4 Understands recounted events:</p> <ul style="list-style-type: none"> <li>answers questions about what happened first, second, etc.;</li> <li>recounts the same events.</li> </ul> <p>AS 5 Respects other learners:</p> <ul style="list-style-type: none"> <li>gives other learners a chance to speak;</li> <li>listens to them and encourages their attempts to speak their additional language;</li> <li>encourages other group members to support fellow learners.</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 1 Interacts in additional language:</p> <ul style="list-style-type: none"> <li>asks and answers questions;</li> <li>sustains a conversation on a familiar topic;</li> <li>expresses an opinion and gives reasons for it;</li> <li>expresses feelings.</li> </ul> <p>AS 3 Uses additional language to communicate information:</p> <ul style="list-style-type: none"> <li>recounts a sequence of actions using connecting words;</li> <li>talks about an issue with preparation (e.g. how to save water);</li> </ul>
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AS 4

Uses additional language creatively:

- tells a simple story;
- plays a game involving language.

### **LO3 Reading and Viewing**

AS 1

Understands in a simple way some elements of stories:

- notices how characters and plots are constructed to represent a particular view of the world (e.g. What roles do girls and boys play in the story? Are they stereotyped, or do boys and girls have the same possibilities?);
- notices the role that pictures play in the construction of meaning (e.g. How are boys and girls depicted in the pictures?).

AS 5

Reads for pleasure and information:

- reads fiction and non fiction books at an appropriate reading and language level
- evaluates books in a book report

AS 8

Uses reference books and develops vocabulary:

- uses a dictionary
- demonstrates a reading vocabulary of between 1000 and 2500 common words.

AS 4

Uses additional language creatively:

- tells a story;
- plays games involving language;
- imagines and describes possibilities (e.g. what learner would do with R100).

### **LO3 Reading and Viewing**

AS 1

Understands in a simple way some elements of stories:

- notices how characters and plots are constructed to represent a particular view of the world (e.g. Are old people and young people represented stereotypically or in realistic ways that show their diversity?);
- notices the role that visual images (pictures, photographs) play in the construction of meaning (e.g. How are old and young people represented in the pictures?).

AS 5

Reads for pleasure and information:

- reads fiction and non fiction books at an appropriate reading and language level
- evaluates books in a book report
- reads a very simple book review

AS 8

Uses reference books and develops vocabulary:

- uses a dictionary
- demonstrates a reading vocabulary of between 2000 and 3500 common words.

AS 4

Uses additional language creatively:

- tells a story;
- invents a game involving language;
- imagines and describes possibilities.

### **LO3 Reading and Viewing**

AS 1

Understands some elements of stories:

- notices how characters and plots are constructed to represent a particular view of the world (e.g. Are people of different races and/or cultures represented stereotypically or in realistic ways that show their diversity?);
- notices the role that visual images play in the construction of meaning (e.g. How are people of different races and/or cultures represented?);
- suggests alternative ways of representing characters and their actions.

AS 5

Reads for pleasure and information:

- reads fiction and non fiction books at an appropriate reading and language level
- evaluates books in a book report
- reads a very simple book review

AS 8

Uses reference books and develops vocabulary:

- uses a dictionary
- demonstrates a reading vocabulary of between 3000 and 5000 common words.

### LO4 Writing

AS 1

Writes to communicate information:

- writes a recount of events
- expresses an opinion in writing (e.g. whether a book was interesting or boring);
- using a frame or structure, writes a book review.

AS 3

Writes creatively:

- With structured support, writes 1 simple story

AS 5

Uses developing knowledge of language structure and use:

- Writes paragraphs with the support of a frame or structure
- spells familiar words correctly;
- begins to use a wider range of punctuation (e.g. apostrophes).

### LO4 Writing

AS 1

Writes to communicate information:

- writes a recount of events;
- writes a short description of a person, object or simple process;
- expresses an opinion in writing and gives a reason for it (e.g. whether a book was interesting or boring);
- writes a book review

AS 3

Writes creatively:

- writes a simple story;

AS .5

Treats writing as a process, and uses developing knowledge of language structure and use:

- writes rough drafts;
- reads them critically;
- gets feedback from the teacher and classmates;
- rewrites after feedback;
- begins to understand differences in writing style (e.g. spoken or informal style and written or formal style);
- spells familiar words correctly;
- uses a wider range of punctuation (e.g. inverted commas).

### LO4 Writing

AS 1

Writes to communicate information:

- expresses an opinion and gives reasons for it (e.g. why one poem is better than another);
- writes a book review

AS 3

Writes creatively:

- shows development in the ability to write stories, play scripts and dialogues (e.g. by using poetic devices to create interesting titles, by including dialogue in a story).

AS 5

Understands the writing process, and uses developing knowledge of language structure and use:

- writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;
  - understands the difference between revising (changing content and structure) and editing (correcting mistakes);
- edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional languages) and tools (e.g. a dictionary).

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why...?' 'How do you think ...?');
- sequences things according to criteria (e.g. oldest to newest);
- classifies things (e.g. different kinds of vehicles) according to criteria (e.g. their purpose, capabilities);
- identifies similarities and differences between things (e.g. between a helicopter and an aeroplane);
- distinguishes parts from the whole (e.g. car: engine, steering wheel, tyres);
- expresses cause and effect;
- expresses an opinion and gives a reason for it;
- with support, discusses advantages and disadvantages (e.g. of traveling by taxi);
- with support, writes simple definitions and gives examples (e.g. matches a concept and its definition with an example)

### **LO6 Language Structure and use**

AS 3

Understands and uses modals to express possibility, probability and necessity ,for example :

- I can go to the party
- I can't go to the party

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why didn't they...?' 'What would you do?');
- formulates questions about a written text;
- sequences things (e.g. the stages of a process);
- classifies things according to criteria (e.g. mammals and non-mammals);
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- writes simple definitions and gives examples.
- expresses cause and effect;
- expresses opinions and gives reasons for them;
- discusses advantages and disadvantages;
- writes definitions and gives examples.

### **LO6 Language Structure and use**

AS 6

Develops own vocabulary:

- uses a personal dictionary
- understands between 3000 and 4500 common spoken words in context by the end of grade 5

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and asks some more complex questions (e.g. 'Can you think of another explanation for this?');
- sequences things according to criteria;
- analyses the features of things in order to classify them;
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- expresses cause and effect;
- discusses advantages and disadvantages and writes about them;
- evaluates, makes choices and judgments, and gives reasons for them;
- writes definitions and gives examples.

### **LO6 Language Structure and use**

AS 6

Develops own vocabulary:

- understands between 4000 and 5500 common spoken words in context by the end of Grade 6.

- I could go to the party
- She must go to the party
- She mustn't go to the party
- Smoking will damage your health
- Eating too much may damage your health.

AS 4  
Understands and uses singular and plural forms of nouns:

- ordinary nouns (e.g. one shirt, two shirts);
- nouns which do not have plurals (e.g. soccer, cricket);
- nouns which only have plurals (e.g. scissors, trousers).

AS 6  
Develops own vocabulary:

- uses a personal dictionary
- understands between 2000 and 3500 common spoken words in context by the end of grade 4

## Content in Context: Poetry

**Resources:** Poems; Instructions; Descriptions of people and objects; Conversations; Prepared Talks; Radio talk shows; Books (fiction and non-fiction); Newspapers; Magazines; Textbooks; Posters; Charts; Maps; Photographs; Reference books (e.g. dictionaries, encyclopaedias); Explanations; Television Programmes; Songs;

Suggested Integration & Clustering	Grade 4	Grade 5	Grade 6
<p><b><u>Content:</u></b></p> <p>LO 1 AS 3 &amp; 5            LO 2 AS 1 &amp; 4            LO 3 AS 2 &amp; 6            LO 4 AS 3 &amp; 5            LO 5 AS 2            LO 6: AS6</p>	<p style="text-align: center;"><b><u>Lo1 Listening</u></b></p> <p>AS 3            Understands oral descriptions:</p> <ul style="list-style-type: none"> <li>• Identifies people, objects or places</li> <li>• Labels diagram</li> </ul> <p>AS 5            Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives them a chance to speak;</li> <li>• listens to them;</li> <li>• encourages their attempts to speak their additional language</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 1            Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• asks simple questions (e.g. asks for clarification);</li> <li>• gives short answers to questions;</li> <li>• takes part in a short conversation on a familiar topic.</li> </ul>	<p style="text-align: center;"><b><u>Lo1 Listening</u></b></p> <p>AS 3            Understands oral descriptions :</p> <ul style="list-style-type: none"> <li>• Identifies people, objects or places</li> <li>• Labels diagram</li> <li>• Notes relevant information(e.g. on a chart)</li> </ul> <p>AS 5            Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives other learners a chance to speak;</li> <li>• listens to them and encourages their attempts to speak their additional language;</li> <li>• encourages other group members to support fellow learners.</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 1            Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• asks and answers questions;</li> <li>• takes part in a conversation on a familiar topic;</li> <li>• expresses an opinion and gives a reason for it;</li> <li>• expresses feelings.</li> </ul>	<p style="text-align: center;"><b><u>Lo1 Listening</u></b></p> <p>AS 3            Understands oral descriptions:</p> <ul style="list-style-type: none"> <li>• Identifies people ,objects or people</li> <li>• Labels diagram</li> <li>• Notes relevant information(e.g. on a chart)</li> </ul> <p>AS 5            Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives other learners a chance to speak;</li> <li>• listens to them and encourages their attempts to speak their additional language;</li> <li>• encourages other group members to support fellow learners.</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 1            Interacts in additional language:</p> <ul style="list-style-type: none"> <li>• asks and answers questions;</li> <li>• sustains a conversation on a familiar topic;</li> <li>• expresses an opinion and gives reasons for it;</li> <li>• expresses feelings.</li> </ul>

AS 4

Uses additional language creatively:

- performs a familiar short rhyme, poem or song;
- plays a game involving language.

### **LO3 Reading and Viewing**

AS 2

Understands, in a very simple way, some elements of poetry:

- rhyme (e.g. ring, sing);
- words which begin with the same sound (e.g. 'Naughty Nomsa never listens.');
- words which imitate their sound (e.g. swish, swish);
- differences in the way languages represent these sounds (e.g. 'cluck cluck' and 'kri kri').

AS 8

Uses reference books and develops vocabulary:

- uses a dictionary;
- demonstrates a reading vocabulary of between 1000 and 2500 common words.

### **LO4 Writing**

AS 3

Writes creatively:

- uses some techniques for creative writing:
  - words which imitate their sound  
(e.g. swish),
  - words beginning with the same

AS 4

Uses additional language creatively:

- performs poems, songs and simple plays;
- plays games involving language;
- imagines and describes possibilities (e.g. what learner would do with R100).

### **LO3 Reading and Viewing**

AS 2

Understands, in a simple way, some elements of poetry:

- rhyme;
- words which begin with the same sound;
- words which imitate their sound;
- comparisons (e.g. 'He sings like a bird.' 'She is a star.'

AS 8

Uses reference books and develops vocabulary:

- uses a dictionary;
- demonstrates a reading vocabulary of between 2000 and 3500 common words.

### **LO4 Writing**

AS 3

Writes creatively:

- uses some techniques for creative writing:
  - words which imitate their sound,
  - words beginning with the same sound
- making a thing (e.g. the grass) sound like a person (e.g. the grass sings),

AS 4

Uses additional language creatively: :

- performs poems, songs and simple plays;
- invents a game involving language;
- imagines and describes possibilities.

### **LO3 Reading and Viewing**

AS 2

Understands, in a simple way, some elements of poetry:

- rhyme;
- words which begin with the same sound;
- words which imitate their sound;
- comparisons
- Talking about a thing (e.g. the sun) as if it is a person (e.g. The sun is smiling);
- Some terms to describe these elements (meta-language)-alliteration, onomatopoeia.

AS 8

Uses reference books and develops vocabulary:

- uses the contents page and index to find information;
- uses a dictionary;
- demonstrates a reading vocabulary of between 3000 and 5000 common words.

### **LO4 Writing**

AS 3

Writes creatively:

- shows development in the ability to write stories, play scripts and dialogues (e.g. by using poetic devices to create interesting titles, by including dialogue in a story).



sound (e.g. 'Naughty Nomsa'),  
 - repeating the same structure to create a poetic rhythm and pattern, for example:  
 "The wind blows      Leaves flutter  
 The grass sings      Autumn calls";

AS 5

Uses developing knowledge of language structure and use:

- writes paragraphs with the support of a "frame" or structure
- spells familiar words
- begins to use a wider range of punctuation (e.g. apostrophes)

### LO5 Thinking and Reasoning

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why...?' 'How do you think ...?');
- sequences things according to criteria (e.g. oldest to newest);
- classifies things (e.g. different kinds of vehicles) according to criteria (e.g. their purpose, capabilities);
- identifies similarities and differences between things (e.g. between a helicopter and an aeroplane);

- repeating the same structure to create a poetic rhythm and pattern.

AS 5

Treats writing as process, and uses developing knowledge structure and use:

- write rough drafts
- reads them critically
- gets feedback from the teacher and classmates
- rewrites after feedback
- begins to understand differences in writing style (e.g. spoken or informal style and written or formal style)
- spells familiar words correctly
- uses a wider range of punctuation (e.g. invert)

### LO5 Thinking and Reasoning

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why didn't they...?' 'What would you do?');
- formulates questions about a written text;
- sequences things (e.g. the stages of a process);
- classifies things according to criteria (e.g. mammals and non-mammals);
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- writes simple definitions and gives examples.

AS 5

Understands the writing process, and uses developing knowledge of language structure and use:

- writes rough drafts, reads them critically, gets feedback from the teacher and classmates and rewrites
- understands the differences between revising (changing content and structure) and editing (correcting mistakes)
- edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional language) and tools (e.g. a dictionary)

### LO5 Thinking and Reasoning

AS 2

Uses language for thinking:

- answers and asks some more complex questions (e.g. 'Can you think of another explanation for this?');
- sequences things according to criteria;
- analyses the features of things in order to classify them;
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- expresses cause and effect;
- discusses advantages and disadvantages and writes about them;
- evaluates, makes choices and judgments, and gives

- distinguishes parts from the whole (e.g. car: engine, steering wheel, tyres);
- expresses cause and effect;
- expresses an opinion and gives a reason for it;
- with support, discusses advantages and disadvantages (e.g. of traveling by taxi);

**LO6 Language Structure and use**

AS 6

Develops own vocabulary:

- uses a personal dictionary
- understands between 2000 and 3500 common spoken words in context by the end of grade 4

- expresses cause and effect;
- expresses opinions and gives reasons for them;
- discusses advantages and disadvantages;
- writes definitions and gives examples.

**LO6 Language Structure and use**

AS 6

Develops own vocabulary:

- uses a personal dictionary
- understands between 3000 and 4500 common spoken words in context by the end of grade 5

- reasons for them;
- writes definitions and gives examples.

**LO6 Language Structure and use**

AS 6

Develops own vocabulary:

- understands between 4000 and 5500 common spoken words in context by the end of Grade 6.

**Content in Context:** Text from other Learning Areas

**Integration Across : (Suggested)** S.S: LO 1 Historical enquiry  
 S.S :LO1 Geographical enquiry  
 LO: LO3 Personal development  
 MATHS: LO4 Measurements  
 NS : LO2

**Resources:** Books (fiction and non-fiction), Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards, Procedural texts (instructions, recipes), Factual descriptions, Reports (e.g. Science), Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and TV Reviews, Timetables and Schedules (e.g. television), Diagrams, Graphs and Charts, Posters, Word Puzzles, Cartoons, Reference books (e.g. dictionaries, encyclopaedias)

<p><b><u>Content:</u></b></p> <p>LO 1 AS 2 &amp; 3          LO 2 AS 3          LO 3 AS 3,5 &amp; 6          LO 4 AS 1 &amp; 5          LO 5 AS 1,3 &amp; 4          LO 6:AS1,2 &amp; 6</p>	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 2          Understands oral instructions, directions and descriptions:</p> <ul style="list-style-type: none"> <li>• responds physically to instructions (e.g. how to make something);</li> <li>• listens to simple oral directions and follows a route or locates a place on a simple map or plan.</li> </ul> <p>AS 3          Understands oral descriptions:</p> <ul style="list-style-type: none"> <li>• identifies people, objects or places;</li> <li>• labels a diagram.</li> </ul>	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 2          Understands oral instructions, directions and descriptions:</p> <ul style="list-style-type: none"> <li>• understands a sequence of instructions by responding physically (e.g. following instructions for a classroom task);</li> <li>• understands oral directions by following a route and locating a place on a map or plan.</li> </ul> <p>AS 3          Understands oral descriptions:</p> <ul style="list-style-type: none"> <li>• identifies people, objects or places;</li> <li>• labels a diagram;</li> <li>• notes relevant information (e.g. on a chart).</li> </ul>	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 2          Understands oral instructions and directions:</p> <ul style="list-style-type: none"> <li>• understands a complex sequence of instructions by responding physically (e.g. following instructions to set up a science experiment);</li> <li>• understands oral directions by noting them down and following them on a map.</li> </ul> <p>AS 3          Understands oral descriptions:</p> <ul style="list-style-type: none"> <li>• identifies people, objects or places;</li> <li>• labels a diagram;</li> <li>• notes relevant information (e.g. on a chart);</li> <li>• answers questions.</li> </ul>
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### **LO2 Speaking**

AS 3

Uses additional language to communicate information:

- recalls and describes (recounts) a sequence of actions using connecting words (e.g. first, then, next);
- gives simple instructions;
- describes people, objects and simple processes.

### **LO3 Reading and Viewing**

AS 3

Reads for information:

- reads simple maps and plans (e.g. follows a route);
- reads and follows texts involving procedures (e.g. a recipe);
- reads and follows timetables;
- reads diagrams, graphs and charts (e.g. a family tree);
- summarises a paragraph with support (e.g. fills in missing words in written summary);
- reads texts across the curriculum (e.g. textbooks in other Learning Areas).

### **LO2 Speaking**

AS 3

Uses additional language to communicate information:

- recounts a sequence of actions using connecting words;
- gives a sequence of instructions;
- describes a process;
- describes the purpose of something (e.g. a familiar tool and what it is used for);
- talks about a familiar topic with preparation (e.g. my favourite sportsperson).

### **LO3 Reading and Viewing**

AS 3

Reads for information:

- reads simple maps and plans (e.g. finds a place);
- reads and follows texts involving procedures (e.g. instructions for a science experiment);
- reads diagrams, graphs and charts (e.g. a flow diagram);
- scans timetables and television schedules for specific information;
- summarises a paragraph with support (e.g. puts into sequence given sentences to make a summary);
- reads texts across the curriculum (e.g. textbooks in their Learning Areas).

### **LO2 Speaking**

AS 3

Uses additional language to communicate information:

- recounts a sequence of actions using connecting words;
- gives a sequence of instructions;
- describes a process;
- describes the purpose of something (e.g. a piece of equipment and what it is used for);
- talks about an issue with preparation (e.g. how to save water);
- carries out a class survey (e.g. interviews classmates), and records responses on chart or graph.

### **LO3 Reading and Viewing**

AS 3

Reads for information:

- follows instructions, recipes, maps and plans;
- scans timetables and television schedules for specific information;
- summarises a paragraph (e.g. identifies the main point and the topic sentence);
- reads texts across the curriculum (e.g. textbooks in other Learning Areas).

	<p>AS 5 Reads for pleasure and information:</p> <ul style="list-style-type: none"> <li>• reads fiction and non fiction books at an appropriate reading and language level</li> <li>• evaluates books in a book report</li> </ul> <p>AS 6 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses a dictionary;</li> <li>• demonstrates a reading vocabulary of between 1000 and 2500 common words. Learners who will study other Learning Areas through their additional language should aim for 2500 words</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 1 Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• draws and labels simple maps, diagrams, graphs and charts;</li> <li>• writes lists with headings;</li> <li>• writes simple instructions</li> <li>• writes a recount of events</li> <li>• expresses an opinion in writing (e.g. whether a a book was interesting or boring);</li> <li>• using a frame or structure, writes a book review.</li> </ul> <p>AS 5 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• Writes paragraphs with the support of a frame or structure</li> </ul>	<p>AS 5 Reads for pleasure and information:</p> <ul style="list-style-type: none"> <li>• reads fiction and non fiction books at an appropriate reading and language level</li> <li>• evaluates books in a book report</li> <li>• reads a very simple book review</li> </ul> <p>AS 6 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses a dictionary;</li> <li>• demonstrates a reading vocabulary of between 2000 and 3500 common words. Learners who will study other Learning Areas through their additional language should aim for 3500 words.</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 1 Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• draws and labels simple maps, diagrams, graphs and charts;</li> <li>• writes a sequence of instructions;</li> <li>• writes a recount of events;</li> <li>• writes a recipe</li> <li>• writes a short description of a person, object or simple process;</li> <li>• expresses an opinion in writing and gives a reason for it (e.g. whether a a book was interesting or boring);</li> <li>• writes a book review</li> </ul> <p>AS 5 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• Writes paragraphs with the support of a frame or structure</li> </ul>	<p>AS 5 Reads for pleasure and information:</p> <ul style="list-style-type: none"> <li>• reads fiction and non fiction books at an appropriate reading and language level</li> <li>• evaluates books in a book report</li> <li>• reads a very simple book review</li> </ul> <p>AS 6 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses the contents page and index to find information;</li> <li>• uses a dictionary;</li> <li>• demonstrates a reading vocabulary of between 3000 and 5000 common words. Learners who will study other Learning Areas through their additional language should aim for 5000 words.</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 1 Writes to communicate information:</p> <ul style="list-style-type: none"> <li>• draws and labels plans, maps, graphs and charts;</li> <li>• writes a description of a person, object or simple process;</li> <li>• using a frame or structure, writes a simple report (e.g. of a science experiment)</li> <li>• expresses an opinion and gives reasons for it (e.g. why one poem is better than another);</li> <li>• writes a book review</li> </ul> <p>AS 5 Understands the writing process, and uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and</li> </ul>
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- spells familiar words correctly;
- begins to use a wider range of punctuation (e.g. apostrophes)

### **LO5 Thinking and Reasoning**

AS 1

Uses language across the curriculum:

- explains some concepts used in other Learning Areas (e.g. nutrition in Life Skills);
- knows and is able to use some of the vocabulary of other Learning Areas;

AS 3

Collects and records information in different ways:

- describes a simple process orally and, with support, describes it in writing;
- designs, draws and labels simple maps, plans, charts, graphs and diagrams.

AS 4

Transfers information from one mode to another (e.g. chart to text):

- listens to a short talk and records information on a chart, or labels a

- spells familiar words correctly;
- begins to use a wider range of punctuation (e.g. apostrophes).

### **LO5 Thinking and Reasoning**

AS 1

Uses language across the curriculum:

- explains some concepts from other Learning Areas (e.g. drought in Social Sciences);
- knows and is able to use some of the vocabulary of other school subjects (e.g. Natural Science);
- understands and produces texts used in other Learning Areas (e.g. a description of a simple process in Technology or Life Skills);
- reads and follows instructions for a simple scientific experiment.

AS 3

Collects and records information in different ways:

- describes a simple process orally and in writing;
- designs, draws and labels maps, plans, charts, graphs and diagrams

AS 4

Transfers information from one mode to another:

- listens to a talk and records information on a chart, or labels a diagram;

- rewrites;
- understands the difference between revising (changing content and structure) and editing (correcting mistakes);
- edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional languages) and tools (e.g. a dictionary).

### **LO5 Thinking and Reasoning**

AS 1

Uses language across the curriculum:

- explains some concepts from other Learning Areas (e.g. entrepreneur);
- extracts information from materials used in Languages and other Learning Areas;
- knows and is able to use some of the vocabulary of other Learning Areas (e.g. Natural Science);
- understands and produces texts used in other Learning Areas (e.g. reads instructions for a simple scientific experiment and, with support, writes up the results).

AS 3

Collects and records information in different ways:

- carries out some simple research (e.g. a traffic survey);
- designs, draws and labels maps, plans, charts, graphs and diagrams.

AS 4

Transfers information from one mode to another:

- listens to a talk and records information on a chart, or labels a diagram;

	<p>diagram;</p> <ul style="list-style-type: none"> <li>uses information from a written text to create a graph or chart, or to label a diagram;</li> <li>uses information from a chart, graph or diagram to write a short text.</li> </ul> <p style="text-align: center;"><b><u>LO6 Language Structure and use</u></b></p> <p>AS 1 Understands and uses some question forms such as “Why didn’t,,,,,,? Have you ever ,,,,,,,? Do you think,,,,,?”</p> <p>AS 2 Uses the tenses introduced in the Foundation Phase to communicate orally and in writing, for example:</p> <ul style="list-style-type: none"> <li>simple present (e.g. ‘She likes school.’);</li> <li>present progressive (e.g. ‘He is reading.’);</li> <li>present perfect (e.g. ‘I have finished.’);</li> <li>simple past (e.g. ‘I saw him yesterday.’);</li> <li>future (e.g. ‘I will see him tomorrow.’ ‘I’m going to see him tomorrow.’)</li> <li>understands and uses adverbs of frequency (e.g. ‘She hardly ever visits me.’).</li> </ul> <p>AS 6 Develops own vocabulary:</p> <ul style="list-style-type: none"> <li>uses a personal dictionary</li> <li>understands between 2000 and 3500 common spoken words in context by the end of grade 4 Learners who will study some of the other Learning Areas through their additional language should aim for 3500 words.</li> </ul>	<ul style="list-style-type: none"> <li>uses information from a visual or written text to create a graph or chart, or to label a diagram;</li> <li>uses information from a chart, graph or diagram to write a text;</li> <li>does a mind map summary of a short text.</li> </ul> <p style="text-align: center;"><b><u>LO6 Language Structure and use</u></b></p> <p>AS 1 Understands and uses some question forms such as “Why couldn’t,,,,,? “What /How do you think ,,,,,,?”</p> <p>AS 2 Uses language forms and structures to communicate orally and in writing:</p> <ul style="list-style-type: none"> <li>uses subject-verb concord (e.g. ‘I have/she has’);</li> <li>uses determiners to communicate orally and in writing (e.g. a, the, one, every, both, a few, several);</li> <li>uses some adjectives as comparatives and superlatives (e.g. bigger than, more expensive than, the biggest, the most expensive).</li> </ul> <p>AS 6 Develops own vocabulary:</p> <ul style="list-style-type: none"> <li>uses a personal dictionary</li> <li>understands between 3000 and 4500 common spoken words in context by the end of grade 5</li> <li>Learners who will study some of the other Learning Areas through their additional language should aim for 4500 words.</li> </ul>	<ul style="list-style-type: none"> <li>uses information from a visual or written text to create a graph or chart, or label a diagram;</li> <li>uses information from a chart, graph or diagram to write a text;</li> <li>does a mind map summary of a short text.</li> </ul> <p style="text-align: center;"><b><u>LO6 Language Structure and use</u></b></p> <p>AS 1 Understands and uses some questions forms such as “Why do you think.....? “ Why doesn’t.....?”</p> <p>AS 2 Uses language forms and structures to communicate orally and in writing:</p> <ul style="list-style-type: none"> <li>uses tenses: <ul style="list-style-type: none"> <li>present and past passive,</li> <li>past progressive/past perfect progressive (e.g. ‘I was watching TV when it happened.’ ‘She has been watching TV since ten o’clock.’);</li> </ul> </li> <li>develops the use of conjunctions (e.g. since, during);</li> </ul> <p>AS 6 Develops own vocabulary:</p> <ul style="list-style-type: none"> <li>understands between 4000 and 5500 common spoken words in context by the end of Grade 6.</li> <li>Learners who will study some of the other Learning Areas through their additional language should aim for 5500 words.</li> </ul>
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**Content in Context:** Drama /Play script /Dalogue

**Integration Across:**

**Resources:** Play-scripts, Books (fiction and non-fiction); Textbooks; Book Reviews, , Cartoons, Comics, Reference books (e.g. dictionaries, encyclopaedias); Conversations; Prepared Talks; Radio advertisements; Radio talk shows; Descriptions of people and objects; Reports of events; Jokes; Songs; Poems; Explanations; Songs; Instructions; Directions

<p><b><u>Content:</u></b></p> <p>LO 1 AS 4 &amp; 5          LO 2 AS1,2,4&amp;5          LO 3 AS 5 &amp; 6          LO 4 AS 3 &amp; 5          LO 5 AS 2          LO 6:AS 2&amp;3</p>	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 4          Understands recounted events</p> <ul style="list-style-type: none"> <li>• Answer questions about what happened first, second etc</li> </ul> <p>AS 5          Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives them a chance to speak;</li> <li>• listens to them;</li> <li>• encourages their attempts to speak their additional language.</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 2          Acts in culturally appropriate ways:</p> <ul style="list-style-type: none"> <li>• role-plays some familiar situations (e.g. giving directions);</li> <li>• shows some awareness of social and cultural differences (e.g. how to express politeness in the additional language);</li> </ul>	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 4          Understands recounted events</p> <ul style="list-style-type: none"> <li>• Answer questions about what happened first ,second etc</li> <li>• Recounts the same events with support</li> </ul> <p>AS 5          Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives other learners a chance to speak;</li> <li>• listens to them and encourages their attempts to speak their additional language;</li> <li>• encourages other group members to support fellow learners.</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 2          Acts in culturally appropriate ways:</p> <ul style="list-style-type: none"> <li>• role-plays some familiar situations using appropriate language and gestures;</li> <li>• shows increasing awareness of social and cultural differences (e.g. understands the differences in expressing politeness in home and additional</li> </ul>	<p style="text-align: center;"><b><u>LO1 Listening</u></b></p> <p>AS 4          Understands recounted events:answers questions about what happened first, second, etc.;</p> <ul style="list-style-type: none"> <li>• recounts the same events</li> </ul> <p>AS 5          Respects other learners:</p> <ul style="list-style-type: none"> <li>• gives other learners a chance to speak;</li> <li>• listens to them and encourages their attempts to speak their additional language;</li> <li>• encourages other group members to support</li> </ul> <p style="text-align: center;"><b><u>LO2 Speaking</u></b></p> <p>AS 2          Acts in culturally appropriate ways:</p> <ul style="list-style-type: none"> <li>• role-plays some familiar situations using appropriate language and actions;</li> <li>• shows an awareness of the common values expressed in different ways in different languages (e.g. 'Ndicela ...' and 'Please ...' are different ways of expressing the same value of politeness and respect</li> </ul>
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- switches from one language to another where appropriate (e.g. greeting a stranger who does not speak own language).

**AS 4**

Uses additional language creatively:

- creates and performs simple play scripts;
- plays a game involving language.

**AS 5**

Shows awareness of the way language constructs knowledge and identity and positions people:

- resists name-calling of any kind (e.g. cruel names, racist names, xenophobic names).

**LO3 Reading and Viewing**

**AS 5**

Reads for pleasure and information:

- reads fiction and non fiction books at an appropriate reading and language level
- evaluates books in a book report

- language);
- switches from one language to another where appropriate (e.g. to include someone in a group who does not speak own language).

**AS 4**

Uses additional language creatively:

- performs poems, songs and simple plays;
- plays games involving language;
- imagines and describes possibilities (e.g. what learner would do with R100).

**AS 5**

Shows awareness of the way language constructs knowledge and identity and positions people:

- understands how the way someone is addressed:
  - tells us about the relationship to that person (e.g. a learner calling a teacher 'Mam' or calling an older friend 'Bhuti'),
  - constructs that person's identity negatively (e.g. calling an older person 'girl') or positively (e.g. calling her 'Mama' or 'Gogo').

**LO3 Reading and Viewing**

**AS 5**

Reads for pleasure and information:

- reads fiction and non fiction books at an appropriate reading and language level
- evaluates books in a book report
- reads a very simple book review

for others);

- switches from one language to another where appropriate (e.g. to show respect for someone else's language).

**AS 4**

Uses additional language creatively:

- performs poems, songs and simple plays;
- invents a game involving language;
- imagines and describes possibilities

**AS 5**

Shows awareness of the way language constructs knowledge and identity and positions people:

- begins to look critically at naming practices (e.g. how slaves and workers were named by owners/employers, women taking their husbands' surnames, newly married women being renamed by their husbands' families, naming people as 'makwerekwere').

**LO3 Reading and Viewing**

**AS 5**

Reads for pleasure and information:

- reads fiction and non fiction books at an appropriate reading and language level
- evaluates books in a book report
- reads a very simple book review

	<p>AS 6 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses a dictionary</li> <li>• demonstrates a reading vocabulary of between 1000 and 2500 common words.</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS3 Writes creatively: With structured support writes a simple play script or dialogue</p> <p>AS 5 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• Writes paragraphs with the support of a frame or structure</li> <li>• spells familiar words correctly;</li> <li>• begins to use a wider range of punctuation (e.g. apostrophes).</li> </ul> <p style="text-align: center;"><b><u>LO5 Thinking and Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p>	<p>AS 6 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses a dictionary</li> <li>• demonstrates a reading vocabulary of between 2000 and 3500 common words.</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 3 Writes creatively:</p> <ul style="list-style-type: none"> <li>• writes a play script or dialogue;</li> </ul> <p>AS .5 Treats writing as a process, and uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• writes rough drafts;</li> <li>• reads them critically;</li> <li>• gets feedback from the teacher and classmates;</li> <li>• rewrites after feedback;</li> <li>• begins to understand differences in writing style (e.g. spoken or informal style and written or formal style);</li> <li>• spells familiar words correctly;</li> <li>• uses a wider range of punctuation (e.g. inverted commas).</li> </ul> <p style="text-align: center;"><b><u>LO5 Thinking and Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p> <ul style="list-style-type: none"> <li>• answers and begins to ask some more complex</li> </ul>	<p>AS 6 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses a dictionary</li> </ul> <p>demonstrates a reading vocabulary of between 3000 and 5000 common words.</p> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 3 Writes creatively:</p> <ul style="list-style-type: none"> <li>• shows development in the ability to write stories, play scripts and dialogues (e.g. by using poetic devices to create interesting titles, by including dialogue in a story).</li> </ul> <p>AS 5 Understands the writing process, and uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;</li> <li>• understands the difference between revising (changing content and structure) and editing (correcting mistakes);</li> </ul> <p>edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional languages) and tools (e.g. a dictionary).</p> <p style="text-align: center;"><b><u>LO5 Thinking and Reasoning</u></b></p> <p>AS 2 Uses language for thinking:</p>
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	<ul style="list-style-type: none"> <li>answers and begins to ask some more complex questions (e.g. 'Why...?' 'How do you think ...?');</li> <li>sequences things according to criteria (e.g. oldest to newest);</li> <li>classifies things (e.g. different kinds of vehicles) according to criteria (e.g. their purpose, capabilities);</li> <li>identifies similarities and differences between things (e.g. between a helicopter and an aeroplane);</li> <li>distinguishes parts from the whole (e.g. car: engine, steering wheel, tyres);</li> <li>expresses cause and effect;</li> <li>expresses an opinion and gives a reason for it;</li> <li>with support, discusses advantages and disadvantages (e.g. of traveling by taxi);</li> <li>with support, writes simple definitions and gives examples (e.g. matches a concept and its definition with an example)</li> </ul> <p style="text-align: center;"><b><u>LO6 Language Structure and use</u></b></p> <p>AS 2 Uses the tenses introduced in the Foundation Phase to communicate orally and in writing, for example:</p> <ul style="list-style-type: none"> <li>simple present (e.g. 'She likes school.');</li> <li>present progressive (e.g. 'He is reading.');</li> <li>present perfect (e.g. 'I have finished.');</li> <li>simple past (e.g. 'I saw him yesterday.');</li> </ul>	<p>questions (e.g. 'Why didn't they...?' 'What would you do?');</p> <ul style="list-style-type: none"> <li>formulates questions about a written text;</li> <li>sequences things (e.g. the stages of a process);</li> <li>classifies things according to criteria (e.g. mammals and non-mammals);</li> <li>identifies similarities and differences between things;</li> <li>distinguishes parts from the whole;</li> <li>writes simple definitions and gives examples.</li> </ul> <p style="text-align: center;"><b><u>LO6 Language Structure and use</u></b></p> <p>AS 2 Uses language forms and structures to communicate orally and in writing:</p> <ul style="list-style-type: none"> <li>uses the tenses introduced in previous grades to communicate orally and in writing;</li> <li>uses the passive voice to communicate orally and in writing:</li> <li>present passive (e.g. 'Gold is mined in South Africa.');</li> <li>past passive (e.g. 'The telephone was</li> </ul>	<ul style="list-style-type: none"> <li>answers and asks some more complex questions (e.g. 'Can you think of another explanation for this?');</li> <li>sequences things according to criteria;</li> <li>analyses the features of things in order to classify them;</li> <li>identifies similarities and differences between things;</li> <li>distinguishes parts from the whole;</li> <li>expresses cause and effect;</li> <li>discusses advantages and disadvantages and writes about them;</li> </ul> <p style="text-align: center;"><b><u>LO6 Language Structure and use</u></b></p> <p>AS 2 Uses language forms and structures to communicate orally and in writing:</p> <ul style="list-style-type: none"> <li>uses the negative concord (e.g. 'I don't have', 'she doesn't have');</li> <li>uses comparatives (e.g. as ... as, whereas);</li> <li>uses a conditional form to communicate orally and in writing (e.g. 'If I won some money, I would buy food.');</li> </ul>
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- future (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.')
- understands and uses adverbs of

frequency (e.g. 'She hardly ever visits me.').

### AS 3

Understands and uses modals to express possibility, probability and necessity, for example:

- I can go to the party;
- I can't go to the party;
- I could go to the party;
- She must go to the party;
- She mustn't go to the party;
- Smoking will damage your health;
- Eating too much may damage your health.

- **invented in the 20th century.'**);
- uses a conditional form to communicate orally and in writing (e.g. 'If she works hard, she will be successful.');
- uses some prepositions to communicate orally and in writing (e.g. prepositions of place such as: at, in, on, between);

- extends use of prepositions, determiners and adjectives..

## Content in Context: Multi Media Text

### Integration Across:

**Resources:** TELEVISION PROGRAMMES, WEATHER FORECASTS (excluding Grade 7), ADVERTISEMENTS, FILMS AND VIDEOS, CD-ROMS and INTERNET (where available). Newspapers, Magazines, Poems, Play-scripts, Diaries, Postcards and Letters, Procedural texts (e.g. instructions), Factual descriptions, Reports, Explanations, Textbooks from other Learning Areas, Advertisements, Notices, Posters, Book and Television reviews, Diagrams, Graphs and Charts, Reference books (e.g. encyclopaedias) Messages (e.g. phone messengers); Radio advertisements; Reports of events; Radio talks; Talk Shows

#### Content:

LO 1 AS 4&5  
LO 2 AS 1&3  
LO 3 AS4&6  
LO 4 AS 2, 4 & 5  
LO 5 AS 2  
LO 6: AS 1&2

#### LO1 Listening

AS 4

Understands recounted events

- answer questions about what happened first, second etc

AS 5

Respect other learners

- gives them a chance to speak
- listens to them
- encourages their attempts to speak their additional language

#### LO2 Speaking

AS 1

Interacts in additional language :

- asks simple questions ( asks for clarification)
- gives short answers to questions
- takes part in a short conversation on a

#### LO1 Listening

AS4

Understands recounted events:

- Answer questions about what happened first ,second etc
- Recounts the same events with support

AS 5

Respect other learners

- Gives other learners a chance to speak
- Listens to them and encourages their attempts to speak their additional language
- Encourages other group members to support fellow learners
- 

#### LO2 Speaking

AS 1

Interacts in additional language:

- asks and answer questions
- takes part in a conversation on a familiar topic
- expresses an opinion and gives a reason for it
- expresses feelings

#### LO1 Listening

AS 4

Understands recounted events

- answer questions about what happened first ,second etc
- recounts the same events

AS 5

Respect other learners

- Gives other learners a chance to speak
- Listens to them and encourages their attempts to speak their additional language
- Encourages other group members to support fellow learners

#### LO2 Speaking

AS 1

Interacts in additional language:

- asks and answers questions;
- sustains a conversation on a familiar topic;
- expresses an opinion and gives reasons for it
- expresses feelings.

familiar topic

AS 3

Uses additional language to communicate information

- recalls and describes (recounts ) a sequence of actions using connecting words (e.g. first,then,next )

### **LO3 Reading and Viewing**

AS 6

Reads media texts:

- understands the layout and design of a poster or public notice.

AS 3

Uses additional language to communicate information:

- recounts a sequence of actions using connecting words;
  - gives a sequence of instructions;
  - describes a process;
  - describes the purpose of something (e.g. a familiar tool and what it is used for);
- talks about a familiar topic with preparation (e.g. my favourite sportsperson).

### **LO3 Reading and Viewing**

AS 4

Reads and responds to social texts (e.g. invitations)

AS 6

Reads media texts:

- reads and understands the layout and design of a magazine (e.g. a school magazine or young people's magazine).

AS 3

Uses additional language to communicate information:

- recounts a sequence of actions using connecting words;
- gives a sequence of instructions;
- describes a process;
- describes the purpose of something (e.g. a piece of equipment and what it is used for);
- talks about an issue with preparation (e.g. how to save water);
- carries out a class survey (e.g. interviews classmates), and records responses on chart or graph.

### **LO3 Reading and Viewing**

AS 4

Reads and responds to social texts (e.g. letters)

AS 5

Identifies aspects of style related to audience (e.g. formal versus informal)

AS 6

Reads media texts:

- identifies how advertisements persuade readers, for example, by using:
  - adjectives (e.g. new, amazing, fantastic),
  - poetic devices such as alliteration (e.g. 'Meal in a Minute'),
  - humour,
  - science or famous people to promote the product;
- understands the layout and design of a magazine, and compares it to a newspaper.

	<p>AS 6 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses a dictionary;</li> <li>• demonstrates a reading vocabulary of between 1000 and 2500 common words.</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 2 Writes for social purposes:</p> <ul style="list-style-type: none"> <li>• writes a simple note or message.</li> </ul> <p>AS 4 Designs media texts:</p> <ul style="list-style-type: none"> <li>• designs a simple poster and notice.</li> </ul> <p>AS 5 Uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• Writes paragraphs with the support of a frame or structure</li> <li>• spells familiar words correctly;</li> <li>• begins to use a wider range of punctuation (e.g. apostrophes).</li> </ul>	<p>AS 7 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses a dictionary;</li> <li>• demonstrates a reading vocabulary of between 2000 and 3500 common words.</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 2 Writes for social purposes:</p> <ul style="list-style-type: none"> <li>• writes a short message such as a postcard.</li> </ul> <p>AS 4 Designs media texts:</p> <ul style="list-style-type: none"> <li>• designs a poster and/or notice</li> </ul> <p>AS .5 Treats writing as a process, and uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• writes rough drafts;</li> <li>• reads them critically;</li> <li>• gets feedback from the teacher and classmates;</li> <li>• rewrites after feedback;</li> <li>• begins to understand differences in writing style (e.g. spoken or informal style and written or formal style);</li> <li>• spells familiar words correctly;</li> </ul>	<p>AS 8 Uses reference books and develops vocabulary:</p> <ul style="list-style-type: none"> <li>• uses a dictionary;</li> <li>• demonstrates a reading vocabulary of between 3000 and 5000 common words.</li> <li>•</li> </ul> <p style="text-align: center;"><b><u>LO4 Writing</u></b></p> <p>AS 2 Writes for social purposes:</p> <ul style="list-style-type: none"> <li>• with a 'frame', writes a simple personal letter;</li> <li>• identifies some differences between formal and informal style (e.g. word choice);</li> <li>• identifies some differences between speech and writing;</li> <li>• writes for personal reflection (e.g. a diary).</li> </ul> <p>AS 4 Designs media texts:</p> <ul style="list-style-type: none"> <li>• designs a poster, a simple advertisement and a simple questionnaire;</li> </ul> <p>writes a simple news report.</p> <p>AS 5 Understands the writing process, and uses developing knowledge of language structure and use:</p> <ul style="list-style-type: none"> <li>• writes rough drafts, reads them critically, gets feedback from the teacher and classmates, and rewrites;</li> <li>• understands the difference between revising (changing content and structure) and editing (correcting mistakes);</li> </ul> <p>edits writing, using knowledge of structure (e.g. grammar, spelling, punctuation, grammatical differences between home and additional languages) and tools (e.g. a</p>
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### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why...?' 'How do you think ...?');
  - sequences things according to criteria (e.g. oldest to newest);
  - classifies things (e.g. different kinds of vehicles) according to criteria (e.g. their purpose, capabilities);
  - identifies similarities and differences between things (e.g. between a helicopter and an aeroplane);
  - distinguishes parts from the whole (e.g. car: engine, steering wheel, tyres);
  - expresses cause and effect;
  - expresses an opinion and gives a reason for it;
  - with support, discusses advantages and disadvantages (e.g. of traveling by taxi);
- with support, writes simple definitions and gives examples (e.g. matches a concept

- uses a wider range of punctuation (e.g. inverted commas).

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and begins to ask some more complex questions (e.g. 'Why didn't they...?' 'What would you do?');
- formulates questions about a written text;
- sequences things (e.g. the stages of a process);
- classifies things according to criteria (e.g. mammals and non-mammals);
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- writes simple definitions and gives examples.

dictionary).

### **LO5 Thinking and Reasoning**

AS 2

Uses language for thinking:

- answers and asks some more complex questions (e.g. 'Can you think of another explanation for this?');
- sequences things according to criteria;
- analyses the features of things in order to classify them;
- identifies similarities and differences between things;
- distinguishes parts from the whole;
- expresses cause and effect;
- discusses advantages and disadvantages and writes about them;



**LO6 Language Structure and use**

AS 1

Understands and uses some question forms, such as 'Why didn't ...?', 'Have you ever ...?', 'Do you think ...?'.

AS 2

Uses the tenses introduced in the Foundation Phase to communicate orally and in writing, for example:

- simple present (e.g. 'She likes school.');
- present progressive (e.g. 'He is reading.');
- present perfect (e.g. 'I have finished.');
- simple past (e.g. 'I saw him yesterday.');
- future (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.')
- understands and uses adverbs of frequency (e.g. 'She hardly ever visits me.').

**LO6 Language Structure and use**

AS 1

Understands and uses some question forms, such as 'Why couldn't ...?' and 'What/How do you think ...?'.

AS 2

Uses language forms and structures to communicate orally and in writing:

- uses the tenses introduced in previous grades to communicate orally and in writing;
- uses the passive voice to communicate orally and in writing:
  - present passive (e.g. 'Gold is mined in South Africa.');
  - past passive (e.g. 'The telephone was invented in the 20th century.');
- uses a conditional form to communicate orally and in writing (e.g. 'If she works hard, she will be successful.');
- uses some prepositions to communicate orally and in writing (e.g. prepositions of place such as: at, in, on, between);

**LO6 Language Structure and use**

AS 1

Understands and uses some question forms such as "Why do you think ...?" and 'Why doesn't ...?'

AS 2

Uses language forms and structures to communicate orally and in writing:

- uses the negative concord (e.g. 'I don't have', 'she doesn't have');
- uses comparatives (e.g. as ... as, whereas);
- uses a conditional form to communicate orally and in writing (e.g. 'If I won some money, I would buy food.');
- extends use of prepositions, determiners and adjectives..