ENGLISH HOME LANGUAGE
LEARNING PROGRAMME – INTERMEDIATE PHASE

Content in Context: Personal Development, Healthy Environment, Communication, Relationships & Society			
Integration Across: Arts & Culture, Social Sciences, Natural Sciences, Mathematics, Economic & Management Sciences, Technology & Life Orientation			
Resources			
Suggested Integration & Clustering	**Grade 4**	**Grade 5**	**Grade 6**
TEXT/CONTENT 1.STORY/NOVEL LO 1: Listening AS 1, 2, 8 & 9	LO 1 LISTENING AS 1. Enjoys listening to different kinds of oral texts and responds appropriately (e.g. stories, fables, limericks, short reports). AS 2. Discusses the central idea and specific details of the text and relates them to own experience. AS 8. Listens actively in conversation and discussion showing respect for and sensitivity to the feelings of others and appreciating other points of view. AS 9. Discusses the social, moral and cultural values, attitudes and assumptions in oral texts (e.g. 'Are all families made up of	LO 1 LISTENING AS 1. Enjoys listening to different kinds of oral texts such as stories, myths, choral chants, jokes and riddles, and short plays and responds appropriately. AS 2. Identifies the main message and themes in oral texts and relates them to every day life AS 6 Listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions. AS 9. Discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. 'Is the moral of the story true for all circumstances? What	LO 1 LISTENING AS 1. Enjoys listening and responds critically to different kinds of oral texts such as stories, legends, poems, plays, debates and talks. AS 2. Identifies themes, asks questions, and relates ideas to own life experiences. AS 6 Listens actively and with sensitivity; acknowledges opinions that conflict with own and responds appropriately in the context. AS 9. Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text. (e.g. 'Is

	mother, father and children?' 'Are there other kinds of families?'	circumstances are not covered in this story? '	there any stereotyping?').
LO 2:Speaking AS 1, 2	AS 1. Communicates experiences, ideas and information in different contexts for different audiences and purposes: • uses language with ease for interpersonal communication in every day conversation; • uses language for imaginative self-expression (e.g. tells a story, recites a poem or role-plays a situation); • shares ideas and offers opinions on familiar topics from personal experience; • recalls and describes a set of actions or events; • asks and responds to questions; • discusses and compares own and others' ideas and opinions. AS 2. Uses interaction skills and strategies for working in groups: • takes turns; • stays on topic; • asks relevant questions; • maintains discussion; • responds to others' ideas with empathy and respect; • gives balanced and constructive feedback; • uses appropriate intonation and facial expressions; • shows respect for others in the group.	AS 1.Communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes: • uses language thoughtfully for interpersonal communication (e.g. praising someone's efforts, disagreeing with someone); • uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises); • shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis; • describes events, presents feedback, and gives directions clearly and in an understandable way; • asks critical questions which do not have obvious answers, and can respond thoughtfully to such questions; • expresses and justifies own opinion with reasons. AS 2. Uses interaction strategies to communicate effectively in group situations: • takes turns, stays on topic, asks relevant questions, maintains discussion and responds to others' ideas with empathy and respect; • gives balanced and constructive feedback; • uses appropriate intonation and facial expressions; • shows sensitivity to the rights and feeling of others during group work.	AS 1.Communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes: • uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations); • uses language for creative and imaginative self-expression (e.g. poems, response to music); • shares ideas and offers opinions on challenging topics in a logical, coherent and structured way (e.g. poster presentations, reports, debates); • asks and responds to challenging questions; • develops factual and reasonable arguments to justify opinions. AS 2. Applies interaction skills in group situations: • follows conventions for appropriate interaction in group work; • gives balanced and constructive feedback; • shows sensitivity to cultural and social differences (e.g. affirms and incorporates diverse language, experiences, examples); • uses diplomatic language in potential conflict situations.
LO 3:Reading and	AS1. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-	AS1. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, book reviews, short novels,	AS1. Reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks,

Viewing AS 1,3,5,6,7,8,9	books): • reads independently using a variety of reading and comprehension strategies appropriate for different purposes; • skims for general idea; • scans for specific details; • surveys content page, headings, index for overview; • makes predictions, uses contextual clues to determine meaning, and makes inferences; • reads aloud clearly and with expression. AS 3. Describes feelings about the text (factual or literary, visual or multimedia), giving reasons. AS 5 Shows understanding and identifies and discusses aspects such as central idea, characters, setting and plot in fiction texts. AS 6 Infers reasons for actions in the story. AS7 Understands the vocabulary and discusses the choice of words, imagery and sound effects in poems, stories and multimedia texts (e.g. rhythm, rhyme, alliteration, word pictures, humour). AS8 Recognises the different structures, language use, purposes and audiences of different kinds of texts: • identifies the different purposes of texts (e.g. speeches, stories, poems, advertisements); • identifies the way texts are organised; • identifies how language and register (degree of formality) differ according to purpose and audience;	news- letters, reference books): • reads independently, selecting appropriate reading and comprehension strategies for the purpose; • skims to get the general idea; • scans for specific details; • surveys contents page, headings, index; • uses previous knowledge or textual clues to determine meaning and make inferences; • predicts content or ending; • makes story maps or notes key points to track comprehension; • reads aloud clearly, adjusting speed according to purpose and audience. AS 3. Describes and analyses emotional response to texts. AS5 Shows understanding of fiction text: • discusses central idea, plot, setting, atmosphere and characters; • makes inferences about plot and characters; • discusses themes and issues and offers opinions with justification. AS6 Understands the vocabulary and discusses how writers have used language to achieve effects (similes, rhythm, onomatopoeia, etc.). AS7 .Recognises the different structures, language use, purposes and audiences of different texts: • identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews); • identifies what characterises different forms of writing such as science fiction, mystery stories, etc.; • identifies the different purposes of texts and analyses how language and register differ for purpose	etc.): • reads aloud and silently, adjusting reading strategies to suit the purpose and audience; • uses appropriate reading and comprehension strategies (skimming and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.). AS3 Explains interpretation and overall response to text, giving reasons based on the text or own experience. AS 5 Shows understanding of the text, its relationship to own life, its purpose and how it functions: • explains themes, plot, setting, and characterisation; • discusses author's point of view, how meaning is constructed, and way in which reader is positioned (e.g. 'Is the author telling the story as an observer or insider? How do you feel about the main character(s)? Are you sympathetic or critical? How does the author get you to feel that way?'). AS 6 Recognises and explains the different structures, language use, purposes and audiences of different kinds of text: • identifies and evaluates the kind and suitability of the language and register of a text for its intended audience; • identifies and analyses the characteristics of various writing genres or text types (e.g. the organisation and conventions that are used in different kinds of poems, a biography, different kinds of newspaper articles). AS7 Identifies and critically discusses cultural and social values in texts: • interprets the writer's intentional and

LO 4:Writing AS 1, 2, 3, 4	• identifies the language used in different kinds of texts (e.g. direct speech in fables, sequence words in procedures, passive speech in reports). AS9. Identifies and discusses values in texts in relation to cultural, social, environmental and moral issues (e.g. moral of the story and its validity in different contexts, issues of fairness and equity in relation to different situations and characters).	and audience. AS 8Identifies and discusses environmental, cultural and social values in texts: • identifies and discusses point of view and its purpose and effect; • recognises and discusses different stereotypes and how they are created; • discusses and compares the treatment of social and cultural issues by different writers on	unintentional hidden messages; • identifies different perspectives within more complex text and gives own perspectives based on evidence within the text; • discusses the diversity of social and cultural values in texts; • analyses the effect of stereotyping, bias and prejudice, discusses how this can be challenged and changed, and offers own opinions with justification.
	AS1. Writes different kinds of texts for different purposes and audiences: • writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks); AS 2. Develops and organises ideas through a writing process: • chooses and explores topic and brainstorm ideas using mind maps, flow charts and lists • organises ideas into paragraphs using simple and compound sentences • produces a first draft with appropriate language and conventions for specific purpose and audience • revise work using own awareness of appropriate language, organisation and style, and feedback from classmates and/or teacher • proofreads final draft for grammar, punctuation and spelling , incorporating feedback from classmates and teacher • "publishes" final draft by sharing with relevant audience and/or teacher. AS3. Presents work using neat and legible handwriting and proper form, such as	AS9 .Identifies and discusses environmental, cultural and social values in texts: • identifies and discusses point of view and its purpose and effect; • recognises and discusses different stereotypes and how they are created; discuses and compares the treatment of social and cultural issues by different writers on various topics. AS 1.. Writes different kinds of texts for different purposes and audiences: • writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels); AS2 Develops and organises ideas through a writing process: • explores and analyses the topic and brainstorms ideas using mind maps, flow charts and lists • develops the topic by consulting relevant sources, selecting relevant information and organising ideas • produces the first draft with central idea and well-developed supporting paragraphs • uses simple, compound and complex sentences with awareness of the specific purpose and audience • revises work, focussing on content, appropriate	AS 8Understands and uses information texts appropriately: • summarises main and supporting ideas; • selects and records relevant information appropriately; • follows fairly complex instructions and directions independently. ■AS 9 Interprets and analyses independently details in graphical texts (maps, line graphs, bar graphs and pie charts) and transfers information from one form to another. AS1. Writes different kinds of texts for different purposes and audiences: • writes and designs visual texts clearly and creatively using language, sound effects, graphics and design for different audiences (e.g. CD and book covers, advertisement for television or radio, newsletter with photographs); AS2. Develops and organises ideas through a writing process: • brainstorms ideas for a topic and develops

	headings, spacing for paragraphs, indentations, etc., as headings, spacing for paragraphs, indentations etc, appropriate. AS4.Applies knowledge of language at various levels: word level: selects and uses a wide variety of words drawn from language experience, activities, literature, and oral language of classmates and others; sentence level: extends sentences by adding adjectives, adverbs, qualifying phrases and clauses.	language, organisation and style, and uses feedback from classmates and/or teacher • proofreads and corrects final version • submits final draft and reflects on assessment of the piece.	ideas by consulting a wide variety of sources, selecting relevant information, and organising the ideas using strategies such as mind maps, flow charts, grids, etc. • produces the first draft with awareness of the central idea, and with appropriate language and conventions for the specific purpose and audience • revises work, focussing on improving the language, organisation and style, using feedback from classmates and/or the teacher • produces as many drafts as necessary • gives feedback to classmates with sensitivity so as to affirm their efforts • produces a final version incorporating feedback from classmates and/or teacher • reflects on and critically evaluates the final product on own, and with classmates and teacher.
LO 5:Thinking and Reasoning AS 1,2,4	AS1 Uses language to think and reason: • discusses cause and effect in written texts and the language used to express it (e.g. 'when…', 'then…', 'if…', 'then…'); • identifies alternative options and why and how they are different; • infers meanings that are not obviously stated and can explain how the meaning was conveyed. AS2 Uses language to investigate and explore: • formulates questions to assist in obtaining the required information; • identifies relevant sources of information; • locates information using key words or concepts; • selects and surveys different sources for different perspectives on topic. AS4 Uses language to think creatively:	AS3 Produces neat and legible work with attention to presentation(e.g. cover page, titles, headings and suitable graphics) AS4. Applies knowledge of language at various levels: • word level: - selects and experiments with a wide variety of words drawn from various sources - consults dictionary or thesaurus to check words; • sentence level extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses shifts from one tense to another consistently and appropriately • paragraph level writes a topic sentence and includes relevant information to develop a coherent paragraph shows different ways of linking paragraphs uses appropriate grammar, spelling and punctuation. AS1 Uses language to think and reason: • identifies cause and effect in oral and written texts and explains the relationship; • makes estimations based on known information; • distinguishes between advantages and disadvantages of something and explains why; • questions and develops different perspectives on familiar topics;	AS3. Presents work with attention to neatness and enhanced presentation(e.g. cover, content page, layout, and appropriate illustrations or graphics) AS4. Applies knowledge of language at different levels: • word level: selects, uses and experiments with a wide variety of words drawn from other learning areas, and areas of interest and experience, that clearly and appropriately convey meaning, Spells frequently used words correctly and checks spelling of new words; • sentence level uses a variety of compound and complex

LO 6:Language Structure and Use AS 1,2,5,6	• predicts what will follow or how something will be concluded based on evidence gathered; • develops different possibilities or scenarios for a given situation; • finds different ways to express ideas using a thesaurus and discusses nuances in meaning. AS1Works with words: • uses prefixes, stems and suffixes to form words; • uses phonics and spelling rules to spell words correctly. • checks spelling in a dictionary. • explores the origin of words (e.g. words borrowed from Afrikaans and African languages); • records words in a personal dictionary. AS2 Works with sentences: • uses subject-verb concord; • uses a variety of sentence types correctly and appropriately (statements, questions, commands, exclamations); • identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions; AS5 Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged. AS6. Uses meta-language (terms such as direct speech, indirect speech, idioms, proverb, formal, informal, simile, quotation	• discusses influence of context on information. AS2 Uses language to investigate and explore: • formulates relevant questions to guide search for information; • uses interviews to gather information; • can rephrase questions to get more relevant information; • discusses how interviews work as a means of finding information; • searches for information from other relevant sources. AS4 Uses language to think creatively: • hypothesises possible results or endings to a sequence of steps or events; • predicts what might happen in an imagined situation; • reflects on past processes or activities and lessons for future use; • experiments with visual and sound effects of language; • explores associations of words and concepts to get new angles on topics. AS1Works with words: • uses prefixes, stems and suffixes to form words; • uses phonics and spelling rules to spell words correctly. • explores the origin of words (e.g. words borrowed from French); • records words in a personal dictionary; AS2 Works with sentences: • identifies subject and predicate • uses subject-verb concord; • identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions, articles and conjunctions; • consolidates use of punctuation learned so far.	sentences extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses shifts from one tense to another consistently and appropriately • paragraph level writes a topic sentence and includes relevant information to develop a coherent paragraph shows different ways of linking paragraphs and includes graphics appropriately to form the whole text. AS1 Uses language to think and reason: • distinguishes cause from effect in a variety of cross-curricular contexts; • expresses an opinion and supports it with solid evidence; • develops a balanced argument on relevant and challenging issues; • contrasts opposing perspectives and gives reasons; • questions validity and the effect of context and author's position. AS2 Uses language to investigate and explore: • asks critical questions that challenge and seek alternative explanations; • asks follow-up questions to get deeper answers; • discusses the validity of information by comparison with other sources; • compares how different languages express different Learning Area concepts. AS4 Uses language to think creatively:

		AS5 Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged. AS6. Uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).	• describes what learner visualises after reading or listening to a text; • invents and describes preferred results or endings; • hypothesises and offers alternatives when trying to solve a problem; • experiments with language in a variety of ways, such as making up new words for concepts in different languages.
marks).			AS1Works with words: • uses prefixes, stems and suffixes/extensions to form words; • uses phonics and spelling rules to spell words correctly. • explores the origin of words e.g. words borrowed from Latin and Greek); AS2Works with sentences: • uses subject-verb concord; • identifies and uses nouns, pronouns, prepositions, articles, conjunctions and modals; uses punctuation correctly (e.g. Comma to separate subordinate clause from main clause); AS5 Develops critical language awareness (e.g. explores the way language is used in advertising to encourage us to buy things we do not need, and thus to endanger the environment). AS6 Uses meta-language (terms such as main clause, subordinate clause, conjunction, active and passive voice, metaphor).

2. TEXTS FROM OTHER LEARNiNG AREAS **LO 1:Listening** AS 6,7, **LO 2:Speaking** AS 3 **LO 3:Reading and Viewing** AS 1,3,4,12 2,4,10,11	**AS6.** Listens for information in different kinds of texts (such as weather reports, school announcements, interviews), recalls main ideas or specific details, and responds appropriately. **AS7.** Carries out instructions and follows directions. **AS3.** Uses appropriate body language and presentation skills: • makes eye contact and limits fidgeting; • uses appropriate gestures and facial expressions; • uses audible volume, pauses appropriately, and speaks at reasonable pace. AS 4Uses appropriate words and structures for different purposes and audiences: • uses language with the appropriate degree of formality (register) in different situations (tone, choice of words and style, body language); • uses appropriate language when expressing social courtesies (apologies, requests, thanks, support); • names and tries to avoid insensitive or discriminatory use of language **AS1**. Reads a variety of South African and international fiction and non-fiction texts for	**AS6.**Listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions. **AS7.** Discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. 'Is the moral of the story true for all circumstances? What circumstances are not covered in this story? '). **AS3.**Uses appropriate body language and presentation skills: • shifts eye contact to include as much of the audience as possible; • uses appropriate intonation and facial expressions; • adjusts tempo and volume for emphasis; • pauses at appropriate places and adjusts pace to needs of audience. AS 4 Uses appropriate language for different purposes and audiences: • uses language with the appropriate register in less familiar situations; • uses grammatical structures and idioms that are appropriate for the purpose; • uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration; • identifies and challenges discriminatory use of language	AS6.Listens actively with sensitivity, acknowledges opinions that conflict with own and responds appropriately in the context. **AS 7.**Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text. (e.g. 'Is there any stereotyping?') **AS3.** Uses appropriate body language and presentation skills: • does not turn back to audience; • varies volume, tone and tempo of voice for emphasis and effect; • reflects on own presentation and skills and tries to improve identified weaknesses. AS 4Uses appropriate language for different purposes and audiences: • uses appropriate register in unfamiliar and more challenging situations and shows an awareness of different audiences; • manipulates language for different purposes such as to persuade, argue, inspire and identify with someone; • suggests alternatives to discriminatory use of language.

LO 4:Writing AS 1,2,3,4	different purposes (e.g. poems, stories, myths, brochures, reference books and text-books): • reads independently using a variety of reading and comprehension strategies appropriate for different purposes; • skims for general idea; • scans for specific details; • surveys content page, headings, index for overview; • makes predictions, uses contextual clues to determine meaning, and makes inferences; • **reads aloud clearly and with expression.** **AS3** Describes feelings about the text (factual or literary, visual or multimedia), giving reasons. **AS4**. Discusses how the choice of language and graphical features influence the reader. AS 10 Understands and responds appropriately to information texts: • identifies main and supporting ideas; • scans for specific details in texts (e.g. weather reports, bus timetables, maps); AS 11 Interprets simple visual texts (tables, charts, posters, graphs, maps) and can change text from one form to another (e.g. graph to explanatory paragraph). **AS12**. Selects relevant texts for own information needs (e.g. dictionaries, children's encyclopaedias and reference books). 1 Writes different kinds of texts for different purposes and audiences:	**AS1**. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, book reviews, short novels, news- letters, reference books): • reads independently, selecting appropriate reading and comprehension strategies for the purpose; • skims to get the general idea; • scans for specific details; • surveys contents page, headings, index; • uses previous knowledge or textual clues to determine meaning and make inferences; • predicts content or ending; • makes story maps or notes key points to track comprehension; • **reads aloud clearly, adjusting speed according to purpose and audience.** **AS 3. Describes and analyses emotional response to texts.** **AS4.** Discusses how writers and visual artists relate to their readers in different ways, and how they create different views of the world using language and visual features AS 10 Interprets and discusses more complex visual texts(e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph) AS 11 Selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available). 1. Writes different kinds of texts for different purposes and audiences: • writes and designs visual texts expressing information clearly and creatively (e.g.	**AS1**. Reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.): • reads aloud and silently, adjusting reading strategies to suit the purpose and audience; • uses appropriate reading and comprehension strategies (skimming and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.). **AS 3.** Explains interpretation and overall response to text, giving reasons based on the text or own experience. **AS4.** Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world and position the reader in various ways. **AS10** .Selects relevant texts for personal and information needs from a wide variety of sources such as in the local community and via electronic media (where available). **AS1**. Writes different kinds of texts for different purposes and audiences: • **writes and designs visual texts clearly and creatively using language, sound effects, graphics and design for different audiences (e.g. CD and book covers, advertisement for television or radio, newsletter with photographs);** 2 Develops and organises ideas through a writing process: • brainstorms ideas for a topic and develops

LO 5:Thinking and Reasoning AS 1,2,3,	• writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks); 2 Develops and organises ideas through a writing process: • chooses and explores topic and brainstorm ideas using mind maps, flow charts and lists • organises ideas into paragraphs using simple and compound sentences • produces a first draft with appropriate language and conventions for specific purpose and audience • revise work using own awareness of appropriate language, organisation and style, and feedback from classmates and/or teacher • proofreads final draft for grammar, punctuation and spelling , incorporating feedback from classmates and teacher • "publishes" final draft by sharing with relevant audience and/or teacher. AS3 Presents work using neat and legible handwriting and proper form, such as headings, spacing for paragraphs, indentations, etc., as headings, spacing for paragraphs, indentations etc, appropriate. **AS4.Applies knowledge of language at various levels:** • **word level:** - **selects and uses a wide variety of words drawn from language experience, activities, literature, and oral language of classmates and others;** - **sentence level:** - **extends sentences by adding**	advertisements, newsletters, map with pictures and labels); 2 Develops and organises ideas through a writing process: • explores and analyses the topic and brainstorms ideas using mind maps, flow charts and lists • develops the topic by consulting relevant sources, selecting relevant information and organising ideas • produces the first draft with central idea and well-developed supporting paragraphs • uses simple, compound and complex sentences with awareness of the specific purpose and audience • revises work, focussing on content, appropriate language, organisation and style, and uses feedback from classmates and/or teacher • proofreads and corrects final version • **submits final draft and reflects on assessment of the piece.** **AS3** Produces neat and legible work with attention to presentation(e.g. cover page, titles, headings and suitable graphics**)** AS4 Applies knowledge of language at various levels: • *word level*: - selects and experiments with a wide variety of words drawn from various sources - consults dictionary or thesaurus to check words; • *sentence level* - extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • *paragraph level* - writes a topic sentence and includes relevant	ideas by consulting a wide variety of sources, selecting relevant information, and organising the ideas using strategies such as mind maps, flow charts, grids, etc. • produces the first draft with awareness of the central idea, and with appropriate language and conventions for the specific purpose and audience • revises work, focussing on improving the language, organisation and style, using feedback from classmates and/or the teacher • produces as many drafts as necessary • gives feedback to classmates with sensitivity so as to affirm their efforts • produces a final version incorporating feedback from classmates and/or teacher • reflects on and critically evaluates the final product on own, and with classmates and teacher. AS3 Presents work with attention to neatness and enhanced presentation(e.g. cover, content page, layout, and appropriate illustrations or graphics) AS4 Applies knowledge of language at different levels: • *word level*: - selects, uses and experiments with a wide variety of words drawn from other learning areas, and areas of interest and experience, that clearly and appropriately convey meaning, Spells frequently used words correctly and checks spelling of new words; • *sentence level*

LO 6:Language Structure and Use As ,2,3	**adjectives, adverbs, qualifying phrases and clauses.** **AS1** Uses language to think and reason: • discusses cause and effect in written texts and the language used to express it (e.g. 'when…', 'then…', 'if…', 'then…'); • identifies alternative options and why and how they are different; • infers meanings that are not obviously stated and can explain how the meaning was conveyed. **AS2** Uses language to investigate and explore: • formulates questions to assist in obtaining the required information; • identifies relevant sources of information; • locates information using key words or concepts; • selects and surveys different sources for different perspectives on topic. AS3 Processes information: • discusses and compares information obtained from various sources; • selects relevant ideas; • picks out examples from explanations; • puts information in the right order; • summarises information in various ways (e.g. diagrams, paragraphs, mind maps, tables); • makes judgements based on the information and draws conclusions.	information to develop a coherent paragraph - shows different ways of linking paragraphs **uses appropriate grammar, spelling and punctuation.** **AS1** Uses language to think and reason: • identifies cause and effect in oral and written texts and explains the relationship; • makes estimations based on known information; • distinguishes between advantages and disadvantages of something and explains why; • questions and develops different perspectives on familiar topics; • **discusses influence of context on information.** **AS2** Uses language to investigate and explore: • formulates relevant questions to guide search for information; • uses interviews to gather information; • can rephrase questions to get more relevant information; • discusses how interviews work as a means of finding information; • searches for information from other relevant sources. AS3 Processes information: • collects and categorises relevant ideas and explains the reasons underlying the categorisation; • distinguishes general from specific information; • organises information under different headings; • sequences a series of steps or events in a logical way and explains the logic; • organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;	- uses a variety of compound and complex sentences - extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • *paragraph level* - writes a topic sentence and includes relevant information to develop a coherent paragraph **shows different ways of linking paragraphs and includes graphics appropriately to form the whole text.** **AS1** Uses language to think and reason: • distinguishes cause from effect in a variety of cross-curricular contexts; • expresses an opinion and supports it with solid evidence; • develops a balanced argument on relevant and challenging issues; • contrasts opposing perspectives and gives reasons; • **questions validity and the effect of context and author's position.** **AS2** Uses language to investigate and explore: • asks critical questions that challenge and seek alternative explanations; • asks follow-up questions to get deeper answers; • discusses the validity of information by comparison with other sources; • compares how different languages express

	AS2 Works with sentences: • uses subject-verb concord; • uses a variety of sentence types correctly and appropriately (statements, questions, commands, exclamations); • identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions; **AS 3**.Works with texts: • uses topic and supporting sentences to develop a coherent paragraph;	• evaluates and draws conclusions and can explain basis. **AS2** Works with sentences: • identifies subject and predicate • uses subject-verb concord; • identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions, articles and conjunctions; • consolidates use of punctuation learned so far. **AS3**.Works with texts: • uses topic and supporting sentences to develop coherent paragraphs;	different Learning Area concepts. **AS3.** Processes information: • categorises and classifies information and can explain what these processes entail, giving examples from different Learning Areas; • compares and contrasts information and ideas and indicates the basis for the comparison; • combines ideas from various sources into a coherent whole; • draws conclusions and makes recommendations; • changes information from one language into another; • changes format of information (e.g. from tables into written form, tables to graphs). **AS2.**Works with sentences: • uses subject-verb concord; • identifies and uses nouns, pronouns, prepositions, articles, conjunctions and modals; uses punctuation correctly (e.g. Comma to separate subordinate clause from main clause); **AS.3** Works with texts: • uses topic and supporting sentences to develop coherent paragraphs;

3. POETRY **LO1:Listening** AS ,3,4,5 **LO 2:Speaking**	AS3 Discusses the speaker's use of words, phrases and body language and how they affect the listener (e.g. 'How did you feel after listening to the speaker?', 'What did s/he say or do that made you feel that way?'). AS4.Discusses how a speaker's tone and choice of words change the different audiences and purposes. AS5 Talks about the sound and word pictures in the language and comments on their effect on the listener. --------------------------- AS 2 Uses interaction skills and strategies for working in groups: • takes turns; • stays on topic; • asks relevant questions; • maintains discussion; • responds to others' ideas with empathy and respect; • gives balanced and constructive feedback; • uses appropriate intonation and facial expressions; • shows respect for others in the group. AS3 Uses appropriate body language and presentation skills: • makes eye contact and limits fidgeting; • uses appropriate gestures and facial expressions; • uses audible volume, pauses appropriately, and	AS3 Identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences. AS4.Discusses how language is used to create a sense of atmosphere. AS 5Listens to different types of informational texts(directions, instructions, speeches, radio talk shows, television documentaries), notes main ideas or specific details, and uses information appropriately. AS 2Uses interaction strategies to communicate effectively in group situations: • takes turns, stays on topic, asks relevant questions, maintains discussion and responds to others' ideas with empathy and respect; • gives balanced and constructive feedback; • uses appropriate intonation and facial expressions; • shows sensitivity to the rights and feeling of others during group work AS3Uses appropriate body language and presentation skills: • shifts eye contact to include as much of the audience as possible; • uses appropriate intonation and facial expressions; • adjusts tempo and volume for emphasis; • pauses at appropriate places and adjusts pace to needs of audience. ■ AS 4Uses appropriate language for different purposes and audiences:	AS3 Identifies and discusses key features such as context, speaker's body language, content, register, and choice of words: • discusses how they affect the listener and why; • discusses how these features would change for different audiences and purposes; • discusses how these features position both the speaker and listener (e.g. in terms of authority and power, attitude towards characters); identifies and discusses how stereotypes are created and their effect on the listener (e.g. 'How is the hero depicted? How does this make you feel about her/him? Are people always like this in real life?'). **AS4**.comments on sound and visual effects such as rhythm, repetitions, alliteration, onomatopoeia, and comparisons. AS5.listens for information in a variety of oral texts(debates, explanation, reports, television documentaries) summarises main ideas and notes specific details. ------------------------ As2Applies interaction skills in group situations: • follows conventions for appropriate interactionin group work; • gives balanced and constructive feedback; • shows sensitivity to cultural and social differences (e.g. affirms and incorporates

LO 3:Reading and Viewing AS1,3,7,8,	speaks at reasonable pace. ■ AS 4Uses appropriate words and structures for different purposes and audiences: • uses language with the appropriate degree of formality (register) in different situations (tone, choice of words and style, body language); • uses appropriate language when expressing social courtesies (apologies, requests, thanks, support); • names and tries to avoid insensitive or discriminatory use of language. **AS1**. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books): • reads independently using a variety of reading and comprehension strategies appropriate for different purposes; • skims for general idea; • scans for specific details; • surveys content page, headings, index for overview; • makes predictions, uses contextual clues to determine meaning, and makes inferences; **• reads aloud clearly and with expression.** **AS 3. Describes feelings about the text (factual or literary, visual or multimedia), giving reasons.** **AS7** Understands the vocabulary and discusses the choice of words, imagery and	• uses language with the appropriate register in less familiar situations; • uses grammatical structures and idioms that are appropriate for the purpose; • uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration; • identifies and challenges discriminatory use of language **AS1**. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, book reviews, short novels, news- letters, reference books): • reads independently, selecting appropriate reading and comprehension strategies for the purpose; • skims to get the general idea; • scans for specific details; • surveys contents page, headings, index; • uses previous knowledge or textual clues to determine meaning and make inferences; • predicts content or ending; • makes story maps or notes key points to track comprehension; **• reads aloud clearly, adjusting speed according to purpose and audience.** **AS 3. Describes and analyses emotional response to texts.** **AS 7** Recognises the different structures, language use, purposes and audiences of different texts: • identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);**	diverse language, experiences, examples); • uses diplomatic language in potential conflict situations. As 3Uses appropriate body language and presentation skills: • does not turn back to audience; • varies volume, tone and tempo of voice for emphasis and effect; • reflects on own presentation and skills and tries to improve identified weaknesses. ■ AS 4 Uses appropriate language for different purposes and audiences: • uses appropriate register in unfamiliar and more challenging situations and shows an awareness of different audiences; • manipulates language for different purposes such as to persuade, argue, inspire and identify with someone; • suggests alternatives to discriminatory use of language. ---------------- **AS1**. Reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.): • reads aloud and silently, adjusting reading strategies to suit the purpose and audience; **• uses appropriate reading and comprehension strategies (skimming and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.).** **AS 3 Explains interpretation and overall response to text, giving reasons based on the text or own experience.**

	sound effects in poems, stories and multimedia texts (e.g. rhythm, rhyme, alliteration, word pictures, humour). **AS8** Recognises the different structures, • identifies the different purposes of texts (e.g. speeches, stories, poems, advertisements); • identifies the way texts are organised; • identifies how language and register (degree of formality) differ according to purpose and audience; • identifies the language used in different kinds of texts (e.g. direct speech in fables, sequence words in procedures, passive speech in reports). --------------------------------	• identifies what characterises different forms of writing such as science fiction, mystery stories, etc.; • identifies the different purposes of texts and analyses how language and register differ for purpose and audience.	**AS 7** Identifies and critically discusses cultural and social values in texts: • interprets the writer's intentional and unintentional hidden messages; • identifies different perspectives within more complex text and gives own perspectives based on evidence within the text; • discusses the diversity of social and cultural values in texts; • analyses the effect of stereotyping, bias and prejudice, discusses how this can be challenged and changed, and offers own opinions with justification.
LO 4:Writing AS 3,4		AS 8Identifies and discusses environmental, cultural and social values in texts: • identifies and discusses point of view and its purpose and effect; • recognises and discusses different stereotypes and how they are created; • discusses and compares the treatment of social and cultural issues by different writers on various topics	■ AS 8 Understands and uses information texts appropriately: • summarises main and supporting ideas; • selects and records relevant information appropriately; • follows fairly complex instructions and directions independently ----------------
		AS3 Produces neat and legible work with attention to presentation(e.g. cover page, titles, headings and suitable graphics**)** AS 4 Applies knowledge of language at various levels: • *word level*: - selects and experiments with a wide variety of words drawn from various sources - consults dictionary or thesaurus to check words; • *sentence level*	AS 3 Presents work with attention to neatness and enhanced presentation(e.g. cover, content page, layout, and appropriate illustrations or graphics) AS 4 Applies knowledge of language at different levels: • *word level*:
LO 5:Thinking and Reasoning	AS3 Presents work using neat and legible handwriting and proper form, such as headings, spacing for paragraphs, indentations, etc., as headings, spacing for paragraphs, indentations etc, appropriate. **AS 4.Applies knowledge of language at various levels:** • *word level:* - **selects and uses a wide variety of words drawn from language experience, activities, literature, and**	- extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • *paragraph level* - writes a topic sentence and includes relevant information to develop a coherent paragraph - shows different ways of linking paragraphs	- selects, uses and experiments with a wide variety of words drawn from other learning areas, and areas of interest and experience, that clearly and appropriately convey meaning, Spells frequently used words correctly and checks spelling of new words; • *sentence level*
LO6:Language Structure and Use	**oral language of classmates and**	**uses appropriate grammar, spelling and**	- uses a variety of compound and complex

| AS ,2,4,6 | **others;**

- *sentence level:*
- **extends sentences by adding adjectives, adverbs, qualifying phrases and clauses.**

AS2 Works with sentences:
• uses subject-verb concord;
• uses a variety of sentence types
correctly and appropriately (statements, questions, commands, exclamations);
• identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions;
AS 4 Develops awareness and use of style:
• uses an appropriate degree of formality/in-formality (register);
• understands and uses figurative language such as simile (e.g. 'He looks like an angel.').
AS 6 Uses meta-language (terms such as direct speech, indirect speech, idioms, proverb, formal, informal, simile, quotation marks). | **punctuation.**

AS2 Works with sentences:
• identifies subject and predicate
• uses subject-verb concord;
• identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions, articles and conjunctions;
AS 4 Develops awareness and use of style:
• uses language appropriate for the audience, purpose and context (e.g. formal/informal register);
• understands and uses figurative language such as personification (e.g. 'The flames were licking the building.').
• consolidates use of punctuation learned so far.
AS 6 Uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification). | sentences
- extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses
- shifts from one tense to another consistently and appropriately
• *paragraph level*
- writes a topic sentence and includes relevant information to develop a coherent paragraph
shows different ways of linking paragraphs and includes graphics appropriately to form the whole text.

AS2 Works with sentences:
• uses subject-verb concord;
• identifies and uses nouns, pronouns,
AS 4 Develops awareness and use of style:
• explains how language varies according to audience, purpose and context (register);
• understands and uses figurative language such as metaphor (e.g. 'He is an angel.').
AS6 Uses meta-language (terms such as main clause, subordinate clause, conjunction, active and passive voice, metaphor). |

4.Drama **LO 1:Listening** AS 3,4,5	AS3 Discusses the speaker's use of words, phrases and body language and how they affect the listener (e.g. 'How did you feel after listening to the speaker?', 'What did s/he say or do that made you feel that way?'). AS4.Discusses how a speaker's tone and choice of words change the different audiences and purposes. AS 5 Talks about the sound and word pictures in the language and comments on their effect on the listener.	AS 3 Identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences. AS4.Discusses how language is used to create a sense of atmosphere. AS 5Listens to different types of informational texts (directions, instructions, speeches, radio talk shows, television documentaries), notes main ideas or specific details, and uses information appropriately.	AS 3 Identifies and discusses key features such as context, speaker's body language, content, register, and choice of words: • discusses how they affect the listener and why; • discusses how these features would change for different audiences and purposes; • discusses how these features position both the speaker and listener (e.g. in terms of authority and power, attitude towards characters); identifies and discusses how stereotypes are created and their effect on the listener (e.g. 'How is the hero depicted? How does this make you feel about her/him? Are people always like this in real life?'). **AS4**.comments on sound and visual effects such as rhythm, repetitions, alliteration, onomatopoeia, and comparisons. AS5.listens for information in a variety of oral texts(debates, explanation, reports, television documentaries) summarises main ideas and notes specific details.
LO 2 :Speaking AS ,3,4 **LO 3:Reading and Viewing** AS 5,6,7,8	AS 3 Uses appropriate body language and presentation skills: • makes eye contact and limits fidgeting; • uses appropriate gestures and facial expressions; • uses audible volume, pauses appropriately, and speaks at reasonable pace. AS 4 Uses appropriate words and structures for different purposes and audiences: • uses language with the appropriate degree of formality (register) in different situations	AS 3 Uses appropriate body language and presentation skills: • shifts eye contact to include as much of the audience as possible; • uses appropriate intonation and facial expressions; • adjusts tempo and volume for emphasis; • pauses at appropriate places and adjusts pace to needs of audience. AS 4 Uses appropriate language for different purposes and audiences: • uses language with the appropriate register in less familiar situations; • uses grammatical structures and idioms that are	AS 3 Uses appropriate body language and presentation skills: • does not turn back to audience; • varies volume, tone and tempo of voice for emphasis and effect; • reflects on own presentation and skills and tries to improve identified weaknesses. AS 4 Uses appropriate language for different purposes and audiences: • uses appropriate register in unfamiliar and

(tone, choice of words and style, body language); • uses appropriate language when expressing social courtesies (apologies, requests, thanks, support); • names and tries to avoid insensitive or discriminatory use of language. **AS 5** Shows understanding and identifies and discusses aspects such as central idea, characters, setting and plot in fiction texts. **AS 6** Infers reasons for actions in the story. **AS7** Understands the vocabulary and discusses the choice of words, imagery and sound effects in poems, stories and multimedia texts (e.g. rhythm, rhyme, alliteration, word pictures, humour). AS 8Recognises the different structures, language use,purposes and audiences of different kinds of texts: • identifies the different purposes of texts (e.g.speeches, stories, poems, advertisements); • identifies the way texts are organised; • identifies how language and register (degree of formality) differ according to purpose and audience; • identifies the language used in different kinds of texts (e.g. direct speech in fables, sequence words in procedures, passive speech in reports).	appropriate for the purpose; • uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration; • identifies and challenges discriminatory use of language. **AS5** Shows understanding of fiction text: • discusses central idea, plot, setting, atmosphere and characters; • makes inferences about plot and characters; • discusses themes and issues and offers opinions with justification. **AS6** Understands the vocabulary and discusses how writers have used language to achieve effects (similes, rhythm, onomatopoeia, etc.). AS 7 Recognises the different structures, language use,purposes and audiences of different texts: • identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews); • identifies what characterises different forms of writing such as science fiction, mystery stories,etc.; • identifies the different purposes of texts and analyses how language and register differ for purpose and audience AS 8 Identifies and discusses environmental, cultural and social values in texts: • identifies and discusses point of view and its purpose and effect; • recognises and discusses different stereotypes and how they are created; • discusses and compares the treatment of social and cultural issues by different writers on various topics. ---------------	more challenging situations and shows an awareness of different audiences; • manipulates language for different purposes such as to persuade, argue, inspire and identify with someone; • suggests alternatives to discriminatory use of language. **AS 5** Shows understanding of the text, its relationship to own life, its purpose and how it functions: • explains themes, plot, setting, and characterisation; • discusses author's point of view, how meaning is constructed, and way in which reader is positioned (e.g. 'Is the author telling the story as an observer or insider? How do you feel about the main character(s)? Are you sympathetic or critical? How does the author get you to feel that way?'). AS 6 Recognises and explains the different structures, language use, purposes and audiences of different kinds of text: • identifies and evaluates the kind and suitability of the language and register of a text for its intended audience; • identifies and analyses the characteristics of various writing genres or text types (e.g. the organisation and conventions that are used in different kinds of poems, a biography, different kinds of newspaper articles). AS 7Identifies and critically discusses cultural and social values in texts: • interprets the writer's intentional and unintentional hidden messages; • identifies different perspectives within more complex text and gives own perspectives

			based on evidence within the text; • discusses the diversity of social and cultural values in texts; • analyses the effect of stereotyping, bias and prejudice, discusses how this can be challenged and changed, and offers own opinions with justification. ■ Understands and uses information texts appropriately: • summarises main and supporting ideas; • selects and records relevant information appropriately; • follows fairly complex instructions and directions independently. --------------------------
LO 4:Writing AS 2,3,4			
		AS2 Develops and organises ideas through a writing process: • explores and analyses the topic and brainstorms ideas using mind maps, flow charts and lists • develops the topic by consulting relevant sources, selecting relevant information and organising ideas • produces the first draft with central idea and well-developed supporting paragraphs • uses simple, compound and complex sentences with awareness of the specific purpose and audience • revises work, focussing on content, appropriate language, organisation and style, and uses feedback from classmates and/or teacher • proofreads and corrects final version **• submits final draft and reflects on assessment of the piece.** **AS3** Produces neat and legible work with attention to presentation(e.g. cover page, titles, headings and suitable graphics**)** AS4 Applies knowledge of language at various levels: • *word level*:	AS2 Develops and organises ideas through a writing process: • brainstorms ideas for a topic and develops ideas by consulting a wide variety of sources, selecting relevant information, and organising the ideas using strategies such as mind maps, flow charts, grids, etc. • produces the first draft with awareness of the central idea, and with appropriate language and conventions for the specific purpose and audience • revises work, focussing on improving the language, organisation and style, using feedback from classmates and/or the teacher • produces as many drafts as necessary • gives feedback to classmates with sensitivity so as to affirm their efforts • produces a final version incorporating feedback from classmates and/or teacher • reflects on and critically evaluates the final
LO 5:Thinking and Reasoning **LO 6:Language Structure and Use** AS 2, 5	AS2 Develops and organises ideas through a writing process: • chooses and explores topic and brainstorm ideas using mind maps, flow charts and lists • organises ideas into paragraphs using simple and compound sentences • produces a first draft with appropriate language and conventions for specific purpose and audience • revise work using own awareness of appropriate language, organisation and style, and feedback from classmates and/or teacher • proofreads final draft for grammar, punctuation and spelling , incorporating		

	feedback from classmates and teacher • "publishes" final draft by sharing with relevant audience and/or teacher. AS3 Presents work using neat and legible handwriting and proper form, such as headings, spacing for paragraphs, indentations, etc., as headings, spacing for paragraphs, indentations etc, appropriate. **AS4.Applies knowledge of language at various levels:** • *word level:* - **selects and uses a wide variety of words drawn from language experience, activities, literature, and oral language of classmates and others;** - *sentence level:* - **extends sentences by adding adjectives, adverbs, qualifying phrases and clauses.**	- selects and experiments with a wide variety of words drawn from various sources - consults dictionary or thesaurus to check words; • *sentence level* - extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • *paragraph level* - writes a topic sentence and includes relevant information to develop a coherent paragraph - shows different ways of linking paragraphs **Uses appropriate grammar, spelling and punctuation.**	product on own, and with classmates and teacher. AS3 Presents work with attention to neatness and enhanced presentation(e.g. cover, content page, layout, and appropriate illustrations or graphics) AS4 Applies knowledge of language at different levels: • *word level*: - selects, uses and experiments with a wide variety of words drawn from other learning areas, and areas of interest and experience, that clearly and appropriately convey meaning, Spells frequently used words correctly and checks spelling of new words; • *sentence level* - uses a variety of compound and complex sentences - extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • *paragraph level* - writes a topic sentence and includes relevant information to develop a coherent paragraph **shows different ways of linking paragraphs and includes graphics appropriately to form the whole text.**
	AS2 Works with sentences: • uses subject-verb concord; • uses a variety of sentence types correctly and appropriately (statements, questions, commands, exclamations); • identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions; **AS5** Develops critical language awareness - for example, explores different ways of	**AS2** Works with sentences: • identifies subject and predicate • uses subject-verb concord; • identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions, articles and conjunctions; • consolidates use of punctuation learned so far. **AS5** Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged.	**AS2**Works with sentences:

asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged.		• uses subject-verb concord; • identifies and uses nouns, pronouns, prepositions, articles, conjunctions and modals; uses punctuation correctly (e.g. Comma to separate subordinate clause from main clause); **AS5** Develops critical language awareness (e.g. explores the way language is used in advertising to encourage us to buy things we do not need, and thus to endanger the environment).
5 MULTIMEDIA **LO 1:Listening** **LO2:Speaking** AS 3,4 **LO 3:Reading and Viewing**	AS3 Discusses the speaker's use of words, phrases and body language and how they affect the listener (e.g. 'How did you feel after listening to the speaker?', 'What did s/he say or do that made you feel that way?'). AS4.Discusses how a speaker's tone and choice of words change the different audiences and purposes.	AS3 Uses appropriate body language and presentation skills: • shifts eye contact to include as much of the audience as possible; • uses appropriate intonation and facial expressions; • adjusts tempo and volume for emphasis; • pauses at appropriate places and adjusts pace to needs of audience. AS4 Uses appropriate language for different purposes and audiences: • uses language with the appropriate register in less familiar situations; • uses grammatical structures and idioms that are appropriate for the purpose; • uses language carefully to express complex but	AS3 Uses appropriate body language and presentation skills: • does not turn back to audience; • varies volume, tone and tempo of voice for emphasis and effect; • reflects on own presentation and skills and tries to improve identified weaknesses. AS4 Uses appropriate language for different purposes and audiences: • uses appropriate register in unfamiliar and more challenging situations and shows an awareness of different audiences; • manipulates language for different purposes such as to persuade, argue, inspire and identify with someone;

		common emotions such as anger, impatience, sympathy, admiration;	• suggests alternatives to discriminatory use of language.
AS 1,2,3,4,7,8		• identifies and challenges discriminatory use of language.	
		AS1. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, book reviews, short novels, news- letters, reference books):	**AS1**. Reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
	AS1. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books):	• reads independently, selecting appropriate reading and comprehension strategies for the purpose;	• reads aloud and silently, adjusting reading strategies to suit the purpose and audience;
	• reads independently using a variety of reading and comprehension strategies appropriate for different purposes;	• skims to get the general idea;	**• uses appropriate reading and comprehension strategies (skimming and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.).**
	• skims for general idea;	• scans for specific details;	
	• scans for specific details;	• surveys contents page, headings, index;	
	• surveys content page, headings, index for overview;	• uses previous knowledge or textual clues to determine meaning and make inferences;	AS2 Views and discusses various visual and multimedia texts (e.g. photographs, television advertisements, dramas and documentaries, Internet and CD-ROMs where available):
	• makes predictions, uses contextual clues to determine meaning, and makes inferences;	• predicts content or ending;	
	• reads aloud clearly and with expression.	• makes story maps or notes key points to track comprehension;	• interprets and discusses message;
	AS2 Views and comments on various visual and multimedia texts for different purposes (e.g. pictures, posters, cartoons and, where available, computers and CD-ROMs):	**• reads aloud clearly, adjusting speed according to purpose and audience.**	**• identifies and discusses techniques such as lighting and sound effects, choice of images, camera angles, shape and design, graphics, etc., and their effect on the viewer.**
	• interprets message;	AS2 Views and comments on various visual and multimedia texts for different purposes (e.g. advertisements, video/films, television dramas and, where available, computers and CD-ROMs):	
	• identifies and discusses graphical techniques such as colour, design, choice of images, etc., and how they affect the message conveyed.	• discusses message conveyed;	**AS 3 Explains interpretation and overall response to text, giving reasons based on the text or own experience.**
	AS 3. Describes feelings about the text (factual or literary, visual or multimedia), giving reasons.	**• identifies and discusses graphical techniques such as colour, choice of images, kind and size of lettering, symbols, layout, etc.**	AS4 Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world and position the reader in various ways.
LO 4:Writing AS 1,2,3,4	AS4 Discusses how the choice of language and graphical features influence the reader.	**AS 3. Describes and analyses emotional response to texts.**	AS 7 Identifies and critically discusses cultural and social values in texts:
	AS7 Understands the vocabulary and	AS4 Discusses how writers and visual artists relate to their readers in different ways, and how they create different views of the world using language and visual features.	
		AS7 Recognises the different structures, language	

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	discusses the choice of words, imagery and sound effects in poems, stories and multimedia texts (e.g. rhythm, rhyme, alliteration, word pictures, humour). **AS8** Recognises the different structures, language use, purposes and audiences of different kinds of texts: • identifies the different purposes of texts (e.g. speeches, stories, poems, advertisements); • identifies the way texts are organised; • identifies how language and register (degree of formality) differ according to purpose and audience; • identifies the language used in different kinds of texts (e.g. direct speech in fables, sequence words in procedures, passive speech in reports).	use, purposes and audiences of different texts: • identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews); • identifies what characterises different forms of writing such as science fiction, mystery stories, etc.; • identifies the different purposes of texts and analyses how language and register differ for purpose and audience. AS 8	• interprets the writer's intentional and unintentional hidden messages; • identifies different perspectives within more complex text and gives own perspectives based on evidence within the text; • discusses the diversity of social and cultural values in texts; • analyses the effect of stereotyping, bias and prejudice, discusses how this can be challenged and changed, and offers own opinions with justification. ■ AS 8 Understands and uses information texts appropriately: • summarises main and supporting ideas; • selects and records relevant information appropriately; • follows fairly complex instructions and directions independently. --------------------
LO5:Thinking and Reasoning AS 1,3	AS1 Writes different kinds of texts for different purposes and audiences: • writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks); AS2 Develops and organises ideas through a writing process: • chooses and explores topic and brainstorm ideas using mind maps, flow charts and lists • organises ideas into paragraphs using simple and compound sentences • produces a first draft with appropriate language and conventions for specific purpose and audience • revise work using own awareness of appropriate language, organisation and style, and feedback from classmates and/or teacher	AS1. Writes different kinds of texts for different purposes and audiences: • writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels); AS2 Develops and organises ideas through a writing process: • explores and analyses the topic and brainstorms ideas using mind maps, flow charts and lists • develops the topic by consulting relevant sources, selecting relevant information and organising ideas • produces the first draft with central idea and well-developed supporting paragraphs • uses simple, compound and complex sentences with awareness of the specific purpose and audience • revises work, focussing on content, appropriate language, organisation and style, and uses feedback from classmates and/or teacher • proofreads and corrects final version **• submits final draft and reflects on assessment of the piece.** **AS3** Produces neat and legible work with attention to presentation(e.g. cover page, titles, headings and suitable graphics**)**	AS1 Writes different kinds of texts for different purposes and audiences: **• writes and designs visual texts clearly and creatively using language, sound effects, graphics and design for different audiences (e.g. CD and book covers, advertisement for television or radio, newsletter with photographs);** AS2 Develops and organises ideas through a writing process: • brainstorms ideas for a topic and develops ideas by consulting a wide variety of sources, selecting relevant information, and organising the ideas using strategies such as mind maps, flow charts, grids, etc. • produces the first draft with awareness of the central idea, and with appropriate language and conventions for the specific purpose and audience

LO 6:Language Structure and Use: AS 2,3,4,5,6	• proofreads final draft for grammar, punctuation and spelling , incorporating feedback from classmates and teacher • "publishes" final draft by sharing with relevant audience and/or teacher. AS3 Presents work using neat and legible handwriting and proper form, such as headings, spacing for paragraphs, indentations, etc., as headings, spacing for paragraphs, indentations etc, appropriate. **AS4.Applies knowledge of language at various levels:** • **_word level:_** - **selects and uses a wide variety of words drawn from language experience, activities, literature, and oral language of classmates and others;** - **_sentence level:_** - **extends sentences by adding adjectives, adverbs, qualifying phrases and clauses.** **AS1** Uses language to think and reason: • discusses cause and effect in written texts and the language used to express it (e.g. 'when…', 'then…', 'if…', 'then…'); • identifies alternative options and why and how they are different; • infers meanings that are not obviously stated and can explain how the meaning was conveyed. AS3 Processes information: • discusses and compares information obtained from various sources;	AS4 Applies knowledge of language at various levels: • _word level_: - selects and experiments with a wide variety of words drawn from various sources - consults dictionary or thesaurus to check words; • _sentence level_ - extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • _paragraph level_ - writes a topic sentence and includes relevant information to develop a coherent paragraph - shows different ways of linking paragraphs **uses appropriate grammar, spelling and punctuation.** --- **AS1** Uses language to think and reason: • identifies cause and effect in oral and written texts and explains the relationship; • makes estimations based on known information; • distinguishes between advantages and disadvantages of something and explains why; • questions and develops different perspectives on familiar topics; **• discusses influence of context on information.** AS3 Processes information: • collects and categorises relevant ideas and explains the reasons underlying the categorisation; • distinguishes general from specific information; • organises information under different headings; • sequences a series of steps or events in a logical	• revises work, focussing on improving the language, organisation and style, using feedback from classmates and/or the teacher • produces as many drafts as necessary • gives feedback to classmates with sensitivity so as to affirm their efforts • produces a final version incorporating feedback from classmates and/or teacher • reflects on and critically evaluates the final product on own, and with classmates and teacher. AS3 Presents work with attention to neatness and enhanced presentation(e.g. cover, content page, layout, and appropriate illustrations or graphics) AS4 Applies knowledge of language at different levels: • _word level_: - selects, uses and experiments with a wide variety of words drawn from other learning areas, and areas of interest and experience, that clearly and appropriately convey meaning, Spells frequently used words correctly and checks spelling of new words; • _sentence level_ - uses a variety of compound and complex sentences - extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • _paragraph level_ - writes a topic sentence and includes relevant information to develop a

• selects relevant ideas;	way and explains the logic;	coherent paragraph
• picks out examples from explanations;	• organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;	**shows different ways of linking paragraphs and includes graphics appropriately to form the whole text.**
• puts information in the right order;		
• summarises information in various ways (e.g. diagrams, paragraphs, mind maps, tables);	• evaluates and draws conclusions and can explain basis.	AS1 Uses language to think and reason:
• makes judgements based on the information and draws conclusions.		• distinguishes cause from effect in a variety of cross-curricular contexts;
	AS2 Works with sentences:	• expresses an opinion and supports it with solid evidence;
	• identifies subject and predicate	
AS2 Works with sentences:	• uses subject-verb concord;	• develops a balanced argument on relevant and challenging issues;
• uses subject-verb concord;	• identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions, articles and conjunctions;	• contrasts opposing perspectives and gives reasons;
• uses a variety of sentence types		
correctly and appropriately (statements, questions, commands, exclamations);	• consolidates use of punctuation learned so far.	• **questions validity and the effect of context and author's position.**
	AS3.Works with texts:	
• identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions;	• uses topic and supporting sentences to develop coherent paragraphs;	
AS 3.Works with texts:	**AS4** .Develops awareness and use of style:	**AS3.** Processes information:
• uses topic and supporting sentences to develop a coherent paragraph;	• uses language appropriate for the audience, purpose and context (e.g. formal/informal register);	• categorises and classifies information and can explain what these processes entail, giving examples from different Learning Areas;
AS4. Develops awareness and use of style:	• understands and uses figurative language such as personification (e.g. 'The flames were licking the building.').	• compares and contrasts information and ideas and indicates the basis for the comparison;
• uses an appropriate degree of formality/in-formality (register);		
AS5 Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged.	**AS5** Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged.	• combines ideas from various sources into a coherent whole;
	• consolidates use of punctuation learned so far.	• draws conclusions and makes recommendations;
	AS6. Uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).	• changes information from one language into another;
AS6 Uses meta-language (terms such as direct speech, indirect speech, idioms, proverb, formal, informal, simile, quotation marks).	• uses topic and supporting sentences to develop coherent paragraphs;	• changes format of information (e.g. from tables into written form, tables to graphs).
		AS2. Works with sentences:
		• uses subject-verb concord;

			• identifies and uses nouns, pronouns, prepositions, articles, conjunctions and modals;
			uses punctuation correctly (e.g. Comma to separate subordinate clause from main clause);
			AS.3 Works with texts:
			• uses topic and supporting sentences to develop coherent paragraphs;
			AS4. Develops awareness and use of style:
			• explains how language varies according to audience, purpose and context (register);
			• understands and uses figurative language such as metaphor (e.g. 'He is an angel.').
			AS5 Develops critical language awareness (e.g. explores the way language is used in advertising to encourage us to buy things we do not need, and thus to endanger the environment).
			AS6 Uses meta-language (terms such as main clause, subordinate clause, conjunction, active and passive voice, metaphor).
			uses topic and supporting sentences to develop coherent paragraphs;
6.MULTIMODAL **LO 1:Listening** As 7 **LO 2:Speaking**	**AS 7.Carries out instructions and follows directions.**	 2 Views and comments on various visual and	

LO 3 :Reading and Viewing As 2,4,10,11		multimedia texts for different purposes (e.g. advertisements, video/films, television dramas and, where available, computers and CD-ROMs): • discusses message conveyed; **• identifies and discusses graphical techniques such as colour, choice of images, kind and size of lettering, symbols, layout, etc.** **AS4.** Discusses how writers and visual artists relate to their readers in different ways, and how they create different views of the world using language and visual features. 10 Understands and responds appropriately to a range of information texts: • identifies main and supporting ideas, notes specific details and summarises information; • reads and carries out fairly complex instructions, and	2 Views and discusses various visual and multimedia texts (e.g. photographs, television advertisements, dramas and documentaries, Internet and CD-ROMs where available): • interprets and discusses message; **• identifies and discusses techniques such as lighting and sound effects, choice of images, camera angles, shape and design, graphics, etc., and their effect on the viewer.** **AS4.** Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world and position the reader in various ways. 10 Understands and uses information texts appropriately: • summarises main and supporting ideas; • selects and records relevant information appropriately;
	AS2. Views and comments on various visual and multimedia texts for different purposes (e.g. pictures, posters, cartoons and, where available, computers and CD-ROMs): • interprets message; **• identifies and discusses graphical techniques such as colour, design, choice of images, etc., and how they affect the message conveyed.** **AS4.** Discusses how the choice of language and graphical features influence the reader. 10 Understands and responds appropriately to information texts: • identifies main and supporting ideas; • scans for specific details in texts (e.g. weather reports, bus timetables, maps); 11 Interprets simple visual texts (tables, charts, posters, graphs, maps) and can change text from one form to another (e.g. graph to explanatory paragraph).	11 Interprets and discusses more complex visual texts (e.g. tables, charts, posters, bar graphs, maps) and can change text from one form to another (e.g. a table of data into a graph).	11 Interprets and analyses independently details in graphical texts (maps, line graphs, bar graphs and pie charts) and transfers information from one form to another.
LO 4:Writing As 1,3,4			
	1 Writes different kinds of texts for different purposes and audiences: • writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks); AS3 Presents work using neat and legible handwriting and proper form, such as headings, spacing for paragraphs, indentations, etc., as headings, spacing for paragraphs, indentations etc, appropriate. **4.Applies knowledge of language at**	1. Writes different kinds of texts for different purposes and audiences: • writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels); **AS3** Produces neat and legible work with attention to presentation(e.g. cover page, titles, headings and suitable graphics**)** 4 Applies knowledge of language at various levels: • *word level*: - selects and experiments with a wide variety of words drawn from various sources	1 Writes different kinds of texts for different purposes and audiences: **• writes and designs visual texts clearly and creatively using language, sound effects, graphics and design for different audiences (e.g. CD and book covers, advertisement for television or radio, newsletter with photographs);** 3 Presents work with attention to neatness and enhanced presentation(e.g. cover, content page, layout, and appropriate illustrations or graphics)
LO5:Thinking and Reasoning As 3			

LO 6 :Language Structure and Use As 5	**various levels:** • *word level:* - **selects and uses a wide variety of words drawn from language experience, activities, literature, and oral language of classmates and others;** - *sentence level:* - **extends sentences by adding adjectives, adverbs, qualifying phrases and clauses.** 3 Processes information: • discusses and compares information obtained from various sources; • selects relevant ideas; • picks out examples from explanations; • puts information in the right order; • summarises information in various ways (e.g. diagrams, paragraphs, mind maps, tables); • makes judgements based on the information and draws conclusions.	- consults dictionary or thesaurus to check words; • *sentence level* - extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • *paragraph level* - writes a topic sentence and includes relevant information to develop a coherent paragraph - shows different ways of linking paragraphs **uses appropriate grammar, spelling and punctuation**	4 Applies knowledge of language at different levels: • *word level*: - selects, uses and experiments with a wide variety of words drawn from other learning areas, and areas of interest and experience, that clearly and appropriately convey meaning, Spells frequently used words correctly and checks spelling of new words; • *sentence level* - uses a variety of compound and complex sentences - extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • *paragraph level* - writes a topic sentence and includes relevant information to develop a coherent paragraph
	AS5 Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged.	3 Processes information: • collects and categorises relevant ideas and explains the reasons underlying the categorisation; • distinguishes general from specific information; • organises information under different headings; • sequences a series of steps or events in a logical way and explains the logic; • organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation; • evaluates and draws conclusions and can explain basis. **AS5** Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged.	**shows different ways of linking paragraphs and includes graphics appropriately to form the whole text.** **AS3.** Processes information: • categorises and classifies information and can explain what these processes entail, giving examples from different Learning Areas; • compares and contrasts information and ideas and indicates the basis for the comparison;

			• combines ideas from various sources into a coherent whole;
			• draws conclusions and makes recommendations;
			• changes information from one language into another;
			• changes format of information (e.g. from tables into written form, tables to graphs).
			AS5 Develops critical language awareness (e.g. explores the way language is used in advertising to encourage us to buy things we do not need, and thus to endanger the environment).

WORK SCHEDULE – ENGLISH HOME LANGUAGE- GRADE 4

TERM 1

1. CONTENT IN CONTEXT: STORIES, POETRY, DRAMA,MULTIMEDIA,TEXTS FROM OTHER LEARNING AREAS

2. INTERGRATION: ARTS AND CULTURE, LIFE ORIENTATION, TECHNOLOGY, MATHEMATICS, NATURAL SCIENCES, SOCIAL SCIENCES AND ECONOMICS AND MANAGEMENT SCIENCES

3. RESOURCES: STORY BOOKS, READERS, DICTIONARIES, POEM BOOKS, TRADITIONAL LITERARURE BOOKS, BROCHURES, PAMPHLETS, POSTERRS, MAGAZINES AND NEWSPAPERS

WEEK 1	LO 1 AS	ASSESSMENT	TEACHING AND LEARNING STRATEGIES
	1. MULTIMEDIA(IAT) **LO 2 SPEAKING** AS 3 Discusses the speaker's use of words, phrases and body language and how they affect the listener (e.g. 'How did you feel after listening to the speaker?', 'What did s/he say or do that made you feel that way?'). AS 4.Discusses how a speaker's tone and choice of words change the different audiences and purposes. **LO 3 READING AND VIEWING** **AS1**. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books): • reads independently using a variety of reading and comprehension strategies appropriate for different purposes; • skims for general idea; • scans for specific details;	FORMS Investigation Questionnaire Interviews Tests Written work Poster Action Research Product Portfolios Project work Practical Demonstrations Case Studies Observations Lists Reports Budgets Role plays Short Research Reports	Group Work Individual Demonstrations Rainbow Activity Games Role-play Problem- solving Facilitating Reading, comparing and contrasting Working in small groups Decision-making activities Problem- solving activities Expressing own opinion Building consensus Story telling Write a newspaper article Design a poster

• surveys content page, headings, index for overview; • makes predictions, uses contextual clues to determine meaning, and makes inferences; • **reads aloud clearly and with expression.** 2 Views and comments on various visual and multimedia texts for different purposes (e.g. pictures, posters, cartoons and, where available, computers and CD-ROMs): • interprets message; • **identifies and discusses graphical techniques such as colour, design, choice of images, etc., and how they affect the message conveyed.** **AS 3. Describes feelings about the text (factual or literary, visual or multimedia), giving reasons.** 4 Discusses how the choice of language and graphical features influence the reader. **AS7** Understands the vocabulary and discusses the choice of words, imagery and sound effects in poems, stories and multimedia texts (e.g. rhythm, rhyme, alliteration, word pictures, humour). **AS8** Recognises the different structures, language use, purposes and audiences of different kinds of texts: • identifies the different purposes of texts (e.g. speeches, stories, poems, advertisements); • identifies the way texts are organised; • identifies how language and register (degree of formality) differ according to purpose and audience; • identifies the language used in different kinds of texts (e.g. direct speech in fables, sequence words in procedures, passive speech in reports).	METHODS Peer Teacher Teacher Assessment Peer Assessment TOOLS Checklist Rubric Test Posing Questions Worksheets Portfolios	Brainstorming Research, interviews, surveys Reading maps, using symbols Drawing maps, using symbols Giving/ receiving directions Making comparisons, using simple graphs Identifying and solving problems Getting involved in community resource people questions Sharing own opinions and listening to the opinions of others Problem posing Investigations
LO 4 WRITING AS 1 Writes different kinds of texts for different purposes and audiences: • writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks); AS 2 Develops and organises ideas through a writing process: • chooses and explores topic and brainstorm ideas using mind maps, flow charts and lists • organises ideas into paragraphs using simple and compound sentences • produces a first draft with appropriate language and conventions for specific purpose and audience • revise work using own awareness of appropriate language, organisation and style, and feedback from classmates and/or teacher • proofreads final draft for grammar, punctuation and spelling , incorporating feedback from classmates and teacher • "publishes" final draft by sharing with relevant audience and/or teacher. AS3 Presents work using neat and legible handwriting and proper form, such as headings, spacing for		

paragraphs, indentations, etc., as headings, spacing for paragraphs, indentations etc, appropriate.

AS 4.Applies knowledge of language at various levels:

- *word level:*
- **selects and uses a wide variety of words drawn from language experience, activities, literature, and oral language of classmates and others;**
- *sentence level:*
- **extends sentences by adding adjectives, adverbs, qualifying phrases and clauses.**

LO 5 THINKING AND REASONING

AS1 Uses language to think and reason:

• discusses cause and effect in written texts and the language used to express it (e.g. 'when…', 'then…', 'if…', 'then…');

• identifies alternative options and why and how they are different;

• infers meanings that are not obviously stated and can explain how the meaning was conveyed.

AS 3 Processes information:

• discusses and compares information obtained from various sources;

• selects relevant ideas;

• picks out examples from explanations;

• puts information in the right order;

• summarises information in various ways (e.g. diagrams, paragraphs, mind maps, tables);

• makes judgements based on the information and draws conclusions.

LO 6 LANGUAGE STRUCTURE AND USE

AS2 Works with sentences:

• uses subject-verb concord;

• uses a variety of sentence types

correctly and appropriately (statements, questions, commands, exclamations);

• identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions;

AS 3.Works with texts:

• uses topic and supporting sentences to develop a coherent paragraph;

AS4. Develops awareness and use of style:

• uses an appropriate degree of formality/in- formality (register);

AS5 Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged.

AS 6 Uses meta-language (terms such as direct speech, indirect speech, idioms, proverb, formal, informal, simile, quotation marks).

2. **STORIES**

AS 1. Enjoys listening to different kinds of oral texts and responds appropriately (e.g. stories, fables, limericks, short reports).

AS 2. Discusses the central idea and specific details of the text and relates them to own experience.

AS 8. Listens actively in conversation and discussion showing respect for and sensitivity to the

feelings of others and appreciating other points of view.

AS 9. Discusses the social, moral and cultural values, attitudes and assumptions in oral texts (e.g. 'Are all families made up of mother, father and children?' 'Are there other kinds of families?'

THIS TEXT/CONTENT IS TO BE REPEATED IN TERMS 2, 3, AND 4.

3.DRAMA

LO 1 LISTENING

AS 3 Discusses the speaker's use of words, phrases and body language and how they affect the listener (e.g. 'How did you feel after listening to the speaker?', 'What did s/he say or do that made you feel that way?').

AS4.Discusses how a speaker's tone and choice of words change the different audiences and purposes.

AS 5 Talks about the sound and word pictures in the language and comments on their effect on the listener

LO 2 SPEAKING

AS.3 Uses appropriate body language and presentation skills:

• makes eye contact and limits fidgeting;

• uses appropriate gestures and facial expressions;

• uses audible volume, pauses appropriately, and speaks at reasonable pace.

AS.4 Uses appropriate words and structures for different purposes and audiences:

• uses language with the appropriate degree of formality (register) in different situations (tone, choice of words and style, body language);

• uses appropriate language when expressing social courtesies (apologies, requests, thanks, support);

• names and tries to avoid insensitive or discriminatory use of language.

LO 3 READING AND VIEWING

AS 5 Shows understanding and identifies and discusses aspects such as central idea, characters, setting and plot in fiction texts.

AS 6 Infers reasons for actions in the story.

AS7 Understands the vocabulary and discusses the choice of words, imagery and sound effects in poems, stories and multimedia texts (e.g. rhythm, rhyme, alliteration, word pictures, humour).

LO 4 WRITING

AS 2 Develops and organises ideas through a writing process:

• chooses and explores topic and brainstorm ideas using mind maps, flow charts and lists

• organises ideas into paragraphs using simple and compound sentences

• produces a first draft with appropriate language and conventions for specific purpose and audience

• revise work using own awareness of appropriate language, organisation and style, and feedback from classmates and/or teacher

• proofreads final draft for grammar, punctuation and spelling , incorporating

feedback from classmates and teacher

• "publishes" final draft by sharing with relevant audience and/or teacher.

AS3 Presents work using neat and legible handwriting and proper form, such as headings, spacing for paragraphs, indentations, etc., as headings, spacing for paragraphs, indentations etc, appropriate.

AS 4.Applies knowledge of language at various levels:

- ***word level:***

- **selects and uses a wide variety of words drawn from language experience, activities, literature, and oral language of classmates and others;**

- ***sentence level:***

- **extends sentences by adding adjectives, adverbs, qualifying phrases and clauses.**

LO 6 LANGUAGE STRUCTURE AND USE

AS2 Works with sentences:

• uses subject-verb concord;

• uses a variety of sentence types

correctly and appropriately (statements, questions, commands, exclamations);

• identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions;

AS 5 Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged.

THIS TEXT / CONTENT IS TO BE REPEATED IN TERM 3 & 4
_____

4.   **TEXTS FROM OTHER LEARNING AREAS**
   LO 1 LISTENING

AS6. Listens for information in different kinds of texts (such as weather reports, school

announcements, interviews), recalls main ideas or specific details, and responds appropriately.

AS7. Carries out instructions and follows directions.

LO2 SPEAKING

AS3. Uses appropriate body language and presentation skills:

• makes eye contact and limits fidgeting;

• uses appropriate gestures and facial expressions;

• uses audible volume, pauses appropriately, and speaks at reasonable pace.

LO3 READING AND VIEWING

AS1. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books):

• reads independently using a variety of reading and comprehension strategies appropriate for different purposes;

• skims for general idea;

• scans for specific details;

• surveys content page, headings, index for

overview;

• makes predictions, uses contextual clues to determine meaning, and makes inferences;

• reads aloud clearly and with expression.

AS 3. Describes feelings about the text (factual or literary, visual or multimedia), giving reasons.

AS4. Discusses how the choice of language and graphical features influence the reader.

AS12. Selects relevant texts for own information needs (e.g. dictionaries, children's encyclopaedias and reference books).

THIS TEXT/ CONTENT TO BE REPEATED IN TERM 2 & 3

LO 4 WRITING

	AS1 Writes different kinds of texts for different purposes and audiences:
	
	• writes for personal, exploratory, playful, imaginative and creative purpose (e.g. letters, descriptive paragraphs, limericks);
	
	  AS 2 Develops and organises ideas through a writing process:
	
	• chooses and explores topic and brainstorm ideas using mind maps, flow charts and lists
	
	• organises ideas into paragraphs using simple and compound sentences
	
	• produces a first draft with appropriate language and conventions for specific purpose and audience
	
	• revise work using own awareness of appropriate language, organisation and style, and feedback from classmates and/or teacher
	
	• proofreads final draft for grammar, punctuation and spelling , incorporating feedback from classmates and teacher
	
	• "publishes" final draft by sharing with relevant audience and/or teacher.
	
	AS3 Presents work using neat and legible handwriting and proper form, such as headings, spacing for paragraphs, indentations, etc., as headings, spacing for paragraphs, indentations etc, appropriate.
	
	AS 4.Applies knowledge of language at
	
	   various levels:
	
	• *word level:*
	
	- **selects and uses a wide variety of words drawn from language experience, activities, literature, and oral language of classmates and others;**
	
	- *sentence level:*
	
	- **extends sentences by adding adjectives, adverbs, qualifying phrases and clauses.**		

	LO 5 THINKING AND REASONING **AS1** Uses language to think and reason: • discusses cause and effect in written texts and the language used to express it (e.g. 'when…', 'then…', 'if…', 'then…'); • identifies alternative options and why and how they are different; • infers meanings that are not obviously stated and can explain how the meaning was conveyed. **AS2** Uses language to investigate and explore: • formulates questions to assist in obtaining the required information; • identifies relevant sources of information;		

	• locates information using key words or concepts; • selects and surveys different sources for different perspectives on topic. **AS 3** Processes information: • discusses and compares information obtained from various sources; • selects relevant ideas; • picks out examples from explanations; • puts information in the right order; • summarises information in various ways (e.g. diagrams, paragraphs, mind maps, tables); • makes judgements based on the information and draws conclusions. **LO 6 LANGUAGE STRUCTURE AND USE** **AS2** Works with sentences: • uses subject-verb concord; • uses a variety of sentence types correctly and appropriately (statements, questions, commands, exclamations); • identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions; **AS 3**.Works with texts: • uses topic and supporting sentences to develop a coherent paragraph; **AS4.** Develops awareness and use of style: • uses an appropriate degree of formality/in- formality (register		

WORK SCHEDULE – ENGLISH HOME LANGUAGE- GRADE 5

TERM 1

1. CONTENT IN CONTEXT: STORIES, DRAMA, POETRY,TEXTS FROM OTHER LEARNING AREAS, MULTIMEDIA
2. INTERGRATION: ARTS AND CULTURE, LIFE ORIENTATION, TECHNOLOGY, MATHEMATICS, NATURAL SCIENCES, SOCIAL SCIENCES AND ECONOMICS AND MANAGEMENT SCIENCES

3. RESOURCES

WEEK 1	LO 1 AS	ASSESSMENT	TEACHING AND LEARNING STRATEGIES
1 - 3	**1. MULTIMEDIA** **LO 2 SPEAKING** AS 3 Uses appropriate body language and presentation skills: • shifts eye contact to include as much of the audience as possible; • uses appropriate intonation and facial expressions; • adjusts tempo and volume for emphasis; • pauses at appropriate places and adjusts pace to needs of audience. AS 4 Uses appropriate language for different purposes and audiences: • uses language with the appropriate register in less familiar situations; • uses grammatical structures and idioms that are appropriate for the purpose; • uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration; • identifies and challenges discriminatory use of language. **LO 3 READING AND VIEWING**	<u>FORMS</u> Investigation Questionnaire Interviews Tests Written work Poster Action Research Product Portfolios Project work Practical Demonstrations Case Studies Observations Lists Reports Budgets Role plays Short Research Reports <u>METHOD</u>	Group Work Individual Demonstrations Rainbow Activity Games Role-play Problem- solving Facilitating Reading, comparing and contrasting Working in small groups Decision-making activities Problem- solving activities Expressing own opinion Building consensus Story telling Write a newspaper article Design a poster Brainstorming Research, interviews, surveys Reading maps, using symbols Drawing maps, using symbols

	AS1. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, book reviews, short novels, news- letters, reference books): • reads independently, selecting appropriate reading and comprehension strategies for the purpose; • skims to get the general idea; • scans for specific details; • surveys contents page, headings, index; • uses previous knowledge or textual clues to determine meaning and make inferences; • predicts content or ending; • makes story maps or notes key points to track comprehension; **• reads aloud clearly, adjusting speed according to purpose and audience.** AS 2 Views and comments on various visual and multimedia texts for different purposes (e.g. advertisements, video/films, television dramas and, where available, computers and CD-ROMs): • discusses message conveyed; **• identifies and discusses graphical techniques such as colour, choice of images, kind and size of lettering, symbols, layout, etc.** **AS 3. Describes and analyses emotional response to texts.** 4 Discusses how writers and visual artists relate to their readers in different ways, and how they create different views of the world using language and visual features. **AS5** Shows understanding of fiction text: • discusses central idea, plot, setting, atmosphere and characters; • makes inferences about plot and characters; • discusses themes and issues and offers opinions with justification. **AS7** Understands the vocabulary and discusses how writers have used language to achieve effects (similes, rhythm, onomatopoeia, etc.). **AS8** Recognises the different structures, language use, purposes and audiences of different texts: • identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews); • identifies what characterises different forms of writing such as science fiction, mystery stories, etc.; • identifies the different purposes of texts and analyses how language and register differ for purpose and audience. **LO 4 WRITING**	Peer Teacher Teacher Assessment Peer Assessment TOOLS Checklist Rubric Test Posing Questions Worksheets Portfolios	Giving/ receiving directions Making comparisons, using simple graphs Identifying and solving problems Getting involved in community resource people questions Sharing own opinions and listening to the opinions of others Problem posing Investigations

AS1. Writes different kinds of texts for different purposes and audiences:

• writes and designs visual texts expressing information clearly and creatively (e.g. advertisements, newsletters, map with pictures and labels);

AS 2 Develops and organises ideas through a writing process:

• explores and analyses the topic and brainstorms ideas using mind maps, flow charts and lists

• develops the topic by consulting relevant sources, selecting relevant information and organising ideas

• produces the first draft with central idea and well-developed supporting paragraphs

• uses simple, compound and complex sentences with awareness of the specific purpose and audience

• revises work, focussing on content, appropriate language, organisation and style, and uses feedback from classmates and/or teacher

• proofreads and corrects final version

• **submits final draft and reflects on assessment of the piece.**

AS3 Produces neat and legible work with attention to presentation(e.g. cover page, titles, headings and suitable graphics**)**

AS4 Applies knowledge of language at various levels:

• *word level*:

- selects and experiments with a wide variety of words drawn from various sources

- consults dictionary or thesaurus to check words;

• *sentence level*

-       extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses

-       shifts from one tense to another consistently and appropriately

• *paragraph level*

-       writes a topic sentence and includes relevant information to develop a coherent paragraph

-       shows different ways of linking paragraphs

uses appropriate grammar, spelling and punctuation.

LO 5 THINKING AND REASONING

AS1 Uses language to think and reason:

• identifies cause and effect in oral and written texts and explains the relationship;

• makes estimations based on known information;

• distinguishes between advantages and disadvantages of something and explains why;

• questions and develops different perspectives on familiar topics;

• **discusses influence of context on information.**

AS 3 Processes information:

• collects and categorises relevant ideas and explains the reasons underlying the categorisation;

• distinguishes general from specific information;

• organises information under different headings;

• sequences a series of steps or events in a logical way and explains the logic;

• organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation;

• evaluates and draws conclusions and can explain basis.

LO 6 LANGUAGE STRUCTURE AND USE

AS2 Works with sentences:

• identifies subject and predicate

• uses subject-verb concord;

• identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions, articles and conjunctions;

• consolidates use of punctuation learned so far.
AS3.Works with texts:
 • uses topic and supporting sentences to develop coherent paragraphs;

AS4 .Develops awareness and use of style:

• uses language appropriate for the audience, purpose and context (e.g. formal/informal register);

• understands and uses figurative language such as personification (e.g. 'The flames were licking the building.').

AS 5 Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged.
• consolidates use of punctuation learned so far.
AS 6. Uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification).
• uses topic and supporting sentences to develop coherent paragraphs;

	THIS TEXT / CONTENT IS TO BE REPEATED IN TERM 2, 3 & 4		
4 - 6	**2.STORY/NOVEL** **LO 1 LISTENING** **AS 1.** Enjoys listening to different kinds of oral texts such as stories, myths, choral chants, jokes and riddles, and short plays and responds appropriately. **AS 2.** Identifies the main message and themes in oral texts and relates them to everyday life **AS 6** Listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions. **AS 9.** Discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. 'Is the moral of the story true for all circumstances? What circumstances are not covered in this story? ' **LO 2 SPEAKING** **AS 1**.Communicates experiences, ideas and information in different and fairly challenging contexts for different audiences and purposes: • uses language thoughtfully for interpersonal communication (e.g. praising someone's efforts, disagreeing with someone); • uses language for creative and imaginative self-expression (e.g. expresses feelings and thoughts, dramatises); • shares ideas and offers opinions on less familiar topics and events, using speculation and hypothesis;		

• describes events, presents feedback, and gives directions clearly and in an understandable way;	
• asks critical questions which do not have obvious answers, and can respond thoughtfully to such questions;	
• **expresses and justifies own opinion with reasons.**	
AS 2. Uses interaction strategies to communicate effectively in group situations:	
• takes turns, stays on topic, asks	
relevant questions, maintains discussion and responds to others' ideas with empathy and respect;	
• gives balanced and constructive	
feedback;	
• uses appropriate intonation and	
facial expressions;	
• shows sensitivity to the rights and feeling of others during group work.	

LO 3 READING AND VIEWING

AS1. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, book reviews, short novels, news- letters, reference books):

• reads independently, selecting appropriate reading and comprehension strategies for the purpose;

• skims to get the general idea;

• scans for specific details;

• surveys contents page, headings, index;

• uses previous knowledge or textual clues to determine meaning and make inferences;

• predicts content or ending;

• makes story maps or notes key points to track comprehension;

• **reads aloud clearly, adjusting speed according to purpose and audience.**

AS 3. Describes and analyses emotional response to texts.

AS5 Shows understanding of fiction text:

• discusses central idea, plot, setting, atmosphere and characters;

• makes inferences about plot and characters;

• discusses themes and issues and offers opinions with justification.

AS7 Understands the vocabulary and discusses how writers have used language to

achieve effects (similes, rhythm, onomatopoeia, etc.).

AS8 .Recognises the different structures, language use, purposes and audiences of different texts:

• identifies the way different kinds of texts are organised (e.g. fables, letters, book reviews);

• identifies what characterises different forms of writing such as science fiction, mystery stories, etc.;

• identifies the different purposes of texts and analyses how language and register differ for purpose and audience.

AS9 .Identifies and discusses environmental, cultural and social values in texts:

• identifies and discusses point of view and its purpose and effect;

• recognises and discusses different stereotypes and how they are created;

discusses and compares the treatment of social and cultural issues by different writers on various topics.

LO 4 WRITING

AS 1.. Writes different kinds of texts for different purposes and audiences:

• writes and designs visual texts expressing information clearly and creatively (e.g.

advertisements, newsletters, map with pictures and labels);

AS2 Develops and organises ideas through a writing process:

• explores and analyses the topic and brainstorms ideas using mind maps, flow charts and lists

• develops the topic by consulting relevant sources, selecting relevant information and organising ideas

• produces the first draft with central idea and well-developed supporting paragraphs

• uses simple, compound and complex sentences with awareness of the specific purpose and audience

• revises work, focussing on content, appropriate language, organisation and style, and uses feedback from classmates and/or teacher

• proofreads and corrects final version

• **submits final draft and reflects on assessment of the piece.**

AS3 Produces neat and legible work with attention to presentation(e.g. cover page, titles, headings and suitable graphics**)**

AS4. Applies knowledge of language at various levels:

• *word level*:

- selects and experiments with a wide variety of words drawn from various sources

- consults dictionary or thesaurus to check words;
• *sentence level*
- extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses
- shifts from one tense to another consistently and appropriately
• *paragraph level*
- writes a topic sentence and includes relevant information to develop a coherent paragraph
- shows different ways of linking paragraphs
uses appropriate grammar, spelling and punctuation.

LO 5 THINKING AND REASONING

AS1 Uses language to think and reason:
• identifies cause and effect in oral and written texts and explains the relationship;
• makes estimations based on known information;
• distinguishes between advantages and disadvantages of something and explains why;
• questions and develops different perspectives on familiar topics;
• **discusses influence of context on information.**

AS2 Uses language to investigate and explore:
• formulates relevant questions to guide search for information;
• uses interviews to gather information;
• can rephrase questions to get more relevant information;
• discusses how interviews work as a means of finding information;
• searches for information from other relevant sources.

AS4 Uses language to think creatively:
• hypothesises possible results or endings to a sequence of steps or events;
• predicts what might happen in an imagined situation;
• reflects on past processes or activities and lessons for future use;
• experiments with visual and sound effects of language;
• explores associations of words and concepts to get new angles on topics.

LO 6 LANGUAGE STRUCTURE AND USE

AS1 Works with words:

	• uses prefixes, stems and suffixes to form words; • uses phonics and spelling rules to spell words correctly. • explores the origin of words (e.g. words borrowed from French); • records words in a personal dictionary; **AS2** Works with sentences: • identifies subject and predicate • uses subject-verb concord; • identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions, articles and conjunctions; • consolidates use of punctuation learned so far. **AS5** Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged. **AS6.** Uses meta-language (terms such as articles, conjunctions, topic sentence, audience, tense, personification). ## THIS TEXT/CONTENT IS TO BE REPEATED IN TERM 2 & 4		
7-8	## 3 DRAMA **LO 1 LISTENING** AS 3 Identifies features of oral texts (structure, language, tone, register, etc.) that make them appropriate for different purposes and audiences. AS4.Discusses how language is used to create a sense of atmosphere. **LO 2 SPEAKING** AS 3 Uses appropriate body language and presentation skills: • shifts eye contact to include as much of the audience as possible; • uses appropriate intonation and facial expressions; • adjusts tempo and volume for emphasis; • pauses at appropriate places and adjusts pace to needs of audience.		

AS 4 Uses appropriate language for different purposes and audiences: • uses language with the appropriate register in less familiar situations; • uses grammatical structures and idioms that are appropriate for the purpose; • uses language carefully to express complex but common emotions such as anger, impatience, sympathy, admiration; • identifies and challenges discriminatory use of language. ## LO 3 READING AND VIEWING **AS5** Shows understanding of fiction text: • discusses central idea, plot, setting, atmosphere and characters; • makes inferences about plot and characters; • discusses themes and issues and offers opinions with justification. **AS7** Understands the vocabulary and discusses how writers have used language to achieve effects (similes, rhythm, onomatopoeia, etc.). ## L O 4 WRITING AS 2 Develops and organises ideas through a writing process: • explores and analyses the topic and brainstorms ideas using mind maps, flow charts and lists • develops the topic by consulting relevant sources, selecting relevant information and organising ideas • produces the first draft with central idea and well-developed supporting paragraphs • uses simple, compound and complex sentences with awareness of the specific purpose and audience • revises work, focussing on content, appropriate language, organisation and style, and uses feedback from classmates and/or teacher • proofreads and corrects final version • **submits final draft and reflects on assessment of the piece.** **AS3** Produces neat and legible work with attention to presentation(e.g. cover page, titles, headings and suitable graphics**)** AS 4 Applies knowledge of language at various levels: • *word level*:		

	- selects and experiments with a wide variety of words drawn from various sources - consults dictionary or thesaurus to check words; • *sentence level* - extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • *paragraph level* - writes a topic sentence and includes relevant information to develop a coherent paragraph - shows different ways of linking paragraphs **Uses appropriate grammar, spelling and punctuation.** **LO 6 LANGUAGE STRUCTURE AND USE** **AS2** Works with sentences: • identifies subject and predicate • uses subject-verb concord; • identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions, articles and conjunctions; • consolidates use of punctuation learned so far. **AS5** Develops critical language awareness - for example, explores different ways of asking someone to do something (using 'must', 'can', 'could', etc.), how this relates to the relationship between speaker and listener, its effects, and whether they should be challenged. **THIS TEXT/CONTENT IS TO BE REPEATED IN TERM 3 &4**		

9-11	**1. TEXT FROM OTHER LEARNING AREAS**
	    LO 1 LISTENING
	
	AS6. Listens actively, considering other points of view, and responds with sensitivity to ideas and suggestions.
	AS7. Discusses the social, moral and cultural values, attitudes and assumptions in oral texts, and comments on what is included and excluded (e.g. 'Is the moral of the story true for all circumstances? What circumstances are not covered in this story? ').
	
	    LO 2 SPEAKING		

AS3. Uses appropriate body language and presentation skills:

• shifts eye contact to include as much of the audience as possible;

• uses appropriate intonation and facial expressions;

• adjusts tempo and volume for emphasis;

• pauses at appropriate places and adjusts pace to needs of audience.

LO 3 READING AND VIEWING

AS1. Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, book reviews, short novels, news- letters, reference books):

• reads independently, selecting appropriate reading and comprehension strategies for the purpose;

• skims to get the general idea;

• scans for specific details;

• surveys contents page, headings, index;

• uses previous knowledge or textual clues to determine meaning and make inferences;

• predicts content or ending;

• makes story maps or notes key points to track comprehension;

• **reads aloud clearly, adjusting speed according to purpose and audience.**

AS 3. Describes and analyses emotional response to texts.

AS4. Discusses how writers and visual artists relate to their readers in different ways, and how they create different views of the world using language and visual features

12 Selects relevant reading material and applies research skills to find information in dictionaries, reference books and textbooks from community sources or electronic media (where available).

LO 4 WRITING

AS 1. Writes different kinds of texts for different purposes and audiences:

• writes and designs visual texts expressing information clearly and creatively (e.g.

advertisements, newsletters, map with pictures and labels);

AS 2 Develops and organises ideas through a writing process:

• explores and analyses the topic and brainstorms ideas using mind maps, flow charts and lists

• develops the topic by consulting relevant sources, selecting relevant information and

organising ideas

• produces the first draft with central idea and well-developed supporting paragraphs

• uses simple, compound and complex sentences with awareness of the specific purpose and audience

• revises work, focussing on content, appropriate language, organisation and style, and uses feedback from classmates and/or teacher

• proofreads and corrects final version

• **submits final draft and reflects on assessment of the piece.**
AS3 Produces neat and legible work with attention to presentation(e.g. cover page, titles, headings and suitable graphics**)**

AS 4 Applies knowledge of language at various levels:

• *word level*:

- selects and experiments with a wide variety of words drawn from various sources

- consults dictionary or thesaurus to check words;

• *sentence level*

- extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses

- shifts from one tense to another consistently and appropriately

• *paragraph level*

- writes a topic sentence and includes relevant information to develop a coherent paragraph

- shows different ways of linking paragraphs

uses appropriate grammar, spelling and punctuation.

LO 5 THINKING AND REASONING

AS1 Uses language to think and reason:

• identifies cause and effect in oral and written texts and explains the relationship;

• makes estimations based on known information;

• distinguishes between advantages and disadvantages of something and explains why;

• questions and develops different perspectives on familiar topics;

• **discusses influence of context on information.**

	AS2 Uses language to investigate and explore: • formulates relevant questions to guide search for information; • uses interviews to gather information; • can rephrase questions to get more relevant information; • discusses how interviews work as a means of finding information; • searches for information from other relevant sources. AS 3 Processes information: • collects and categorises relevant ideas and explains the reasons underlying the categorisation; • distinguishes general from specific information; • organises information under different headings; • sequences a series of steps or events in a logical way and explains the logic; • organises information into a paragraph, table, timeline, chart or other appropriate written or graphical representation; • evaluates and draws conclusions and can explain basis. ## LO 6 LANGUAGE STRUCTURE AND USE **AS2** Works with sentences: • identifies subject and predicate • uses subject-verb concord; • identifies and uses nouns, pronouns, verbs, adverbs, adjectives, prepositions, articles and conjunctions; • consolidates use of punctuation learned so far. **AS3**.Works with texts: • uses topic and supporting sentences to develop coherent paragraphs; ## THIS TEXT/CONTENT IS TO BE REPEATED IN TERM 2 &3		

WORK SCHEDULE – ENGLISH HOME LANGUAGE- GRADE 6

TERM 1

1.   CONTENT IN CONTEXT: STORIES, MULTIMEDIA, DRAMA, POETRY, TEXTS FROM OTHER LEARNING AREAS
2   INTERGRATION: ARTS AND CULTURE, LIFE ORIENTATION, TECHNOLOGY, MATHEMATICS, NATURAL SCIENCES, SOCIAL SCIENCES AND ECONOMICS AND MANAGEMENT SCIENCES
3. RESOURCES: STORIES, INSTRUCTIONS, DESCRIPTIONS OF PEOPLE,PREPARED TALKS, NEWSPAPERS, MAPS, CHARTS,TEXTBOOKS, POSTERS, ETC.

WEEK 1	LO 1 AS	ASSESSMENT	TEACHING AND LEARNING STRATEGIES
	## 2. MULTIMEDIA **LO 2 SPEAKING** AS 3 Uses appropriate body language and presentation skills: • does not turn back to audience; • varies volume, tone and tempo of voice for emphasis and effect; • reflects on own presentation and skills and tries to improve identified weaknesses. AS 4 Uses appropriate language for different purposes and audiences: • uses appropriate register in unfamiliar and more challenging situations and shows an awareness of different audiences; • manipulates language for different purposes such as to persuade, argue, inspire and identify with someone; • suggests alternatives to discriminatory use of language. **LO 3 READING AND VIEWING**	<u>FORMS</u> Investigation Questionnaire Interviews Tests Written work Poster Action Research Product Portfolios Project work Practical Demonstrations Case Studies Observations Lists Reports Budgets Role plays Short Research Reports <u>METHOD</u> Peer	Group Work Individual Demonstrations Rainbow Activity Games Role-play Problem- solving Facilitating Reading, comparing and contrasting Working in small groups Decision-making activities Problem- solving activities Expressing own opinion Building consensus Story telling Write a newspaper article Design a poster Brainstorming Research, interviews, surveys Reading maps, using symbols Drawing maps, using symbols Giving/ receiving directions

AS1. Reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.): • reads aloud and silently, adjusting reading strategies to suit the purpose and audience; **• uses appropriate reading and comprehension strategies (skimming and scanning, predictions, contextual clues, inferences, monitoring comprehension, etc.).** AS 2 Views and discusses various visual and multimedia texts (e.g. photographs, television advertisements, dramas and documentaries, Internet and CD-ROMs where available): • interprets and discusses message; **• identifies and discusses techniques such as lighting and sound effects, choice of images, camera angles, shape and design, graphics, etc., and their effect on the viewer.** **AS 3 Explains interpretation and overall response to text, giving reasons based on the text or own experience.** AS 4 Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world and position the reader in various ways. AS 8 Recognises and explains the different structures, language use, purposes and audiences of different kinds of text: • identifies and evaluates the kind and suitability of the language and register of a text for its intended audience; • identifies and analyses the characteristics of various writing genres or text types (e.g. the organisation and conventions that are used in different kinds of poems, a biography, different kinds of newspaper articles).	Teacher Teacher Assessment Peer Assessment TOOLS Checklist Rubric Test Posing Questions Worksheets Portfolios	Making comparisons, using simple graphs Identifying and solving problems Getting involved in community resource people questions Sharing own opinions and listening to the opinions of others Problem posing Investigations
LO 4 WRITING AS 1 Writes different kinds of texts for different purposes and audiences: **• writes and designs visual texts clearly and creatively using language, sound effects, graphics and design for different audiences (e.g. CD and book covers, advertisement for television or radio, newsletter with photographs);** AS 2 Develops and organises ideas through a writing process: • brainstorms ideas for a topic and develops ideas by consulting a wide variety of sources, selecting relevant information, and organising the ideas using strategies such as mind maps, flow charts, grids, etc. • produces the first draft with awareness of the central idea, and with appropriate language and conventions for the specific purpose and audience • revises work, focussing on improving the language, organisation and style, using feedback from classmates and/or the teacher		

• produces as many drafts as necessary

• gives feedback to classmates with sensitivity so as to affirm their efforts

• produces a final version incorporating feedback from classmates and/or teacher

• reflects on and critically evaluates the final product on own, and with classmates and teacher.

AS 3 Presents work with attention to neatness and enhanced presentation(e.g. cover, content page, layout, and appropriate illustrations or graphics)

AS 4 Applies knowledge of language at different levels:

• *word level*:

- selects, uses and experiments with a wide variety of words drawn from other learning areas, and areas of interest and experience, that clearly and appropriately convey meaning, Spells frequently used words correctly and checks spelling of new words;

• *sentence level*

- uses a variety of compound and complex sentences

- extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses

- shifts from one tense to another consistently and appropriately

• *paragraph level*

- writes a topic sentence and includes relevant information to develop a coherent paragraph

shows different ways of linking paragraphs and includes graphics appropriately to form the whole text.

LO 5 THINKING AND REASONING

AS1 Uses language to think and reason:

• distinguishes cause from effect in a variety of cross-curricular contexts;

• expresses an opinion and supports it with solid evidence;

• develops a balanced argument on relevant and challenging issues;

• contrasts opposing perspectives and gives reasons;

• **questions validity and the effect of context and author's position.**

AS3. Processes information:

• categorises and classifies information and can explain what these processes entail, giving

	examples from different Learning Areas;		
	• compares and contrasts information and ideas and indicates the basis for the comparison;		
	• combines ideas from various sources into a coherent whole;		
	• draws conclusions and makes recommendations;		
	• changes information from one language into another;		
	• changes format of information (e.g. from tables into written form, tables to graphs).		
	LO 6 LANGUAGE STRUCTURE AND USE		
	AS2. Works with sentences: • uses subject-verb concord; • identifies and uses nouns, pronouns, prepositions, articles, conjunctions and modals; uses punctuation correctly (e.g. Comma to separate subordinate clause from main clause); **AS.3** Works with texts: • uses topic and supporting sentences to develop coherent paragraphs; **AS4.** Develops awareness and use of style: • explains how language varies according to audience, purpose and context (register); • understands and uses figurative language such as metaphor (e.g. 'He is an angel.'). **AS5** Develops critical language awareness (e.g. explores the way language is used in advertising to encourage us to buy things we do not need, and thus to endanger the environment). **AS6** Uses meta-language (terms such as main clause, subordinate clause, conjunction, active and passive voice, metaphor). uses topic and supporting sentences to develop coherent paragraphs;		
	THIS TEXT,CONTENT IS TO BE REPEATED IN TERM 2, 3 &4		
4 -6	3. STORY/NOVEL		

LO 1 LISTENING

AS 1. Enjoys listening and responds critically to different kinds of oral texts such as stories, legends, poems, plays, debates and talks.

AS 2. Identifies themes, asks questions, and relates ideas to own life experiences.

AS 6 Listens actively and with sensitivity; acknowledges opinions that conflict with own and responds appropriately in the context.

AS 9. Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text. (e.g. 'Is there any stereotyping?').

AS 1.Communicates experiences, more complex ideas and information in more challenging contexts, for different audiences and purposes:
• uses language for interpersonal communication which reveals deeper personal feelings and reflections (e.g. talk about emotions and aspirations);
• uses language for creative and imaginative self-expression (e.g. poems, response to music);
• shares ideas and offers opinions on challenging topics in a logical, coherent and structured way (e.g. poster presentations, reports, debates);
• asks and responds to challenging questions;
• **develops factual and reasonable arguments to justify opinions.**
AS 2. Applies interaction skills in group situations:
• follows conventions for appropriate interaction in group work;
• gives balanced and constructive feedback;
• shows sensitivity to cultural and social differences (e.g. affirms and incorporates diverse language, experiences, examples);
• uses diplomatic language in potential conflict situations.

AS1. Reads and responds critically to a variety of South African and international fiction and non-fiction (journals, poetry, novels, short plays, newspapers, textbooks, etc.):
• reads aloud and silently, adjusting reading strategies to suit the purpose and audience;
• **uses appropriate reading and comprehension strategies (skimming and scanning,**

predictions, contextual clues, inferences, monitoring comprehension, etc.). **AS 3 Explains interpretation and overall response to text, giving reasons based on the text or own experience.** **AS 5** Shows understanding of the text, its relationship to own life, its purpose and how it functions: • explains themes, plot, setting, and characterisation; • discusses author's point of view, how meaning is constructed, and way in which reader is positioned (e.g. 'Is the author telling the story as an observer or insider? How do you feel about the main character(s)? Are you sympathetic or critical? How does the author get you to feel that way?'). **AS 8** Recognises and explains the different structures, language use, purposes and audiences of different kinds of text: • identifies and evaluates the kind and suitability of the language and register of a text for its intended audience; • identifies and analyses the characteristics of various writing genres or text types (e.g. the organisation and conventions that are used in different kinds of poems, a biography, different kinds of newspaper articles). **AS9** Identifies and critically discusses cultural and social values in texts: • interprets the writer's intentional and unintentional hidden messages; • identifies different perspectives within more complex text and gives own perspectives based on evidence within the text; • discusses the diversity of social and cultural values in texts; • analyses the effect of stereotyping, bias and prejudice, discusses how this can be challenged and changed, and offers own opinions with justification. **AS1.** Writes different kinds of texts for different purposes and audiences: • writes and designs visual texts clearly and creatively using language, sound effects, graphics and design for different audiences (e.g. CD and book covers, advertisement for television or radio, newsletter with photographs); **AS2.** Develops and organises ideas through a writing process: • brainstorms ideas for a topic and develops ideas by consulting a wide variety of sources, selecting relevant information, and organising the ideas using strategies such as mind maps, flow charts, grids, etc. • produces the first draft with awareness of the central idea, and with appropriate language and conventions for the specific purpose and audience • revises work, focussing on improving the language, organisation and style, using feedback from classmates and/or the teacher • produces as many drafts as necessary		

	• gives feedback to classmates with sensitivity so as to affirm their efforts • produces a final version incorporating feedback from classmates and/or teacher • reflects on and critically evaluates the final product on own, and with classmates and teacher. **AS3**. Presents work with attention to neatness and enhanced presentation(e.g. cover, content page, layout, and appropriate illustrations or graphics) **AS4.** Applies knowledge of language at different levels: • *word level*: - selects, uses and experiments with a wide variety of words drawn from other learning areas, and areas of interest and experience, that clearly and appropriately convey meaning, Spells frequently used words correctly and checks spelling of new words; • *sentence level* - uses a variety of compound and complex sentences - extends sentences by adding qualifiers, adjectival, adverbial, and noun phrases, and clauses - shifts from one tense to another consistently and appropriately • *paragraph level* - writes a topic sentence and includes relevant information to develop a coherent paragraph **shows different ways of linking paragraphs and includes graphics appropriately to form the whole text.**		
	AS1 Uses language to think and reason: • distinguishes cause from effect in a variety of cross-curricular contexts; • expresses an opinion and supports it with solid evidence; • develops a balanced argument on relevant and challenging issues; • contrasts opposing perspectives and gives reasons; • **questions validity and the effect of context and author's position.** **AS2** Uses language to investigate and explore: • asks critical questions that challenge and seek alternative explanations; • asks follow-up questions to get deeper answers; • discusses the validity of information by comparison with other sources; • compares how different languages express different Learning Area concepts. **AS4** Uses language to think creatively:		

	• describes what learner visualises after reading or listening to a text; • invents and describes preferred results or endings; • hypothesises and offers alternatives when trying to solve a problem; • experiments with language in a variety of ways, such as making up new words for concepts in different languages. **AS1** Works with words: • uses prefixes, stems and suffixes/extensions to form words; • uses phonics and spelling rules to spell words correctly. • explores the origin of words e.g. words borrowed from Latin and Greek); **AS2** Works with sentences: • uses subject-verb concord; • identifies and uses nouns, pronouns, prepositions, articles, conjunctions and modals; uses punctuation correctly (e.g. Comma to separate subordinate clause from main clause); **AS5** Develops critical language awareness (e.g. explores the way language is used in advertising to encourage us to buy things we do not need, and thus to endanger the environment). **AS6** Uses meta-language (terms such as main clause, subordinate clause, conjunction, active and passive voice, metaphor).		

LESSON PLAN FORMAT	ENGLISH HOME LANGUAGE			
CONTENT IN CONTEXT: STORIES				
TOPIC : AFRICAN TRADITIONAL MEDICINE				
DURATION: 1-4 WEEKS				
GRADE: 4				
LEARNING OUTCOMES AND ASSESSMENT STANDARDS	**TEACHER ACTIVITIES**	**LEARNER ACTIVITIES**	**ASSESSMENT**	**BARRIERS TO LEARNING**
LO1 LISTENING AS 1 Enjoys listening to different kinds of oral texts and responds appropriately (e.g. stories, fables, limericks, short reports). AS2 Discusses the central idea and specific details of the text and relates them to own experience. AS8 Listens actively in conversation and discussion showing respect for and sensitivity to the feelings of others and appreciating other points of view. AS9 Discusses the social, moral and cultural values, attitudes and assumptions in oral texts. (e.g. 'Are all families made up of mother, father and children?', 'Are there other kinds of families?').	Teachers instructs learners in a pre-reading activity - brainstorming **(informal)** Teacher tells the story in an enjoyable way. **(Informal)** Teacher asks questions based on the story **(Informal)** Teacher writes questions on chalkboard to be answered by learners **(formal)**	**Activity 1 (Informal)** • Brainstorm on different types of herbs and medicine they use at home. • Discusses dangers involved in using different herbs and medicines especially those not prescribed by a doctor. **Activity 2 (Informal)** • Listen to the story with enjoyment. (Name and page of book) Copy of story attached for information purposes. **Activity 3 (Informal)** • Learners answer orally (speaking) **Activity 4 (Formal)** • Learners respond in writing to questions.	**Forms** Oral Response Written response **Method** Whole class activity Teacher Individual **Tools** Memorandum Rubric Checklist	• Learners may be unable to identify traditional herbs • (urban areas) • Learners inability to write unfamiliar words. • Limited vocabulary for African Herbs and Medicines • Limited exposure to cultural Practices **Expanded opportunities** • Research on herbs downloaded from the internet (those who have access) • Research from the elderly and their communities **Resources** Herbs, the Internet, CD's, Magazines, Posters, Pictures Chemists, Sangomas

LESSON PLAN FORMAT	ENGLISH HOME LANGUAGE			
CONTENT IN CONTEXT: STORIES				
TOPIC : AFRICAN TRADITIONAL MEDICINE				
DURATION: 1-4 WEEKS				
GRADE: 4				
LEARNING OUTCOMES AND ASSESSMENT STANDARDS	**TEACHER ACTIVITIES**	**LEARNER ACTIVITIES**	**ASSESSMENT**	**BARRIERS TO LEARNING**
LO3 READING AND VIEWING **AS 1** Reads a variety of South African and international fiction and non-fiction texts for different purposes (e.g. poems, stories, myths, brochures, reference books and text-books): • reads independently using a variety of reading and comprehension strategies appropriate for different purposes; • skims for general idea; • scans for specific details; • surveys content page, headings, index for overview; • makes predictions, uses contextual clues to determine meaning, and makes inferences; • reads aloud clearly and with expression. Describes feelings about the text	Teacher models reading aloud(book handling, voice projection, eye contact, facial expression, body language, punctuation, audibility, pronunciation)	**Activity 1 (informal)** Whole Class Reading **Activity 2 (Informal)** Group Reading **Activity 3 (Informal)** Paired Reading **Activity 4 (formal)** Individual Reading	**Forms** Reading Aloud **Method** Teacher Assessment Peer Assessment **Tools** Reading Rubric	• Shortage of reading books • Stammering and repetition of words • Scanning and Skimming • Reading Phobia • Grasping Problems • No support from home / parents **Expanded Opportunities** • Role playing • News reading • Project – (herb garden) **Resources** • Newspapers • Magazines • Library • Media (electronic and print) • Encyclopaedias • Dictionaries

(factual or literary, visual or multimedia), giving reasons **AS3** Shows understanding and identifies and discusses aspects such as central idea, characters, setting and plot in fiction texts. **AS5** Infers reasons for actions in the story. **AS6** Understands the vocabulary and discusses the choice of words, imagery and sound effects in poems, stories and multimedia texts (e.g. rhythm, rhyme, alliteration, word pictures, humour). **AS7** Recognises the different structures, language use, purposes and audiences of different kinds of texts: • identifies the different purposes of texts (e.g. speeches, stories, poems, advertisements); • identifies the way texts are organised; • identifies how language and register (degree of formality) differ according to purpose and audience; • identifies the language used in different kinds of texts (e.g. direct speech in fables,			

sequence words in procedures, passive speech in reports). **AS 8**Identifies and discusses values in texts in relation to cultural, social, environmental and moral issues (e.g. moral of the story and its validity in different contexts, issues of fairness and equity in relation to different situations and characters). **AS9** Understands and responds appropriately to information texts: • identifies main and supporting ideas; • scans for specific details in texts (e.g. weather reports, bus timetables, maps); • follows short printed instructions and directions.			

LESSON PLAN FORMAT	: HOME LANGUAGE
GRADE	: 4
CONTENT IN CONTEXT	: MULTI-MEDIA
TOPIC	: XENOPHOBIA
DURATION	:2 WEEKS

LEARNING OUTCOMESs & ASSESMENT STANDARDSs	TEACHER ACTIVITIES	LEARNER ACTIVITIES	ASSESSMENT	BARRIERS TO LEARNING
LO 2 SPEAKING ASS 3 uses appropriate language and presentation skills ASS 4 Uses appropriate words and structures for different purposes and audiences LO 1 LISTENING ASS 1 Enjoys listening to different kinds of texts and responds appropriately (e.g. stories, fables, limericks, short reports) LO 5 THINKING & REASONING ASS 1 Uses language to think and reason ASS 3 Process information	**ACTIVITY 1 (INFORMAL)** • Teacher finds out what they know about the word Xenophobia • Teacher instructs learners to collect pictures on Xenophobia • Teacher explains and demonstrate how a poster is designed (e.g. size, colour, borders, etc.) **ACTIVITY 2 (FORMAL)** • Teacher emphasizes on reading procedures-punctuation marks • Teacher explains and discusses with	**ACTIVITY 1 (INFORMAL)** • Learners listen and respond to questions on Xenophobia • Learners collect , sequence, paste, colour, label pictures on Xenophobia as instructed • Display and present their work **ACTIVITY 2 (FORMAL)** • Scanning, brainstorming and silent reading • Learners will capture strategies on how to answer questions	**FORM** Posters Written response (comprehension, report) Oral (role play) **METHOD** Group Peer Teacher **TOOLS** Rubric Checklist Memoranda	• Inability for some of the children to bring props for role play • Children not answering comprehension as expected • Stammering problems **RESOURCES** • NEWSPAPERS, • MEDIA- TV, • RADIO, RESOURCES • CHARTS, • MAGAZINES, • NEWS • BOOKS **EXPANDED OPPORTUNITIES** • **Research** on Xenophobia- social , political, economical as well as emotional issues

LO 4 WRITING	learners how to answer comprehension questions	• Written response		**REFLECTIONS**
ASS 1 Writes different kinds of texts for different purposes and audiences	• Teacher instructs learners to answer in writing	• Learners write a short report		
ASS 2 Develops and organizes ideas through a writing process	• Teacher asks learners to write short report on Xenophobia			
ASS 3 Presents work using neat and legible hand writing and proper form such as headings, spacing for paragraphs, indentations, etc….. as appropriate				
ASS 4 Applies knowledge of language at various levels				
LO 6 ASS 2 Works with sentences				
ASS 3 Works with text				
ASS 4 Develops awareness and use of style				
ASS 5 Develops critical language awareness				
ASS 6 Uses meta-language				