LEARNING PROGRAMME SENIOR PHASE

ENGLISH HOME LANGUAGE

CONTENT IN CONTEXT: Stories, Texts from other learning areas, Poetry, Drama, Multimedia   ,

INTEGRATION: Natural Sciences; Mathematics; Life Orientation, Arts and Culture, Technology, Social Sciences and Natural Sciences

Resources:

SUGGESTED INTEGRATION OF LOs ASs	Grade 7	Grade 8	Grade 9
Short Stories/Novels **LO 1** **AS 1,5,7**	**LO 1 LISTENING** AS 1 Listens to and appreciates expressive, imaginative and narrative texts (e.g. ballads songs, short stories, folktales). As 5 Identifies particular words, phrases and sentences which influence the listener and explains their impact (e.g.emotive language, distinguishing between fact and opinion, recognising bias and prejudice). As7 Identifies the values and historical, social and cultural contexts of selected texts. _____	**LO1 LISTENING** AS 1 Listens to and appreciates challenging imaginative and informative oral texts (e.g. poems, praise poems, two- or three-episode stories and radio dramas, short talks, radio advertisements, debates) As5 Identifies the speaker's reasons for choosing particular words, phrases and sentences to influence the listener and explains their impact (e.g. persuasive language, distinguishing between fact and opinion, identifying the speaker's point of view, and recognising bias and prejudice) As 7 Identifies the values and historical, social and cultural contexts of different texts. _____	**LO1 LISTENING** AS 1Listens to and appreciates a variety of complex imaginative and informative oral texts (e.g. radio dramas, talk shows, documentaries, dramatised poems, book reviews). As5 Discusses the speaker's reasons for choosing particular words, phrases, sentences and stylistic effects to influence the listener and explains their impact (e.g. deliberate ambiguity, distinguishing fact from opinion, identifying the speaker's point of view, recognising and discussing bias, prejudice and propaganda). As7 Identifies and discusses the values and historical, social and cultural contexts of a variety of texts. _____

	LO2 SPEAKING	LO2 SPEAKING	LO2SPEAKING
SPEAKING **LO 2** **AS 1,3,4,5&6**	AS 1Communicates ideas and feelings expressively with confidence and with some assistance, using selected oral text types (e.g. stories, jokes, dramas). As 3 Demonstrates basic skills in selected oral text types: • accurately sequences oral instructions and descriptions; • produces logical arguments; • carries out interviews with peers using simple questions, listening and taking notes carefully. AS 4 Demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • takes on different roles; • acknowledges other opinions; • explains own point of view; • gives criticism; • bridges gaps by asking questions, giving choices, keeping responses open-ended, and showing genuine interest; • shows sensitivity to the rights and feelings of others;	AS 1Communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral text types (e.g. dramas, role-plays, songs). As 3 Demonstrates basic skills in a range of oral text types: • accurately sequences complex oral instructions and descriptions; • explains how to do an experiment; • carries out interviews with members of the community using basic interview techniques AS 4 Demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks appropriate questions; • takes on different roles; • acknowledges others' opinions and disagrees	AS 1 Communicates ideas and feelings creatively, expressively and imaginatively with confidence and autonomy, using a wide range of oral text types (e.g. dramas, poems). As 3 Demonstrates advanced skills in a wide range of oral text types: • explains technological processes and explores complex ideas in a sequenced way (e.g. how to use a computer); • carries out interviews effectively using advanced interview techniques (e.g. asking probing questions). **AS 4** Demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys, and while so doing: As5 tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks probing questions; • leads discussions; • negotiates differences to arrive at common

	• challenges insensitive or discriminatory use of language. As 5 Gives oral presentations with some degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different social and cultural conventions; • appropriate figurative devices such as climax and anti-climax. As 6 Recognises and explains the success of own communication ---	politely when necessary; • motivates own point of view; • gives and receives criticism; persuades others; • bridges gaps by asking questions to clarify meaning, giving choices, keeping responses open-ended, and showing genuine interest; • shows sensitivity to the rights and feelings of others in conversation where appropriate; • challenges insensitive or discriminatory use of language. AS 5 Gives oral presentations with a great degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different presentation modes; • register; • tone; • different social cultural conventions; • appropriate figurative devices such as	point of view or compromise; • motivates own point of view using evidence and similar opinions from peers, and shows flexibility in accepting compromise; accepts challenges and criticism where appropriate; • bridges gaps by asking questions, volunteering opinions, rephrasing to clarify meaning, giving choices, and keeping responses open-ended; • distinguishes when to show sensitivity to the rights and feelings of others and when to challenge insensitivity or discrimination. ■ AS 5 Gives oral presentations confidently and creatively, paying attention to: • pausing and variation in tempo and volume at key points; • purpose and audience; • posture, gesture, body language and facial expressions to engage audience interest; • variety in presentation modes; • register; • tone; • degree of formality; • different social and cultural conventions;

		climax,anti-climax and hyperbole (exaggeration for effect).	• appropriate figurative devices such as climax, Anti-climax, hyperbole and rhetorical questions.
		AS 6 Identifies and discusses the features which Contribute to the success of own communication.	AS 6 Evaluates the success of own communication and Makes improvements.
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		LO3 READING	_____
		AS 1Reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed, and recommends texts to others.	**LO3 READING** AS 1Reads spontaneously and extensively for pleasure and information across the range of text types studied, compares personal responses, and makes motivated recommendations to others.
Reading and Viewing **LO3** **AS 1,2,5,6,&10**	**LO3 READING** AS 1Reads spontaneously and often for pleasure and information across the range of text types studied, describes personal response and discusses the kinds of texts enjoyed.		
	AS 2 Reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences).	AS2 Reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades.	AS 2 Reads independently, both aloud and silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades.
	AS 5 Identifies different text types and their key features and explains the way the text is organised (e.g. poems, newspaper articles, short stories, advertisements, short magazine articles).	AS 5 Explains how key features and the organisation of different types of texts contribute to how the text functions (e.g. poems, short novels, newspaper articles, letters, ballads, book reviews).	AS 5Discusses different types of texts and explains how their key features are organised and how they contribute to the functioning of the text (e.g. long poems, short novels, newspaper articles, diaries, letters, book reviews, short plays).
	AS 6 Demonstrates understanding of the text, its purpose and its relationship to own life by discussing the plot, themes, characters and setting. **AS.10** Reflects on own skills as a reader ---	AS 6 Demonstrates understanding of the	

WRITING **LO4** **AS 1,3&4**	**LO4 WRITING** **AS 1** Writes a selected range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs **AS 3**Demonstrates basic skills in selected features of writing appropriate to the text type (e.g. establishes the setting and plot in narratives, manages rhythm and rhyme in poetry, uses straightforward language in simple descriptions, shows sequence in procedures) **AS 4**Uses the writing process with assistance and collaboratively to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses other texts as models for writing; • plans and develops topic by using information from one other source; • organises ideas coherently in simple, logical order to produce first drafts; • reflects on drafts, considering purpose, audience, language usage and logical organisation, and revises appropriately; • reflects on and discusses own and peers' writing, showing sensitivity to the rights and	text, its purpose and its relationship to own life by discussing the plot, themes, values, characters and setting **AS.10** Reflects on and discusses own skills as a reader -- LO4: WRITING **AS1** Writes a range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters. AS.3Demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative and descriptive writing, and uses simple imagery in poetry) **AS4**Uses the writing process collaboratively and independently to generate texts: • selects and explores topics through brainstorming, using mind maps and lists;	AS 6 Demonstrates understanding of the text, its purpose and its relationship to own life by analysing the development of the plot, themes, values, characters and setting. **AS.10** Reflects on and evaluates own skills as a reader --- LO4: WRITING A**S1** Writes a wide range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects AS.3Demonstrates advanced skills in a range of features of writing appropriate to the text type (e.g. develops character, establishes the setting and develops the plot in narrative and descriptive writing, and uses a wider range of imagery in writing of own poetry). **AS4**Uses the writing process independently and with ease to generate complex texts: • selects and explores complex topics through

feelings of others;

• proofreads and corrects final draft by applying knowledge of language in context, focusing on grammar, punctuation, spelling and vocabulary appropriate for the grade;

• publishes final product, paying attention to presentation and basic elements of design.

LO5 THINKING AND REASONING

AS1 Uses language to think and reason:

• infers and deduces meaning, and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum;

• explains cause and effect;

• weighs options by deciding which of two alternatives is the better choice;

• expresses and develops a clear personal viewpoint;

• supports an argument with various kinds of evidence (e.g. statistical and other);

• uses questions to develop own thinking or that of others;

• uses increasingly complex texts as models;

• plans and develops topic using relevant information from other sources;

• organises ideas coherently in logical order to produce first drafts;

• reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revises appropriately;

• critically reflects on own and peers' writing and makes recommendations, showing sensitivity to the rights and feelings of others;

• proofreads and corrects draft by applying knowledge of language in context appropriate for the grade;

• publishes final product, paying attention to creative presentation and varied elements of design

LO5 THINKING AND REASONING

AS1

Uses language to think and reason:

• applies thinking and reasoning skills in a
variety of contexts across the
curriculum;

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brainstorming, and using lists and notes;

• uses increasingly complex texts as models;

• plans and develops topic, selecting relevant
information from a range of sources;

• organises ideas coherently and logically in producing multiple drafts;

• analyses multiple drafts considering purpose, audience, point of view, positioning of the reader, language usage, bias, complex organisation and varied elements of style, and revises appropriately;

• analyses own and peers' writing, and evaluates and makes recommendations, showing sensitivity to the rights, feelings and personal style of others;

• proofreads and corrects final draft by applying knowledge of language in context appropriate for the grade;

• publishes final product, paying attention to a range of complex presentation and design elements.

LO5 THINKING AND REASONING

AS1

Uses language to think and reason:

• applies thinking and reasoning skills in a variety
of contexts across the curriculum and in

	• uses appropriate language structures to express complex thought (e.g. the use of conditionals, for example, 'If resources were shared fairly, we might have less crime') AS 5 Uses language to reflect: • reflects on what is heard or read and asks challenging questions; • reflects on development of own ability as speaker, listener and writer in familiar contexts, and identifies areas for improvement; • reflects on own strengths as contributor in group activities and identifies opportunities for development. --- **LO6 LANGUAGE STRUCTURE AND USE** AS1Works with words: • uses different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum; • uses the dictionary and thesaurus to increase vocabulary and improve spelling; • uses common abbreviations and acronyms appropriately; • identifies and uses word families and words of the same field in context to develop vocabulary in context; • identifies a range of prefixes and suffixes to work out meaning; • analyses how languages borrow words from one another, and how new words are coined and uses these appropriately.	• discusses and explains the perspective and position of the author in various texts; • explains and discusses cause and effect (e.g. 'Why is this the cause of …?'); • presents a counter-argument and gives reasons (e.g. 'I disagree because…' and 'I support my argument with…'); • recognises and explains why information can be considered 'factual' or 'objective'; • draws on own experience in order to substantiate point of view; • questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics) AS5 Uses language to reflect: • reflects on what is heard or read, to ask critical questions and challenge views; • reflects on development of own ability as speaker, listener and writer in a range of different contexts, and identifies areas for improvement; • consolidates reflection on own strengths as contributor in group activities and identifies further opportunities for development --- **LO6 LANGUAGE STRUCTURE AND USE**	personal circumstances; • recognises and discusses the author's central point and perspective within different types of text; • analyses cause and effect in greater depth, in literary texts and texts from across the curriculum (e.g. by looking at underlying causes beyond the obvious); • develops and uses arguments in ways that: ! make the logic clear to the reader or listener, ! anticipates responses and objections; • presents a counter-argument, and provides alternatives; • uses factual information and interprets statistics with increasing confidence to support argument; • draws on own experience and contrasts it with that of others to illustrate a point of view; • uses questions, inference and analysis to develop critical thinking, and for problem solving AS 5 Uses language to reflect: • reflects on and evaluates the quality and accuracy of information in own work and that of others; • reviews own critical reading, writing and listening skills, habits and experiences, and notes strengths and areas for development; • reflects, and then asks critical questions and challenges views (including the

			challenging of stereotypes) on what is seen, heard and read;
LO 4 AS 1,3&4	AS 2Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'When she was fifteen, her mother died.'); • identifies and uses relative clauses and relative pronouns (e.g. 'There are many people who do not have jobs.'); • uses different types of sentences, such as statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb predicate, directand indirect object, main and subordinate clauses AS 3 Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'although' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, collocations, repetition of words, and pronouns;	AS1Works with words: • uses a range of different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately; • uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined AS 2 Works with sentences: • identifies and uses nouns, verbs, modals,adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.'); • identifies and uses relative clauses and relative pronouns (e.g. 'I know the	• modifies own views, where relevant, after hearing or reading the views of others --- **LANGUAGE STRUCTURE AND USE** AS 1Works with words: • uses a wide range of strategies to spell unfamiliar words and discusses the strategies used; • creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems; • uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words; • uses common abbreviations and acronyms appropriately; • explains and uses word families and words of the same field to develop vocabulary in context; • uses common prefixes and suffixes to work out meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined **AS 2**Works with sentences: • identifies and uses nouns, verbs, modals,

	• sequences paragraphs in a logical order to create longer texts. AS 4 Develops awareness and use of style: • uses a variety of sentence lengths and types; • distinguishes between formal and informal language; • uses idioms and idiomatic expressions of the language appropriately. AS 5 Develops critical language awareness, for example: • identifies texts where language does not mean exactly what is said - recognises implied meanings; • identifies manipulative language; • examines how language is used to construct gender, race, the environment, health, etc. AS 6 Uses meta-language (e.g. talks about simple, compound and complex sentences). ---	person who did it.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses - uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series). AS 3 Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'therefore' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words, and words that are commonly used together (collocations); • sequences paragraphs in a logical order to create longer texts. AS 4Develops awareness and use of style: • uses a variety of sentence lengths and analyses sentence types;	adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations identifies and analyses the components of a sentence such as subject, verb, object, main and subordinateclause, and explains the function of each; • uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses). AS 3 Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'while' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words such as 'however', synonyms and antonyms, and repeating words AS 4 Develops awareness and use of style:

TEXT FROM OTHER LEARNING AREAS **LO 1 AS 2&7**	**LO1 LISTENING** AS2 Listens actively and carefully for specific information and main ideas, and responds appropriately, for example: • takes notes, summarises and passes on information accurately; • reflects on opinions, asks thoughtful questions and challenges where necessary. As3 Recognises how familiar oral texts are organised and describes some characteristic features (e.g. weather reports, directions, jokes, songs). This will include recognising tools used for humour, such as pausing and simple punch lines, and identifying the use of sound effects in different audio-visual texts.	• distinguishes between formal and informal language and uses an appropriate style in writing and speaking; • uses idioms and idiomatic expressions appropriately and creatively. AS 5 $■ Develops critical language awareness, for example: • identifies implied meanings and multiple meanings; • identifies manipulative language and rewrites this without the emotional undertones examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned. AS 6 Uses meta-language (terms such$ as thesaurus, acronym, modal, article, relative clause) --- **LO1 LISTENING** **AS2.**Listens actively and carefully for specific information and main ideas, and responds appropriately, for example: • takes notes, summarises and draws conclusions; • reflects on opinions, asks searching questions and challenges where necessary. Identifies the values and historical, social and cultural contexts of different texts. --- AS3 Understands how familiar oral texts are organised and describes	• uses and discusses a variety of sentence lengths; • distinguishes between formal and informal language and explains when each style is appropriate; • avoids verbosity and ambiguity; • uses idioms and idiomatic expressions of the language appropriately and creatively. AS 5 Develops critical language awareness, for example: • identifies connotative meanings, denotative meanings, implied meanings and multiple meanings; • analyses manipulative language and rhetoric without the emotional undertones; examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned - suggests ways of rewriting texts to create other possibilities. AS 6 Uses meta-language (terms such as collocation, coherent, cohesive, logical, semi-colon). --- **LO1 LISTENING** **AS2.**Listens actively and carefully for specific information and main ideas, and responds appropriately, for example: • draws conclusions; • reflects on information and opinions, asks searching questions and challenges where necessary.

LO2 AS 2,5 & 6 **LO 3 AS 2,3,4,8,9,10** **LO4 AS 2 & 4** **LO5 AS1,2,3,&4** **LO 6 AS 1,2,3,4&6**	AS5 Identifies particular words, phrases and sentences which influence the listener and explains their impact (e.g. emotive language, distinguishing between fact and opinion, recognising bias and prejudice). **AS7.**Identifies the values and historical, social and cultural contexts of selected texts. _____ €€ **LO 2 SPEAKING** **AS2.**Communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments). shows sensitivity to the rights and feelings of others; • challenges insensitive or discriminatory use of language. AS3 Demonstrates basic skills in selected oral text types: • accurately sequences oral instructions and descriptions; • produces logical arguments; • carries out interviews with peers using simple questions, listening and taking notes carefully. As4 Demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates, and while so doing: • tackles important issues (e.g. social and ethical	characteristic features (e.g. short stories, praise poems, short talks). This will include recognising tools used for humour such as punch lines, sarcasm and exaggeration and identifying, recognising and analysing sound effects in different audio-visual texts. _____ AS5 Identifies the speaker's reasons for choosing particular words, phrases and sentences to influence the listener and explains their impact (e.g. persuasive language, distinguishing between fact and opinion, identifying the speaker's point of view, and recognising bias and prejudice). AS 7 Identifies the values and historical, social and cultural contexts of different texts. _____ **LO2 SPEAKING** **AS2.**Communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types (e.g. discussions, debates). • persuades others; • bridges gaps by asking questions to clarify meaning, giving choices, keeping responses open-ended, and showing genuine interest; • shows sensitivity to the rights and feelings of others in conversation where appropriate;	AS3Analyses and compares how different kinds of oral texts are organised and the characteristic features of each (e.g. short stories, ballads, short talks, talk shows, radio dramas, news broadcasts, debates). This will include recognising tools used for humour such as puns, irony and understatement and analysing and comparing sound effects in different audio-visual texts. AS5 Discusses the speaker's reasons for choosing particular words, phrases, sentences and stylistic effects to influence the listener and explains their impact (e.g. deliberate ambiguity, distinguishing fact from opinion, identifying the speaker's point of view, recognising and discussing bias, prejudice AS7 Identifies and discusses the values and historical, social and cultural contexts of a variety of texts.nd propaganda). _____ **LO2 SPEAKING** **AS2.**Communicates ideas, facts and opinions on challenging topics accurately and coherently, using a wide range of factual oral text types (e.g. explanations of technological processes such as how to use a computer or video player). • accepts challenges and criticism where appropriate; • bridges gaps by asking questions, volunteering opinions, rephrasing to clarify meaning, giving choices, and keeping responses open-ended;

	issues related to the environment and human rights); • takes on different roles; • acknowledges other opinions; • explains own point of view; • gives criticism; • bridges gaps by asking questions, giving choices, keeping responses open-ended, and showing genuine interest;	• challenges insensitive or discriminatory use of language. AS 3Demonstrates basic skills in a range of oral text types: • accurately sequences complex oral instructions and descriptions; • explains how to do an experiment; • carries out interviews with members of the community using basic interview techniques. AS 4 Demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks appropriate questions; • takes on different roles; • acknowledges others' opinions and disagrees politely when necessary; • motivates own point of view; • gives and receives criticism	• distinguishes when to show sensitivity to the rights and feelings of others and when to challenge insensitivity or discrimination. AS 3 Demonstrates advanced skills in a wide range of oral text types: • explains technological processes and explores complex ideas in a sequenced way (e.g. how to use a computer); • carries out interviews effectively using advanced interview techniques (e.g. asking probing questions). AS 4 Demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights) • asks probing questions; • leads discussions; • negotiates differences to arrive at common point of view or compromise; • motivates own point of view using evidence and similar opinions from peers, and shows flexibility in accepting compromise
	AS5. Gives oral presentations with some degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different social and cultural conventions; • appropriate figurative devices such as climax and anti-climax. **AS6.**Recognises and explains the success of own communication. **LO 3 READING AND VIEWING** **AS2.**Reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and	**AS5.**Gives oral presentations with a great degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume;	**AS5.**Gives oral presentations confidently and creatively, paying attention to: • pausing and variation in tempo and volume at key points; • purpose and audience;

	scanning, predictions, contextual clues, inferences). **AS3.**Identifies the purpose, audience and context of a text. **AS4.** Shows understanding of information texts: • identifies main ideas and explains how details support the main idea. **AS8.**Responds critically to texts: • identifies writer's point of view; • identifies implicit (or hidden) messages in the text; • identifies obvious bias or prejudice; • identifies ways in which the writer shapes the reading of the text by careful choice of words. **AS9.**Identifies and discusses the social, cultural, environmental and ethical issues contained in texts (as revealed by different aspects of the text such as content, language, artwork, characterisation). **AS10.**Reflects on own skills as a reader. **LO 4: WRITING** **AS2.**Produces a selected range of factual written and multimodal texts (texts using print and images) for various purposes, using visual and design elements where appropriate by means of eyewitness accounts, posters, advertisements, book reviews, recipes, and game instructions. **AS4.**Uses the writing process with assistance and collaboratively to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses other texts as models for writing; • plans and develops topic by using information from one other source; • organises ideas coherently in simple, logical order to produce first drafts; • reflects on drafts, considering purpose, audience, language usage and logical organisation, and revises appropriately; • reflects on and discusses own and peers' writing,	• purpose and audience; • posture and body language; • different presentation modes; • register; • tone; • different social cultural conventions; • appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect). **AS6.**Identifies and discusses the features which contribute to the success of own communication. **LO3 READING AND VIEWING** **AS2.**Reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades. **AS3.** Discusses the purpose, audience and context of a text. **AS4.**Shows understanding of information texts: • identifies main ideas and explains how the details support the main idea; • questions ideas where appropriate; • makes judgements and draws conclusions about ideas on the basis of evidence; • identifies and explains different points of view. **AS8.**Responds critically to texts: • discusses writer's point of view; • discusses implicit (or hidden) messages in the text, as well as bias or prejudice; • discusses how context influences the message; • identifies what has been left out of the text and discusses why;	• posture, gesture, body language and facial expressions to engage audience interest; • variety in presentation modes; • register; • tone; • degree of formality; • different social and cultural conventions; • appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions. **AS6.**Evaluates the success of own communication and makes improvements. **LO3 READING AND VIEWING** **AS2.**Reads independently, both aloud and silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades. **AS3.**Discusses and explains the purpose, audience and context of a text. **AS4.**Shows understanding of a wide range of information texts: • identifies the main ideas and explains how the details support the main idea; • evaluates the ideas; • discusses different points of view. **AS8.**Responds critically to texts: • evaluates writers point of view; • evaluates implicit (or hidden) messages, any bias or prejudice, and offers own opinion and alternatives; • discusses how social and cultural contexts influence the message. **AS9.**Makes judgements about the socio-cultural, environmental and ethical values in texts, and discusses the impact on the reader and the aspects of the text which create these effects (e.g. content,

	showing sensitivity to the rights and feelings of others; • proofreads and corrects final draft by applying knowledge of language in context, focusing on grammar, punctuation, spelling and vocabulary appropriate for the grade; • publishes final product, paying attention to presentation and basic elements of design. **LO 5: THINKING AND REASONING** **AS1.**Uses language to think and reason: • infers and deduces meaning, and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum; • explains cause and effect; • weighs options by deciding which of two alternatives is the better choice; • expresses and develops a clear personal viewpoint; • supports an argument with various kinds of evidence (e.g. statistical and other); • uses questions to develop own thinking or that of others; • uses appropriate language structures to express complex thought (e.g. the use of conditionals, for example, 'If resources were shared fairly, we might have less crime.'). **AS2.**Uses language to investigate and explore: • identifies information needed to assist in investigating a problem; • uses key words and concepts to select relevant sources of information; • listens to, reads, and views texts from a variety of sources to collect and select ideas; • uses appropriate referencing techniques and conventions when copying (and citing) information from sources (e.g. records author, title, date, p• works on integrated projects across Learning Areas and produces a synthesised product. **AS3.**Processes information: • records information in an accessible format (e.g. lists, mind maps, notes, summaries); • organises information appropriately (e.g. by time,	• questions whether learner agrees with the messages in the text. **AS9.**Discusses socio-cultural, environmental and ethical issues contained in texts and identifies the aspects of texts which carry the values related to them (e.g. content, language, artwork, point of view and characterisation). **AS10.**Reflects on and discusses own skills as a reader. LO4 WRITING **AS2.**Produces a range of factual written and multimodal texts (texts using print and images) for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, and book reviews. **AS4.**Uses the writing process collaboratively and independently to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses increasingly complex texts as models; • plans and develops topic using relevant information from other sources; • organises ideas coherently in logical order to produce first drafts; • reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revises appropriately; • critically reflects on own and peers' writing and makes recommendations, showing sensitivity to	language, artwork, point of view and characterisation). **AS10.**Reflects on and evaluates own skills as a reader. **LO4 WRITING** **AS2.**Produces a wide range of factual written and multimedia texts for various purposes, using a wide range of visual and design elements where appropriate by means of e-mail, reports on current issues, advertisements, posters, book reviews, film reviews, eyewitness accounts, newspaper reports, curriculum vitae, agenda and minutes of meetings. **AS4.**Uses the writing process independently and with ease to generate complex texts: • selects and explores complex topics through brainstorming, and using lists and notes; • uses increasingly complex texts as models; • plans and develops topic, selecting relevant information from a range of sources; • organises ideas coherently and logically in producing multiple drafts; • analyses multiple drafts considering purpose, audience, point of view, positioning of the reader, language usage, bias, complex organisation and varied elements of style, and revises appropriately; • analyses own and peers' writing, and evaluates and makes recommendations, showing sensitivity to the rights, feelings and personal style of others; • proofreads and corrects final draft by applying knowledge of language in context appropriate for the grade;
LO 5 **Thinking and Reasoning** **AS 1**			

importance);
• changes information from one format (or language if necessary) into another (e.g. mind map into paragraph, list into summary);
• reflects critically by sharing and challenging ideas;
• compares different points of view, and identifies differences and similarities;
• uses appropriate language for making comparisons (e.g. similarly, on the other hand, alternatively);
• chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation .Publisher, page numbers, website);
Thinks creatively:
• visualises, predicts, fantasises and empathises to make meaning and solve problems;
• uses writing to develop ideas (e.g. journals, brainstorming, free-writing, mind maps);
• imagines possibilities and alternatives to expand thinking (hypothesises and speculates);
• considers differences and uses them creatively (e.g. differences in experience, culture, interest and personality);
• uses language across the curriculum to solve problems (e.g. switches languages);
• compares how different languages express terms in different Learning Areas and create links to help understanding and assist in problem-solving.

LO 6: LANGUAGE STRUCTURE AND USE

AS1. Works with words:
• uses different strategies to spell unfamiliar words;
• creates personal spelling list and dictionary of words across the curriculum;
• uses the dictionary and thesaurus to increase vocabulary and improve spelling;
• uses common abbreviations and acronyms appropriately;
• identifies and uses word families and words of the

the rights and feelings of others;
• proofreads and corrects draft by applying knowledge of language in context appropriate
for the grade;
• publishes final product, paying attention to creative presentation and varied elements of design.

LO5 THINKING AND REASONING

AS1. Uses language to think and reason:
• applies thinking and reasoning skills in a variety of contexts across the curriculum;
• discusses and explains the perspective and position of the author in various texts;
• explains and discusses cause and effect (e.g.
'Why is this the cause of …?');
• presents a counter-argument and gives reasons
(e.g. 'I disagree because…' and 'I support my argument with…');
• recognises and explains why information can
be considered 'factual' or 'objective';
• draws on own experience in order to substantiate point of view;
• questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics).
AS2. Uses language to investigate and explore:
• asks questions on national and cross-curricular
issues (e.g. corporal punishment, environmental
debates);
• weighs options by considering a number of alternatives;
• does independent research across the

• publishes final product, paying attention to a range of complex presentation and design elements.

LO5 THINKING AND REASONING

AS1. Uses language to think and reason:
• applies thinking and reasoning skills in a variety of contexts across the curriculum and in personal
circumstances;
• recognises and discusses the author's central point and perspective within different types of text;
• analyses cause and effect in greater depth, in literary texts and texts from across the curriculum (e.g. by looking at underlying causes beyond the obvious);
• develops and uses arguments in ways that:
! make the logic clear to the reader or listener,
! anticipates responses and objections;
• presents a counter-argument, and provides alternatives;
• uses factual information and interprets statistics with increasing confidence to support argument;
• draws on own experience and contrasts it with that of others to illustrate a point of view;
• uses questions, inference and analysis to develop
critical thinking, and for problem solving.
AS2. Uses language to investigate and explore:
• asks challenging questions on national and crosscurricular
issues (e.g. HIV/AIDS, rise in interest rates);
• recognises when a speaker or source is ambiguous, abuses evidence or makes unfounded
claims, and asks relevant questions to get more accurate information;
• questions and weighs options;
• explores a variety of approaches to plan,

LO6 **LANGUAGE STRUCTURE AND USAGE** **AS 1,2,3,4,5&6**	same field in context to develop vocabulary in context; • identifies a range of prefixes and suffixes to work out meaning; • analyses how languages borrow words from one another, and how new words are coined and uses these appropriately. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'When she was fifteen, her mother died.'); • identifies and uses relative clauses and relative pronouns (e.g. 'There are many people who do not have jobs.'); • uses different types of sentences, such as statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb predicate, direct and indirect object, main and subordinate clauses; • uses the full range of punctuation appropriately (e.g. dash, semi-colon). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'although' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, collocations, repetition of words, and pronouns; • sequences paragraphs in a logical order to create longer texts. **AS4.**Develops awareness and use of style: • uses a variety of sentence lengths and types; • distinguishes between formal and informal language; • uses idioms and idiomatic expressions of the language appropriately. **AS6.**Uses meta-language (e.g. talks about simple,	curriculum; • locates and accesses information from a wide variety of sources (e.g. radio, Internet, various kinds of written texts, libraries); • refines the use of appropriate referencing techniques and conventions when copying (and citing) information from sources (e.g. records author, title, date, publisher, page numbers, website); • works on increasingly complex projects across Learning Areas and produces a synthesised product. **AS3.**Processes information: • experiments with different kinds of note-taking and note-making (e.g. taking notes under different circumstances, using abbreviations for speed); • pays attention to referencing details; • extracts and synthesises information, using listening, reading, writing and viewing skills; • changes information from one format or language to another (transcoding or translation); • summarises information or ideas by selecting, generalising, categorising and editing, and reflects critically on the product; • formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language (e.g. moving from simple to complex sentences). Thinks creatively: • visualises, predicts, fantasises and empathises with sensitivity to make meaning and solve problems; • imagines possibilities and alternatives to expand thinking (hypothesises and speculates); • considers differences and uses them creatively	organise, and present research on a topic (for Languages and other Learning Areas); • considers different perspectives when selecting information; • extends sources and methods for locating relevant information (e.g. electronic and other media such as newspaper archives, documentary films, specialist libraries); • works on increasingly complex projects across Learning Areas and produces a synthesised product. **AS3.**Processes information: • develops note-taking and note-making skills (e.g. selects, sequences, classifies and organises information using lists, mind maps, graphs), and includes citation and reference details; • chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation; • changes information from one format or language to another (transcoding or translation); • evaluates reliability and validity of information from print and other media sources (e.g. on current affairs issues); • writes and speaks using increasingly more complex language and grammatical structures for clarity and substance. Thinks creatively: • visualises, predicts, fantasises and empathises with increasing sensitivity to make meaning and solve problems; • imagines possibilities and alternatives to expand thinking (hypothesises and speculates); • uses a variety of modes to explore and extend ideas (e.g. writes, draws, dances, role-plays); • considers differences and consolidates their use creatively and positively (e.g. differences in experience, culture, interest and personality);

	compound and complex sentences).	and positively (e.g. differences in experience, culture, interest and personality); • writes experimentally to explore ideas, emotions and imaginative experience; • compares how different languages express terms in different Learning Areas and create links to help understanding and assist in problem-solving. **LO6 LANGUAGE STRUCTURE AND USE** **AS1.**Works with words: • uses a range of different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately; • uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.'); • identifies and uses relative clauses and relative pronouns (e.g. 'I know the person who did it.'); • analyses the grammatical differences	• compares how different languages express concepts, in different Learning Areas and create links to help understanding and assist in problem-solving. **LO6 LANGUAGE STRUCTURE AND USE** **AS1.**Works with words: • uses a wide range of strategies to spell unfamiliar words and discusses the strategies used; • creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems; • uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words; • uses common abbreviations and acronyms appropriately; • explains and uses word families and words of the same field to develop vocabulary in context; • uses common prefixes and suffixes to work out meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and analyses the components of a

		between statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses; uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'therefore' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words, and words that are commonly used together (collocations); • sequences paragraphs in a logical order to create longer texts. **AS4.**Develops awareness and use of style: • uses a variety of sentence lengths and analyses sentence types; • distinguishes between formal and informal language and uses an appropriate style in writing and speaking; • uses idioms and idiomatic expressions appropriately and creatively. **AS6.**Uses meta-language (terms such as thesaurus, acronym, modal, article, relative clause).	sentence such as subject, verb, object, main and subordinate clause, and explains the function of each; • uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'while' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words such as 'however', synonyms and antonyms, and repeating words. **AS4.**Develops awareness and use of style: • uses and discusses a variety of sentence lengths; • distinguishes between formal and informal language and explains when each style is appropriate; • avoids verbosity and ambiguity; • uses idioms and idiomatic expressions of the language appropriately and creatively. **AS6.**Uses meta-language (terms such as collocation, coherent, cohesive, logical, semi-colon).

<u>**As2**</u>			
<u>**3. POETRY**</u> <u>**LO1: LISTENING**</u> AS 1,5	**LO1: LISTENING** **AS1.**Listens to and appreciates expressive, imaginative and narrative texts (e.g. ballads songs, short stories, folktales). **AS5.**Identifies particular words, phrases and sentences which influence the listener and explains their impact (e.g. emotive language, distinguishing between fact and opinion, recognising bias and prejudice).	**LO1: Listening** **AS1.**Listens to and appreciates challenging imaginative and informative oral texts (e.g. poems, praise poems, two- or three-episode stories and radio dramas, short talks, radio advertisements, debates). **AS5.**Identifies the speaker's reasons for choosing particular words, phrases and sentences to influence the listener and explains their impact (e.g. persuasive language, distinguishing between fact and opinion, identifying the speaker's point of view, and recognising bias and prejudice). ---	**LO1:Listening** **AS1.**Listens to and appreciates a variety of complex imaginative and informative oral texts (e.g. radio dramas, talk shows, documentaries, dramatised poems, book reviews). **AS5.**Discusses the speaker's reasons for choosing particular words, phrases, sentences and stylistic effects to influence the listener and explains their impact (e.g. deliberate ambiguity, distinguishing fact from opinion, identifying the speaker's point of view, recognising and discussing bias, prejudice and propaganda).
LO2: Speaking **AS 2**	AS2 Communicates ideas, facts and opinions clearly and with some accuracy and coherence, using a limited range of factual oral text types (e.g. discussions, short arguments)._	AS 2 Communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types (e.g. discussions, debates).	AS 2 Communicates ideas, facts and opinions onchallenging topics accurately and coherently, using a wide range of factual oral text types (e.g.explanations of technological processes such as how to use a computer or video player).
LO3: READING AND VIEWING AS 1,5,8,10	**LO3: Reading And Viewing** **AS1.**Reads spontaneously and often for pleasure and information across the range of text types studied, describes personal response and discusses the kinds of texts enjoyed.	**LO3: Reading and Viewing** **AS1.**Reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts	**LO3: Reading and Viewing** **AS1.**Reads spontaneously and extensively for pleasure and information across the range of text types studied, compares personal responses, and

	AS2 Reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences). AS5.Identifies different text types and their key features and explains the way the text is organised (e.g. poems, newspaper articles, short stories, advertisements, short magazine articles). AS8.Responds critically to texts: • identifies writer's point of view; • identifies implicit (or hidden) messages in the text; • identifies obvious bias or prejudice; • identifies ways in which the writer shapes the reading of the text by careful choice of words. ■ Identifies AS10.Reflects on own skills as a reader.	enjoyed, and recommends texts to others. AS5.Explains how key features and the organisation of different types of texts contribute to how the text functions (e.g. poems, short novels, newspaper articles, letters, ballads, book reviews). AS8.Responds critically to texts: • discusses writer's point of view; • discusses implicit (or hidden) messages in the text, as well as bias or prejudice; • discusses how context influences the message; • identifies what has been left out of the text and discusses why; • questions whether learner agrees with the messages in the text. AS10.Reflects on and discusses own skills as a reader.	makes motivated recommendations to others. AS5.Discusses different types of texts and explains how their key features are organised and how they contribute to the functioning of the text (e.g. long poems, short novels, newspaper articles, diaries, letters, book reviews, short plays). AS8.Responds critically to texts: • evaluates writers point of view; • evaluates implicit (or hidden) messages, any bias or prejudice, and offers own opinion and alternatives; • discusses how social and cultural contexts influence the message. AS10.Reflects on and evaluates own skills as a reader.
LO4 WRITING	**LO4: Writing** **AS1.**Writes a selected range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs. **AS3.**Demonstrates basic skills in selected features of writing appropriate to the text type (e.g. establishes the setting and plot in narratives, manages rhythm and rhyme in poetry, uses straightforward language in simple descriptions, shows sequence in procedures).	**LO4: Writing** **AS1.**Writes a range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters.	**LO4: Writing** **AS1.**Writes a wide range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects. **AS3.**Demonstrates advanced skills in a range of features of writing appropriate to the text type (e.g. develops character, establishes the setting and develops the plot in narrative and descriptive writing, and uses a wider range of

		AS3.Demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative and descriptive writing, and uses simple imagery in poetry).	imagery in writing of own poetry).
LO 5: THINKING AND REASONING **LO6: LANGUAGE STRUCTURE AND USE** AS 1,2,3,4,5	**LO6 Language Structure and Use** **AS1.**Works with words: • uses different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum; • uses the dictionary and thesaurus to increase vocabulary and improve spelling; • uses common abbreviations and acronyms appropriately; • identifies and uses word families and words of the same field in context to develop vocabulary in context; • identifies a range of prefixes and suffixes to work out meaning; • analyses how languages borrow words from one another, and how new words are coined and uses these appropriately. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'When she was fifteen, her mother died.'); • identifies and uses relative clauses and relative pronouns (e.g. 'There are many people who do not have jobs.'); • uses different types of sentences, such as statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb predicate, direct and indirect object, main and subordinate clauses	**LO6: Language Structure and Use** **AS1.**Works with words: • uses a range of different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately; • uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.'); • identifies and uses relative clauses and relative pronouns (e.g. 'I know the person who did it.'); • analyses the grammatical differences	**LO6:Language Structure and Use** **AS1** Works with words: • uses a wide range of strategies to spell unfamiliar words and discusses the strategies used; • creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems; • uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words; • uses common abbreviations and acronyms appropriately; • explains and uses word families and words of the same field to develop vocabulary in context; • uses common prefixes and suffixes to work out meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions

		between statements, questions, commands, instructions and exclamations;	and exclamations;

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

AS3. Works with texts:
• varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs;
• uses connecting words such as 'although' to develop a logical line of thought in a paragraph;
• links sentences in cohesive paragraphs using, for example, collocations, repetition of words, and pronouns;
• sequences paragraphs in a logical order to create longer texts.

AS4. Develops awareness and use of style:
• uses a variety of sentence lengths and types;
• distinguishes between formal and informal language;
• uses idioms and idiomatic expressions of the language appropriately.
AS5. Develops critical language awareness, for example:
• identifies texts where language does not mean exactly what is said - recognises implied meanings;
• identifies manipulative language;
• examines how language is used to construct gender, race, the environment, health, etc
.

• identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses;

• uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series).

AS3. Works with texts:
• varies use of topic and supporting sentences
(e.g. putting topic sentence at end) to develop
coherent paragraphs;
• uses connecting words such as 'therefore' to
develop a logical line of thought in a paragraph;
• links sentences in cohesive paragraphs using,
for example, connecting words, and words that are commonly used together (collocations);
• sequences paragraphs in a logical order to create longer texts.
AS4 Develops awareness and use of style:
• uses a variety of sentence lengths and analyses sentence types;
• distinguishes between formal and informal language and uses an appropriate style in writing and speaking;
• uses idioms and idiomatic expressions appropriately and creatively.
AS5. Develops critical language awareness, for example:
• identifies implied meanings and multiple meanings;

• identifies and analyses the components of a sentence such as subject, verb, object, main and subordinateclause, and explains the function of each;
• uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses).

AS3 Works with texts:
• varies use of topic and supporting sentences (e.g.
putting topic sentence at end) to develop coherent
paragraphs;
• uses connecting words such as 'while' to develop
a logical line of thought in a paragraph;
• links sentences in cohesive paragraphs using, for
example, connecting words such as 'however', synonyms and antonyms, and repeating words.
AS4 Develops awareness and use of style:
• uses and discusses a variety of sentence lengths;
• distinguishes between formal and informal language and explains when each style is appropriate;
• avoids verbosity and ambiguity;
• uses idioms and idiomatic expressions of the language appropriately and creatively.
AS5 Develops critical language awareness, for example:
• identifies connotative meanings, denotative meanings, implied meanings and multiple meanings;
• analyses manipulative language and rhetoric without the emotional undertones;

| | | • identifies manipulative language and rewrites this without the emotional undertones;

• examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned. | • examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned - suggests ways of rewriting texts to create other possibilities.

LO4: Writing

AS1. Writes a wide range of imaginative texts:
• to express imagination, ideas and feelings about self and others;
• to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects.
AS3. Demonstrates advanced skills in a range of features of writing appropriate to the text type (e.g.
develops character, establishes the setting and develops the plot in narrative and descriptive writing, and uses a wider range of imagery in writing of own poetry).

LO6:Langage Structure and Use

AS1 Works with words:
• uses a wide range of strategies to spell unfamiliar
words and discusses the strategies used;
• creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems;
• uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words;
• uses common abbreviations and acronyms |

			appropriately; • explains and uses word families and words of the same field to develop vocabulary in context; • uses common prefixes and suffixes to work out meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and analyses the components of a sentence such as subject, verb, object, main and
4. DRAMA **LO 1: Listening** AS 1,4,6	**LO 1: LISTENING** **AS1.**Listens to and appreciates expressive, imaginative and narrative texts (e.g. ballads songs, short stories, folktales). **AS4.**Identifies and interprets appropriately the use of nonverbal strategies (e.g. facial expressions, gestures and volume). **AS6**Recognises and accepts different varieties of the language such as different accents, dialects and the	**LO1: LISTENING** **AS1.**Listens to and appreciates challenging imaginative and informative oral texts (e.g. poems, praise poems, two- or three-episode stories and radio dramas, short talks, radio advertisements, debates) **AS4.**Identifies and discusses the use of non-verbal strategies (e.g. eye contact, body language, tone of voice, pauses)..	**LO1: Listening** **AS1.**Listens to and appreciates a variety of complex imaginative and informative oral texts (e.g. radio dramas, talk shows, documentaries, dramatised poems, book reviews). **AS4.**Identifies and discusses the influence of nonverbal strategies on the listener (e.g. eye contact, body language, and the use of space, tone, and speech tempo).

	language of different age groups (e.g. slang).	**AS6.**Recognises and accepts a wide range of different varieties of the language such as different accentsand dialects and discusses the language of different age groups (e.g. slang).	**AS6.**Recognises and accepts a wide range of different varieties of the language such as different accents and dialects and considers the appropriateness of the language of different age groups (e.g. slang).
LO 2: Speaking AS 1,4,5,6	**LO 2: Speaking** **AS1.**Communicates ideas and feelings expressively with confidence and with some assistance, using selected oral text types (e.g. stories, jokes, dramas). **AS4.**Demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • takes on different roles; • acknowledges other opinions; • explains own point of view; • gives criticism; • bridges gaps by asking questions, giving choices, keeping responses open-ended, and showing genuine inter• shows sensitivity to the rights and feelings of others; • challenges insensitive or discriminatory use of language. **AS5.**Gives oral presentations with some degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different social and cultural conventions; • appropriate figurative devices such as climax and anti-climax. **AS6.**Recognises and explains the success of own communication.	**LO2:SPEAKING** **AS1.**Communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral text types (e.g. dramas, role-plays, songs). **AS4.**Demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks appropriate questions; • takes on different roles; • acknowledges others' opinions and disagrees politely when necessary; • motivates own point of view; • gives and receives criticism; • persuades others; • bridges gaps by asking questions to clarify meaning, giving choices, keeping responses open-ended, and showing genuine interest; • shows sensitivity to the rights and feelings of others in conversation where appropriate; • challenges insensitive or discriminatory use of language.	**LO2: Speaking** **AS1.**Communicates ideas and feelings creatively, expressively and imaginatively with confidence and autonomy, using a wide range of oral text types (e.g. dramas, poems). **AS4.**Demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks probing questions; • leads discussions; • negotiates differences to arrive at common point of view or compromise; • motivates own point of view using evidence and similar opinions from peers, and shows flexibility in accepting compromise; • accepts challenges and criticism where appropriate; • bridges gaps by asking questions, volunteering opinions, rephrasing to clarify meaning, giving choices, and keeping responses open-ended; • distinguishes when to show sensitivity to the rights and feelings of others and when to challenge insensitivity or discrimination. **AS5.**Gives oral presentations confidently and creatively, paying attention to: • pausing and variation in tempo and volume at key points; • purpose and audience;

LO3: Reading And Viewing AS 1,2,6,10	**LO3: Reading And Viewing** **AS1.**Reads spontaneously and often for pleasure and information across the range of text types studied, describes personal response and discusses the kinds of texts enjoyed. **AS2.**Reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences). **AS6.**Demonstrates understanding of the text, its purpose and its relationship to own life by discussing the plot, themes, characters and setting. **AS10.**Reflects on own skills as a reader.	**AS5.**Gives oral presentations with a great degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different presentation modes; • register; • tone; • different social cultural conventions; • appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect). **AS6.**Identifies and discusses the features which contribute to the success of own communication. **LO3:Reading and Viewing** **AS1.**Reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed, and recommends texts to others. **AS2.**Reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades. **AS6.**Demonstrates understanding of the text, its purpose and its relationship to own life by discussing the plot, themes, characters and setting. **AS10.**Reflects on and discusses own skills as a reader	• posture, gesture, body language and facial expressions to engage audience interest; • variety in presentation modes; • register; • tone; • degree of formality; • different social and cultural conventions; • appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions. communication and makes improvements. **LO3: Reading And Viewing** **AS1.**Reads spontaneously and extensively for pleasure and information across the range of text types studied, compares personal responses, and makes motivated recommendations to others. **AS2.**Reads independently, both aloud and silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades. **AS6.**Demonstrates understanding of the text, its purpose and its relationship to own life by analysing the development of the plot, themes, values, characters and setting. **AS10.**Reflects on and evaluates own skills as a reader

LO 4: Writing AS 1,3,4	**LO4 : Writing** **AS1.**Writes a selected range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs. **AS3.**Demonstrates basic skills in selected features of writing appropriate to the text type (e.g. establishes the setting and plot in narratives, manages rhythm and rhyme in poetry, uses straightforward language in simple descriptions, shows sequence in procedures). **AS4.**Uses the writing process with assistance and collaboratively to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses other texts as models for writing; • plans and develops topic by using information from one other source; • organises ideas coherently in simple, logical order to produce first drafts; • reflects on drafts, considering purpose, audience, language usage and logical organisation, and revises appropriately; • reflects on and discusses own and peers' writing, showing sensitivity to the rights and feelings of others; • proofreads and corrects final draft by applying knowledge of language in context, focusing on grammar, punctuation, spelling and vocabulary appropriate for the grade; • publishes final product, paying attention to presentation and basic elements of design.	**LO4:Writing** **AS1.**Writes a range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters. **AS3.**Demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative and descriptive writing, and uses simple imagery in poetry). **AS4.**Uses the writing process collaboratively and independently to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses increasingly complex texts as models; • plans and develops topic using relevant information from other sources; • organises ideas coherently in logical order to produce first drafts; • reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revises appropriately; • critically reflects on own and peers' writing and makes recommendations, showing sensitivity to	**LO4:Writing** **AS1.**Writes a wide range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects. **AS3.** Demonstrates advanced skills in a range of features of writing appropriate to the text type (e.g. develops character, establishes the setting and develops the plot in narrative and descriptive writing, and uses a wider range of imagery in writing of own poetry). AS4 Uses the writing process with assistance and collaboratively to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses other texts as models for writing; • plans and develops topic by using information from one other source; • organises ideas coherently in simple, logical order to produce first drafts; • reflects on drafts, considering purpose, audience, language usage and logical organisation, and revises appropriately; • reflects on and discusses own and peers' writing, showing sensitivity to the rights and feelings of others;

LO 5: Thinking and Reasoning AS 1		the rights and feelings of others; • proofreads and corrects draft by applying knowledge of language in context appropriate for the grade; • publishes final product, paying attention to creative presentation and varied elements of design.	• proofreads and corrects final draft by applying knowledge of language in context, focusing on grammar, punctuation, spelling and vocabulary appropriate for the grade; • publishes final product, paying attention to presentation and basic elements of design.
	LO5: Thinking And Reasoning **AS1.**Uses language to think and reason: • infers and deduces meaning, and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum; • explains cause and effect; • weighs options by deciding which of two alternatives is the better choice; • expresses and develops a clear personal viewpoint; • supports an argument with various kinds of evidence (e.g. statistical and other); • uses questions to develop own thinking or that of others; • uses appropriate language structures to express complex thought (e.g. the use of conditionals, for example, 'If resources were shared fairly, we might have less crime.').	**LO5: Thinking and Reasoning** **AS1.**Uses language to think and reason: • applies thinking and reasoning skills in a variety of contexts across the curriculum; • discusses and explains the perspective and position of the author in various texts; • explains and discusses cause and effect (e.g. 'Why is this the cause of …?'); • presents a counter-argument and gives reasons (e.g. 'I disagree because…' and 'I support my argument with…'); • recognises and explains why information can be considered 'factual' or 'objective'; • draws on own experience in order to substantiate point of view; • questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics).	**LO5: Thinking and Reasoning** **AS1.**Uses language to think and reason: • applies thinking and reasoning skills in a variety of contexts across the curriculum and in personal circumstances; • recognises and discusses the author's central point and perspective within different types of text; • analyses cause and effect in greater depth, in literary texts and texts from across the curriculum (e.g. by looking at underlying causes beyond the obvious); • develops and uses arguments in ways that: ! make the logic clear to the reader or listener, ! anticipates responses and objections; • presents a counter-argument, and provides alternatives; • uses factual information and interprets statistics with increasing confidence to support argument; • draws on own experience and contrasts it with that of others to illustrate a point of view; • uses questions, inference and analysis to develop critical thinking, and for problem solving.
LO6: Language Strucutre and Use AS 1,2,3,4,5,6	**LO6: Language Structure and Use** **AS1.**Works with words: • uses different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum; • uses the dictionary and thesaurus to increase vocabulary and improve spelling; • uses common abbreviations and acronyms appropriately; • identifies and uses word families and words of the same field in context to develop vocabulary in context; • identifies a range of prefixes and suffixes to work	**LO6: Language Structure and Use** **AS1.**Works with words: • uses a range of different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus	**LO6: Language and Structure Use** **AS1.**Works with words: • uses a wide range of strategies to spell unfamiliar

out meaning; • analyses how languages borrow words from one another, and how new words are coined and uses these appropriately. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'When she was fifteen, her mother died.'); • identifies and uses relative clauses and relative pronouns (e.g. 'There are many people who do not have jobs.'); • uses different types of sentences, such as statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb predicate, direct and indirect object, main and subordinate clauses; • uses the full range of punctuation appropriately (e.g. dash, semi-colon). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'although' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, collocations, repetition of words, and pronouns; • sequences paragraphs in a logical order to create longer texts. **AS4.**Develops awareness and use of style: • uses a variety of sentence lengths and types; • distinguishes between formal and informal language; • uses idioms and idiomatic expressions of the language appropriately.	competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately; • uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined. **AS2.** Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.'); • identifies and uses relative clauses and relative pronouns (e.g. 'I know the person who did it.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses; • uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series). **AS3.**Works with texts: • varies use of topic and supporting sentences	words and discusses the strategies used; • creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems; • uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words; • uses common abbreviations and acronyms appropriately; • explains and uses word families and words of the same field to develop vocabulary in context; • uses common prefixes and suffixes to work out meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and analyses the components of a sentence such as subject, verb, object, main and subordinateclause, and explains the function of each; • uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses). **AS3**Works with texts: • varies use of topic and supporting sentences (e.g.

AS5 Develops critical language awareness, for example:
• identifies texts where language does not mean exactly what is said - recognises implied meanings;
• identifies manipulative language;
• examines how language is used to construct gender, race, the environment, health, etc.

AS6. Uses meta-language (e.g. talks about simple, compound and complex sentences).

(e.g. putting topic sentence at end) to develop
coherent paragraphs;
• uses connecting words such as 'therefore' to develop a logical line of thought in a paragraph;
• links sentences in cohesive paragraphs using, for example, connecting words, and words that are commonly used together (collocations);
• sequences paragraphs in a logical order to create longer texts.

AS4. Develops awareness and use of style:
• uses a variety of sentence lengths and analyses
sentence types;
• distinguishes between formal and informal language and uses an appropriate style in writing and speaking;
• uses idioms and idiomatic expressions appropriately and creatively.

AS5. Develops critical language awareness, for example:
• identifies implied meanings and multiple meanings;
• identifies manipulative language and rewrites
this without the emotional undertones;

• examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned.

AS6. Uses meta-language (terms such as thesaurus, acronym, modal, article, relative clause).

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putting topic sentence at end) to develop coherent paragraphs;
• uses connecting words such as 'while' to develop a logical line of thought in a paragraph;
• links sentences in cohesive paragraphs using, for example, connecting words such as 'however', synonyms and antonyms, and repeating words.

AS4. Develops awareness and use of style:
• uses and discusses a variety of sentence lengths;
• distinguishes between formal and informal language and explains when each style is appropriate;
• avoids verbosity and ambiguity;
• uses idioms and idiomatic expressions of the language appropriately and creatively.

AS5. Develops critical language awareness, for example:
• identifies connotative meanings, denotative meanings, implied meanings and multiple meanings;
• analyses manipulative language and rhetoric without the emotional undertones;

• examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned - suggests ways of rewriting texts to create other possibilities.

AS6. Uses meta-language (terms such as collocation, coherent, cohesive, logical, semi-colon).

5. MULTIMEDIA	LO1: Listening	LO1: Listening	LO1: Listening
LO1: Listening AS 2,7	**AS2.**Listens actively and carefully for specific information and main ideas, and responds appropriately, for example: • takes notes, summarises and passes on information accurately; • reflects on opinions, asks thoughtful questions and challenges where necessary. AS 3 Recognises how familiar oral texts are organised and describes some characteristic features (e.g. weather reports, directions, jokes, songs). This will include recognising tools used for humour, such as pausing and simple punch lines, and identifying the use of sound effects in different audio-visual texts. **AS7.**Identifies the values and historical, social and cultural contexts of selected texts.	**AS2.**Listens actively and carefully for specific information and main ideas, and responds appropriately, for example: • takes notes, summarises and draws conclusions; • reflects on opinions, asks searching questions and challenges where necessary. AS3 Understands how familiar oral texts are organised and describes characteristic features (e.g. short stories, praise poems, short talks). This will include recognising tools used for humour such as punch lines, sarcasm and exaggeration and identifying, recognising and analysing sound effects in different audio-visual texts. **AS7.**Identifies the values and historical, social and cultural contexts of different texts.	**AS2.**Listens actively and carefully for specific information and main ideas, and responds appropriately, for example: • draws conclusions; • reflects on information and opinions, asks searching questions and challenges where necessary. AS3 Analyses and compares how different kinds of oral texts are organised and the characteristic features of each (e.g. short stories, ballads, short talks, talk shows, radio dramas, news broadcasts, debates). This will include recognising tools used for humour such as puns, irony and understatement and analysing and comparing sound effects in different audio-visual texts. **AS7.**Identifies and discusses the values and historical, social and cultural contexts of a variety of texts.
LO2: Speaking AS 3,4,5,6	**LO2: Speaking** **AS3.**Demonstrates basic skills in selected oral text types: • accurately sequences oral instructions and descriptions; • produces logical arguments; • carries out interviews with peers using simple questions, listening and taking notes carefully. **AS4**Demonstrates basic interaction skills by participating actively in group discussions, conversations, interviews and debates, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights);	**LO2:Speaking** **AS3.**Demonstrates basic skills in a range of oral text types: • accurately sequences complex oral instructions and descriptions; • explains how to do an experiment; • carries out interviews with members of the community using basic interview techniques. **AS4.**Demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys,	**LO2: Speaking** **AS3.**Demonstrates advanced skills in a wide range of oral text types: • explains technological processes and explores complex ideas in a sequenced way (e.g. how to use a computer); • carries out interviews effectively using advanced interview techniques (e.g. asking probing questions). **AS4.**Demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and

LO 3: Reading and Viewing AS 2,3,4,5,7,10	• takes on different roles; • acknowledges other opinions; • explains own point of view; • gives criticism; • bridges gaps by asking questions, giving choices, keeping responses open-ended, and showing genuine interest; • shows sensitivity to the rights and feelings of others; • challenges insensitive or discriminatory use of language. **AS5.**Gives oral presentations with some degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different social and cultural conventions; • appropriate figurative devices such as climax and anti-climax. **AS6.** Recognises and explains the success of own communication. **LO3: Reading and Viewing** **AS2.**Reads aloud and silently for a variety of purposes using appropriate reading strategies (e.g. skimming and scanning, predictions, contextual clues, inferences). **AS3.**Identifies the purpose, audience and context of a text. **AS4.**Shows understanding of information texts: • identifies main ideas and explains how details support the main idea. **AS5.**Identifies different text types and their key features and explains the way the text is organised (e.g. poems, newspaper articles, short stories, advertisements, short	and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks appropriate questions; • takes on different roles; • acknowledges others' opinions and disagrees politely when necessary; • motivates own point of view; • gives and receives criticism; • persuades others; • bridges gaps by asking questions to clarify meaning, giving choices, keeping responses open-ended, and showing genuine interest; • shows sensitivity to the rights and feelings of others in conversation where appropriate; • challenges insensitive or discriminatory use of language. **AS5.**Gives oral presentations with a great degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different presentation modes; • register; • tone; • different social cultural conventions; • appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect). **AS6.**Identifies and discusses the features which	surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks probing questions; • leads discussions; • negotiates differences to arrive at common point of view or compromise; • motivates own point of view using evidence and similar opinions from peers, and shows flexibility in accepting compromise; • accepts challenges and criticism where appropriate; • bridges gaps by asking questions, volunteering opinions, rephrasing to clarify meaning, giving choices, and keeping responses open-ended; • distinguishes when to show sensitivity to the rights and feelings of others and when to challenge insensitivity or discrimination. **S5.**Gives oral presentations confidently and creatively, paying attention to: • pausing and variation in tempo and volume at key points; • purpose and audience; • posture, gesture, body language and facial expressions to engage audience interest; • variety in presentation modes; • register; • tone; • degree of formality; • different social and cultural conventions; • appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions. **AS6.**Evaluates the success of own communication and makes improvements. **LO3: Reading and Viewing** **AS2.**Reads independently, both aloud and

	magazine articles). **AS7.**Identifies and discusses techniques used to create particular effects in selected visual, written and multimedia texts such as: • simple literary devices and use of language (e.g. word play, register); • design elements (e.g. choice and positioning of pictures or photographs, use of print size and font, use of colour); • camera and film technique (e.g. close-ups, zoom shots). **AS8.**Responds critically to texts: • identifies writer's point of view; • identifies implicit (or hidden) messages in the text; • identifies obvious bias or prejudice; • identifies ways in which the writer shapes the reading of the text by careful choice of words. **AS10.**Reflects on own skills as a reader.	contribute to the success of own communication. **AS2.**Reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades. **AS3.**Discusses the purpose, audience and context of a text. **AS4.**Shows understanding of information texts: • identifies main ideas and explains how the details support the main idea; • questions ideas where appropriate; • makes judgements and draws conclusions about ideas on the basis of evidence; • identifies and explains different points of view. **AS5.**Explains how key features and the organisation of different types of texts contribute to how the text functions (e.g. poems, short novels, newspaper articles, letters, ballads, book reviews). **AS7.**Analyses techniques used to create particular effects in visual, written and multimedia texts such as: • the effectiveness of literary devices, and language used; • the impact of design elements (e.g. type and position of artwork, use of colour); • the impact of camera and film techniques (e.g. close-ups, zoom shots, camera angles,	silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades. **AS3.**Discusses and explains the purpose, audience and context of a text. **AS4.** Shows understanding of a wide range of information texts: • identifies the main ideas and explains how the details support the main idea; • evaluates the ideas; • discusses different points of view. **AS5.**Discusses different types of texts and explains how their key features are organised and how they contribute to the functioning of the text (e.g. long poems, short novels, newspaper articles, diaries, letters, book reviews, short plays). **AS7.**Evaluates techniques used to create particular effects in visual, written and multimedia texts such as: • the effectiveness of literary devices and language used; • the impact of design elements (e.g. positioning of text and artwork); • the impact of camera and film techniques (e.g. point of view, lighting, animation, speed, combination of print, sound and images). **AS8.**Responds critically to texts: • evaluates writers point of view; • evaluates implicit (or hidden) messages, any bias or prejudice, and offers own opinion and alternatives; • discusses how social and cultural contexts influence the message. **AS10.**Reflects on and evaluates own skills as a reader.

LO4: Writing AS 1,4	**LO4: Writing** **AS1.**Writes a selected range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative and playful use of language by means of narrative and descriptive compositions, diaries, friendly letters, dialogues, poems, cartoons, limericks and songs. **AS4.**Uses the writing process with assistance and collaboratively to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses other texts as models for writing; • plans and develops topic by using information from one other source; • organises ideas coherently in simple, logical order to produce first drafts; • reflects on drafts, considering purpose, audience, language usage and logical organisation, and revises appropriately; • reflects on and discusses own and peers' writing, showing sensitivity to the rights and feelings of others; • proofreads and corrects final draft by applying knowledge of language in context, focusing on grammar, punctuation, spelling and vocabulary appropriate for the grade; • publishes final product, paying attention to presentation and basic elements of design	flashbacks). **AS8.**Responds critically to texts: • discusses writer's point of view; • discusses implicit (or hidden) messages in the text, as well as bias or prejudice; • discusses how context influences the message; • identifies what has been left out of the text and discusses why; • questions whether learner agrees with the messages in the text. **AS10.**Reflects on and discusses own skills as a reader	**LO4: Writing** **AS1.**Writes a wide range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects. **AS4.**Uses the writing process independently and with ease to generate complex texts: • selects and explores complex topics through brainstorming, and using lists and notes; • uses increasingly complex texts as models; • plans and develops topic, selecting relevant information from a range of sources; • organises ideas coherently and logically in producing multiple drafts; • analyses multiple drafts considering purpose, audience, point of view, positioning of the reader, language usage, bias, complex organisation and varied elements of style, and revises appropriately; • analyses own and peers' writing, and evaluates and makes recommendations, showing sensitivity to the rights, feelings and personal style of others; • proofreads and corrects final draft by applying knowledge of language in context appropriate for the grade; • publishes final product, paying attention to a range of complex presentation and design elements.
		LO4:Writing **AS1.**Writes a range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters. **AS4.**Uses the writing process collaboratively and independently to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses increasingly complex texts as models; • plans and develops topic using relevant information from other sources; • organises ideas coherently in logical order to produce first drafts; • reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revises appropriately; • critically reflects on own and peers' writing	
LO 5: Thinking and Reasoning AS 1,3	**LO5:Thinking and Reasoning** **AS1.**Uses language to think and reason: • infers and deduces meaning, and explains the intentions of the author by interpreting written, visual and aural texts across the curriculum; • explains cause and effect; • weighs options by deciding which of two alternatives is the better choice; • expresses and develops a clear personal viewpoint; • supports an argument with various kinds of evidence (e.g. statistical and other);		**LO5: Thinking and Reasoning** **AS1.**Uses language to think and reason: • applies thinking and reasoning skills in a variety of contexts across the curriculum and in personal circumstances;

	• uses questions to develop own thinking or that of others; • uses appropriate language structures to express complex thought (e.g. the use of conditionals, for example, 'If resources were shared fairly, we might have less crime.'). **AS3.**Processes information: • records information in an accessible format (e.g. lists, mind maps, notes, summaries); • organises information appropriately (e.g. by time, importance); • changes information from one format (or language if necessary) into another (e.g. mind map into paragraph, list into summary); • reflects critically by sharing and challenging ideas; • compares different points of view, and identifies differences and similarities; • uses appropriate language for making comparisons (e.g. similarly, on the other hand, alternatively); • chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation	and makes recommendations, showing sensitivity to the rights and feelings of others; • proofreads and corrects draft by applying knowledge of language in context appropriate for the grade; • publishes final product, paying attention to creative presentation and varied elements of design. **LO5: Thinking and Reasoning** **AS1.**Uses language to think and reason: • applies thinking and reasoning skills in a variety of contexts across the curriculum; • discusses and explains the perspective and position of the author in various texts; • explains and discusses cause and effect (e.g. 'Why is this the cause of …?'); • presents a counter-argument and gives reasons (e.g. 'I disagree because…' and 'I support my argument with…'); • recognises and explains why information can be considered 'factual' or 'objective'; • draws on own experience in order to substantiate point of view; • questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics). **AS3.**Processes information: • experiments with different kinds of note-taking and note-making (e.g. taking notes under different circumstances, using abbreviations for speed); • pays attention to referencing details; • extracts and synthesises information, using listening, reading, writing and viewing skills; • changes information from one format or	• recognises and discusses the author's central point and perspective within different types of text; • analyses cause and effect in greater depth, in literary texts and texts from across the curriculum (e.g. by looking at underlying causes beyond the obvious); • develops and uses arguments in ways that: ! make the logic clear to the reader or listener, ! anticipates responses and objections; • presents a counter-argument, and provides alternatives; • uses factual information and interprets statistics with increasing confidence to support argument; • draws on own experience and contrasts it with that of others to illustrate a point of view; • uses questions, inference and analysis to develop critical thinking, and for problem solving. **AS3.**Processes information: • develops note-taking and note-making skills (e.g. selects, sequences, classifies and organises information using lists, mind maps, graphs), and includes citation and reference details; • chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation; • changes information from one format or language to another (transcoding or translation); • evaluates reliability and validity of information from print and other media sources (e.g. on current affairs issues); • writes and speaks using increasingly more complex language and grammatical structures for clarity and substance.

LO 6: Language Structure and Use AS 1,2,3,4,5,6	LO6: Language Structure and Use	language to another (transcoding or translation); • summarises information or ideas by selecting, generalising, categorising and editing, and reflects critically on the product; • formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language (e.g. moving from simple to complex sentences).	LO6 : Language Structure and Use
	AS1. Works with words: • uses different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum; • uses the dictionary and thesaurus to increase vocabulary and improve spelling; • uses common abbreviations and acronyms appropriately; • identifies and uses word families and words of the same field in context to develop vocabulary in context; • identifies a range of prefixes and suffixes to work out meaning; • analyses how languages borrow words from one another, and how new words are coined and uses these appropriately. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'When she was fifteen, her mother died.'); • identifies and uses relative clauses and relative pronouns (e.g. 'There are many people who do not have jobs.'); • uses different types of sentences, such as statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb predicate, direct and indirect object, main and subordinate clauses; • uses the full range of punctuation appropriately (e.g. dash, semi-colon). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'although' to develop a logical line of thought in a paragraph;	**LO6:Language Structure and Use** **AS1.**Works with words: • uses a range of different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately; • uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined. **AS2.** Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.'); • identifies and uses relative clauses and	**AS1.**Works with words: • uses a wide range of strategies to spell unfamiliar words and discusses the strategies used; • creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems; • uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words; • uses common abbreviations and acronyms appropriately; • explains and uses word families and words of the same field to develop vocabulary in context; • uses common prefixes and suffixes to work out meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and analyses the components of a sentence such as subject, verb, object, main and subordinateclause, and explains the function of

	• links sentences in cohesive paragraphs using, for example, collocations, repetition of words, and pronouns; • sequences paragraphs in a logical order to create longer texts. **AS4.**Develops awareness and use of style: • uses a variety of sentence lengths and types; • distinguishes between formal and informal language; • uses idioms and idiomatic expressions of the language appropriately. **AS5**Develops critical language awareness, for example: • identifies texts where language does not mean exactly what is said - recognises implied meanings; • identifies manipulative language; • examines how language is used to construct gender, race, the environment, health, etc. **AS6.**Uses meta-language (e.g. talks about simple, compound and complex sentences).	relative pronouns (e.g. 'I know the person who did it.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses; • uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'therefore' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs sing, for example, connecting words, and words that are commonly used together (collocations); • sequences paragraphs in a logical order to create longer texts. **AS4.**Develops awareness and use of style: • uses a variety of sentence lengths and analyses sentence types; • distinguishes between formal and informal language and uses an appropriate style in writing and speaking;	each; • uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses). **AS3**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'while' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words such as 'however', synonyms and antonyms, and repeating words. **AS4.**Develops awareness and use of style: • uses and discusses a variety of sentence lengths; • distinguishes between formal and informal language and explains when each style is appropriate; • avoids verbosity and ambiguity; • uses idioms and idiomatic expressions of the language appropriately and creatively. **AS5.**Develops critical language awareness, for example: • identifies connotative meanings, denotative meanings, implied meanings and multiple meanings; • analyses manipulative language and rhetoric without the emotional undertones; • examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned - suggests ways of rewriting texts to create other possibilities. **AS6.**Uses meta-language (terms such as collocation, coherent, cohesive, logical, semi-colon).

		• uses idioms and idiomatic expressions appropriately and creatively. **AS5.**Develops critical language awareness, for example: • identifies implied meanings and multiple meanings; • identifies manipulative language and rewrites this without the emotional undertones; • examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned. **AS6.**Uses meta-language (terms such as thesaurus, acronym, modal, article, relative clause).	

WORK SCHEDULE SENIOR PHASE ENGLISH HOME LANGUAGE: GRADE 7

TERM 1

1.	CONTENT IN CONTEXT : STORIES, TEXT (S) FROM OTHER LEARNING AREAS MULTIMEDIA, DRAMA, POETRY,
2.	INTERGRATION: ARTS AND CULTURE; MATHEMATICS; LIFE ORIENTATION; SOCIAL SCIENCES; TECHNOLOGY; NATURAL SCIENCES
3.	RESOURCES: STORY BOOKS, LIBRARIES, MAGAZINES, NEWSPAPER, SHORT STORIES, RADIO TALKS ETC.

WEEK	NOTE TO EDUCATORS: WRITE OUT ASSESSMENT STANDARDS IN FULL WHEN PREPARING YOUR WORK SCHEDULE	ASSESSMENT	TEACHING AND LEARNING STRATEGIES
	DRAMA **LO1: LISTENING** **AS1.**Listens to and appreciates challenging imaginative and informative oral texts (e.g. poems, praise poems, two- or three-episode stories and radio dramas, short talks, radio advertisements, debates) **AS4.**Identifies and discusses the use of non-verbal strategies (e.g. eye contact, body language, tone of voice, pauses).. **AS6.**Recognises and accepts a wide range of different varieties of the language such as different accents and dialects and discusses the language of different age groups (e.g. slang). **LO2:SPEAKING** **AS1.**Communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral text types (e.g. dramas, role-plays, songs).	<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>METHODS</u> Peer Teacher Teacher Assessment	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

AS4. Demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks appropriate questions; • takes on different roles; • acknowledges others' opinions and disagrees politely when necessary; • motivates own point of view; • gives and receives criticism; • persuades others; • bridges gaps by asking questions to clarify meaning, giving choices, keeping responses open-ended, and showing genuine interest; • shows sensitivity to the rights and feelings of others in conversation where appropriate; • challenges insensitive or discriminatory use of language. **AS5.**Gives oral presentations with a great degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different presentation modes; • register; • tone; • different social cultural conventions; • appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect). **AS6.**Identifies and discusses the features which contribute to the success of own communication.		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
LO3:Reading and Viewing **AS1.**Reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed, and recommends texts to others. **AS2.**Reads aloud and silently for a variety of purposes			

		consolidating the appropriate reading strategies developed in earlier grades. **AS6.**Demonstrates understanding of the text, its purpose and its relationship to own life by discussing the plot, themes, characters and setting. **AS10.**Reflects on and discusses own skills as a reader		
		LO4:Writing **AS1.**Writes a range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters. **AS3.**Demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative and descriptive writing, and uses simple imagery in poetry). **AS4.**Uses the writing process collaboratively and independently to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses increasingly complex texts as models; • plans and develops topic using relevant information from other sources; • organises ideas coherently in logical order to produce first drafts; • reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revises appropriately; • critically reflects on own and peers' writing and makes recommendations, showing sensitivity to the rights and feelings of others; • proofreads and corrects draft by applying knowledge of language in context appropriate for the grade; • publishes final product, paying attention to creative presentation and varied elements of design.		

	LO5: Thinking and Reasoning **AS1.**Uses language to think and reason: • applies thinking and reasoning skills in a variety of contexts across the curriculum; • discusses and explains the perspective and position of the author in various texts; • explains and discusses cause and effect (e.g. 'Why is this the cause of …?'); • presents a counter-argument and gives reasons (e.g. 'I disagree because…' and 'I support my argument with…'); • recognises and explains why information can be considered 'factual' or 'objective'; • draws on own experience in order to substantiate point of view; • questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics).			
	LO6: Language Structure and Use **AS1.**Works with words: • uses a range of different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately; • uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined. **AS2.** Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions,			

and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.'); • identifies and uses relative clauses and relative pronouns (e.g. 'I know the person who did it.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses; • uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'therefore' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words, and words that are commonly used together (collocations); • sequences paragraphs in a logical order to create longer texts. **AS4.**Develops awareness and use of style: • uses a variety of sentence lengths and analyses sentence types; • distinguishes between formal and informal language and uses an appropriate style in writing and speaking; • uses idioms and idiomatic expressions appropriately and creatively. **AS5.**Develops critical language awareness, for example: • identifies implied meanings and multiple meanings; • identifies manipulative language and rewrites this without the emotional undertones; examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned.	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 METHODS Peer Teacher Teacher Assessment	Group Work Individual Demonstrations Rainbow Activity Games Role-play Problem- solving Facilitating

	AS6. Uses meta-language (terms such as thesaurus, acronym, modal, article, relative clause).		Reading, comparing and contrasting
			Working in small groups
	3 MULTIMEDIA:	**FORMS**	Decision-making activities
		Investigation	Problem- solving activities
	LO1: Listening	Questionnaire	Expressing own opinion
	AS2. Listens actively and carefully for specific	Interviews	Building consensus
	information and main ideas, and responds	Tests	Story telling
	appropriately, for example:	Written work	Write a newspaper article
	• takes notes, summarises and draws conclusions;	Poster	Design a poster
	• reflects on opinions, asks searching questions	Action	Brainstorming
	and challenges where necessary.	Research	Research, interviews, surveys
	AS7. Identifies the values and historical, social and	Product Portfolios	Reading maps, using symbols
	cultural contexts of different texts.	Project work	Drawing maps, using symbols
	LO2:Speaking	Practical Demonstrations	Giving/ receiving directions
		Case Studies	Making comparisons, using
	AS3. Demonstrates basic skills in a range of oral text	Observations	simple graphs
	types:	Lists	Identifying and solving
	• accurately sequences complex oral instructions	Reports	problems
	and descriptions;	Budgets	Getting involved in
	• explains how to do an experiment;	Role plays	community resource people
	• carries out interviews with members of the	Short Research Reports	questions
	community using basic interview techniques.	**METHODS**	Sharing own opinions and
	AS4. Demonstrates a range of interaction skills by	Peer	listening to the opinions of
	participating actively in group discussions,	Teacher	others
	conversations, debates and group surveys, and	Teacher Assessment	Problem posing
	while so doing:		Investigations
	• tackles important issues (e.g. social and ethical		
	issues related to the environment and human		
	rights);		
	• asks appropriate questions;		
	• takes on different roles;		
	• acknowledges others' opinions and disagrees		
	politely when necessary;		
	• motivates own point of view;		
	• gives and receives criticism;		
	• persuades others;		
	• bridges gaps by asking questions to clarify		
	meaning, giving choices, keeping responses		
	open-ended, and showing genuine interest;		
	• shows sensitivity to the rights and feelings of		
	others in conversation where appropriate;		

	• challenges insensitive or discriminatory use of language. **AS5.**Gives oral presentations with a great degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different presentation modes; • register; • tone; • different social cultural conventions; • appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect). **AS6.**Identifies and discusses the features which contribute to the success of own communication.		
	AS2. Reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades. **AS3.**Discusses the purpose, audience and context of a text. **AS4.**Shows understanding of information texts: • identifies main ideas and explains how the details support the main idea; • questions ideas where appropriate; • makes judgements and draws conclusions about ideas on the basis of evidence; • identifies and explains different points of view. **AS5.**Explains how key features and the organisation of different types of texts contribute to how the text functions (e.g. poems, short novels, newspaper articles, letters, ballads, book reviews). **AS7.**Analyses techniques used to create particular effects in visual, written and multimedia texts such as: • the effectiveness of literary devices, and language used; • the impact of design elements (e.g. type and position of artwork, use of colour); • the impact of camera and film techniques (e.g. close-ups, zoom shots, camera angles, flashbacks).		

	AS8. Responds critically to texts: • discusses writer's point of view; • discusses implicit (or hidden) messages in the text, as well as bias or prejudice; • discusses how context influences the message; • identifies what has been left out of the text and discusses why; • questions whether learner agrees with the messages in the text. **AS10.**Reflects on and discusses own skills as a reader		
	LO4:Writing **AS1.**Writes a range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters. **AS4.**Uses the writing process collaboratively and independently to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses increasingly complex texts as models; • plans and develops topic using relevant information from other sources; • organises ideas coherently in logical order to produce first drafts; • reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revises appropriately; • critically reflects on own and peers' writing and makes recommendations, showing sensitivity to the rights and feelings of others; • proofreads and corrects draft by applying knowledge of language in context appropriate for the grade; • publishes final product, paying attention to creative presentation and varied elements of design.		
	LO5: Thinking and Reasoning		

	AS1. Uses language to think and reason: • applies thinking and reasoning skills in a variety of contexts across the curriculum; • discusses and explains the perspective and position of the author in various texts; • explains and discusses cause and effect (e.g. 'Why is this the cause of …?'); • presents a counter-argument and gives reasons (e.g. 'I disagree because…' and 'I support my argument with…'); • recognises and explains why information can be considered 'factual' or 'objective'; • draws on own experience in order to substantiate point of view; • questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics). **AS3.**Processes information: • experiments with different kinds of note-taking and note-making (e.g. taking notes under different circumstances, using abbreviations for speed); • pays attention to referencing details; • extracts and synthesises information, using listening, reading, writing and viewing skills; • changes information from one format or language to another (trans-coding or translation); • summarises information or ideas by selecting, generalising, categorising and editing, and reflects critically on the product; • formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language (e.g. moving from simple to complex sentences).		
	LO6:Language Structure and Use **AS1.**Works with words: • uses a range of different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses		

	which words give problems; • uses the dictionary and thesaurus competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately; • uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined. **AS2.** Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.'); • identifies and uses relative clauses and relative pronouns (e.g. 'I know the person who did it.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses; • uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series). **AS3.** Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'therefore' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs sing, for example, connecting words, and words that are commonly used together (collocations); • sequences paragraphs in a logical order to create longer texts. **AS4.** Develops awareness and use of style: • uses a variety of sentence lengths and analyses sentence types;		

	• distinguishes between formal and informal language and uses an appropriate style in writing and speaking; • uses idioms and idiomatic expressions appropriately and creatively. **AS5.**Develops critical language awareness, for example: • identifies implied meanings and multiple meanings; • identifies manipulative language and rewrites this without the emotional undertones; • examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned. **AS6.**Uses meta-language (terms such as thesaurus, acronym, modal, article, relative clause).		
	1. POETRY **LO1: Listening** **AS1.**Listens to and appreciates challenging imaginative and informative oral texts (e.g. poems, praise poems, two- or three-episode stories and radio dramas, short talks, radio advertisements, debates). **AS5.**Identifies the speaker's reasons for choosing particular words, phrases and sentences to influence the listener and explains their impact (e.g. persuasive language, distinguishing between fact and opinion, identifying the speaker's point of view, and recognising bias and prejudice).		
	LO3: Reading and Viewing **AS1.**Reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed, and recommends texts to others. **AS5.**Explains how key features and the organisation of different types of texts contribute to how the text functions (e.g. poems, short novels, newspaper articles, letters, ballads, book reviews). **AS8.**Responds critically to texts: • discusses writer's point of view;		

	• discusses implicit (or hidden) messages in the text, as well as bias or prejudice; • discusses how context influences the message; • identifies what has been left out of the text and discusses why; • questions whether learner agrees with the messages in the text. **AS10.**Reflects on and discusses own skills as a reader.		
	LO4: Writing **AS1.**Writes a range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters. **AS3.**Demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative and descriptive writing, and uses simple imagery in poetry).		
	LO6: Language Structure and Use **AS1.**Works with words: • uses a range of different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately; • uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions,		

| | | and articles;
• identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.');
• identifies and uses relative clauses and relative pronouns (e.g. 'I know the person who did it.');
• analyses the grammatical differences between statements, questions, commands, instructions and exclamations;
• identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses;
• uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series).
AS3. Works with texts:
• varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs;
• uses connecting words such as 'therefore' to develop a logical line of thought in a paragraph;
• links sentences in cohesive paragraphs using, for example, connecting words, and words that are commonly used together (collocations);
• sequences paragraphs in a logical order to create longer texts.
AS4 Develops awareness and use of style:
• uses a variety of sentence lengths and analyses sentence types;
• distinguishes between formal and informal language and uses an appropriate style in writing and speaking;
• uses idioms and idiomatic expressions appropriately and creatively.
AS5. Develops critical language awareness, for example:
• identifies implied meanings and multiple meanings;
• identifies manipulative language and rewrites this without the emotional undertones; | | |

and others;
• to explore the creative and playful use of language
by means of narrative and descriptive compositions,
diaries, friendly letters, dialogues, poems, cartoons,
limericks and songs.
AS3. Demonstrates basic skills in selected features of writing
appropriate to the text type (e.g. establishes the setting
and plot in narratives, manages rhythm and rhyme in
poetry, uses straightforward language in simple
descriptions, shows sequence in procedures).

AS1. Works with words:
• uses different strategies to spell unfamiliar words;
• creates personal spelling list and dictionary of words
across the curriculum;
• uses the dictionary and thesaurus to increase
vocabulary and improve spelling;
• uses common abbreviations and acronyms
appropriately;
• identifies and uses word families and words of the
same field in context to develop vocabulary in
context;
• identifies a range of prefixes and suffixes to work
out meaning;

	• analyses how languages borrow words from one another, and how new words are coined and uses these appropriately. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'When she was fifteen, her mother died.'); • identifies and uses relative clauses and relative pronouns (e.g. 'There are many people who do not have jobs.'); • uses different types of sentences, such as statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb predicate, direct and indirect object, main and subordinate clauses; • uses the full range of punctuation appropriately (e.g. dash, semi-colon). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'although' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, collocations, repetition of words, and pronouns; • sequences paragraphs in a logical order to create longer texts. **AS4.**Develops awareness and use of style: • uses a variety of sentence lengths and types; • distinguishes between formal and informal language; • uses idioms and idiomatic expressions of the language appropriately. **AS5.**Develops critical language awareness, for example: • identifies texts where language does not mean exactly what is said - recognises implied meanings; • identifies manipulative language; • examines how language is used to construct gender, race, the environment, health, etc.		

TERM	TEXT/CONTEXT 1	TEXT/CONTEXT 2	TEXT/CONTEXT 3	TEXT/CONTEXT 4
1.	MULTIMEDIA-IAT 3WEEKS	STORIES –FAT 3WEEKS	DRAMA –IAT 2WEEKS	TEXT FROM OTHER LEARNING AREAS- FAT- 3WKS
2.	MULTIMEDIA –IAT 2WEEKS	POETRY – FAT 3WEEKS	TEXT FROM OTHER LEARNING AREAS – IAT -3WEEKS	STORIES- FAT 3WEEKS
3.	DRAMA 3WEEKS	TEXT FROM OTHER LEARNING AREAS- 3WKS		
4.	CATS	CATS	CATS	EXAM

* **THIS TABLE HAS BEEN DEVELOPED IN LINE WITH THE PROVINCIAL ASSESSMENT GUIDELINE**

WORK SCHEDULE GRADE 8
TERM 1

2. CONTENT IN CONTEXT: Personal Development, Relationships, Communication, Healthy Environment, Society			
3. INTERGRATION: Arts and Culture, Mathematics, Technology, Natural Sciences, Social Sciences, Technology, Life Orientation			
4. RESOURCES:			

WEEK 1	LO 1 AS	ASSESSMENT	TEACHING AND LEARNING STRATEGIES
	1. TEXT FROM OTHER LEARNING AREAS **LO1: Listening** **AS2.**Listens actively and carefully for specific information and main ideas, and responds appropriately, for example: • takes notes, summarises and draws conclusions; • reflects on opinions, asks searching questions and challenges where necessary. Identifies the values and historical, social and cultural contexts of different texts. **LO1 LISTENING** **AS2.**Listens actively and carefully for specific information and main ideas, and responds appropriately, for example: • takes notes, summarises and draws conclusions; • reflects on opinions, asks searching questions and challenges where necessary. Identifies the values and historical, social and cultural contexts of different texts. **LO2 SPEAKING**	<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>METHODS</u> Peer Teacher	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

			Teacher Assessment Peer Assessment	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
	AS2. Communicates ideas, facts and opinions on challenging topics clearly and accurately and with a greater degree of coherence, using a range of factual oral text types (e.g. discussions, debates). • persuades others; • bridges gaps by asking questions to clarify meaning, giving choices, keeping responses open-ended, and showing genuine interest; • shows sensitivity to the rights and feelings of others in conversation where appropriate; • challenges insensitive or discriminatory use of language. **AS5.**Gives oral presentations with a great degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different presentation modes; • register; • tone; • different social cultural conventions; • appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect). **AS6.**Identifies and discusses the features which contribute to the success of own communication.		TOOLS Checklist Rubric Test Posing Questions Worksheets Portfolios	
	LO3 READING AND VIEWING **AS2.**Reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades. **AS3.** Discusses the purpose, audience and context of a text. **AS4.**Shows understanding of information texts: • identifies main ideas and explains how the details support the main idea; • questions ideas where appropriate; • makes judgements and draws conclusion ns about			

	ideas on the basis of evidence; • identifies and explains different points of view. **AS8.**Responds critically to texts: • discusses writer's point of view; • discusses implicit (or hidden) messages in the text, as well as bias or prejudice; • discusses how context influences the message; • identifies what has been left out of the text and discusses why; • questions whether learner agrees with the messages in the text. **AS9.**Discusses socio-cultural, environmental and ethical issues contained in texts and identifies the aspects of texts which carry the values related to them (e.g. content, language, artwork, point of view and characterisation). **AS10.**Reflects on and discusses own skills as a reader.		
	LO4 WRITING **AS2.**Produces a range of factual written and multimodal texts (texts using print and images) for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters, and book reviews. **AS4.**Uses the writing process collaboratively and independently to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses increasingly complex texts as models; • plans and develops topic using relevant information from other sources; • organises ideas coherently in logical order to produce first drafts; • reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revises appropriately; • critically reflects on own and peers' writing and makes recommendations, showing sensitivity to the rights and feelings of others;		

• proofreads and corrects draft by applying
knowledge of language in context appropriate
for the grade;
• publishes final product, paying attention to
creative presentation and varied elements of
design.

LO5 THINKING AND REASONING

AS1. Uses language to think and reason:
• applies thinking and reasoning skills in a
variety of contexts across the curriculum;
• discusses and explains the perspective and
position of the author in various texts;
• explains and discusses cause and effect (e.g.
'Why is this the cause of …?');
• presents a counter-argument and gives reasons
(e.g. 'I disagree because…' and 'I support my
argument with…');
• recognises and explains why information can
be considered 'factual' or 'objective';
• draws on own experience in order to
substantiate point of view;
• questions and infers to solve problems and
develop thinking about complex issues, ideas
and emotions (e.g. human rights issues,
environmental issues, personal dilemmas,
cross-curricular topics).
AS2. Uses language to investigate and explore:
• asks questions on national and cross-curricular
issues (e.g. corporal punishment, environmental
debates);
• weighs options by considering a number of
alternatives;
• does independent research across the

curriculum;
• locates and accesses information from a wide
variety of sources (e.g. radio, Internet, various
kinds of written texts, libraries);
• refines the use of appropriate referencing
techniques and conventions when copying (and
citing) information from sources (e.g. records

author, title, date, publisher, page numbers, website);
• works on increasingly complex projects across Learning Areas and produces a synthesised product.
AS3. Processes information:
• experiments with different kinds of note-taking and note-making (e.g. taking notes under different circumstances, using abbreviations for speed);
• pays attention to referencing details;
• extracts and synthesises information, using listening, reading, writing and viewing skills;
• changes information from one format or language to another (transcoding or translation);
• summarises information or ideas by selecting, generalising, categorising and editing, and reflects critically on the product;
• formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language (e.g. moving from simple to complex sentences).
Thinks creatively:
• visualises, predicts, fantasises and empathises with sensitivity to make meaning and solve

problems;
• imagines possibilities and alternatives to expand thinking (hypothesises and speculates);
• considers differences and uses them creatively and positively (e.g. differences in experience, culture, interest and personality);
• writes experimentally to explore ideas, emotions and imaginative experience;
• compares how different languages express terms in different Learning Areas and create links to help understanding and assist in problem-solving.

LO6 LANGUAGE STRUCTURE AND USE

AS1. Works with words:
• uses a range of different strategies to spell

	unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately; • uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.'); • identifies and uses relative clauses and relative pronouns (e.g. 'I know the person who did it.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses; uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'therefore' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words, and words that are commonly used together (collocations); • sequences paragraphs in a logical order to create longer texts.		

	AS4. Develops awareness and use of style: • uses a variety of sentence lengths and analyses sentence types; • distinguishes between formal and informal language and uses an appropriate style in writing and speaking; • uses idioms and idiomatic expressions appropriately and creatively. **AS6.**Uses meta-language (terms such as thesaurus, acronym, modal, article, relative clause). 2 DRAMA: **LO1: LISTENING** **AS1.**Listens to and appreciates challenging imaginative and informative oral texts (e.g. poems, praise poems, two- or three-episode stories and radio dramas, short talks, radio advertisements, debates) **AS4.**Identifies and discusses the use of non-verbal strategies (e.g. eye contact, body language, tone of voice, pauses).. **AS6.**Recognises and accepts a wide range of different varieties of the language such as different accents and dialects and discusses the language of different age groups (e.g. slang).		
	LO2:SPEAKING **AS1.**Communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral text types (e.g. dramas, role-plays, songs). **AS4.**Demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks appropriate questions;		

	• takes on different roles; • acknowledges others' opinions and disagrees politely when necessary; • motivates own point of view; • gives and receives criticism; • persuades others; • bridges gaps by asking questions to clarify meaning, giving choices, keeping responses open-ended, and showing genuine interest; • shows sensitivity to the rights and feelings of others in conversation where appropriate; • challenges insensitive or discriminatory use of language. **AS5.**Gives oral presentations with a great degree of accuracy and creativity, paying attention to: • clear and audible enunciation; • pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different presentation modes; • register; • tone; • different social cultural conventions; • appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect). **AS6.**Identifies and discusses the features which contribute to the success of own communication.		
	LO3:Reading and Viewing **AS1.**Reads spontaneously and often for pleasure and information across the range of texts studied, discusses personal response and the kinds of texts enjoyed, and recommends texts to others. **AS2.**Reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades. **AS6.**Demonstrates understanding of the text, its purpose and its relationship to own life by discussing the plot, themes, characters and setting. **AS10.**Reflects on and discusses own skills as a reader		
	LO4:Writing		

	AS1. Writes a range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters. **AS3.**Demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative and descriptive writing, and uses simple imagery in poetry). **AS4.**Uses the writing process collaboratively and independently to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses increasingly complex texts as models; • plans and develops topic using relevant information from other sources; • organises ideas coherently in logical order to produce first drafts; • reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revises appropriately; • critically reflects on own and peers' writing and makes recommendations, showing sensitivity to the rights and feelings of others; • proofreads and corrects draft by applying knowledge of language in context appropriate for the grade; • publishes final product, paying attention to creative presentation and varied elements of design. **LO5: Thinking and Reasoning** **AS1.**Uses language to think and reason: • applies thinking and reasoning skills in a variety of contexts across the curriculum; • discusses and explains the perspective and position of the author in various texts;		

	• explains and discusses cause and effect (e.g. 'Why is this the cause of …?'); • presents a counter-argument and gives reasons (e.g. 'I disagree because…' and 'I support my argument with…'); • recognises and explains why information can be considered 'factual' or 'objective'; • draws on own experience in order to substantiate point of view; • questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics).		

LO6: Language Structure and Use

AS1. Works with words:
• uses a range of different strategies to spell unfamiliar words;
• creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;
• uses the dictionary and thesaurus competently for vocabulary and spelling research;
• uses common abbreviations and acronyms appropriately;
• uses word families and words of the same field to develop vocabulary in context;
• uses prefixes and suffixes to work out meaning;
• explains how languages borrow words from one another, and how new words are coined.

AS2. Works with sentences:
• identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles;
• identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.');
• identifies and uses relative clauses and relative pronouns (e.g. 'I know the person who did it.');
• analyses the grammatical differences between statements, questions, commands, instructions

and exclamations;
• identifies and uses the components of a
sentence such as subject, verb, direct and
indirect object, main and subordinate clauses;
• uses a range of punctuation appropriately (e.g.
comma to separate an introductory phrase or
clause from the main part of a sentence, and to
separate phrases and clauses in a series).
AS3. Works with texts:
• varies use of topic and supporting sentences
(e.g. putting topic sentence at end) to develop
coherent paragraphs;
• uses connecting words such as 'therefore' to
develop a logical line of thought in a paragraph;
• links sentences in cohesive paragraphs using,
for example, connecting words, and words that
are commonly used together (collocations);
• sequences paragraphs in a logical order to
create longer texts.
AS4. Develops awareness and use of style:
• uses a variety of sentence lengths and analyses
sentence types;
• distinguishes between formal and informal
language and uses an appropriate style in
writing and speaking;
• uses idioms and idiomatic expressions
appropriately and creatively.
AS5. Develops critical language awareness, for example:
• identifies implied meanings and multiple
meanings;
• identifies manipulative language and rewrites
this without the emotional undertones;
examines how language is used to construct
gender, race, the environment, health, etc., and
how the reader is positioned.
AS6. Uses meta-language (terms such as thesaurus,
acronym, modal, article, relative clause).

3 MULTIMEDIA:

LO1: Listening
AS2. Listens actively and carefully for specific
information and main ideas, and responds
appropriately, for example:
• takes notes, summarises and draws conclusions;
• reflects on opinions, asks searching questions
and challenges where necessary.
AS7. Identifies the values and historical, social and
cultural contexts of different texts.

LO2:Speaking

AS3. Demonstrates basic skills in a range of oral text
types:
• accurately sequences complex oral instructions
and descriptions;
• explains how to do an experiment;
• carries out interviews with members of the
community using basic interview techniques.
AS4. Demonstrates a range of interaction skills by
participating actively in group discussions,
conversations, debates and group surveys, and
while so doing:
• tackles important issues (e.g. social and ethical
issues related to the environment and human
rights);
• asks appropriate questions;
• takes on different roles;
• acknowledges others' opinions and disagrees
politely when necessary;
• motivates own point of view;
• gives and receives criticism;
• persuades others;
• bridges gaps by asking questions to clarify
meaning, giving choices, keeping responses
open-ended, and showing genuine interest;
• shows sensitivity to the rights and feelings of
others in conversation where appropriate;
• challenges insensitive or discriminatory use of
language.
AS5. Gives oral presentations with a great degree of
accuracy and creativity, paying attention to:
• clear and audible enunciation;

	• pausing; • variation in tempo and volume; • purpose and audience; • posture and body language; • different presentation modes; • register; • tone; • different social cultural conventions; • appropriate figurative devices such as climax, anti-climax and hyperbole (exaggeration for effect). **AS6.**Identifies and discusses the features which contribute to the success of own communication.		
	AS2. Reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades. **AS3.**Discusses the purpose, audience and context of a text. **AS4.**Shows understanding of information texts: • identifies main ideas and explains how the details support the main idea; • questions ideas where appropriate; • makes judgements and draws conclusions about ideas on the basis of evidence; • identifies and explains different points of view. **AS5.**Explains how key features and the organisation of different types of texts contribute to how the text functions (e.g. poems, short novels, newspaper articles, letters, ballads, book reviews). **AS7.**Analyses techniques used to create particular effects in visual, written and multimedia texts such as: • the effectiveness of literary devices, and language used; • the impact of design elements (e.g. type and position of artwork, use of colour); • the impact of camera and film techniques (e.g. close-ups, zoom shots, camera angles, flashbacks). **AS8.**Responds critically to texts: • discusses writer's point of view; • discusses implicit (or hidden) messages in the text, as well as bias or prejudice; • discusses how context influences the message;		

	• identifies what has been left out of the text and discusses why; • questions whether learner agrees with the messages in the text. **AS10.**Reflects on and discusses own skills as a reader		
	LO4:Writing **AS1.**Writes a range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters. **AS4.**Uses the writing process collaboratively and independently to generate texts: • selects and explores topics through brainstorming, using mind maps and lists; • uses increasingly complex texts as models; • plans and develops topic using relevant information from other sources; • organises ideas coherently in logical order to produce first drafts; • reflects on multiple drafts considering purpose, audience, language usage, bias, complex organisation and a few simple elements of style, and revises appropriately; • critically reflects on own and peers' writing and makes recommendations, showing sensitivity to the rights and feelings of others; • proofreads and corrects draft by applying knowledge of language in context appropriate for the grade; • publishes final product, paying attention to creative presentation and varied elements of design.		
	LO5: Thinking and Reasoning **AS1.**Uses language to think and reason: • applies thinking and reasoning skills in a variety of contexts across the curriculum; • discusses and explains the perspective and position of the author in various texts;		

• explains and discusses cause and effect (e.g. 'Why is this the cause of …?'); • presents a counter-argument and gives reasons (e.g. 'I disagree because…' and 'I support my argument with…'); • recognises and explains why information can be considered 'factual' or 'objective'; • draws on own experience in order to substantiate point of view; • questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues, environmental issues, personal dilemmas, cross-curricular topics). **AS3.**Processes information: • experiments with different kinds of note-taking and note-making (e.g. taking notes under different circumstances, using abbreviations for speed); • pays attention to referencing details; • extracts and synthesises information, using listening, reading, writing and viewing skills; • changes information from one format or language to another (trans-coding or translation); • summarises information or ideas by selecting, generalising, categorising and editing, and reflects critically on the product; • formulates thoughts orally and in writing in increasingly complex ways, using knowledge of language (e.g. moving from simple to complex sentences).	
LO6:Language Structure and Use **AS1.**Works with words: • uses a range of different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately;	

	• uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined. **AS2.** Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.'); • identifies and uses relative clauses and relative pronouns (e.g. 'I know the person who did it.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses; • uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series). **AS3.** Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'therefore' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs sing, for example, connecting words, and words that are commonly used together (collocations); • sequences paragraphs in a logical order to create longer texts. **AS4.** Develops awareness and use of style: • uses a variety of sentence lengths and analyses sentence types; • distinguishes between formal and informal language and uses an appropriate style in writing and speaking; • uses idioms and idiomatic expressions appropriately and creatively.		

AS5. Develops critical language awareness, for example:
• identifies implied meanings and multiple
meanings;
• identifies manipulative language and rewrites
this without the emotional undertones;

• examines how language is used to construct
gender, race, the environment, health, etc., and
how the reader is positioned.
AS6. Uses meta-language (terms such as thesaurus,
acronym, modal, article, relative clause).

5. POETRY

LO1: Listening
AS1. Listens to and appreciates challenging imaginative
and informative oral texts (e.g. poems, praise
poems, two- or three-episode stories and radio
dramas, short talks, radio advertisements, debates).
AS5. Identifies the speaker's reasons for choosing
particular words, phrases and sentences to
influence the listener and explains their impact
(e.g. persuasive language, distinguishing between
fact and opinion, identifying the speaker's point of
view, and recognising bias and prejudice).

LO3: Reading and Viewing

AS1. Reads spontaneously and often for pleasure and
information across the range of texts studied,
discusses personal response and the kinds of texts
enjoyed, and recommends texts to others.
AS5. Explains how key features and the organisation of
different types of texts contribute to how the text
functions (e.g. poems, short novels, newspaper
articles, letters, ballads, book reviews).
AS8. Responds critically to texts:
• discusses writer's point of view;
• discusses implicit (or hidden) messages in the
text, as well as bias or prejudice;
• discusses how context influences the message;
• identifies what has been left out of the text and
discusses why;

	• questions whether learner agrees with the messages in the text. **AS10.**Reflects on and discusses own skills as a reader.		
	LO4: Writing **AS1.**Writes a range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters. **AS3.**Demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative and descriptive writing, and uses simple imagery in poetry).		
	LO6: Language Structure and Use **AS1.**Works with words: • uses a range of different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus competently for vocabulary and spelling research; • uses common abbreviations and acronyms appropriately; • uses word families and words of the same field to develop vocabulary in context; • uses prefixes and suffixes to work out meaning; • explains how languages borrow words from one another, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • identifies and uses a variety of subordinate clauses correctly and appropriately (e.g. 'As it was late, she went straight home.'); • identifies and uses relative clauses and relative		

	pronouns (e.g. 'I know the person who did it.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and uses the components of a sentence such as subject, verb, direct and indirect object, main and subordinate clauses; • uses a range of punctuation appropriately (e.g. comma to separate an introductory phrase or clause from the main part of a sentence, and to separate phrases and clauses in a series). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'therefore' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words, and words that are commonly used together (collocations); • sequences paragraphs in a logical order to create longer texts. **AS4**Develops awareness and use of style: • uses a variety of sentence lengths and analyses sentence types; • distinguishes between formal and informal language and uses an appropriate style in writing and speaking; • uses idioms and idiomatic expressions appropriately and creatively. **AS5.**Develops critical language awareness, for example: • identifies implied meanings and multiple meanings; • identifies manipulative language and rewrites this without the emotional undertones;		

WORK SCHEDULE ENGLISH HOME LANGUAGE - GRADE 9
TERM 1

1. CONTENT IN CONTEXT:			
2. INTERGRATION:			
3. RESOURCES:			

WEEK 1	LO 1 AS	ASSESSMENT	TEACHING AND LEARNING STRATEGIES
	1. TEXT FROM OTHER LEARNING AREAS **LO1 LISTENING** **AS2.**Listens actively and carefully for specific information and main ideas, and responds appropriately, for example: • draws conclusions; • reflects on information and opinions, asks searching questions and challenges where necessary. **AS7.**Identifies and discusses t **LO2 SPEAKING** **AS2.**Communicates ideas, facts and opinions on challenging topics accurately and coherently, using a wide range of factual oral text types (e.g. explanations of technological processes such as how to use a computer or video player). • accepts challenges and criticism where appropriate;	<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	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

	• bridges gaps by asking questions, volunteering opinions, rephrasing to clarify meaning, giving choices, and keeping responses open-ended; • distinguishes when to show sensitivity to the rights and feelings of others and when to challenge insensitivity or discrimination. **AS5.**Gives oral presentations confidently and creatively, paying attention to: • pausing and variation in tempo and volume at key points; • purpose and audience; • posture, gesture, body language and facial expressions to engage audience interest; • variety in presentation modes; • register; • tone; • degree of formality; • different social and cultural conventions; • appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions. **AS6.**Evaluates the success of own communication and makes improvements.	Short Research 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
	LO3 READING AND VIEWING **AS2.**Reads independently, both aloud and silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades. **AS3.**Discusses and explains the purpose, audience and context of a text. **AS4.**Shows understanding of a wide range of information texts: • identifies the main ideas and explains how the details support the main idea; • evaluates the ideas; • discusses different points of view. **AS8.**Responds critically to texts: • evaluates writers point of view; • evaluates implicit (or hidden) messages, any bias or prejudice, and offers own opinion and alternatives; • discusses how social and cultural contexts		

influence the message.
AS9. Makes judgements about the socio-cultural,
environmental and ethical values in texts, and
discusses the impact on the reader and the aspects
of the text which create these effects (e.g. content,
language, artwork, point of view and
characterisation).
AS10. Reflects on and evaluates own skills as a reader.

LO4 WRITING

AS2. Produces a wide range of factual written and
multimedia texts for various purposes, using a
wide range of visual and design elements where
appropriate by means of e-mail, reports on current
issues, advertisements, posters, book reviews, film
reviews, eyewitness accounts, newspaper reports,
curriculum vitae, agenda and minutes of meetings.
AS4. Uses the writing process independently and with
ease to generate complex texts:
• selects and explores complex topics through
brainstorming, and using lists and notes;
• uses increasingly complex texts as models;
• plans and develops topic, selecting relevant
information from a range of sources;
• organises ideas coherently and logically in
producing multiple drafts;
• analyses multiple drafts considering purpose,
audience, point of view, positioning of the
reader, language usage, bias, complex
organisation and varied elements of style, and
revises appropriately;
• analyses own and peers' writing, and evaluates
and makes recommendations, showing
sensitivity to the rights, feelings and personal
style of others;
• proofreads and corrects final draft by applying
knowledge of language in context appropriate
for the grade;
• publishes final product, paying attention to a
range of complex presentation and design

	elements.		
	LO5 THINKING AND REASONING		
	AS1. Uses language to think and reason: • applies thinking and reasoning skills in a variety of contexts across the curriculum and in personal circumstances; • recognises and discusses the author's central point and perspective within different types of text; • analyses cause and effect in greater depth, in literary texts and texts from across the curriculum (e.g. by looking at underlying causes beyond the obvious); • develops and uses arguments in ways that: ! make the logic clear to the reader or listener, ! anticipates responses and objections; • presents a counter-argument, and provides alternatives; • uses factual information and interprets statistics with increasing confidence to support argument; • draws on own experience and contrasts it with that of others to illustrate a point of view; • uses questions, inference and analysis to develop critical thinking, and for problem solving. **AS2.**Uses language to investigate and explore: • asks challenging questions on national and crosscurricular issues (e.g. HIV/AIDS, rise in interest rates); • recognises when a speaker or source is ambiguous, abuses evidence or makes unfounded claims, and asks relevant questions to get more accurate information; • questions and weighs options; • explores a variety of approaches to plan, organise, and present research on a topic (for Languages and other Learning Areas); • considers different perspectives when selecting information; • extends sources and methods for locating relevant information (e.g. electronic and other media such as newspaper archives, documentary films,		

specialist libraries);
• works on increasingly complex projects across Learning Areas and produces a synthesised product.

AS3. Processes information:
• develops note-taking and note-making skills (e.g. selects, sequences, classifies and organises information using lists, mind maps, graphs), and includes citation and reference details;
• chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation;
• changes information from one format or language to another (transcoding or translation);
• evaluates reliability and validity of information from print and other media sources (e.g. on current affairs issues);
• writes and speaks using increasingly more complex language and grammatical structures for clarity and substance.

Thinks creatively:
• visualises, predicts, fantasises and empathises with increasing sensitivity to make meaning and solve problems;
• imagines possibilities and alternatives to expand thinking (hypothesises and speculates);
• uses a variety of modes to explore and extend ideas (e.g. writes, draws, dances, role-plays);
• considers differences and consolidates their use creatively and positively (e.g. differences in experience, culture, interest and personality);
• compares how different languages express concepts, in different Learning Areas and create links to help understanding and assist in problem-solving.

LO6 LANGUAGE STRUCTURE AND USE
AS1. Works with words:
• uses a wide range of strategies to spell unfamiliar words and discusses the strategies used;
• creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems;

	• uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words; • uses common abbreviations and acronyms appropriately; • explains and uses word families and words of the same field to develop vocabulary in context; • uses common prefixes and suffixes to work out meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and analyses the components of a sentence such as subject, verb, object, main and subordinateclause, and explains the function of each; • uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses). **AS3.**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words such as 'while' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words such as 'however',		

synonyms and antonyms, and repeating words.
AS4. Develops awareness and use of style:
• uses and discusses a variety of sentence lengths;
• distinguishes between formal and informal
language and explains when each style is
appropriate;
• avoids verbosity and ambiguity;
• uses idioms and idiomatic expressions of the
language appropriately and creatively.
AS6. Uses meta-language (terms such as collocation,
coherent, cohesive, logical, semi-colon).

2. DRAMA

LO1: Listening

AS1. Listens to and appreciates a variety of complex
imaginative and informative oral texts (e.g. radio
dramas, talk shows, documentaries, dramatised
poems, book reviews).
AS4. Identifies and discusses the influence of nonverbal
strategies on the listener (e.g. eye contact,
body language, and the use of space, tone, and
speech tempo).
AS6. Recognises and accepts a wide range of different
varieties of the language such as different accents
and dialects and considers the appropriateness of
the language of different age groups (e.g. slang).

LO2: Speaking

AS1. Communicates ideas and feelings creatively,
expressively and imaginatively with confidence
and autonomy, using a wide range of oral text
types (e.g. dramas, poems).

	AS4. Demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks probing questions; • leads discussions; • negotiates differences to arrive at common point of view or compromise; • motivates own point of view using evidence and similar opinions from peers, and shows flexibility in accepting compromise; • accepts challenges and criticism where appropriate; • bridges gaps by asking questions, volunteering opinions, rephrasing to clarify meaning, giving choices, and keeping responses open-ended; • distinguishes when to show sensitivity to the rights and feelings of others and when to challenge insensitivity or discrimination. **AS5.**Gives oral presentations confidently and creatively, paying attention to: • pausing and variation in tempo and volume at key points; • purpose and audience; • posture, gesture, body language and facial expressions to engage audience interest; • variety in presentation modes; • register; • tone; features of writing appropriate to the text type (e.g. develops character, establishes the setting and develops the plot in narrative and descriptive writing, and uses a wider range of imagery in writing of own poetry). **AS4.**Uses the writing process independently and with ease to generate complex texts: • selects and explores complex topics through brainstorming, and using lists and notes; • uses increasingly complex texts as models; • plans and develops topic, selecting relevant		

	information from a range of sources; • organises ideas coherently and logically in producing multiple drafts; • analyses multiple drafts considering purpose, audience, point of view, positioning of the reader, language usage, bias, complex organisation and varied elements of style, and revises appropriately; • analyses own and peers' writing, and evaluates and makes recommendations, showing sensitivity to the rights, feelings and personal style of others; • proofreads and corrects final draft by applying knowledge of language in context appropriate for the grade; • publishes final product, paying attention to a range of complex presentation and design		
	LO5: Thinking and Reasoning **AS1.**Uses language to think and reason: • applies thinking and reasoning skills in a variety of contexts across the curriculum and in personal circumstances; • recognises and discusses the author's central point and perspective within different types of text; • analyses cause and effect in greater depth, in literary texts and texts from across the curriculum (e.g. by looking at underlying causes beyond the obvious); • develops and uses arguments in ways that: ! make the logic clear to the reader or listener, ! anticipates responses and objections; • presents a counter-argument, and provides alternatives; • uses factual information and interprets statistics with increasing confidence to support argument; • draws on own experience and contrasts it with that of others to illustrate a point of view; • uses questions, inference and analysis to develop critical thinking, and for problem solving.		
	LO6: Language and Structure Use		

	AS1. Works with words: • uses a wide range of strategies to spell unfamiliar words and discusses the strategies used; • creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems; • uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words; • uses common abbreviations and acronyms appropriately; • explains and uses word families and words of the same field to develop vocabulary in context; • uses common prefixes and suffixes to work out meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and analyses the components of a sentence such as subject, verb, object, main and subordinateclause, and explains the function of each; • uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses). **AS3**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs;		

	• uses connecting words such as 'while' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words such as 'however', synonyms and antonyms, and repeating words. **AS4.**Develops awareness and use of style: • uses and discusses a variety of sentence lengths; • distinguishes between formal and informal language and explains when each style is appropriate; • avoids verbosity and ambiguity; • uses idioms and idiomatic expressions of the language appropriately and creatively. **AS5.**Develops critical language awareness, for example: • identifies connotative meanings, denotative meanings, implied meanings and multiple meanings; • analyses manipulative language and rhetoric without the emotional undertones; • examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned - suggests ways of rewriting texts to create other possibilities. **AS6.**Uses meta-language (terms such as collocation, coherent, cohesive, logical, semi-colon).		
	3. MULTIMEDIA		
	LO1: Listening **AS2.**Listens actively and carefully for specific information and main ideas, and responds appropriately, for example:		

	• draws conclusions; • reflects on information and opinions, asks searching questions and challenges where necessary. **AS7.**Identifies and discusses the values and historical, social and cultural contexts of a variety of texts.		
	LO2: Speaking **AS3.**Demonstrates advanced skills in a wide range of oral text types: • explains technological processes and explores complex ideas in a sequenced way (e.g. how to use a computer); • carries out interviews effectively using advanced interview techniques (e.g. asking probing questions). **AS4.**Demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks probing questions; • leads discussions; • negotiates differences to arrive at common point of view or compromise; • motivates own point of view using evidence and similar opinions from peers, and shows flexibility in accepting compromise; • accepts challenges and criticism where appropriate; • bridges gaps by asking questions, volunteering opinions, rephrasing to clarify meaning, giving choices, and keeping responses open-ended; • distinguishes when to show sensitivity to the rights and feelings of others and when to challenge insensitivity or discrimination. **AS5.**Gives oral presentations confidently and creatively, paying attention to: • pausing and variation in tempo and volume at key points;		

	• purpose and audience; • posture, gesture, body language and facial expressions to engage audience interest; • variety in presentation modes; • register; • tone; • degree of formality; • different social and cultural conventions; • appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions. **AS6.**Evaluates the success of own communication and makes improvements. **LO3: Reading and Viewing** **AS2.**Reads independently, both aloud and silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades. **AS3.**Discusses and explains the purpose, audience and context of a text. **AS4.** Shows understanding of a wide range of information texts: • identifies the main ideas and explains how the details support the main idea; • evaluates the ideas; • discusses different points of view. **AS5.**Discusses different types of texts and explains how their key features are organised and how they contribute to the functioning of the text (e.g. long poems, short novels, newspaper articles, diaries, letters, book reviews, short plays). **AS7.**Evaluates techniques used to create particular effects in visual, written and multimedia texts such as: • the effectiveness of literary devices and language used; • the impact of design elements (e.g. positioning of text and artwork); • the impact of camera and film techniques (e.g. point of view, lighting, animation, speed, combination of print, sound and images). **AS8.**Responds critically to texts: • evaluates writers point of view; • evaluates implicit (or hidden) messages, any		

	bias or prejudice, and offers own opinion and alternatives; • discusses how social and cultural contexts influence the message. **AS10.**Reflects on and evaluates own skills as a reader.		
	LO4: Writing **AS1.**Writes a wide range of imaginative texts: • to express imagination, ideas and feelings about self and others; • to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects. **AS4.**Uses the writing process independently and with ease to generate complex texts: • selects and explores complex topics through brainstorming, and using lists and notes; • uses increasingly complex texts as models; • plans and develops topic, selecting relevant information from a range of sources; • organises ideas coherently and logically in producing multiple drafts; • analyses multiple drafts considering purpose, audience, point of view, positioning of the reader, language usage, bias, complex organisation and varied elements of style, and revises appropriately; • analyses own and peers' writing, and evaluates and makes recommendations, showing sensitivity to the rights, feelings and personal style of others; • proofreads and corrects final draft by applying knowledge of language in context appropriate for the grade; • publishes final product, paying attention to a range of complex presentation and design elements.		
	LO5: Thinking and Reasoning **AS1.**Uses language to think and reason: • applies thinking and reasoning skills in a variety		

	of contexts across the curriculum and in personal circumstances; • recognises and discusses the author's central point and perspective within different types of text; • analyses cause and effect in greater depth, in literary texts and texts from across the curriculum (e.g. by looking at underlying causes beyond the obvious); • develops and uses arguments in ways that: ! make the logic clear to the reader or listener, ! anticipates responses and objections; • presents a counter-argument, and provides alternatives; • uses factual information and interprets statistics with increasing confidence to support argument; • draws on own experience and contrasts it with that of others to illustrate a point of view; • uses questions, inference and analysis to develop critical thinking, and for problem solving. **AS3.**Processes information: • develops note-taking and note-making skills (e.g. selects, sequences, classifies and organises information using lists, mind maps, graphs), and includes citation and reference details; • chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation; • changes information from one format or language to another (transcoding or translation); • evaluates reliability and validity of information from print and other media sources (e.g. on current affairs issues); • writes and speaks using increasingly more complex language and grammatical structures for clarity and substance.		
	LO6 : Language Structure and Use **AS1.**Works with words: • uses a wide range of strategies to spell unfamiliar		

	words and discusses the strategies used; • creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems; • uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words; • uses common abbreviations and acronyms appropriately; • explains and uses word families and words of the same field to develop vocabulary in context; • uses common prefixes and suffixes to work out meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and analyses the components of a sentence such as subject, verb, object, main and subordinateclause, and explains the function of each; • uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses). **AS3**Works with texts: • varies use of topic and supporting sentence (e.g.		

putting topic sentence at end) to develop coherent
paragraphs;
• uses connecting words such as 'while' to develop
a logical line of thought in a paragraph;
• links sentences in cohesive paragraphs using, for
example, connecting words such as 'however',
synonyms and antonyms, and repeating words.
AS4. Develops awareness and use of style:
• uses and discusses a variety of sentence lengths;
• distinguishes between formal and informal
language and explains when each style is
appropriate;
• avoids verbosity and ambiguity;
• uses idioms and idiomatic expressions of the
language appropriately and creatively.
AS5. Develops critical language awareness, for example:
• identifies connotative meanings, denotative
meanings, implied meanings and multiple
meanings;
• analyses manipulative language and rhetoric
without the emotional undertones;
• examines how language is used to construct
gender, race, the environment, health, etc., and
how the reader is positioned - suggests ways of
rewriting texts to create other possibilities.
AS6. Uses meta-language (terms such as collocation,
coherent, cohesive, logical, semi-colon).

4.   POETRY
LO1:Listening
AS1. Listens to and appreciates a variety of complex
imaginative and informative oral texts (e.g. radio
dramas, talk shows, documentaries, dramatised
poems, book reviews).
AS5. Discusses the speaker's reasons for choosing
particular words, phrases, sentences and stylistic
effects to influence the listener and explains their
impact (e.g. deliberate ambiguity, distinguishing
fact from opinion, identifying the speaker's point
of view, recognising and discussing bias, prejudice

and propaganda).
LO3: Reading and Viewing

AS1. Reads spontaneously and extensively for pleasure
and information across the range of text types
studied, compares personal responses, and makes
motivated recommendations to others.
AS5. Discusses different types of texts and explains how
their key features are organised and how they
contribute to the functioning of the text (e.g. long
poems, short novels, newspaper articles, diaries,
letters, book reviews, short plays).
AS8. Responds critically to texts:
• evaluates writers point of view;
• evaluates implicit (or hidden) messages, any
bias or prejudice, and offers own opinion and
alternatives;
• discusses how social and cultural contexts
influence the message.
AS10. Reflects on and evaluates own skills as a reader.

LO4: Writing

AS1. Writes a wide range of imaginative texts:
• to express imagination, ideas and feelings
about self and others;
• to explore the creative, critical and playful use
of language by means of narrative and
descriptive compositions, dialogues, poems,
songs, elementary short stories, letters, drama
with accompanying sound and visual effects.
AS3. Demonstrates advanced skills in a range of
features of writing appropriate to the text type (e.g.
develops character, establishes the setting and
develops the plot in narrative and descriptive
writing, and uses a wider range of imagery in
writing of own poetry).

LO6:Language Structure and Use

	AS1 Works with words: • uses a wide range of strategies to spell unfamiliar words and discusses the strategies used; • creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems; • uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words; • uses common abbreviations and acronyms appropriately; • explains and uses word families and words of the same field to develop vocabulary in context; • uses common prefixes and suffixes to work out meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined. **AS2.**Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; • identifies and analyses the components of a sentence such as subject, verb, object, main and subordinateclause, and explains the function of each; • uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses). **AS3**Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs;			

• uses connecting words such as 'while' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, connecting words such as 'however', synonyms and antonyms, and repeating words. **AS4**Develops awareness and use of style: • uses and discusses a variety of sentence lengths; • distinguishes between formal and informal language and explains when each style is appropriate; • avoids verbosity and ambiguity; • uses idioms and idiomatic expressions of the language appropriately and creatively. **AS5**Develops critical language awareness, for example: • identifies connotative meanings, denotative meanings, implied meanings and multiple meanings; • analyses manipulative language and rhetoric without the emotional undertones;		

TERM	TEXT/CONTEXT 1	TEXT/CONTEXT 2	TEXT/CONTEXT 3	TEXT/CONTEXT 4
1.	MULTIMEDIA-IAT 3WEEKS	STORIES –FAT 3WEEKS	DRAMA –IAT 2WEEKS	TEXT FROM OTHER LEARNING AREAS- FAT- 3WKS
2.	MULTIMEDIA –IAT 2WEEKS	POETRY – FAT 3WEEKS	TEXT FROM OTHER LEARNING AREAS – IAT -3WEEKS	STORIES- FAT 3WEEKS
3.	DRAMA	TEXT FROM OTHER LEARNING		

	3WEEKS	AREAS- 3WKS		
4.	CATS	CATS	CATS	EXAM

* **THIS TABLE HAS BEEN DEVELOPED IN LINE WITH THE PROVINCIAL ASSESSMENT GUIDELINE**

LESSON PLAN

LANGUAGES: ENGLISH HOME LANGUAGE
CONTENT: TEXT FROM OTHER LA's
TOPIC: Any Suitable Topic e.g. Crime. Pollution. Fashion Trends, Cell phones
INTEGRATION: Natural Science, Social Science,

DURATION : 2 WEEKS		GRADE 7		
LO's AND AS's	**Teacher Activities**	**Learner Activities**	**Assessment**	**Barriers to Learning**
LO1: As 1,2,3,5,7 AS1 Listens to and appreciates a variety of complex imaginative and informative oral texts (e.g. radio dramas, talk shows, documentaries, dramatised poems, book reviews). AS2 Listens actively and carefully for specific information and main ideas, and responds appropriately, for example: • draws conclusions; • reflects on information and opinions, asks searching questions and challenges where necessary. AS3. Analyses and compares how different kinds of oral texts are organised and the characteristic features of each (e.g. short stories, ballads, short talks, talk shows, radio dramas, news	**Activity 1** **Teacher:** *Pre-Listening activity:* Explains the out come of the lesson and provokes a discussion among the learners about the investigation topics. **Activity 2** Divides learners into groups and gives them pictures, articles etc which must be used to plan their investigation. **Activity 3** Explains the format of a questionnaire and provide a template. **Activity 4** Explains to the learners how investigation should be done. Agrees with the class on actual time for the report back after the investigation	**Activity 1** **Learners:** *Pre-Listening activity:* *Informal activity* Engage in a general class discussion about the investigation topics. **Activity 2** Informal activity Participate in group discussion **Activity 3** *Formal activity:* Discuss and complete their questionnaires in their respective groups. **Activity 4** *Formal Activity:* Plan and arrange how they will conduct their investigation .e.g. • Who will arrange the interview? • Who will be the team leader?	**FORM:** **Completed questionnaires** **METHOD:** **Teacher** **TOOL:** **Checklist** **FORM:** **Written reports** **METHOD:** **Teacher** **TOOL:** **Rubric**	Reluctance of learners in investigating. Lack of material in Libraries. Inaccessibility to Internet

broadcasts, debates). This will include recognising tools used for humour such as puns, irony and understatement and analysing and comparing sound effects in different audio-visual texts. AS5. Discusses the speaker's reasons for choosing particular words, phrases, sentences and stylistic effects to influence the listener and explains their impact (e.g. deliberate ambiguity, distinguishing fact from opinion, identifying the speaker's point of view, recognising and discussing bias, prejudice and propaganda). AS7 Identifies the values and historical, social and cultural contexts of selected texts. LO2 AS2 Communicates ideas, facts and opinions on challenging topics accurately and coherently, using a wide range of factual oral text types (e.g. explanations of technological processes such as how to use a computer or video player).	has been done. Provides the learners with template on how the report should be compiled. **Activity 5** *Formal activity* Explains to the class how to report after a group task has been completed. **Activity 6** Explains how to write report writing. **Activity 7** *Informal Activity:* Explains direct and Indirect Speech using example from the learners investigations.			
		Activity 5 *Formal activity* Discuss and nominate a group member to present oral report. **Activity 6** *Informal activity* Write individual report about investigation. **Activity 7** *Informal Activity:* Complete an exercise	**FORM:** **Oral Report back** **METHOD:** **Teacher** **TOOL:** **Rubric** **FORM:** **Answers from learners** **METHOD:** **Peer** **TOOL:** **Memorandum**	

AS3 Demonstrates advanced skills in a wide range of oral text types: • explains technological processes and explores complex ideas in a sequenced way (e.g. how to use a computer); • carries out interviews effectively using advanced interview techniques (e.g. asking probing questions). AS4 Demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys, and while so doing: • tackles important issues (e.g. social and ethical issues related to the environment and human rights); • asks probing questions; • leads discussions; • negotiates differences to arrive at common point of view or compromise; • motivates own point of view using evidence and similar opinions from peers, and shows flexibility in accepting compromise;			

• accepts challenges and criticism where appropriate; • bridges gaps by asking questions, volunteering opinions, rephrasing to clarify meaning, giving choices, and keeping responses open-ended; • distinguishes when to show sensitivity to the rights and feelings of others and when to challenge insensitivity or discrimination. AS5 Gives oral presentations confidently and creatively, paying attention to: • pausing and variation in tempo and volume at key points; • purpose and audience; • posture, gesture, body language and facial expressions to engage audience interest; • variety in presentation modes; • register; • tone; • degree of formality; • different social and cultural conventions; • appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions.			

AS6 Evaluates the success of own communication and makes improvements. **LO3** AS1 Reads spontaneously and extensively for pleasure and information across the range of text types studied, compares personal responses, and makes motivated recommendations to others. AS2∎ Reads independently, both aloud and silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades. AS3 Discusses and explains the purpose, audience and context of a text. AS4 Shows understanding of a wide range of information texts: • identifies the main ideas and explains how the details support the main idea; • evaluates the ideas; • discusses different points of view. AS5 Discusses different types of texts and explains how their key features are organised and how they contribute to the functioning of the text (e.g.			

long poems, short novels, newspaper articles, diaries, letters, book reviews, short plays). AS6 Demonstrates understanding of the text, its purpose and its relationship to own life by analysing the development of the plot, themes, values, characters and setting. AS8 Responds critically to texts: • evaluates writers point of view; • evaluates implicit (or hidden) messages, any bias or prejudice, and offers own opinion and alternatives; • discusses how social and cultural contexts influence the message. AS9 Makes judgements about the socio-cultural, environmental and ethical values in texts, and discusses the impact on the reader and the aspects of the text which create these effects (e.g. content, language, artwork, point of view and characterisation). AS10 Reflects on and evaluates own skills as a			

reader L04 _{As2} Produces a wide range of factual written and multimedia texts for various purposes, using a wide range of visual and design elements where appropriate by means of e-mail, reports on current issues, advertisements, posters, book reviews, film reviews, eyewitness accounts, newspaper reports, curriculum vitae, agenda and minutes of meetings. ▪ Uses the writing process independently and with ease to generate complex texts: • selects and explores complex topics through brainstorming, and using lists and notes; • uses increasingly complex texts as models; • plans and develops topic, selecting relevant information from a range of sources; • organises ideas coherently and logically in producing multiple drafts; • analyses multiple drafts considering purpose, audience, point of view, positioning of the reader, language usage,			

bias, complex organisation and varied elements of style, and revises appropriately;

• analyses own and peers' writing, and evaluates and makes recommendations, showing sensitivity to the rights, feelings and personal style of others;

• proofreads and corrects final draft by applying knowledge of language in context appropriate for the grade;

• publishes final product, paying attention to a range of complex presentation and design elements.

L05
AS1 Uses language to think and reason:

• applies thinking and reasoning skills in a variety of contexts across the curriculum and in personal circumstances;

• recognises and discusses the author's central point and perspective within different types of text;

• analyses cause and effect in greater depth, in literary texts and texts from across the

curriculum (e.g. by looking at underlying causes beyond the obvious); • develops and uses arguments in ways that: ! make the logic clear to the reader or listener, ! anticipates responses and objections; • presents a counter-argument, and provides alternatives; • uses factual information and interprets statistics with increasing confidence to support argument; • draws on own experience and contrasts it with that of others to illustrate a point of view; • uses questions, inference and analysis to develop critical thinking, and for problem solving. AS2 Uses language to investigate and explore: • asks challenging questions on national and crosscurricular issues (e.g. HIV/AIDS, rise in interest rates); • recognises when a speaker or source is ambiguous, abuses evidence or makes unfounded claims, and asks relevant			

questions to get more accurate information; • questions and weighs options; AS3 Works with words: • uses different strategies to spell unfamiliar words; • creates personal spelling list and dictionary of words across the curriculum; • uses the dictionary and thesaurus to increase vocabulary and improve spelling; • uses common abbreviations and acronyms appropriately; • identifies and uses word families and words of the same field in context to develop vocabulary in context; • identifies a range of prefixes and suffixes to work out meaning; • analyses how languages borrow words from one another, and how new words are coined and uses these appropriately. AS4Uses language to reflect: • reflects on what is heard or read and asks challenging questions; • reflects on development			

of own ability as speaker, listener and writer in familiar contexts, and identifies areas for improvement;

• reflects on own strengths as contributor in group activities and identifies opportunities for development.

LO6

_{AS1} Works with words:

• uses a wide range of strategies to spell unfamiliar words and discusses the strategies used;

• creates personal spelling list and dictionary of words across the curriculum and analyses what types of words give problems;

• uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words;

• uses common abbreviations and acronyms appropriately;

• explains and uses word families and words of the same field to develop vocabulary in context;

• uses common prefixes and suffixes to work out

meaning; • discusses how languages borrow words from one another, how words change meaning with time, and how new words are coined. AS2 Works with sentences: • identifies and uses nouns, verbs, modals, adjectives, pronouns, prepositions, conjunctions, and articles; • uses a variety of subordinate clauses correctly and appropriately (e.g. 'If it rains, I will take an umbrella.'); • uses the passive voice to focus on the object of a sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was tortured.'); • analyses the grammatical differences between statements, questions, commands, instructions and exclamations; AS3 Works with texts: • varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent paragraphs; • uses connecting words			

such as 'although' to develop a logical line of thought in a paragraph; • links sentences in cohesive paragraphs using, for example, collocations, repetition of words, and pronouns; • sequences paragraphs in a logical order to create longer texts. AS4 Develops awareness and use of style: • uses a variety of sentence lengths and types; • distinguishes between formal and informal language; • uses idioms and idiomatic expressions of the language appropriately. AS5 Develops critical language awareness, for example: • identifies texts where language does not mean exactly what is said - recognises implied meanings; • identifies manipulative language; • examines how language is used to construct gender, race, the environment, health, etc.			

LO2 AS 2, 3, 4,5,6 LO3 AS 1,2,3,4,5,6,8,9, 10 LO4 As 2, 4 LO5 As 1,2,3,4 LO6 As 1,2,3,4,5				

EXPANDED OPPORTUNITIES:	REFLECTIONS:
Learners experience the link between the school and the community. Learners are exposed to internet research. **RESOURCES:** Library, Internet, Community, magazines, TV.	Teachers to be aware that it is not always easy to make learners do group work. Individual activities must be encouraged