LEARNING PROGRAMME SENIOR PHASE

ENGLISH HOME LANGUAGE

Resources:	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		
<u>Short Stories/Novels</u> 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.	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) As7 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
	AS 1Communicates ideas and feelings	AS 1Communicates ideas and feelings	AS 1 Communicates ideas and feelings
	expressively with	creatively and	creatively,
	confidence and with some assistance, using	expressively with a great degree of	expressively and imaginatively with
	selected	confidence and	confidence
SPEAKING	oral text types (e.g. stories, jokes, dramas).	with limited assistance, using a range of	and autonomy, using a wide range of oral
	As 3 Demonstrates basic skills in selected oral text	selected	text
LO 2	types:	oral text types (e.g. dramas, role-plays,	types (e.g. dramas, poems).
	• accurately sequences oral instructions and	songs).	As 3 Demonstrates advanced skills in a wide
	descriptions;	As 3 Demonstrates basic skills in a range	range of oral text types:
AS 1,3,4,5&6	• produces logical arguments;	of oral text types:	 explains technological processes and
	• carries out interviews with peers using simple	• accurately sequences complex oral	explores complex ideas in a sequenced way
	questions, listening and taking notes carefully.	instructions and descriptions;	(e.g. how to use a computer);
	questions, insterning and taking notes carefully.	• explains how to do an experiment;	• carries out interviews effectively using
	AS 4 Demonstrates basic interaction skills by	• carries out interviews with members of	advanced interview techniques (e.g. asking
	participating	the community using basic interview	probing questions).
	actively in group discussions, conversations,	techniques	AS 4
	interviews		Demonstrates a range of complex
	and debates, and while so doing:	AS 4 Demonstrates a range of	interaction skills
	• tackles important issues (e.g. social and ethical	interaction skills by	by participating actively in group
	issues related to the environment and human	participating actively in group	discussions,
	rights);	discussions,	conversations, debates, group interviews
	• takes on different roles;	conversations, debates and group surveys, and	and
	• acknowledges other opinions;	while so doing:	surveys, and while so doing:
	• explains own point of view;	• tackles important issues (e.g. social	As5 tackles important issues (e.g. social
	• gives criticism;	and ethical	and ethical issues related to the environment and
	• bridges gaps by asking questions, giving	issues related to the environment and	human
	choices,	human	rights);
	keeping responses open-ended, and showing	rights);	 asks probing questions;
	genuine	 asks appropriate questions; 	
	interest;	• takes on different roles;	• leads discussions;
	• shows sensitivity to the rights and feelings of	• acknowledges others' opinions and	 negotiates differences to arrive at
	others;	disagrees	common

• challenges insensitive or discriminatory use of	politely when necessary;	point of view or compromise;
language.	• motivates own point of view;	• motivates own point of view using
As 5 Gives oral presentations with some degree of accuracy and creativity, paying attention to: • clear and audible enunciation;	 gives and receives criticism; persuades others; bridges gaps by asking questions to clarify 	evidence and similar opinions from peers, and shows flexibility in accepting compromise;
 clear and audiole enulciation, 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. 	 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 	 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
As 6 Recognises and explains the success of own communication	 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 	 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). As 6 Identifies and discusses the features which Contribute to the success of own communication.	 appropriate figurative devices such as climax, Anti-climax, hyperbole and rhetorical questions. As 6 Evaluates the success of own communication and Makes improvements.
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). 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 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	LO3 READINGAS 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.AS2 Reads aloud and silently for a variety of purposes consolidating the appropriate reading strategies developed in earlier grades.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 6 Demonstrates understanding of the	LO3 READINGAS 1Reads spontaneously and extensively for pleasure and information across the range of text types studied, compares personal responses, and makes motivated recommendations to others.As 2 Reads independently, both aloud and silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades.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).

I 04 WF	RITING	text, its	AS 6 Demonstrates understanding of the text,
		purpose and its relationship to own life	its
AS 1		by	purpose and its relationship to own life by
		discussing the plot, themes, values,	analysing the development of the plot,
Writes	a selected range of imaginative texts:	characters and	themes,
• to exp	press imagination, ideas and feelings	setting	values, characters and setting.
about s	elf and others;	AS.10 Reflects on and discusses own	values, characters and setting.
• to ext	plore the creative and playful use of	skills as a reader	AS.10 Reflects on and evaluates own skills
	ge by means of narrative and descriptive		as a reader
	sitions, diaries, friendly letters, dialogues,	LO4: WRITING	
noems	cartoons, limericks and songs		LO4: WRITING
WRITING poems,			AS1
LO4 AS 3D	emonstrates basic skills in selected	AS1	
feature	s of writing appropriate to the text type	Waites a range of imagination texts	Writes a wide range of imaginative texts:
	tablishes the setting and plot in	Writes a range of imaginative texts:	• to express imagination, ideas and feelings
	ves, manages rhythm and rhyme in	• to express imagination, ideas and	about self and others;
	uses straightforward language in simple	feelings about self and others;	• to explore the creative, critical and playful
descrip	tions, shows sequence in procedures)	• to explore the creative, critical and	use of language by means of narrative and
		playful use of language by means of	descriptive compositions, dialogues, poems,
	ses the writing process with assistance and	narrative and descriptive compositions,	songs, elementary short stories, letters,
	pratively to generate texts:	dialogues, poems, songs and letters.	drama with accompanying sound and visual
	ts and explores topics through		effects
brainste	orming, using mind maps and lists;	AS.3Demonstrates basic skills in a range	AS.3Demonstrates advanced skills in a
• uses of	other texts as models for writing;	of features of writing appropriate to the	range of features of writing appropriate to
• nlans	and develops topic by using information	text type (e.g. reveals character,	the text type (e.g. develops character,
	ne other source;	establishes the setting and develops the	establishes the setting and develops the plot
		plot in narrative and descriptive writing,	in narrative and descriptive writing, and
		and uses simple imagery in poetry)	uses a wider range of imagery in
	nises ideas coherently in simple, logical	AS4 Uses the writing process	writing of own poetry).
	o produce first drafts;	collaboratively and	
	cts on drafts, considering purpose,	independently to generate texts:	AS4Uses the writing process independently
	ce, language usage and logical	 selects and explores topics through 	and with
organis	ation, and revises appropriately;	brainstorming, using mind maps and	ease to generate complex texts:
• reflec	cts on and discusses own and peers'	e. e i	 selects and explores complex topics
writing	, showing sensitivity to the rights and	lists;	through

feelings of others;	• uses increasingly complex texts as	brainstorming, and using lists and notes;
• proofreads and corrects final draft by applying	models;	• uses increasingly complex texts as
knowledge of language in context, focusing on	• plans and develops topic using	models;
grammar, punctuation, spelling and vocabulary appropriate for the grade;	relevant information from other sources;	• plans and develops topic, selecting relevant
 publishes final product, paying attention to 	• organises ideas coherently in logical order to produce first drafts;	information from a range of sources;
presentation and basic elements of design.	 reflects on multiple drafts considering 	• organises ideas coherently and logically
	purpose, audience, language usage, bias,	in producing multiple drafts;
	complex organisation and a few simple	• analyses multiple drafts considering
	elements of style, and revises appropriately;	purpose, audience, point of view, positioning of the reader, language usage,
	 critically reflects on own and peers' 	bias, complex organisation and varied
	writing and makes recommendations,	elements of style, and revises appropriately;
	showing sensitivity to the rights and	• analyses own and peers' writing, and
	feelings of others;	evaluates and makes recommendations, showing sensitivity to the rights, feelings
	• proofreads and corrects draft by applying knowledge of language in	and personal style of others;
LO5 THINKING AND REASONING	context appropriate for the grade;	• proofreads and corrects final draft by
	• publishes final product, paying	applying knowledge of language in context
AS1Uses language to think and reason:	attention to creative presentation and	appropriate for the grade;
• infers and deduces meaning, and explains the intentions of the author by interpreting written,	varied elements of design	• publishes final product, paying attention to a range of complex presentation and
visual and aural texts across the curriculum;		design elements.
• explains cause and effect;	LO5 THINKING AND REASONING	
• weighs options by deciding which of two		LO5 THINKING AND REASONING
alternatives is the better choice;	AS1	
• expresses and develops a clear personal	Uses language to think and reason:	AS1
viewpoint;supports an argument with various kinds of	 applies thinking and reasoning skills in 	Uses language to think and reason:
evidence (e.g. statistical and other);	a	• applies thinking and reasoning skills in a
• uses questions to develop own thinking or that	variety of contexts across the	variety
of others;	curriculum;	of contexts across the curriculum and in

con for mi, AS 5 • r cha • r spe and	uses appropriate language structures to express implex thought (e.g. the use of conditionals, r example, 'If resources were shared fairly, we ight have less crime') 5 Uses language to reflect: reflects on what is heard or read and asks allenging questions; reflects on development of own ability as eaker, listener and writer in familiar contexts, d identifies areas for improvement; reflects on own strengths as contributor in	 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' ex tablective'; 	 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
gro dev LO AS	oup activities and identifies opportunities for velopment. D6 LANGUAGE STRUCTURE AND USE S1Works with words:	 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 	 objections; presents a counter-argument, and provides alternatives; uses factual information and interprets statistics with increasing confidence to support argument;
wo • c wo • u	uses different strategies to spell unfamiliar ords; creates personal spelling list and dictionary of ords across the curriculum; uses the dictionary and thesaurus to increase ocabulary and improve spelling;	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;	 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
• u apj • id the	uses common abbreviations and acronyms propriately; identifies and uses word families and words of e same field in context to develop vocabulary context;	 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 	solving As 5 Uses language to reflect: • reflects on and evaluates the quality and accuracy of information in own work and that of others;
• ie wo • a one	identifies a range of prefixes and suffixes to ork out meaning; analyses how languages borrow words from he another, and how new words are coined and es these appropriately.	strengths as contributor in group activities and identifies further opportunities for development LO6 LANGUAGE STRUCTURE AND USE	 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

 identi adjectiv pronour articles; identi clauses correctl fifteen, identi pronour not have jol uses d stateme question exclama identi sentence such as indirect object, r AS 3 W varies (e.g. putting coheren uses c develop 	ns, prepositions, conjunctions, and fies and uses a variety of subordinate y and appropriately (e.g. 'When she was her mother died.'); fies and uses relative clauses and relative ns (e.g. 'There are many people who do bs.'); different types of sentences, such as nts, ns, commands, instructions and ations; fies and uses the components of a e subject, verb predicate, directand main and subordinate clauses Vorks with texts: s use of topic and supporting sentences topic sentence at end) to develop at paragraphs; connecting words such as 'although' to o a logical line of thought in a paragraph; sentences in cohesive paragraphs using, mple, collocations, repetition of words,	 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 	 challenging of stereotypes) on what is seen, heard and read; 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 2Works with sentences: identifies and uses nouns, verbs, modals,
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 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 	 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
	• uses a variety of sentence lengths and analyses sentence types;	AS 4 Develops awareness and use of style:

TEXT FROM OTHER LEARNING AREAS LO 1 AS 2&7	LO1 LISTENING Ass2 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. Ass3 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 55. 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. 	 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: 'reflects on information and opinions, asks searching questions and challenges where necessary.
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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. 	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. AssIdentifies 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.	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
	 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 	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;	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 t	to the environment and human	• challenges insensitive or discriminatory use	distinguishes when to show sensitivity to the
rights);		of language.	rights and feelings of others and when to challenge insensitivity or discrimination.
• takes on diffe	,	AS 3Demonstrates basic skills in a range	
• acknowledge	es other opinions;	of oral text	AS 3 Demonstrates advanced skills in a wide
• explains own	n point of view;	types:	range of oral text types:
• gives criticis	m;	• accurately sequences complex oral	• explains technological processes and
e	by asking questions, giving	instructions	explores complex ideas in a sequenced way
choices,	ey asking questions, giving	and descriptions;	(e.g. how to use a computer);
	nses open-ended, and showing	• explains how to do an experiment;	• carries out interviews effectively using
genuine		• carries out interviews with members of	advanced interview techniques (e.g. asking probing questions).
interest;		the community using basic interview	
		techniques.	As 4 Demonstrates a range of complex
		AS 4 Demonstrates a range of interaction	interaction skills by participating actively in group discussions
		skills by participating actively in group	group discussions, conversations, debates, group interviews
		discussions, conversations, debates and	and surveys, and while so doing:
		group surveys, and while so doing:	• tackles important issues (e.g. social and
		• tackles important issues (e.g. social	ethical issues related to the environment
		and ethical issues related to the environment and human rights);	and human rights)
ASE Civen oral	procentations with some degree of		• asks probing questions;
	presentations with some degree of eativity, paying attention to:	• asks appropriate questions;	• leads discussions;
clear and audit		• takes on different roles;	 negotiates differences to arrive at
 pausing; variation in terr 	and volume:	 acknowledges others' opinions and 	common point of view or compromise;
variation in term purpose and at		disagrees politely when necessary;	 motivates own point of view using
posture and bo		 motivates own point of view; 	evidence and similar opinions from peers,
	and cultural conventions; urative devices such as climax and	• gives and receives criticism	and shows flexibility in accepting
anti-climax.			compromise
AS6.Recognises communication.	s and explains the success of own	AS5. Gives oral presentations with a great	*
		degree of accuracy and creativity, paying	AS5. Gives oral presentations confidently and creatively,
LO 3 READING		attention to: • clear and audible enunciation;	paying attention to:
	id and silently for a variety of	 pausing; 	pausing and variation in tempo and volume at
purposes using appropriate read	ling strategies (e.g. skimming and	 variation in tempo and volume; 	key points; • purpose and audience;

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

	showing sensitivity to the rights and feelings of	 questions whether learner agrees with the 	language, artwork, point of view and
	others;	messages in the text.	characterisation).
	 proofreads and corrects final draft by applying 	AS9.Discusses socio-cultural, environmental	AS10.Reflects on and evaluates own skills as a
	knowledge of language in context, focusing on	and ethical	reader.
	grammar, punctuation, spelling and vocabulary	issues contained in texts and identifies the	
	appropriate for the grade;	aspects of	
	 publishes final product, paying attention to 	texts which carry the values related to them	
	presentation and basic elements of design.	(e.g.	LO4 WRITING
		content, language, artwork, point of view and characterisation).	
	LO 5: THINKING AND REASONING	AS10.Reflects on and discusses own skills	AS2.Produces a wide range of factual written
			and
	AS1.Uses language to think and reason:	as a reader.	multimedia texts for various purposes, using a
	 infers and deduces meaning, and explains the interview of the puttient provides and the puttient of the puttient	LO4 WRITING	wide range of visual and design elements where
	intentions of the author by interpreting written,		appropriate by means of e-mail, reports on
	visual and aural texts across the curriculum;	AS2.Produces a range of factual written and	current
	 explains cause and effect; explains entires by desiding which of two 	multimodal	issues, advertisements, posters, book reviews, film
	 weighs options by deciding which of two alternatives is the better choice; 	texts (texts using print and images) for	
	 expresses and develops a clear personal viewpoint; 	various purposes, using a range of visual, and	reviews, eyewitness accounts, newspaper
	 supports an argument with various kinds of evidence 	design elements where appropriate by	reports, curriculum vitae, agenda and minutes of
	(e.g. statistical and other);	means of	meetings.
	 uses questions to develop own thinking or that of 	recounts of events, research project reports,	AS4.Uses the writing process independently and
	others:	pamphlets, posters, and book reviews.	with
LO 5	 uses appropriate language structures to express 	AS4.Uses the writing process collaboratively	ease to generate complex texts:
LO 3	complex thought (e.g. the use of conditionals, for	and	 selects and explores complex topics through
Thinking and December	example, 'If resources were shared fairly, we might	independently to generate texts:	brainstorming, and using lists and notes;
Thinking and Reasoning	have less crime.').	 selects and explores topics through 	 uses increasingly complex texts as models;
10.1	AS2.Uses language to investigate and explore:	brainstorming, using mind maps and lists;	 plans and develops topic, selecting relevant
AS 1	 identifies information needed to assist in 	 uses increasingly complex texts as models; 	information from a range of sources;
	investigating a problem;	 plans and develops topic using relevant 	 organises ideas coherently and logically in
	 uses key words and concepts to select relevant 	information from other sources;	producing multiple drafts;
	sources of information;	organises ideas coherently in logical order	analyses multiple drafts considering purpose,
	 listens to, reads, and views texts from a variety of 	to	audience, point of view, positioning of the
	sources to collect and select ideas;	produce first drafts;	reader, language usage, bias, complex
	 uses appropriate referencing techniques and 	 reflects on multiple drafts considering 	organisation and varied elements of style, and
	conventions when copying (and citing) information	purpose,	revises appropriately;
	from sources (e.g. records author, title, date,	audience, language usage, bias, complex	• analyses own and peers' writing, and evaluates
	p• works on integrated projects across Learning Areas	organisation and a few simple elements of	and makes recommendations, showing
	and produces a synthesised product.	style, and revises appropriately;	sensitivity to the rights, feelings and personal
	AS3.Processes information:	 critically reflects on own and peers' writing 	style of others;
	 records information in an accessible format (e.g. 	and	 proofreads and corrects final draft by applying
	lists, mind maps, notes, summaries);	makes recommendations, showing sensitivity	knowledge of language in context appropriate
	 organises information appropriately (e.g. by time, 	to	for the grade;

importance);	the rights and feelings of others;	 publishes final product, paying attention to a
changes information from one format (or language if	 proofreads and corrects draft by applying 	range of complex presentation and design
necessary) into another (e.g. mind map into	knowledge of language in context	elements.
paragraph, list into summary);	appropriate	
 reflects critically by sharing and challenging ideas; 	for the grade;	
compares different points of view, and identifies	• publishes final product, paying attention to	LO5 THINKING AND REASONING
differences and similarities;	creative presentation and varied elements of	
uses appropriate language for making comparisons	design.	AS1.Uses language to think and reason:
(e.g. similarly, on the other hand, alternatively);		applies thinking and reasoning skills in a variety
chooses best and most appropriate information from	LO5 THINKING AND REASONING	of contexts across the curriculum and in
various sources and individuals, and synthesises		personal
contributions with own ideas into a coherent piece of	AS1.Uses language to think and reason:	circumstances;
work or presentation .Publisher, page numbers,	 applies thinking and reasoning skills in a 	 recognises and discusses the author's central
website);	variety of contexts across the curriculum;	point and perspective within different types of
Thinks creatively:	 discusses and explains the perspective and 	text;
 visualises, predicts, fantasises and empathises to 	position of the author in various texts;	 analyses cause and effect in greater depth, in
make meaning and solve problems;	explains and discusses cause and effect	literary texts and texts from across the
 uses writing to develop ideas (e.g. journals, 	(e.g.	curriculum (e.g. by looking at underlying causes
brainstorming, free-writing, mind maps);	'Why is this the cause of?');	beyond the obvious);
 imagines possibilities and alternatives to expand 	 presents a counter-argument and gives 	 develops and uses arguments in ways that:
thinking (hypothesises and speculates);	reasons	! make the logic clear to the reader or listener,
 considers differences and uses them creatively (e.g. 	(e.g. 'I disagree because' and 'I support my	! anticipates responses and objections;
differences in experience, culture, interest and	argument with');	 presents a counter-argument, and provides
personality);	 recognises and explains why information 	alternatives;
 uses language across the curriculum to solve 	can	uses factual information and interprets statistics
problems (e.g. switches languages);	be considered 'factual' or 'objective';	with increasing confidence to support argument;
 compares how different languages express terms in 	 draws on own experience in order to 	draws on own experience and contrasts it with
different Learning Areas and create links to help	substantiate point of view;	that of others to illustrate a point of view;
understanding and assist in problem-solving.	questions and infers to solve problems and	 uses guestions, inference and analysis to
	develop thinking about complex issues, ideas	develop
	and emotions (e.g. human rights issues,	critical thinking, and for problem solving.
	environmental issues, personal dilemmas,	AS2.Uses language to investigate and explore:
LO 6: LANGUAGE STRUCTURE AND USE	cross-curricular topics).	asks challenging questions on national and
	AS2.Uses language to investigate and	crosscurricular
AS1.Works with words:		
	 asks guestions on national and cross- 	
 creates personal spelling list and dictionary of words 	curricular	
across the curriculum;		
	environmental	unfounded
	debates);	
	/)	
	alternatives:	
 identifies and uses word families and words of the 	,	
 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; 	 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 	 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

	same field in context to develop vocabulary in	curriculum;	organise, and present research on a topic (for
	context:	 locates and accesses information from a 	Languages and other Learning Areas);
LO6	 identifies a range of prefixes and suffixes to work 	wide	considers different perspectives when selecting
200	out meaning;	variety of sources (e.g. radio, Internet,	information;
LANGUAGE STRUCTURE	analyses how languages borrow words from one	various	extends sources and methods for locating
	another, and how new words are coined and uses	kinds of written texts, libraries);	relevant
AND USAGE	these appropriately.	refines the use of appropriate referencing	information (e.g. electronic and other media such
10 4 0 0 4 5 0 0	AS2.Works with sentences:	techniques and conventions when copying	as newspaper archives, documentary films,
AS 1,2,3,4,5&6	• identifies and uses nouns, verbs, modals, adjectives,	(and	specialist libraries);
	pronouns, prepositions, conjunctions, and articles;	citing) information from sources (e.g. records	 works on increasingly complex projects across
	 identifies and uses a variety of subordinate clauses 	author, title, date, publisher, page numbers,	Learning Areas and produces a synthesised
	correctly and appropriately (e.g. 'When she was	website);	product.
	fifteen, her mother died.');	 works on increasingly complex projects 	AS3.Processes information:
	 identifies and uses relative clauses and relative 	across	 develops note-taking and note-making skills
	pronouns (e.g. 'There are many people who do not	Learning Areas and produces a synthesised	(e.g.
	have jobs.');	product.	selects, sequences, classifies and organises
	 uses different types of sentences, such as 	AS3.Processes information:	information using lists, mind maps, graphs), and
	statements,	 experiments with different kinds of note- 	includes citation and reference details;
	questions, commands, instructions and exclamations;	taking and note-making (e.g. taking notes	chooses best and most appropriate information
	 identifies and uses the components of a sentence 	under different circumstances, using	from various sources and individuals, and
	such as subject, verb predicate, direct and indirect	abbreviations for speed);	synthesises contributions with own ideas into a
	object, main and subordinate clauses;	 pays attention to referencing details; 	coherent piece of work or presentation;
	• uses the full range of punctuation appropriately (e.g.	• extracts and synthesises information, using	changes information from one format or
	dash, semi-colon).	listening, reading, writing and viewing skills;	language to another (transcoding or translation);
	AS3.Works with texts:	changes information from one format or	evaluates reliability and validity of information
	 varies use of topic and supporting sentences (e.g. putting topic sentence at end) to develop coherent 	language to another (transcoding or	from print and other media sources (e.g. on
	paragraphs;	translation); • summarises information or ideas by	current affairs issues); • writes and speaks using increasingly more
	 uses connecting words such as 'although' to develop 	selecting, generalising, categorising and	complex language and grammatical structures
	a logical line of thought in a paragraph;	editing, and reflects critically on the product;	for
	 links sentences in cohesive paragraphs using, for 	 formulates thoughts orally and in writing in 	clarity and substance.
	example, collocations, repetition of words, and	increasingly complex ways, using knowledge	Thinks creatively:
	pronouns:	of language (e.g. moving from simple to	visualises, predicts, fantasises and empathises
	sequences paragraphs in a logical order to create	complex sentences).	with increasing sensitivity to make meaning
	longer texts.	Thinks creatively:	and solve problems;
	AS4. Develops awareness and use of style:	 visualises, predicts, fantasises and 	 imagines possibilities and alternatives to
	 uses a variety of sentence lengths and types; 	empathises with sensitivity to make meaning	expand thinking (hypothesises and speculates);
	 distinguishes between formal and informal language; 	and solve problems;	 uses a variety of modes to explore and extend
	uses idioms and idiomatic expressions of the	 imagines possibilities and alternatives to 	ideas (e.g. writes, draws, dances, role-plays);
	language appropriately.	expand thinking (hypothesises and	 considers differences and consolidates their
		speculates);	use
		 considers differences and uses them 	creatively and positively (e.g. differences in
	AS6.Uses meta-language (e.g. talks about simple,	creatively	experience, culture, interest and personality);
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compound	and positively (e.g. differences in experience,	 compares how different languages express
and complex sentences).	culture, interest and personality);	concepts, in different Learning Areas and
	 writes experimentally to explore ideas, 	create links to help understanding and assist in
	emotions and imaginative experience;	problem-solving.
	 compares how different languages express 	LO6 LANGUAGE STRUCTURE AND USE
	terms in different Learning Areas and create	
	links to help understanding and assist in	AS1.Works with words:
	problem-solving.	 uses a wide range of strategies to spell
		unfamiliar
	LO6 LANGUAGE STRUCTURE AND USE	words and discusses the strategies used;
		 creates personal spelling list and dictionary of
	AS1.Works with words:	words across the curriculum and analyses what
	 uses a range of different strategies to spell 	types of words give problems;
	unfamiliar words;	 uses the dictionary and thesaurus competently,
	 creates personal spelling list and dictionary 	confidently and regularly to research spelling,
	of	derivation and development of words;
	words across the curriculum and discusses	 uses common abbreviations and acronyms
	which words give problems;	appropriately;
	 uses the dictionary and thesaurus 	 explains and uses word families and words of
	competently	the
	for vocabulary and spelling research;	same field to develop vocabulary in context;
	 uses common abbreviations and acronyms 	 uses common prefixes and suffixes to work out
	appropriately;	meaning:
	• uses word families and words of the same	 discusses how languages borrow words from
	field	one
	to develop vocabulary in context;	another, how words change meaning with time,
	uses prefixes and suffixes to work out	and how new words are coined.
	meaning;	AS2.Works with sentences:
	explains how languages borrow words from	 identifies and uses nouns, verbs, modals,
	one	adjectives, pronouns, prepositions, conjunctions,
	another, and how new words are coined.	and articles;
	AS2.Works with sentences:	 uses a variety of subordinate clauses correctly
	 identifies and uses nouns, verbs, modals, 	and appropriately (e.g. 'If it rains, I will take an
	adjectives, pronouns, prepositions,	umbrella.');
	conjunctions,	• uses the passive voice to focus on the object of
	and articles;	a
	 identifies and uses a variety of subordinate 	sentence (e.g. 'Gold is mined in South Africa.'),
	clauses correctly and appropriately (e.g. 'As it	and to remove the agent (e.g. 'The man was
	was late, she went straight home.');	tortured.'):
	 identifies and uses relative clauses and 	analyses the grammatical differences between
	relative pronouns (e.g. 'I know the person	statements, questions, commands, instructions
	who did it.');	and exclamations;
	 analyses the grammatical differences 	 identifies and analyses the components of a

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

4-2			
<u>As2</u>			
<u>3. POETRY</u>	LO1: LISTENING	LO1: Listening	LO1:Listening
LO1: LISTENING AS 1,5	 AS1.Listens to and appreciates expressive, imaginative and narrative texts (e.g. ballads songs, short stories, folktales). AS5.Identifies particular words, phrases and 	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,	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).
	sentences which influence the listener and explains their impact (e.g. emotive language, distinguishing between fact and opinion, recognising bias and prejudice).	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).	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
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	a computer or video player). 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 ways in which the writer shapes the reading of the text by careful choice of words. 	 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 	 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	 Identifies AS10.Reflects on own skills as a reader. 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). 	 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. 	 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

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

	between statements, questions, commands,	and exclamations;
	instructions and exclamations;	
 uses the full range of punctuation appropriately 		 identifies and analyses the components of a
(e.g.dash, semi-colon).	 identifies and uses the components of a 	sentence such as subject, verb, object, main and
	sentence such as subject, verb, direct and	subordinateclause, and explains the function of
AS3.Works with texts:	indirect object, main and subordinate	each;
 varies use of topic and supporting sentences (e.g. 	clauses;	 uses a range of punctuation appropriately (e.g.
putting topic sentence at end) to develop coherent		colons, brackets to show something is in
paragraphs;	 uses a range of punctuation appropriately 	parentheses).
• uses connecting words such as 'although' to develop	(e.g. comma to separate an introductory	
a logical line of thought in a paragraph;	phrase or clause from the main part of a	AS3Works with texts:
 links sentences in cohesive paragraphs using, for 	sentence, and to separate phrases and	 varies use of topic and supporting sentences
example, collocations, repetition of words, and	clauses in a series).	(e.g.
pronouns;		putting topic sentence at end) to develop
sequences paragraphs in a logical order to create	AS3.Works with texts:	coherent
longer texts.	 varies use of topic and supporting 	paragraphs;
	sentences	 uses connecting words such as 'while' to
AS4. Develops awareness and use of style:	(e.g. putting topic sentence at end) to	develop
 uses a variety of sentence lengths and types; 	develop	a logical line of thought in a paragraph;
 distinguishes between formal and informal language; 	coherent paragraphs;	• links sentences in cohesive paragraphs using,
 uses idioms and idiomatic expressions of the 	 uses connecting words such as 'therefore' 	for
language appropriately.	to	example, connecting words such as 'however',
AS5.Develops critical language awareness, for	develop a logical line of thought in a	synonyms and antonyms, and repeating words.
example:	paragraph;	AS4Develops awareness and use of style:
 identifies texts where language does not mean 	 links sentences in cohesive paragraphs 	uses and discusses a variety of sentence
exactly what is said - recognises implied meanings;	using,	lengths;
 identifies manipulative language; 	for example, connecting words, and words	distinguishes between formal and informal
• examines how language is used to construct gender,	that are commonly used together	language and explains when each style is
race, the environment, health, etc	(collocations);	appropriate; • avoids verbosity and ambiguity;
	 sequences paragraphs in a logical order to 	 avoids verbosity and ambiguity, uses idioms and idiomatic expressions of the
	create longer texts.	language appropriately and creatively.
	AS4 Develops awareness and use of style:	AS5 Develops critical language awareness, for
	uses a variety of sentence lengths and	example:
	analyses sentence types;	identifies connotative meanings, denotative
	distinguishes between formal and informal	meanings, implied meanings and multiple
	language and uses an appropriate style in	meanings, implied meanings and multiple
	writing and speaking; • uses idioms and idiomatic expressions	analyses manipulative language and rhetoric
	appropriately and creatively.	without the emotional undertones;
	AS5.Develops critical language awareness,	
	for example:	
	 identifies implied meanings and multiple 	
	meanings;	<u> </u>

 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.
I man a m	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
	 AS1Works 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	LO1: LISTENING	LO1: Listening
LO 1: Listening AS 1,4,6	 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). AS6Recognises and accepts different varieties of the language such as different accents, dialects and the 	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)	 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	LO 2: Speaking	LO2:SPEAKING	
AS 1,4,5,6	 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. 	 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;

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	 expressions to engage audience interest; variety in presentation modes; register; tone; 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
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	LO4 : Writing	LO4:Writing	LO4:Writing
LO 4: Writing		LOT. Writing	
LO 4: Writing	AS1.Writes a selected range of imaginative texts:	AS1.Writes a range of imaginative texts:	AS1.Writes a wide range of imaginative texts:
AC 121	 to express imagination, ideas and feelings about self 	 to express imagination, ideas and feelings 	• to express imagination, ideas and feelings
AS 1,3,4	and others:	about	about self and others;
	 to explore the creative and playful use of language 	self and others;	• to explore the creative, critical and playful use
	by means of narrative and descriptive compositions,	• to explore the creative, critical and playful	of language by means of narrative and
	diaries, friendly letters, dialogues, poems, cartoons,	use	descriptive compositions, dialogues, poems,
	limericks and songs.	of language by means of narrative and	songs, elementary short stories, letters, drama
		descriptive compositions, dialogues, poems,	with accompanying sound and visual effects.
	AS3.Demonstrates basic skills in selected features of	songs and letters.	······
	writing		AS3. Demonstrates advanced skills in a
	appropriate to the text type (e.g. establishes the	AS3.Demonstrates basic skills in a range of	
	setting	features of	range of features of writing appropriate to
	and plot in narratives, manages rhythm and rhyme in	writing appropriate to the text type (e.g.	the text type (e.g. develops character,
	poetry, uses straightforward language in simple	reveals	establishes the setting and develops the plot
	descriptions, shows sequence in procedures).	character, establishes the setting and	in narrative and descriptive writing, and
		develops the	uses a wider range of imagery in writing of
	AS4. Uses the writing process with assistance and	plot in narrative and descriptive writing, and	own poetry).
	collaboratively to generate texts:	uses	own poetry).
	 selects and explores topics through brainstorming, 	simple imagery in poetry).	
	using mind maps and lists;		AS4 Uses the writing process with assistance
	 uses other texts as models for writing; 	AS4.Uses the writing process collaboratively	and collaboratively to generate texts:
	 plans and develops topic by using information from 	and	• selects and explores topics through
	one other source;	independently to generate texts:	brainstorming, using mind maps and lists;
	organises ideas coherently in simple, logical order to	selects and explores topics through	
	produce first drafts;	brainstorming, using mind maps and lists;	• uses other texts as models for writing;
	 reflects on drafts, considering purpose, audience, 	 uses increasingly complex texts as models; 	• plans and develops topic by using
	language usage and logical organisation, and revises	plans and develops topic using relevant	information from one other source;
	appropriately;reflects on and discusses own and peers' writing,	information from other sources; • organises ideas coherently in logical order	,
	showing sensitivity to the rights and feelings of	to	• organises ideas coherently in simple,
	others:	produce first drafts;	logical order to produce first drafts;
	 proofreads and corrects final draft by applying 	reflects on multiple drafts considering	
	knowledge of language in context, focusing on	purpose.	• reflects on drafts, considering purpose,
	grammar, punctuation, spelling and vocabulary	audience, language usage, bias, complex	audience, language usage and logical
	appropriate for the grade;	organisation and a few simple elements of	organisation, and revises appropriately;
	 publishes final product, paying attention to 	style, and revises appropriately;	• reflects on and discusses own and peers'
	presentation and basic elements of design.	• critically reflects on own and peers' writing	*
	,	and	writing, showing sensitivity to the rights
		makes recommendations, showing sensitivity	and feelings of others;
		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. 	 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	LO5: Thinking and Reasoning	
LO 5: Thinking and	LOS. Thinking And Reasoning	LOS. Thinking and Reasoning	LOS, Thinking and Passoning
Reasoning	AS1.Uses language to think and reason:	AS1.Uses language to think and reason:	LO5: Thinking and Reasoning
AS 1	 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.'). 	 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 	 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;
LO6: Language Strucutre and Use	LO6: Language Structure and Use	and emotions (e.g. human rights issues, environmental issues, personal dilemmas,	 presents a counter-argument, and provides alternatives;
AS 1,2,3,4,5,6	 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; 	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	 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.
	 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 	words across the curriculum and discusses which words give problems; • uses the dictionary and thesaurus	AS1.Works with words:uses a wide range of strategies to spell unfamiliar

out meaning;	competently for vocabulary and spelling	words and discusses the strategies used;
 analyses how languages borrow words from one 	research;	 creates personal spelling list and dictionary of
another, and how new words are coined and uses	 uses common abbreviations and acronyms 	words across the curriculum and analyses what
these appropriately.	appropriately;	types of words give problems;
	• uses word families and words of the same	 uses the dictionary and thesaurus competently,
AS2.Works with sentences:	field to develop vocabulary in context;	confidently and regularly to research spelling,
• identifies and uses nouns, verbs, modals, adjectives,	 uses prefixes and suffixes to work out 	derivation and development of words;
pronouns, prepositions, conjunctions, and articles;	meaning;	 uses common abbreviations and acronyms
 identifies and uses a variety of subordinate clauses 	 explains how languages borrow words from 	appropriately;
correctly and appropriately (e.g. When she was	one another, and how new words are coined.	• explains and uses word families and words of
fifteen, her mother died.');		the same field to develop vocabulary in context;
 identifies and uses relative clauses and relative 	AS2. Works with sentences:	 uses common prefixes and suffixes to work out
pronouns (e.g. 'There are many people who do not	 identifies and uses nouns, verbs, modals, 	meaning;
have jobs.');	adjectives, pronouns, prepositions,	 discusses how languages borrow words from
uses different types of sentences, such as	conjunctions,	one another, how words change meaning with
statements, questions, commands, instructions and	and articles;	time, and how new words are coined.
exclamations;	identifies and uses a variety of subordinate	
• identifies and uses the components of a sentence	clauses correctly and appropriately (e.g. 'As it	AS2.Works with sentences:
such as subject, verb predicate, direct and indirect	was late, she went straight home.');	• identifies and uses nouns, verbs, modals,
object, main and subordinate clauses;	 identifies and uses relative clauses and 	adjectives, pronouns, prepositions, conjunctions,
	relative	and articles;
• uses the full range of punctuation appropriately (e.g.	pronouns (e.g. 'I know the person who did	uses a variety of subordinate clauses correctly
dash, semi-colon).	it.');	and appropriately (e.g. 'If it rains, I will take an
	analyses the grammatical differences	umbrella.');
AS3.Works with texts:	between	• uses the passive voice to focus on the object of
• varies use of topic and supporting sentences (e.g.	statements, questions, commands,	a
putting topic sentence at end) to develop coherent	instructions and exclamations:	sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was
paragraphs;	 identifies and uses the components of a 	
• uses connecting words such as 'although' to develop	sentence such as subject, verb, direct and	tortured.');
a logical line of thought in a paragraph;	indirect object, main and subordinate	 analyses the grammatical differences between statements, questions, commands, instructions
Inks sentences in cohesive paragraphs using, for		and exclamations;
example, collocations, repetition of words, and	clauses;	and exclamations,
pronouns;		a identifies and enabless the components of a
sequences paragraphs in a logical order to create	 uses a range of punctuation appropriately 	 identifies and analyses the components of a sentence such as subject, verb, object, main and
longer texts.	(e.g. comma to separate an introductory	subordinateclause, and explains the function of
AS4. Develops awareness and use of style:	phrase or clause from the main part of a	each;
uses a variety of sentence lengths and types;	sentence, and to separate phrases and	 uses a range of punctuation appropriately (e.g.
 distinguishes between formal and informal language; 	clauses in a series).	colons, brackets to show something is in
• uses idioms and idiomatic expressions of the		parentheses).
language appropriately.	AS3.Works with texts:	AS3Works with texts:
	varies use of topic and supporting	varies use of topic and supporting sentences
	sentences	(e.g.
		(o.g.

AS5Develops 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 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).	 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; 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, semicolon).
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5. MULTIMEDIA	LO1: Listening	LO1: Listening	LO1: Listening
LO1: Listening	AS2. Listens actively and carefully for specific information	AS2. Listens actively and carefully for specific information and main ideas, and responds	AS2.Listens actively and carefully for specific information and main ideas, and responds
AS 2,7	and main ideas, and responds appropriately, for	appropriately, for example:	appropriately, for example:
	example:	 takes notes, summarises and draws 	draws conclusions;
	 takes notes, summarises and passes on information accurately; 	conclusions; • reflects on opinions, asks searching	 reflects on information and opinions, asks searching questions and challenges where
	 reflects on opinions, asks thoughtful questions and 	questions	necessary.
	challenges where necessary.	and challenges where necessary.	
			AS3 Analyses and compares how different
	AS 3 Recognises how familiar oral texts are	AS3 Understands how familiar oral texts	kinds of oral texts are organised and the
	organised and describes some characteristic	are organised and describes	characteristic features of each (e.g. short
	features (e.g. weather reports, directions, jokes,	characteristic features (e.g. short	stories, ballads, short talks, talk shows,
	songs). This will include recognising tools used	stories, praise poems, short talks). This	radio dramas, news broadcasts, debates).
	for humour, such as pausing and simple punch	will include recognising tools used for	This will include recognising tools used for
	lines, and identifying the use of sound effects in	humour such as punch lines, sarcasm	humour such as puns, irony and
	different audio-visual texts.	and exaggeration and identifying,	understatement and analysing and
	AS7.Identifies the values and historical, social and	recognising and analysing sound	comparing sound effects in different audio-
	cultural contexts of selected texts.	effects in different audio-visual texts.	visual texts.
		AS7.Identifies the values and historical,	AS7.Identifies and discusses the values and
LO2: Speaking	LO2: Speaking	social and cultural contexts of different texts.	historical, social and cultural contexts of a variety of texts.
AS 3,4,5,6	AS3.Demonstrates basic skills in selected oral text	LO2:Speaking	LO2: Speaking
	types: accurately sequences oral instructions and 	AS3.Demonstrates basic skills in a range of	AS3.Demonstrates advanced skills in a wide
	descriptions;	oral text	range of
	 produces logical arguments; 	types: • accurately sequences complex oral	oral text types:
	carries out interviews with peers using simple	instructions	 explains technological processes and explores complex ideas in a sequenced way (e.g. how to
	questions, listening and taking notes carefully.	and descriptions;	use a computer);
	AS4Demonstrates basic interaction skills by	• explains how to do an experiment;	 carries out interviews effectively using
	participating	• carries out interviews with members of the community using basic interview techniques.	advanced interview techniques (e.g. asking
	actively in group discussions, conversations,	community using basic interview techniques.	probing questions).
	interviews and debates, and while so doing:	AS4.Demonstrates a range of interaction	AS4.Demonstrates a range of complex
	 tackles important issues (e.g. social and ethical 	skills by	interaction skills
	issues related to the environment and human rights);	participating actively in group discussions, conversations, debates and group surveys,	by participating actively in group discussions, conversations, debates, group interviews and

	takaa an different ralaa:	and	
	takes on different roles;	and	surveys, and while so doing:
	 acknowledges other opinions; 	while so doing:	• tackles important issues (e.g. social and ethical
	explains own point of view;	• tackles important issues (e.g. social and	issues related to the environment and human
	• gives criticism;	ethical	rights);
	 bridges gaps by asking questions, giving choices, 	issues related to the environment and human	 asks probing questions;
	keeping responses open-ended, and showing	rights);	leads discussions;
	genuine	 asks appropriate questions; 	negotiates differences to arrive at common
	interest;	 takes on different roles; 	point of view or compromise;
		 acknowledges others' opinions and 	 motivates own point of view using evidence
	 shows sensitivity to the rights and feelings of others; 	disagrees	and similar opinions from peers, and shows
	 challenges insensitive or discriminatory use of 	politely when necessary;	flexibility in accepting compromise;
	language.	 motivates own point of view; 	
		 gives and receives criticism; 	 accepts challenges and criticism where
	AS5. Gives oral presentations with some degree of		appropriate;
	accuracy	 persuades others; 	 bridges gaps by asking questions, volunteering
	and creativity, paying attention to:	 bridges gaps by asking questions to clarify 	opinions, rephrasing to clarify meaning, giving
	 clear and audible enunciation; 	meaning, giving choices, keeping responses	choices, and keeping responses open-ended;
	 pausing; 	open-ended, and showing genuine interest;	 distinguishes when to show sensitivity to the
	 variation in tempo and volume; 	 shows sensitivity to the rights and feelings 	rights and feelings of others and when to
	 purpose and audience; 	of	challenge insensitivity or discrimination.
	 posture and body language; 	others in conversation where appropriate;	
	 different social and cultural conventions; 	challenges insensitive or discriminatory use	S5. Gives oral presentations confidently and
	 appropriate figurative devices such as climax and 	of	creatively,
	anti-climax.	language.	paying attention to:
	AS6. Recognises and explains the success of own		 pausing and variation in tempo and volume at
	communication.	AS5. Gives oral presentations with a great	key points;
		degree of	 purpose and audience;
	LO3: Reading and Viewing	accuracy and creativity, paying attention to:	 posture, gesture, body language and facial
		 clear and audible enunciation; 	expressions to engage audience interest;
	AS2.Reads aloud and silently for a variety of	 pausing; 	 variety in presentation modes;
	purposes using	 variation in tempo and volume; 	register;
	appropriate reading strategies (e.g. skimming and	 purpose and audience; 	 tone;
	scanning, predictions, contextual clues, inferences).	 posture and body language; 	 degree of formality;
	AS3. Identifies the purpose, audience and context of a	 different presentation modes; 	 different social and cultural conventions;
LO 3: Reading and Viewing	text.	• register;	appropriate figurative devices such as climax,
	AS4.Shows understanding of information texts:	• tone;	anti-climax, hyperbole and rhetorical questions.
AS 2,3,4,5,7,10	 identifies main ideas and explains how details 	 different social cultural conventions; 	AS6.Evaluates the success of own
	support the main idea.	 appropriate figurative devices such as 	communication and
	AS5.Identifies different text types and their key	climax,	makes improvements.
	features and	anti-climax and hyperbole (exaggeration for	
	explains the way the text is organised (e.g. poems,	effect).	LO3: Reading and Viewing
	newspaper articles, short stories, advertisements,	AS6.Identifies and discusses the features	
	short	which	AS2.Reads independently, both aloud and
L		1	; we did a construction of the construc

magazine articles)	contribute to the success of own	silently for a
magazine anicies).		
AS7 Identifies and discusses techniques used to		
 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 writer's point of view; identifies obvious bias or prejudice; identifies during 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);	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.
	• the impact of camera and film techniques (e.g.	AS10.Reflects on and evaluates own skills as a reader.
	close-ups, zoom shots, camera angles,	

		flashbacks).	
	LO4: Writing	AS8.Responds critically to texts:	LO4: Writing
LO4: Writing		 discusses writer's point of view; 	Lou. mang
E04. Writing	AS1.Writes a selected range of imaginative texts:	discusses implicit (or hidden) messages in	AS1.Writes a wide range of imaginative texts:
AS 1,4	• to express imagination, ideas and feelings about self	the	 to express imagination, ideas and feelings
AS 1,4	and others;	text, as well as bias or prejudice;	about self and others;
	 to explore the creative and playful use of language 	discusses how context influences the	• to explore the creative, critical and playful use
	by means of narrative and descriptive compositions,	message;	of language by means of narrative and
	diaries, friendly letters, dialogues, poems, cartoons,	 identifies what has been left out of the text 	descriptive compositions, dialogues, poems,
	limericks and songs.	and	songs, elementary short stories, letters, drama
	AS4.Uses the writing process with assistance and	discusses why;	with accompanying sound and visual effects.
	collaboratively to generate texts:	questions whether learner agrees with the	AS4. Uses the writing process independently and
	 selects and explores topics through brainstorming, 	messages in the text.	with
	using mind maps and lists;	AS10.Reflects on and discusses own skills	ease to generate complex texts:
	 uses other texts as models for writing; 	as a reader	selects and explores complex topics through
	 plans and develops topic by using information from 	LO4:Writing	brainstorming, and using lists and notes;
	one other source;		 uses increasingly complex texts as models;
	• organises ideas coherently in simple, logical order to	AS1.Writes a range of imaginative texts:	 plans and develops topic, selecting relevant
	produce first drafts;	• to express imagination, ideas and feelings	information from a range of sources;
	• reflects on drafts, considering purpose, audience,	about	organises ideas coherently and logically in
	language usage and logical organisation, and revises	self and others:	producing multiple drafts;
	appropriately;	 to explore the creative, critical and playful 	analyses multiple drafts considering purpose,
	• reflects on and discusses own and peers' writing,	use	audience, point of view, positioning of the
	showing sensitivity to the rights and feelings of	of language by means of narrative and	reader, language usage, bias, complex
	others;	descriptive compositions, dialogues, poems,	organisation and varied elements of style, and
	 proofreads and corrects final draft by applying 	songs and letters.	revises appropriately;
	knowledge of language in context, focusing on	AS4. Uses the writing process collaboratively	analyses own and peers' writing, and evaluates
	grammar, punctuation, spelling and vocabulary	and	and makes recommendations, showing
	appropriate for the grade;	independently to generate texts:	sensitivity to the rights, feelings and personal
	 publishes final product, paying attention to 	 selects and explores topics through 	style of others;
	presentation and basic elements of design	brainstorming, using mind maps and lists;	 proofreads and corrects final draft by applying
	LO5:Thinking and Reasoning	 uses increasingly complex texts as models; 	knowledge of language in context appropriate
LO 5: Thinking and		 plans and develops topic using relevant 	for the grade;
Reasoning	AS1.Uses language to think and reason:	information from other sources;	 publishes final product, paying attention to a
	 infers and deduces meaning, and explains the 	 organises ideas coherently in logical order 	range of complex presentation and design
AS 1,3	intentions of the author by interpreting written,	to	elements.
	visual and aural texts across the curriculum;	produce first drafts;	LO5: Thinking and Reasoning
	 explains cause and effect; 	 reflects on multiple drafts considering 	
	 weighs options by deciding which of two 	purpose,	AS1.Uses language to think and reason:
	alternatives is the better choice;	audience, language usage, bias, complex	 applies thinking and reasoning skills in a variety
	 expresses and develops a clear personal viewpoint; 	organisation and a few simple elements of	of contexts across the curriculum and in
	• supports an argument with various kinds of evidence	style, and revises appropriately;	personal
	(e.g. statistical and other);	 critically reflects on own and peers' writing 	circumstances;

		language to another (transcoding or	
	LO6: Language Structure and Use	translation);	LO6 : Language Structure and Use
LO 6: Language Structure and		 summarises information or ideas by 	
Use	AS1.Works with words:	selecting,	AS1.Works with words:
036	 uses different strategies to spell unfamiliar words; 	generalising, categorising and editing, and	 uses a wide range of strategies to spell
AS 102456	• creates personal spelling list and dictionary of words	reflects critically on the product;	unfamiliar
AS 1,2,3,4,5,6	across the curriculum;	 formulates thoughts orally and in writing in 	words and discusses the strategies used;
	 uses the dictionary and thesaurus to increase 	increasingly complex ways, using knowledge	 creates personal spelling list and dictionary of
	vocabulary and improve spelling;	of	words across the curriculum and analyses what
	 uses common abbreviations and acronyms 	language (e.g. moving from simple to	types of words give problems;
	appropriately;	complex	 uses the dictionary and thesaurus competently,
	 identifies and uses word families and words of the 	sentences).	confidently and regularly to research spelling,
	same field in context to develop vocabulary in	LO6:Language Structure and Use	derivation and development of words;
	context;		 uses common abbreviations and acronyms
	 identifies a range of prefixes and suffixes to work 	AS1.Works with words:	appropriately;
	out meaning;	 uses a range of different strategies to spell 	• explains and uses word families and words of
	 analyses how languages borrow words from one 	unfamiliar words;	the
	another, and how new words are coined and uses	 creates personal spelling list and dictionary 	same field to develop vocabulary in context;
	these appropriately.	of	uses common prefixes and suffixes to work out
	AS2.Works with sentences:identifies and uses nouns, verbs, modals, adjectives,	words across the curriculum and discusses	meaning;
	pronouns, prepositions, conjunctions, and articles;	which words give problems;	discusses how languages borrow words from
	 identifies and uses a variety of subordinate clauses 	uses the dictionary and thesaurus	one another, how words change meaning with time,
	correctly and appropriately (e.g. 'When she was	competently for vocabulary and spelling research;	and how new words are coined.
	fifteen, her mother died.');	 uses common abbreviations and acronyms 	AS2.Works with sentences:
	 identifies and uses relative clauses and relative 	appropriately;	 identifies and uses nouns, verbs, modals,
	pronouns (e.g. 'There are many people who do not	uses word families and words of the same	adjectives, pronouns, prepositions, conjunctions,
	have jobs.');	field	and articles:
	• uses different types of sentences, such as	to develop vocabulary in context;	 uses a variety of subordinate clauses correctly
	statements.	 uses prefixes and suffixes to work out 	and appropriately (e.g. 'If it rains, I will take an
	questions, commands, instructions and exclamations;	meaning:	umbrella.');
	 identifies and uses the components of a sentence 	explains how languages borrow words from	uses the passive voice to focus on the object of
	such as subject, verb predicate, direct and indirect	one	а
	object, main and subordinate clauses;	another, and how new words are coined.	sentence (e.g. 'Gold is mined in South Africa.'),
		AS2. Works with sentences:	and to remove the agent (e.g. 'The man was
	 uses the full range of punctuation appropriately (e.g. 	 identifies and uses nouns, verbs, modals, 	tortured.');
	dash, semi-colon).	adjectives, pronouns, prepositions,	 analyses the grammatical differences between
	AS3.Works with texts:	conjunctions,	statements, questions, commands, instructions
	 varies use of topic and supporting sentences (e.g. 	and articles;	and exclamations;
	putting topic sentence at end) to develop coherent	 identifies and uses a variety of subordinate 	
	paragraphs;	clauses correctly and appropriately (e.g. 'As it	 identifies and analyses the components of a
	• uses connecting words such as 'although' to develop	was late, she went straight home.');	sentence such as subject, verb, object, main and
	a logical line of thought in a paragraph;	 identifies and uses relative clauses and 	subordinateclause, and explains the function of

	Liste Co.	Les este
 links sentences in cohesive paragraphs using, for 	relative	each;
example, collocations, repetition of words, and	pronouns (e.g. 'I know the person who did	 uses a range of punctuation appropriately (e.g.
pronouns;	it.');	colons, brackets to show something is in
 sequences paragraphs in a logical order to create 	analyses the grammatical differences	parentheses).
longer texts.	between	AS3Works with texts:
AS4.Develops awareness and use of style:	statements, questions, commands,	• varies use of topic and supporting sentences
 uses a variety of sentence lengths and types; 	instructions	(e.g.
 distinguishes between formal and informal language; 	and exclamations;	putting topic sentence at end) to develop
 uses idioms and idiomatic expressions of the 	 identifies and uses the components of a 	coherent
language appropriately.	sentence such as subject, verb, direct and	paragraphs;
AS5Develops critical language awareness, for	indirect object, main and subordinate	 uses connecting words such as 'while' to
example:	clauses;	develop
 identifies texts where language does not mean 		a logical line of thought in a paragraph;
exactly what is said - recognises implied meanings;	 uses a range of punctuation appropriately 	• links sentences in cohesive paragraphs using,
identifies manipulative language;	(e.g.	for
examines how language is used to construct gender,	comma to separate an introductory phrase or	example, connecting words such as 'however',
race, the environment, health, etc.	clause from the main part of a sentence, and	synonyms and antonyms, and repeating words.
	to	AS4.Develops awareness and use of style:
AS6.Uses meta-language (e.g. talks about simple,	separate phrases and clauses in a series).	 uses and discusses a variety of sentence
compound	AS3.Works with texts:	lengths;
and complex sentences).	 varies use of topic and supporting 	 distinguishes between formal and informal
	sentences	language and explains when each style is
	(e.g. putting topic sentence at end) to	appropriate;
	develop	• avoids verbosity and ambiguity;
	coherent paragraphs;	uses idioms and idiomatic expressions of the
	 uses connecting words such as 'therefore' 	language appropriately and creatively.
	to	AS5.Develops critical language awareness, for
	develop a logical line of thought in a	example:
	paragraph;	identifies connotative meanings, denotative
	 links sentences in cohesive paragraphs 	meanings, implied meanings and multiple
	sing,	meanings;
	for example, connecting words, and words	analyses manipulative language and rhetoric without the emotional undertance:
	that	without the emotional undertones;
	are commonly used together (collocations);	
	 sequences paragraphs in a logical order to 	examines how language is used to construct
	create longer texts.	gender, race, the environment, health, etc., and
	AS4.Develops awareness and use of style:	how the reader is positioned - suggests ways of
	 uses a variety of sentence lengths and 	rewriting texts to create other possibilities.
	analyses	AS6.Uses meta-language (terms such as
	sentence types;	collocation,
	 distinguishes between formal and informal 	coherent, cohesive, logical, semi-colon).
	language and uses an appropriate style in	
	writing and speaking;	
	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). 	

WORK SCHEDULE SENIOR PHASE ENGLISH HOME LANGUAGE: GRADE 7

TERM 1

	CONTENT IN CONTEXT : STORIES, TEXT (S) FROM OTHER LEARNING AREAS MULTIMED INTERGRATION: ARTS AND CULTURE; MATHEMATICS; LIFE ORIENTATION; SOCIAL SCII		CIENCES		
3.	3. RESOURCES: STORY BOOKS, LIBRARIES, MAGAZINES, NEWSPAPER, SHORT STORIES, RADIO TALKS ETC.				
WEEK	NOTE TO EDUCATORS: WRITE OUT ASSESSMENT STANDARDS IN FULL WHEN	ASSESSMENT	TEACHING AND		
	PREPARING YOUR WORK SCHEDULE		LEARNING STRATEGIES		
	DRAMA LO1: LISTENING	FORMS Investigation Questionnaire Interviews	Group Work Individual Demonstrations Rainbow Activity		
	 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). 	Tests Written work Poster Action Research Product Portfolios Project work Practical Demonstrations Case Studies Observations Lists	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		
	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).	Reports Budgets Role plays Short Research Reports <u>METHODS</u> Peer Teacher Teacher Teacher Assessment	Write a newspaper article Design a poster Brainstorming Research, interviews, survey Reading maps, using symbol Drawing maps, using symbol Giving/ receiving directions		

 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. ASS.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	Getting involved in community resource people questions Sharing own opinions and listening to the opinions of others Problem posing Investigations
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 residue of the output textee	
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 	FORMS	
clauses correctly and appropriately (e.g. 'As it	Investigation	
was late, she went straight home.');	Questionnaire	
identifies and uses relative clauses and relative	Interviews	
pronouns (e.g. 'I know the person who did it.');	Tests	
 analyses the grammatical differences between 		
statements, questions, commands, instructions	Written work	
and exclamations;	Poster	
 identifies and uses the components of a 	Action	
sentence such as subject, verb, direct and	Research	
indirect object, main and subordinate clauses;	Product Portfolios	
 uses a range of punctuation appropriately (e.g. 	Project work	
comma to separate an introductory phrase or	Practical Demonstrations	
clause from the main part of a sentence, and to	Case Studies	
separate phrases and clauses in a series).	Observations	
AS3.Works with texts:	Lists	
 varies use of topic and supporting sentences 	Reports	
(e.g. putting topic sentence at end) to develop	Budgets	
coherent paragraphs;	Role plays	
 uses connecting words such as 'therefore' to 	Short Research Reports	
develop a logical line of thought in a paragraph;		
 links sentences in cohesive paragraphs using, 	<u>METHODS</u>	
for example, connecting words, and words that	Peer	
are commonly used together (collocations);	Teacher	
 sequences paragraphs in a logical order to 	Teacher Assessment	
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.		Group Work
AS5.Develops critical language awareness, for example:		Individual
 identifies implied meanings and multiple 		Demonstrations
meanings;		Rainbow Activity
 identifies manipulative language and rewrites 		Games
this without the emotional undertones;		Role-play
examines how language is used to construct		Problem- solving
gender, race, the environment, health, etc., and		Facilitating
how the reader is positioned.		0

AS6. Uses meta-language (terms such as thesaurus, acronym, modal, article, relative clause).		Reading, comparing and contrasting
		Working in small groups
3 MULTIMEDIA:	<u>FORMS</u>	Decision-making activities
S WIDETIMEDIA.	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 Practical Demonstrations	Drawing maps, using symbols
LO2:Speaking	Case Studies	Giving/ receiving directions
	Observations	Making comparisons, using
AS3.Demonstrates basic skills in a range of oral text	Lists	simple graphs
types:		Identifying and solving
accurately sequences complex oral instructions	Reports Budgets	problems
and descriptions;explains how to do an experiment;	Role plays	Getting involved in
 explains now to do an experiment, carries out interviews with members of the 	Short Research Reports	community resource people
community using basic interview techniques.		questions
AS4.Demonstrates a range of interaction skills by	<u>METHODS</u>	Sharing own opinions and
participating actively in group discussions,	Peer	listening to the opinions of
conversations, debates and group surveys, and	Teacher	others
while so doing:	Teacher Assessment	Problem posing
 tackles important issues (e.g. social and ethical 		Investigations
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;		

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 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).		
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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	
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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		
plot in narrative and descriptive writing, and uses simple imagery in poetry).		
simple imagery in poetry).		
simple imagery in poetry).		
simple imagery in poetry). LO6: Language Structure and Use AS1.Works with words:		
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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;	
Inks 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.	
AS4Develops 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;	
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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.	

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

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:

VEEK 1	LO 1 AS	ASSESSMENT	TEACHING AND
			LEARNING STRATEGIES
	1. TEXT FROM OTHER LEARNING AREAS	FORMS	
		Investigation	Group Work
	LO1: Listening	Questionnaire	Individual
		Interviews	Demonstrations
	AS2.Listens actively and carefully for specific	Tests	Rainbow Activity
	information and main ideas, and responds	Written work	Games
	appropriately, for example:	Poster	Role-play
	 takes notes, summarises and draws conclusions; 	Action	Problem- solving
	 reflects on opinions, asks searching questions 	Research	Facilitating
	and challenges where necessary.	Product Portfolios	Reading, comparing and
	Identifies the values and historical, social and	Project work	contrasting
	cultural contexts of different texts.	Practical Demonstrations	Working in small groups
	LO1 LISTENING	Case Studies	Decision-making activities
		Observations	Problem- solving activities
	AS2.Listens actively and carefully for specific	Lists	Expressing own opinion
	information and main ideas, and responds	Reports	Building consensus
	appropriately, for example:takes notes, summarises and draws conclusions;	Budgets	Story telling
	 reflects on opinions, asks searching questions 	Role plays	Write a newspaper article
	and challenges where necessary.	Short Research Reports	Design a poster
	Identifies the values and historical, social and		Brainstorming
	cultural contexts of different texts.		Research, interviews, surve
		METHODS	Reading maps, using symbol
			Drawing maps, using symbol
	LO2 SPEAKING	Peer Teacher	Giving/ receiving directions

 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; 	Teacher Assessment Peer Assessment TOOLS Checklist Rubric Test Posing Questions Worksheets Portfolios	Making comparisons, using simple graphs Identifying and solving problems Getting involved in community resource people questions Sharing own opinions and listening to the opinions of others Problem posing Investigations
 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 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	
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	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		
	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		
J1		1	1]

	Infamiliar words;	
	creates personal spelling list and dictionary of	
	vords across the curriculum and discusses	
	vhich words give problems;	
	uses the dictionary and thesaurus competently	
	or vocabulary and spelling research;	
	uses common abbreviations and acronyms	
	appropriately;	
	uses word families and words of the same field	
	o develop vocabulary in context;	
	uses prefixes and suffixes to work out meaning;	
	explains how languages borrow words from one	
	nother, and how new words are coined.	
	AS2.Works with sentences:	
	identifies and uses nouns, verbs, modals,	
a	djectives, pronouns, prepositions, conjunctions,	
a	and articles;	
•	identifies and uses a variety of subordinate	
	clauses correctly and appropriately (e.g. 'As it	
V	vas late, she went straight home.');	
•	identifies and uses relative clauses and relative	
p	pronouns (e.g. 'I know the person who did it.');	
•	analyses the grammatical differences between	
s	tatements, questions, commands, instructions	
a	and exclamations;	
•	identifies and uses the components of a	
s	entence such as subject, verb, direct and	
i	ndirect object, main and subordinate clauses;	
ι ι	ises a range of punctuation appropriately (e.g.	
	comma to separate an introductory phrase or	
C	clause from the main part of a sentence, and to	
S	eparate phrases and clauses in a series).	
A	AS3.Works with texts:	
	varies use of topic and supporting sentences	
	e.g. putting topic sentence at end) to develop	
	oherent paragraphs;	
	uses connecting words such as 'therefore' to	
	levelop a logical line of thought in a paragraph;	
	links sentences in cohesive paragraphs using,	
	or example, connecting words, and words that	
	are commonly used together (collocations);	
	sequences paragraphs in a logical order to	
C	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	
sentence types;	
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	
A C 4 bistories to and a second state should be sized in a size of the	
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.	
	LOE: Thinking and Passaning	
	LO5: Thinking and Reasoning	
	AC4 Lines language to think and recease	
	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 	
1	develop a logical line of thought in a paragraph;	
1	Inks 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; a base ord dewreate texts: 	
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brainstorming, using mind maps and lists; • uses increasingly complex texts as models;	
 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	
 prooreads 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	
LOD. 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;	

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	• 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;		
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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.	
appropriately and creatively.	

ASE Davelana aritical language awarenega, for example:	
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).	
simple imagely in poerry).	
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.	
	AS4Develops 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;	
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WORK SCHEDULE ENGLISH HOME LANGUAGE - GRADE 9 TERM 1

1. (CONTENT IN CONTEXT:		
2.	INTERGRATION:		
3. F	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	FORMS Investigation Questionnaire Interviews Tests Written work Poster Action Research Product Portfolios Project work	Group Work Individual Demonstrations Rainbow Activity Games Role-play Problem- solving Facilitating Reading, comparing and contrasting Working in small groups
	 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; 	Practical Demonstrations Case Studies Observations Lists Reports Budgets Role plays	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; putpose 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. 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: 	Short Research Reports METHODS Peer Teacher Teacher Assessment Peer Assessment 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
 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	
LOS 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;	
inormation,	
 extends sources and methods for locating relevant 	
information (e.g. electronic and other media such	
as newspaper archives, documentary films,	
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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;	

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 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,		
adjectives, pronouns, prepositions, conjunctions,		
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',		

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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	
LOT. Listening	
AS1 Listens to and appropriates a variative of appropriate	
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	
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• uses the dictionary and thesaurus competently, confidently and regularly to research spelling, derivation and development of words;	
confidently and regularly to research spelling, derivation and development of words;	
derivation and development of words;	
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).	
AS3Works with texts:	
 varies use of topic and supporting sentences (e.g. 	
putting topic sentence at end) to develop coherent	
paragraphs;	

·	a uses connecting words such as (while' to develop		
	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:		
L	appropriatory, for example.	l	1

,		
LO2: Speaking		
AS3.Demonstrates advanced skills in a wide range of		
AS4.Demonstrates a range of complex interaction skills		
	 • 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; • leads discussions; • leads discussions; • elads discussions; • excepts challenges and critics where aproprints; • 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, voluntering 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; 	 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: tackse (e.g. asking); tackse probing questions; tackse probing questions; elads discussions; elads discussions; eads sorbid prompass; motivates own point of view using evidence and similar opinions from peers, and shows flexibility accepting compromise; motivates charge stores, outputering evidence and similar opinions from peers, and shows flexibility in accepting compromise; motivates charge stores, volunteering opinions, rephrasing to larify meaning, dying choices, and keeping responses open-ended; dying then to show sensitivity to the rights and feelings of others and when to chailenge insensitivity or discrimination.

• 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	

	hiss or projudice, and offers own anipian and		
	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		
L		1	1

of contrasts compare the commission of the compared	
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	
anguage 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.	
Cianty and Substance.	
LOG - Language Structure and Lice	
LO6 : Language Structure and Use	
AS1.Works with words:	
 uses a wide range of strategies to spell unfamiliar 	

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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	
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 uses a range of punctuation appropriately (e.g. 	
colons, brackets to show something is in	
parentheses).	
AS3Works 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		
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 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		
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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	
• 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	
sentence (e.g. 'Gold is mined in South Africa.'), and to remove the agent (e.g. 'The man was	
and to remove the agent (e.g. 'The man was	
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	
subordinate clause, and explains the function of	
each;	
• uses a range of punctuation appropriately (e.g.	
colons, brackets to show something is in	
parentheses).	
AS3Works 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 da a logical line of thought in a paragraph; links sentences in cohesive paragraphs usi example, connecting words such as 'howeve synonyms and antonyms, and repeating wor AS4Develops awareness and use of style: uses and discusses a variety of sentence le distinguishes between formal and informal language and explains when each style is appropriate; avoids verbosity and ambiguity; uses idioms and idiomatic expressions of th language appropriately and creatively. AS5Develops critical language awareness, f identifies connotative meanings, denotative meanings; analyses manipulative language and rhetor without the emotional undertones; 	ing, for er', ids. engths; ne or example:		
TERM	TEXT/CONTEXT 1	TEXT/CONTEXT	TEXT/CONTEXT	TEXT/CONTEXT
1 E RIVI 1.	I MULTIMEDIA-IAT	STORIES –FAT	DRAMA –IAT	TEXT FROM OTHER LEARNING
1.				
2	3WEEKS	3WEEKS	2WEEKS	AREAS- FAT- 3WKS
2.		POETRY – FAT	TEXT FROM OTHER LEARNING	STORIES- FAT
	2WEEKS	3WEEKS	AREAS – IAT -3WEEKS	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:				Reluctance of
As 1,2,3,5,7	Activity 1	Activity 1		learners in
	Teacher:	Learners:		investigating.
AS1 Listens to and	Pre-Listening activity:	Pre-Listening activity:		Lack of material
appreciates a variety of	Explains the out come of the lesson and	Informal activity		in Libraries.
complex	provokes a discussion among the	Engage in a general class discussion		Inaccessibility to
imaginative and informative oral texts (e.g. radio	learners about the investigation topics.	about the investigation topics.		Internet
dramas, talk shows,	Activity 2	Activity 2		
documentaries, dramatised		Informal activity		
poems, book reviews).	Divides learners into groups and gives	Participate in group discussion		
AS2 Listens actively and carefully for specific	them pictures, articles etc which must	r anderpare in group anseassion		
information and main ideas,	be used to plan their investigation.			
and responds			FORM:	
appropriately, for example:	Activity 3	Activity 3	Completed	
• draws conclusions;	Explains the format of a questionnaire	Formal activity:	questionnaires	
• reflects on information	and provide a template.	Discuss and complete their	METHOD:	
and opinions, asks		questionnaires in their respective	Teacher	
searching questions and		groups.	TOOL:	
challenges where			Checklist	
necessary.				
AS3 Analyses and				
compares how different	Activity 4	Activity 4	FORM:	
kinds of oral		Formal Activity:	Written reports	
texts are organised and the characteristic features	Explains to the learners how	Plan and arrange how they will	METHOD:	
of each (e.g. short stories,	investigation should be done.	conduct their investigation .e.g.	Teacher	
ballads, short talks, talk	Agrees with the class on actual time for	• Who will arrange the interview?	TOOL:	
shows, radio dramas, news	the report back after the investigation	• Who will be the team leader?	Rubric	

broadcasts, debates).	has been done.		
This will include	Provides the learners with template on		
recognising tools used for	how the report should be compiled.		
humour such as puns, irony			
and understatement			
and analysing and	Activity 5	Activity 5	FORM:
comparing sound effects in	•	· ·	
different audio-visual texts.	Formal activity	Formal activity	Oral Report back
AS5 Discusses the	Explains to the class how to report after	Discuss and nominate a group	METHOD:
speaker's reasons for	a group task has been completed.	member to present oral report.	Teacher
choosing	Activity 6	Activity 6	TOOL:
particular words, phrases,	Explains how to write report writing.	Informal activity	Rubric
sentences and stylistic		Write individual report about	
effects to influence the		investigation.	
listener and explains their	Activity 7	Activity 7	FORM:
impact (e.g. deliberate	Informal Activity:	Informal Activity:	Answers from
ambiguity, distinguishing	Explains direct and Indirect Speech	Complete an exercise	learners
fact from opinion,	1	Complete an exercise	METHOD:
identifying the speaker's	using example from the learners		
point	investigations.		Peer
of view, recognising and			TOOL:
discussing bias, prejudice			Memorandum
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).			

	1	
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.		

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		

1		
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;			
5			
• 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	<u> </u>		

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		

•			I
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 			
abes 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		
AS 2, 3, 4,5,6 LO3		
AS 1,2,3,4,5,6,8,9, 10 LO4		
101,2,3,4,3,0,0,9,10		
LO4		
As 2, 4 LO5		
1.05		
As 1,2,3,4		
LO6		
As 1,2,3,4,5		
1		

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