

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)



ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 7 TERM 1

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.



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- Please note that a EFAL English structured learning programme that includes daily lesson plans, big books, reading worksheets and classroom resources is available for download from www.nect.org.za
- This is a zero-rated website, so there are no data costs for downloads.
- This document can be used independently of the structured learning programme.



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Planner & Tracker for Recovery ATP

First Additional Language: English



Grade 7 Term 1



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Introduction

Dear Senior Phase Teachers,

The COVID-19 Pandemic has left us with an enormous challenge in education. As we return to 'normal schooling', we all have to work smarter and harder to ensure that our system recovers.

For Senior Phase EFAL teachers, it becomes more important than ever for you to focus on developing learners' mastery of reading, comprehension and writing skills, and on the acquisition of English cognitive academic language. South Africa needs you to do your very best to equip your learners with these skills.

This document is designed to help you achieve this. By systematically working through this plan, we are confident that you can address the loss of teaching and learning time, and bring your learners to the level where they need to be.

We thank you in advance for the commitment, dedication and hard work that is required of you.

You are truly building our nation.

With very best wishes for the term ahead,

The NECT EFAL Team



Recovery ATP Requirements

- In the Recovery ATP, key skills and content are frequently repeated, which is essential for the development of language competency.
- This summary is a cohesive list of all skills and content included in the Recovery ATP.

SUMMARY: LISTENING & SPEAKING	
1 Understand and use the Listening Process, including:	<ul style="list-style-type: none">a Pre-Listening (Introduce the text)b During Listening (Notetaking, interpreting, recognizing)c Post Listening (Answer questions, compare and contrast, summarize etc.)
2 Engage with different kinds of texts (information, literary, etc.) as follows:	<ul style="list-style-type: none">a Listen to the text for understandingb Identify main and supporting ideasc Take notesd Discuss the structure, characters, theme and point of viewe Ask and answer questionsf Share ideas and experiences and shows an understanding of conceptsg Identify persuasive and manipulative techniques
3 Understand and use conventions for oral presentations, including:	<ul style="list-style-type: none">a Correct registerb Maintain the conversation (fill gaps)c Identify main and supporting ideasd Answer questionse Correct sequence of eventsf Mention characters correctlyg Mention timeline
4 Understand and use conventions for group discussions, including:	<ul style="list-style-type: none">a Discussing specific ideasb Taking a position on ideas and refer to text to support this positionc Relate content to own experienced Identify characters, theme, and point of viewe Explain why a text was liked/disliked

SUMMARY: READING & VIEWING

1 Understand and use the Reading Process, including:

- a Pre Reading (Introduce the text, understands key features of text such as titles, headings and illustrations)
- b During Reading (Features of the text)
- c Post Reading (Answer questions, compare and contrast, evaluate, etc.)

2 Reading of a literary text

- a Focus on text features
- b Develop comprehension of:
 - Character
 - Characterisation
 - Plot and conflict
 - Background
 - Setting
 - Narrator
 - Theme

3 Reading of transactional texts

- a Focus on text features
 - Format
 - Language use
 - Target audience

4 Reading of Poetry

- a Understand the key features of a poem
- b Understand internal structure, including:
 - Figures of speech
 - Imagery
 - Rhyme
 - Rhythm
- c Understand external features, including:
 - Lines
 - Words
 - Stanzas
 - Typography
 - Figurative meaning
 - Mood
 - Theme
 - Message

5 Comprehend various texts, for example; drama (one act), short stories, short stories

6 Understand and use strategies for Reading for Comprehension, including:

- a Skim for main ideas
- b Independent reading
- c Scan for supporting details
- d Meaning inference (infer the meaning of unfamiliar words and images)
- e Infer conclusion
- f Visualise
- g Intensive read for comprehension, including:
 - The meaning of words
 - Fact and opinion
 - Implied meaning (inference)
 - Viewpoint of writer

SUMMARY: WRITING & PRESENTING

1 Understand and use Process Writing, including:

- a Planning & Planning strategies (e.g. mind maps)
- b Drafting
- c Revision
- d Editing
- e Proof reading and presenting

2 Learn about and write Transactional and Literary texts, for example: narrative/reflective paragraph, dialogue, review/diary entry, narrative/reflective essay

3 Understand and use the conventions for writing Transactional Texts, including:

- a Requirements of format, style and point of view
- b Target audience, purpose and context
- c Word choice
- d Appropriate language use
- e Topic sentence of paragraphs
- f Main and supporting ideas
- g Use of conjunctions for cohesion
- h Appropriate words and style
- i Free expression
- j Paragraph cohesion
- k Logical order of paragraphs

4 Understand and use the conventions for writing Poems, including:

- a Structure of a stanza
- b Use of conjunctions for cohesion
- c Variety of sentence types, lengths and structures
- d Diction and figurative language

SUMMARY: LANGUAGE STRUCTURES AND CONVENTIONS

1 Word Level Work

- a Common nouns
- b Proper nouns
- c Revision on verbs
- d Finite verbs
- e Pronouns
- f Personal and possessive pronouns
- g Articles

2 Sentence Level Work

- a Simple sentences
- b Statements
- c Simple present and past tense
- d Subject
- e Subject-verb agreement
- f Subject and predicate

3 Punctuation & Spelling

- a** Full stop
- b** Comma
- c** Colon
- d** Semi-colon
- e** Capital and lower-case letters
- f** Dictionary use
- g** Spelling patterns
- h** Spelling rules

4 Word Meaning

- a** Synonym
- b** Antonym
- c** Rhymes
- d** Borrowed words
- e** Idioms
- f** Proverbs
- g** Alliteration
- h** Similes
- i** Metaphors
- j** Homophones

5 Vocabulary in context



Recovery Teaching and Learning

Now more than ever it is important to maximise the impact of EFAL teaching and learning.

This can be done in the following ways:

- 1 Create and follow a cycle routine.** Do the same kinds of lessons, in the same order over a two-week period. As learners become familiar with the routine and lesson types, they can focus on the content of the lesson, rather than trying to work out what is expected of them.
- 2 Explicitly teach vocabulary.** Learners need to acquire cognitive academic language proficiency (CALP). This is the kind of language that will help them to express themselves at an academic level. Select the vocabulary to teach from the theme reading texts and related concepts. Give learners multiple opportunities to use the new vocabulary in all the different skills: listening, speaking, reading, and writing.
- 3 Support learning through scaffolding.** Model all activities – show learners what is expected of them, rather than telling them. Provide frameworks for written work. These frameworks should model the correct format and structure of a genre. Make the use of scaffolding optional – learners who do not need the support should not have to use it.
- 4 Support learning through repetition.** Always remember that EFAL is an additional language. Carefully structured repetition can be a powerful language learning tool. Read texts a number of times, focussing on different aspects with each read. Use the same texts for a number of different activities, to allow learners to deepen their understanding of the text and related concepts and to consolidate vocabulary.

Creating a Routine for Language Learning

- One of the best ways to ensure that time allocation is CAPS compliant, and that all ATP skills and content are covered, is to develop and use a **routine for language learning**.
- In each **2-week cycle**, all the components of language learning must be covered as follows:

CAPS TIME ALLOCATION	GRADES 7–9
Listening & Speaking	2 hours
Reading & Viewing	3 h 30 min
Writing & Presenting	3 h 30 min
Language Structures & Conventions	1 hour
TOTAL	10 HOURS

- What follows is an example CAPS-aligned cycle routine, that you may choose to use
- Following this example routine and the example lesson activities will ensure that:
 - a The CAPS time allocations for each component are correct
 - b The CAPS skills and content requirements are met
 - c There is a logical progression from receptive language to expressive language in every theme
 - d Learners are supported through repetition and scaffolding
 - e The learning programme is text-based and communicative, as per CAPS
- When planning the content for each cycle, please consider:
 - a A theme for each cycle. The ‘Curriculum Planner’ framework from page 12 includes suggested themes, texts and activities for all the approved LTSM.
 - b The ‘Summary of the Recovery ATP’ on pages 4–7. For each lesson, please consider the specific skills and content that will be covered.

Example 2 Week Cycle Routine and Lesson Activities for SP EFAL

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
1	1	LSC	Oral: introduce theme, activate background knowledge, teach theme vocabulary	30 minutes	30 minutes			
		L&S	Listening: learners listen to text/teacher input, answer questions	30 minutes	30 minutes			
	2	L&S	Speaking: learners discuss listening text/teacher input	30 minutes	30 minutes			
		R&V	Shared Reading Pre-Read: explain the text features, learners skim and scan text, make predictions	30 minutes			30 minutes	
	3	LSC	Oral: teach theme vocabulary, word level work	30 minutes	30 minutes			
		R&V	Shared Reading First Read: read text aloud as learners follow, ask and answer questions, introduce LSC in context	30 minutes			30 minutes	
	4	W&P	Teach and practice LSC: that will be used in writing task	30 minutes				30 minutes
		R&V	Shared Reading Second Read: re-read text, ask and answer questions, discuss text, learners formulate own questions about text	30 minutes			30 minutes	
	5	R&V	Paired / Independent Reading: explain text features, learners complete reading and comprehension activities	60 minutes			60 minutes	

WEEK	DAY	COMPONENT	ACTIVITY	TIME: TOTAL	TIME: LSC	TIME: L&S	TIME: R&V	TIME: W&P
2	1	R&V	Comprehension: explicitly teach learners to use a comprehension strategy	30 minutes			30 minutes	
		R&V	Shared Reading Post-Read: learners complete an activity related to text	30 minutes			30 minutes	
	2	W&P	Writing – Teach the Genre: tell learners the writing task and topic for cycle, teach the writing genre by explaining the format, text features, style and register	30 minutes				30 minutes
		W&P	Writing – Planning: remind learners of the task and topic, provide a planning scaffold, model how to plan the writing task, learners complete their own plans using the scaffold	30 minutes				30 minutes
	3	W&P	Writing – Drafting: provide drafting scaffold, model how to use your plan and the drafting scaffold to write a draft, explain the editing criteria, learners complete their own drafts using the scaffold	60 minutes				60 minutes
		W&P	Writing – Editing: provide an editing checklist, explain the editing checklist, model how to use the editing checklist to edit your draft, learners edit their own or partner's drafts using the editing checklist	30 minutes				30 minutes
	5	W&P	Writing: Publishing & Presenting: model how to publish (rewrite edited script; add title; illustrate), learners publish their own edited scripts and share their final scripts with partner / whole class	30 minutes				30 minutes
		L&S	Oral Presentations: explain the oral presentation task, explain the conventions and criteria for the task, learners prepare their own oral presentations, call on different learners to present their orals	60 minutes		60 minutes		
				10 hours	1 hour	2 hours	3 h 30 min	3 h 30 min



Curriculum Planner: Cycle 1

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 1: Celebrating ME (pg. 3) This chapter looks at what makes someone unique. Learners will look at what roles, strengths, and abilities they have which all make them who they are. In this chapter learners will listen to and engage with various texts that explore the theme of identity and write their own paragraph on their identity.	<ul style="list-style-type: none"> • Listens to a short story • Retells a short story Activity 2 (pg. 6) – Listen to and retell a story	<ul style="list-style-type: none"> • Reads a literature text e.g.: short story Activity 3 (pg. 7) – Read a fable	<ul style="list-style-type: none"> • Write a narrative/reflective paragraph Activity 13 (pg. 19) – Write a descriptive paragraph
<i>English Today</i> Maskew Miller Longman	Chapter 1: Tell your story (pg. 9) In this chapter learners will explore the theme of storytelling. They will look at some famous storytellers, stories and learn about what makes a good story. They will end the chapter by writing their own story.	Activity 2 (pg. 11) – Listen to a short story Activity 3 (12) – Retell the story	Activity 10 (pg. 16) – Read a story from South African folklore	Activity 14 (pg. 19) – Write a story
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 1: Our stories (pg. 7) In this unit, learners will look at what makes a good story. They will listen to and read various stories and explore how to make strong characters.	Activity 3 (pg. 11) – Listen to a short story Activity 4 (pg. 12) – Retell a story	Activity 7 (pg. 17) – Read a short story	Activity 8 (pg. 20) – Write a narrative paragraph
<i>Spot on</i> Pearson Marang	Module 1: I see you (pg. 1) In this module learners will learn about what it means to truly “see someone”. They will think about what someone’s identity consists of and introduce themselves to their classmates.	Activity 2.1 (pg. 3) – Noting the timeline of a story Activity 2.2 (pg. 3) – Discuss the story	Activity 3.1-3.2 (pg. 4) – Read an extract from a book and answer questions	Activity 7.1 (pg. 11) – Write a descriptive paragraph

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Platinum</i> Maskew Miller Longman</p>	<p>Chapter 1: Stories everyday (pg.1) All over the world people tell stories. Telling stories is an important part of all cultures. Some stories have animal characters that behave as if they were human. A trickster is a character that often appears in stories and is very clever and cunning. In this chapter – learners will look at stories will well-known trickster characters.</p>	<ul style="list-style-type: none"> • Listens to a short story • Retells a short story <p>Activity 3 (pg. 3) – Listen to a story about a trickster Activity 4 (pg. 4) – Retell a story</p>	<ul style="list-style-type: none"> • Reads a literature text e.g.: short story <p>Activity 7 (pg. 8) – Read a story</p>	<ul style="list-style-type: none"> • Write a narrative/reflective paragraph <p>Activity 10 (pg. 11) – Write a narrative paragraph</p>
<p><i>Top Class</i> Shuter & Shooter</p>	<p>Unit 1: Gather round the fire (pg. 1) In this chapter learners will explore the theme of storytelling. They will look at parts of books, read some stories and write a story of their own.</p>	<p>Activity C (pg. 2) – Listen to a story Activity D (pg. 4) - Tell your own story</p>	<p>Activity F-G (pg. 5) – Read a San folktale and answer questions</p>	<p>Activity K (pg. 9) – Write a descriptive paragraph</p>
<p><i>Via Afrika</i> <i>Via Afrika</i></p>	<p>Unit 1: Meet and greet! (pg. 6) This unit explores the topic of introductions. Learners will look at how introductions differ across cultures and what kind of impressions introductions can leave.</p>	<p>Activity 3 (pg. 9) – Listen to a short story called ‘Meeting and greeting!’ Activity 4 (pg. 10) – Talk about the pictures</p>	<p>Activity 5 (pg. 10) – Read a short story Activity 7 (pg. 13) – Answer questions about the text</p>	<p>Activity 11 (pg. 16) – Write descriptive sentences Activity 12 (pg. 16) – Write a descriptive paragraph</p>
<p><i>Clever English</i> <i>Macmillan South Africa</i></p>	<p>Unit 1: Bullies beware! In this unit, learners will explore the topic of bullying. They will look at why people bully and how to deal with bullies by reading and listening to short stories.</p>	<p>Activity 2-3 (pg. 3) – Listen to a story and answer questions Activity 5 (pg. 4) – Tell your own story</p>	<p>Activity 7 (pg. 5) – Read a short story Activity 9 (pg. 7) – Answer questions on a short story</p>	<p>Activity 13 (pg. 12) – Write a descriptive paragraph</p>

Plan your Lessons for Term 1 Cycle 1

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 12)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2	1	R&V	30 min	Shared Reading First Read		
		W&P	30 min	Teach and practice LSC		
	2	R&V	30 min	Shared Reading Second Read		
		R&V	60 min	Paired / Independent Reading		
	3	R&V	30 min	Comprehension		
2	1	R&V	30 min	Shared Reading Post-Read		
		W&P	30 min	Writing – Teach the Genre		
	2	W&P	30 min	Writing – Planning		
		W&P	60 min	Writing – Drafting		
	3	W&P	30 min	Writing – Editing		
4	W&P	30 min	Writing: Publishing & Presenting			
	L&S	60 min	Oral Presentations			



Curriculum Planner: Cycle 2

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 2: Celebrating ME and YOU (pg. 18) In this chapter, learners continue to explore our different identities and how that can make the world a more interesting and unique place. Learners will explore this theme through the use of poetry and write their own poem on celebrating me and you.	<ul style="list-style-type: none"> Listen to and discuss a poem Activity 1 (pg. 19) – Listen to and discuss a poem	<ul style="list-style-type: none"> Read a poem Key features of a poem Activity 3 (pg. 23) – Read a poem Activity 7 (pg. 31) – Teach the key features of a poem	<ul style="list-style-type: none"> Write a poem Activity 8 (pg. 32) – Write a poem
<i>English Today</i> Maskew Miller Longman	Chapter 2: Fun and games In this chapter learners will explore games – the games they enjoy and how we feel when we play games. Learners will explore this theme by looking at and listening to various poems.	Activity 1 (pg. 22) – Listen to a poem Activity 2 (pg. 23) – Discuss a poem	Unit 4 pre-reading – Structure and imagery in a poem Activity 5 (pg. 27) – Read a poem aloud	Activity 10 (pg. 31) – Write your own poem
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 2: The language of feelings (pg. 24) In this unit, learners will explore poetry and poems. They will look at how different topics can be explored through poetry.	Activity 1 (pg. 27) – Speak about a poem	Activity 2 (pg. 29) – Understand figures of speech Activity 3 (pg. 30) – Read a poem	Activity 8 (pg. 37) – Write your own poem
<i>Spot on</i> <i>Pearson Marang</i>	Module 2: Poetry fun (pg. 13) Listening to poems and writing them can be a very stimulating task. Writing a poem gives you the chance to express your thoughts and ideas. In this module learners will be creative and read and write poems.	Activity 1.1 (pg. 14) – Listen to poems Activity 1.3 (pg. 15) – Discuss the poem	Activity 2.3 (pg. 17) – Indicating the rhyme scheme of a poem	Activity 5.1 (pg. 22) – Write an acrostic poem Activity 5.2 (pg. 22) – Write a poem consisting of two verses

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	Chapter 2: New experiences (pg. 15) This chapter is about experiencing new things. It explores getting to know people. Learners will listen to and read poems and write their own poem.	<ul style="list-style-type: none"> Listen to and discuss a poem Activity 3 (pg. 17) – Listen to a poem	<ul style="list-style-type: none"> Read a poem Key features of a poem Activity 4 (pg. 18) – Read a poem aloud	<ul style="list-style-type: none"> Write a poem Activity 7 (pg. 23) – Write a poem
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 2: The sun, the moon, and the stars (pg. 13) In this unit learners will explore the theme of poetry – how to write it and read it. The poems are based on the sun, the moon, and the stars.	Activity A (pg. 13) – Listen to a poem	Activity E (pg. 17) – More about poetry and poetic language	Activity I (pg. 20) – Write your own poem
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 2: My dream (pg. 19) In this unit learners will explore the theme of dreams. Dreams are what we do at night or what we wish we could do/be one day. Learners will think more about their dreams.	Activity 1 (pg. 20) – Listen to and discuss the poem	Activity 3 (pg. 22) – Read the poem Activity 6 (pg. 24) – Imagery in poetry Activity 7 (pg.25) – Similes and metaphors Activity 9 (pg. 25) – Rhythm and rhyme	Activity 11 (pg. 28) – Write a fun poem
<i>Clever English</i> <i>Macmillan South</i> <i>Africa</i>	Unit 2: On the right track (pg. 16) In this unit, learners will look at traveling by train. They will look at how writers have described all the sights and scenes you might see while travelling by train. Learners will write their own poem.	Activity 1 (pg. 17) – Listen to a poem	Activity 4 (pg. 20) – Read a story poem	Activity 6 (pg. 24) – Write a poem

Plan Your Lessons for Term 1 Cycle 2

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page.15)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2	1	R&V	30 min	Shared Reading First Read		
		W&P	30 min	Teach and practice LSC		
	2	R&V	30 min	Shared Reading Second Read		
		R&V	60 min	Paired / Independent Reading		
	3	R&V	30 min	Comprehension		
3	1	R&V	30 min	Shared Reading Post-Read		
		W&P	30 min	Writing – Teach the Genre		
	2	W&P	30 min	Writing – Planning		
		W&P	60 min	Writing – Drafting		
	3	W&P	30 min	Writing – Editing		
4	1	W&P	30 min	Writing: Publishing & Presenting		
		L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 3

Textbook References

NOTE: For this cycle, you may choose to use the Example Lesson Plans found at the end of this document.

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 3: Celebrating (pg. 34) In this chapter, learners will explore the theme of different cultures, religions and opinions we have in modern society. It is important that we learn about these various cultures. Learners will listen to a drama, read a drama and write their own drama dialogue.	<ul style="list-style-type: none"> Hold a conversation about drama Activity 1 (pg. 35) – Have a conversation about a drama	<ul style="list-style-type: none"> Reads a literature text e.g.: drama Key features of a poem Activity 3 (pg. 40) – Read a drama script Activity 4 (pg. 44) – Read a poem	<ul style="list-style-type: none"> Write a dialogue, enacting drama Activity 9 (pg. 52) – Write a drama dialogue
<i>English Today</i> Maskew Miller Longman	Chapter 3: Everyone is welcome (pg. 33) This chapter explores the theme of disabilities. Learners will look at different stories about people with disabilities and how they have learned to adapt and live normal, fulfilling lives.	Activity 2 (pg. 35) – Hold a conversation about disability	Activity 6 (pg. 38) – Discuss the theme of a poem Activity 7 (pg. 39) – Read a play Activity 8 (pg. 41) – Answer comprehension questions	Activity 10 (pg. 42) – Write a dialogue
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 3: Speak about it! (pg. 40) Dialogues happen in real life every day. A good way to improve your English is to practise listening to and speaking in dialogues.	Activity 1 (pg. 420) – Listen to, discuss and complete a dialogue	Activity 3 (pg. 44) – Read an extract from a play Activity 6 (pg. 50) – Read a poem	Activity 9 (pg. 55) – Write a dialogue as a play script

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Spot on</i> <i>Pearson Marang</i>	Module 3: To the rescue! (pg. 25) In this module, learners will read a play packed with action. The topics learners think about and talk about are all real-life dramas and ways to act during a crisis.	Activity 1.1 (pg. 26) – Discuss a drama Activity 1.2 (pg. 27) – Discuss the plot of real-life dramas	Activity 2.1 (pg. 28) – Identifying information in a drama script	Activity 6.2 (pg. 35) – Plan and write a dialogue
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	Chapter 3: What's on television (pg. 27) This chapter is about TV and what programmes we find on television. In South Africa, soap operas or “soapies” are very popular. Learners will think about TV programmes they enjoy and write their own script scene for a soapie.	Activity 2 (pg. 29) – Take part in a conversation	Activity 5 (pg. 31) – Read a television drama script	Activity 6 (pg. 34) – Write a dialogue
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 3: Acting the part (pg. 28) In this unit, learners will look at plays. They will learn about the language associated with plays, read a one act play and a poem. They will also write their own dialogue.	Activity A (pg. 28) – Talk about plays and audiences	Activity D (pg. 32) – Read a poem Activity H (pg. 34) – Read a one act play	Activity F (pg. 33) – Write a dialogue
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 3: Lights, camera, action! (pg. 31) In this unit learners are going to explore dramas and plays. They will listen to, discuss and read various dramas and write their own drama text.	Activity 1 (pg. 32) – Class Discussion FAT (pg. 32) – Group discussion	Activity 2 (pg. 34) – Read one act from a play Activity 8 (pg. 40) – Language structures in poetry	Activity 5 (pg. 37) – Write a drama text
<i>Clever English</i> <i>Macmillan South</i> <i>Africa</i>	Unit 18: Communication/miscommunication (pg. 28) This unit explores the topic of communicating in modern society through our phones and technology. In particular, learners will look at how technology can cause miscommunications.	Activity 1 (pg. 29) – Listen to a drama and hold a discussion	Activity 3 (pg. 32) – Reading comprehension on a drama Activity 4 (pg. 34) – Read a poem and look at the key features of a poem	Activity 5 (pg. 36) – Write a dialogue

Plan Your Lessons for Term 1 Cycle 3

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 18)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
		R&V	30 min	Shared Reading Post-Read		
	2	W&P	30 min	Writing – Teach the Genre		
		W&P	30 min	Writing – Planning		
	3	W&P	60 min	Writing – Drafting		
	4	W&P	30 min	Writing – Editing		
5	W&P	30 min	Writing: Publishing & Presenting			
	L&S	60 min	Oral Presentations			



Curriculum Planner: Cycle 4

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 4: Together (pg. 55) This chapter looks at how good it can be to work together and how being united can make society a better place. Learners will engage with texts which demonstrate strength in unity.	<ul style="list-style-type: none"> Listening comprehension (short story/folktale) Discussion story/folktale Activity 1 (pg. 56) – Listen to and discuss one of Aesop’s fables	<ul style="list-style-type: none"> Reading comprehension Read a literary text e.g. short story/folktale Activity 2 (pg. 58) – Read a folktale Activity 4 (pg. 63) – Reading comprehension	<ul style="list-style-type: none"> Write a review/letter/diary entry Activity 7 (pg. 66) – Write a letter to a friend
<i>English Today</i> Maskew Miller Longman	Chapter 4: Playing tricks (pg. 45) This chapter is about playing tricks. Learners will listen to a folktale about a ‘trickster’ and see how language can also be used to trick you.	Activity 1 (pg. 46) – Listen to a folktale Activity 2 (pg. 46) – Answer comprehension questions Activity 6 (pg. 50) – Talk about playing tricks	Activity 10 (pg. 54) – Answer questions about riddles	Activity 7 (pg. 51) – Write a friendly letter
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 4: Voices from Africa (pg. 58) Africa is a beautiful country filled with diverse people and animals. There are many great African writers and writings. In this unit learners will explore African literature and poetry.	Activity 3 (pg. 63) – Listen to and talk about a fable	Activity 1 (pg. 61) – Read an extract from a short story	Activity 7 (pg. 69) – Write a friendly letter
<i>Spot on</i> Pearson Marang	Module 4: Going to town (pg. 37) Going to town often refers to a social event – meeting at a café or in a shop. When you are shopping or at a café, you use particular language. This module explores the language you use when you go to town.	Activity 2.2 (pg. 39) – Listening comprehension: short story Activity 2.6 (pg. 40) – Hold a class discussion	Activity 6.1 (pg. 46) – Read a friendly letter and answer questions	Activity 6.3 (pg. 47) – Write a friendly letter

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Platinum</i> <i>Maskew Miller</i> <i>Longman</i>	Chapter 4: Myths of the sun (pg. 41) We use myths to explain things we may not understand, like a rainbow or a sunset. There are many myths about the sun. In this chapter learners will explore some of the myths told about the sun.	<ul style="list-style-type: none"> Listening comprehension (short story/folktale) Discussion story/folktale Activity 2 (pg. 42) – Listen to a myth about the sun Activity 3 (pg 44) – Have a group discussion about the myth	<ul style="list-style-type: none"> Reading comprehension Read a literary text e.g. short story/folktale Activity 4 (pg. 45) – Read an article Activity 5 (pg. 47) – Read a poem Activity 6 (pg. 49) – Read a myth from the Arctic	<ul style="list-style-type: none"> Write a review/letter/diary entry Activity 7 (pg. 51) – Write a review
<i>Top Class</i> <i>Shuter & Shooter</i>	Unit 4: Friends false and true (pg. 39) Friends can sometimes be a blessing and a great source of comfort but can also be deceiving and full of tricks. Learners will look at both types of friends in this unit and write a letter of their own.	Activity A (pg. 39) – Listen to a folktale Activity C (pg. 40) – Discuss the story	Activity E-F (pg. 41) – Read a folktale and answer questions	FAT 2 (pg. 46) – Write an informal letter
<i>Via Afrika</i> <i>Via Afrika</i>	Unit 4: Telling stories (pg. 42) Stories have been told for many centuries and in many countries. They have been shared from generation to generation. “Folklore” is a type of story – which often includes a special or moral message. In this unit, learners will listen to and read about folklore from two different continents – Africa and Asia.	Activity 1 (pg. 43) – Listen to an African folktale Activity 4 (pg. 48) – Retell the story	Activity 3 (pg. 45) – Read a Chinese folktale FAT (pg. 47) – Language and comprehension	Activity 5 (pg. 50) – Write a thank you letter to the four dragons
<i>Clever English</i> <i>Macmillan South</i> <i>Africa</i>	Unit 4: A bird in the hand (pg. 41) In this unit learners will learn more about birds. They will look at a small but clever birds found in Africa and look at how birds have influenced writers’ writing.	Activity 1 (pg. 42) – Listen to a folktale Activity 2 (pg. 43) – Discuss the folktale	Activity 3 (pg. 45) – Read a short story Activity 4 (pg. 47) – Read a poem	Activity 5 (pg. 49) – Write a book review

Plan Your Lessons for Term 1 Cycle 4

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 21)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
2	4	R&V	30 min	Shared Reading First Read		
		W&P	30 min	Teach and practice LSC		
	5	R&V	30 min	Shared Reading Second Read		
		R&V	60 min	Paired / Independent Reading		
	1	R&V	30 min	Comprehension		
2	2	R&V	30 min	Shared Reading Post-Read		
		W&P	30 min	Writing – Revision		
	3	W&P	30 min	Writing – Revision		
		W&P	60 min	Writing – Revision		
	4	W&P	30 min	Writing – Revision		
5		W&P	30 min	Writing – Revision		
	5	L&S	60 min	Oral Presentations		



Curriculum Planner: Cycle 5

Textbook References

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<i>Interactive English</i> S.M.I.L.E	Chapter 5: Celebrating US (pg. 68) This chapter explores the differences we find in race, culture, and beliefs. Learners will explore how people have had to fight to have their beliefs respected. They will also learn that tolerance and respect is a very important part of our society.	<ul style="list-style-type: none"> Listening comprehension Discussion Activity 1 (pg. 70) – Listen to a speech and hold a discussion Activity 2 (pg. 71) – Hold a discussion	<ul style="list-style-type: none"> Read a literary text e.g. short story Reading comprehension Activity 3 (pg. 74) – Read a short story Activity 5 (pg. 77) – Read a book review and answer the comprehension questions	<ul style="list-style-type: none"> Write a narrative/reflective essay Activity 8 (pg. 81) – Write a descriptive essay
<i>English Today</i> Maskew Miller Longman	Chapter 5: In the spotlight (pg. 57) In this chapter learners will explore the theme of fame and ‘being in the spotlight’. Learners will look at what it is like to have everyone looking at you, South African idols and what happens when people cheat to win.	Activity 1 (pg. 58) – Listen to a report and make notes Activity 2 (pg. 59) – Answer questions about the report	Activity 3 (pg. 60) – Answer questions about a short story	Activity 6 (pg. 63) – Write a descriptive essay
<i>Oxford Successful</i> <i>Oxford University</i> Press	Unit 5: Friends and relationships matter (pg. 74) Friends are people you can count on and enjoy being with, while a foe is an enemy. Not all friends are good for you though. In this chapter learners will explore the theme of friendships and family relationships.	Activity 1 (pg. 76) – Listen to a story	Activity 3 (pg. 80) – Read the beginning of a short story Activity 5 (pg. 85) – Read the end of a short story	Activity 10 (pg. 90) – Write a descriptive essay

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
<p><i>Spot on</i> Pearson Marang</p>	<p>Module 5: Please leave a message (pg. 49) Good communication is a very important life skill. Using modern technology – we can instantly communicate with one another. However, this does not mean that our messages are fully understood. This module focuses on developing good language and communication skills.</p>	<p>Activity 1.2 (pg. 50) – Listening comprehension</p>	<p>Activity 3.1 (pg. 53) – Infer the meaning of unfamiliar words Activity 3.2 (pg. 53) – Answer comprehension questions</p>	<p>FAT (pg. 59) – Plan, draft and write a descriptive essay</p>
<p><i>Platinum</i> Maskew Miller Longman</p>	<p>Chapter 5: Pictures and words (pg. 55) Pictures give us information about our world, by looking at a picture – we can tell more about something. Words can also paint pictures for us. In this chapter learners will look at how words can be used to create a picture in someone's mind.</p>	<p>Activity 2 (pg. 57) – Listen for information Activity 4 (pg. 60) – Analyse the features of a short story Activity 5 (pg. 62) – Have a group discussion</p>	<p>Activity 6 (pg. 63) – Read a description in a story</p>	<p>Activity 9 (pg. 66) – Write a descriptive essay</p>
<p><i>Top Class</i> Shuter & Shooter</p>	<p>Unit 5: The power of nature (pg. 49) Nature is very powerful. Learners will explore all the forces of nature around us. They will hear a story about a terrible storm at sea and read a story about a drought.</p>	<p>Activity A (pg. 49) – Read a story Activity C (pg. 50) – Discuss a story</p>	<p>FAT 3 (pg. 51) – Reading comprehension (short story)</p>	<p>Activity I (pg. 56) – Write a descriptive essay</p>

TEXTBOOK	TEXTBOOK CHAPTER, TITLE & THEME DESCRIPTION	CAPS SPECIFIED L&S	CAPS SPECIFIED R&V	CAPS SPECIFIED W&P
Via Afrika Via Afrika	Unit 19: Paws and claws (pg. 54) Cats and dogs are a very important part of our modern societies. They are guardians, companions and sometimes even service animals. In this unit, learners will explore how important pets can be for us and our wellbeing.	Activity 1 (pg. 55) – Listening comprehension Activity 2 (pg. 56) Group discussion	Activity 3 (pg. 56) – Read a short story Reading comprehension	FAT (pg. 63) – Write a descriptive essay and a dialogue
Clever English Macmillan South Africa	Unit 5: Trunks and tusks (pg. 53) South Africa is known for its wonderful beauty and diverse wildlife. In this unit, learners will listen to and read about various encounters with wildlife. They will also write their own descriptive essay.	Activity 1 (pg. 54) – Listen to a story and answer questions Activity 5 (pg. 60) – Hold a panel discussion	Activity 3 (pg. 57) – Read an extract and answer questions	Activity 6 (pg. 61) – Write a descriptive essay

Plan Your Lessons for Term 1 Cycle 5

WEEK	DAY	COMP	TIME	LESSON ACTIVITY (See details on page 24)	ACTUAL ACTIVITY / NOTES	DATE COMPLETED
1	1	LSC	30 min	Oral		
		L&S	30 min	Listening		
	2	L&S	30 min	Speaking		
		R&V	30 min	Shared Reading Pre-Read		
	3	LSC	30 min	Oral		
4		R&V	30 min	Shared Reading First Read		
	4	W&P	30 min	Teach and practice LSC		
		R&V	30 min	Shared Reading Second Read		
	5	R&V	60 min	Paired / Independent Reading		
	2	1	R&V	30 min	Comprehension	
		R&V	30 min	Shared Reading Post-Read		
2		W&P	30 min	Revision		
		W&P	30 min	Revision		
3		W&P	60 min	Revision		
4	4	W&P	30 min	Revision		
		W&P	30 min	Revision		
	5	L&S	60 min	Oral Presentations		

Official Tracking of Curriculum Coverage

In order to standardise the tracking of curriculum coverage, the DBE is implementing an *Annual Teaching Plan Guide* for Home Language and EFAL to ensure that all teachers cover a minimum number of informal or formative activities every year.

- Please note that the requirements are the same for both Home Language and EFAL.
- The purpose of this guide is to ensure that proper attention is given to informal and formative activities, as well as to the specified formal assessment tasks.

The first form that follows is the official **DBE Annual Teaching Plan Guide** for EFAL.

- This gives you a clear idea of the minimum number of informal or formative activities that must be completed over the course of the year.

The second form is a simple **ATP Tracker** for EFAL.

- This form provides space for you to keep a record of the required activities for the term.
- It also has space to record the date for each activity, as an easy reference for verification.

The DBE will soon require this data to be captured on the SA SAMS system.

- This form includes all the details required for this process.
- It is good practice to start recording the required data from this point onwards.

CAPS ANNUAL TEACHING PLAN GUIDE HOME LANGUAGE AND FIRST ADDITIONAL LANGUAGE SUGGESTED MINIMUM NUMBER OF INFORMAL / FORMATIVE ACTIVITIES COMPLETED BY THE LEARNER																		
Informal / Formative Activities	Total	Sample of activities should be moderated to ensure quality Departmental Heads School Management Team Subject Advisors				Term 1 10 weeks	Term 2 8 weeks	Term 3 10 weeks	Term 4 8 weeks	Comment on Coverage and the Quality of Activities								
		Jan	Feb	Mar	Apr						May	June	July	Aug	Sept	Oct	Nov	Dec
Total number of informal activities: Languages	105	Term	Activity				31	23	31	20								
		Term 1	31															
		Term 2	23															
		Term 3	31															
		Term 4	20															
Total number of Listening and Speaking (Oral) informal activities	31	There should be a total of 31 informal activities to cover enough depth of Listening and Speaking skill over 36 weeks period for Terms 1–4:				1	4	4	4	1	4	2	4	2	4	0		
Total number of Reading Comprehension informal activities	16	There should be a total of 16 reading comprehension informal activities to cover the 36 week period for Terms 1–4.				1	2	2	1	2	0	1	2	1	2	0		
		<ul style="list-style-type: none"> 15 listening and speaking activities; 16 reading aloud activities; and Different oral activities should be covered (avoid repetition). 																
		<ul style="list-style-type: none"> 7 x Literary / Non-literary text; 5 x Visual text; and 4 x Summary. 																
		<ul style="list-style-type: none"> Barrett taxonomy of 40:40:20 should be applied. Level 1 (Literal) – 20%; Level 2 (Reorganisation) – 20%; Level 3 (Inference) – 40%; and Level 4 / 5 (Evaluation or Appreciation) – 20%. 																
		Coverage of different reading comprehension strategies.																

Total number of Literature informal activities	11	<p>There should be a total of 11 literature informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> Semester 1: <ul style="list-style-type: none"> Poetry Folktales Novel Semester 2: <ul style="list-style-type: none"> Poetry Short stories Drama For extended reading there should be a reading card that prescribes the number of pages that learners should read per day per Grade (Homework to inculcate the culture of reading). <ul style="list-style-type: none"> Grades 7–9: 15 pages. <p>The reading card should have a signature of the parent, guardian, or an elder brother / sister / cousin / neighbour, etc. (to accommodate different family contexts).</p>	1	1	1	1	1	1	1	1	1	1	1	0	
Total number of Writing informal activities	16	<p>There should be a total of 16 writing informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> 1 Essay in Terms 1, 2 and 4 1 Story or poem or documentary in Term 3 The other 12 informal written activities are all transactional. Different transactional texts should be covered (avoid repetition). All informal written activities should consist of both process writing evidence as well as a final product. 	1	2	2	1	2	1	2	2	1	2	1	2	

Total number Language Structures and Conventions informal activities	31	<p>There should be a total of 31 Language Structures and Conventions informal activities to cover the 36 week period for Terms 1–4</p> <ul style="list-style-type: none"> • Language Structures and Conventions informal activities should be spread to cover: <ul style="list-style-type: none"> • Word level • Phrases • Clauses • Sentences • Paragraphing • Critical language awareness 	1	4	4	2	4	4	4	1	1	0
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CAPS ANNUAL TEACHING PLAN GUIDE
ENGLISH FIRST ADDITIONAL LANGUAGE
TRACKING OF MINIMUM INFORMAL ACTIVITIES COMPLETED

Term 1

Listening & Speaking (Oral) informal activities 4 x L&S 5 x Read Aloud	Term 1 9 Activities	JAN	FEB	MAR	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)				
	Target	1	4	4					
	Actual								
Reading & Comprehension informal activities 3 x Literary / Non-Literary 1 x Visual 1 x Summary	Term 1 5 Activities	JAN	FEB	MAR	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)				
	Target	1	2	2					
	Actual								
Literature informal activities 3 x Activities (choose from Poetry, Folktales or Novel)	Term 1 3 Activities	JAN	FEB	MAR	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)				
	Target	1	1	1					
	Actual								
Extended / Independent Reading	Target	15	15	15	(average number of pages read by learners per day, monitored by parent or guardian using reading card)				
	Actual								
Writing informal activities 1 x Essay 4 x Transactional	Term 1 5 Activities	JAN	FEB	MAR	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)				
	Target	1	2	2					
	Actual								
Language Structure & Conventions informal activities 9 x Activities	Term 1 9 Activities	JAN	FEB	MAR	Activity dates for verification (evidence in learner books, lesson plans or informal assessment records)				
	Target	1	4	4					
	Actual								



Programme of Formal Assessment

- There are 3 formal assessment tasks for Grade 7 Term 1.
- Please complete these tasks as detailed below.

These examples may be used as is or adapted for your context.

GRADE 7 TERM 1 PROGRAMME OF FORMAL ASSESSMENT			
FORMAL ASSESSMENT TASK	ACTIVITY	MARKS	DATE COMPLETED
1	Read aloud (see rubric below)	20	<i>Listen to individual learners read aloud throughout the term. This can be completed in Term 2.</i>
2	Write a narrative or reflective essay (see rubric below)	30	<i>Written during the course of the term.</i>
3	Response to text (see assessment task and memorandum below)	50	<i>Activities for this task do not have to be written in one session.</i>
Total		100	

Term 1 Assessment Tasks, Tools & Memoranda

FAT 1 READ ALOUD						
MARKS	Maximum total of 20					
OBJECTIVE	Demonstrates oral reading fluency and reading for meaning					
Criteria	Needs Support	Improving	Fair	Good	Exceptional	
READING WITH MEANING 10 MARKS <ul style="list-style-type: none"> Demonstrates an understanding of the passage 	1-2 The learner struggles to understand the passage. No reading for meaning.	3-4 The learner understands some of the passage. Struggles to respond to the questions.	5-6 The learner understands most of the content and topic of the passage. Can respond to some of the questions.	7-8 The learner understands the content and topic of the passage very well. Can read with meaning. S/he responds well to the questions.	9-10 The learner clearly understands the content and topic of the passage. Reads exceedingly well with meaning and has clear ideas and responds well to the questions.	
FLUENCY and EXPRESSION 10 MARKS <ul style="list-style-type: none"> Passage is fluently read Voice is projected Words clearly enunciated Good use of pause Maintenance of audience rapport 	1-2 The learner struggles to read. There is no expression, and the pace is too slow and faltering. Words mispronounced and no understanding of pauses or projection.	3-4 Learner tries but reads hesitatingly, without fluency or meaningful expression. S/he needs assistance. No connection with audience.	5-6 Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting and assistance. Does not connect with audience.	7-8 Learner reads mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Uses pauses to help make meaning. Connects with audience.	9-10 Learner reads the passage fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Uses pauses and shows an understanding of how punctuation enhances meaning. Connects well with audience.	

Choose ONE of the following Writing Tasks for FAT 2:

FAT 2 NARRATIVE ESSAY (SUGGESTED RUBRIC)					
MARKS	Maximum total of 30				
CONTENT	0-2	3-4	5-6	7-8	8-10
10	The learner's response is irrelevant to the topic and is not a story.	The learner's response is not totally relevant to the topic, but the learner has got the idea of a story.	The learner's response is relevant to the topic and there are characters and a plot.	The learner's response is interesting. An effort has been made to be original. There are characters and there is a conflict in the story. The topic is handled creatively.	The learner's response is interesting and catches the reader's attention. There are characters and there is a conflict or tension which is resolved. It exceeds expectations.
STRUCTURE	1	2	3	4	5
5	The essay is not organised into a beginning, a middle and an end. There are no paragraphs. There is no connection between the ideas presented.	The essay has attempted to use paragraphs with a logical flow. But many ideas seem to be missing. The ideas are not connected.	The essay has a beginning, a middle and an end. There are paragraphs but they are not fully developed. The ideas are not well-connected.	The essay is organised and the story has a solid structure developed through paragraphs. The ideas are connected and the essay flows well.	The essay is well organised into an introduction, development of the plot and an ending. The learner has used paragraphs. The ideas are well connected and the essay flows very well.
PLANNING	1	2	3	4	5
5	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.

FAT 2 NARRATIVE ESSAY (SUGGESTED RUBRIC)					
EDITING / LSC	0-2	3-4	5-6	7-8	8-10
10	The learner has not used adverbs or adjectives. There is no direct speech. The learner does not edit their own work.	The learner has tried to use adverbs and adjectives. The learner has tried to make the characters speak. The learner attempts to edit their own work, but there are many errors remaining.	The learner uses adverbs and adjectives. There is an attempt at direct speech. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner uses adverbs and adjectives. The direct speech adds to the story. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses adverbs and adjectives. Direct speech is effective. The learner successfully edits their own work to correct grammar, spelling and punctuation.

FAT 2 REFLECTIVE ESSAY (SUGGESTED RUBRIC)					
MARKS	Maximum total of 30				
CONTENT	0-2	3-4	5-6	7-8	8-10
10	The learner's response is irrelevant to the topic, confused and vague.	The learner's response is not totally relevant to the topic, but the learner has retold an incident. Still unclear and confusing.	The learner's response is relevant to the topic and satisfactory. There is an attempt at reflecting on an incident.	The learner's response is interesting and shows a good understanding of the task. The topic is handled creatively.	The learner's response is excellent. The learner has retold and described an incident. The learner has reflected on their feelings and thoughts after the incident. It exceeds expectations.
STRUCTURE	1	2	3	4	5
5	The essay is not organised. There are no paragraphs. There is no connection between the ideas presented.	The essay has attempted to use paragraphs with a logical flow. But many ideas seem to be missing. The ideas are not connected.	The essay has paragraphs, but they are not fully developed. The ideas are not well-connected.	The essay is organised and has a logical structure describing and then reflecting on the incident. The ideas are connected through the paragraphs and the essay flows well.	The essay is well organised. The learner has used well-written paragraphs. The ideas are well connected and the essay flows very well.

FAT 2 REFLECTIVE ESSAY (SUGGESTED RUBRIC)					
PLANNING	1	2	3	4	5
5	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	0-2	3-4	5-6	7-8	8-10
10	The learner has not written in the first person. The language and tone are not appropriate. The learner does not edit their own work.	The learner has tried to use the first person to tell about the incident. The learner attempts to edit their own work, but there are many errors remaining.	The learner uses the first person and is starting to create the correct reflective tone. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner uses the first person. The language and tone show a sense of looking back and reflecting on something that happened. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner writes in the first person. The learner describes an incident and then reflects on it and reveals thoughts and feelings from the incident. Mature and appropriate. The learner successfully edits their own work to correct grammar, spelling and punctuation.

FAT 3 RESPONSE TO TEXT	
MARKS	Maximum total of 50
OBJECTIVE	<ul style="list-style-type: none"> Literary/Non-literary text (20 marks) Visual text (10 marks) Language Structures and Conventions (20 marks)
IMPLEMENTATION	<ul style="list-style-type: none"> These assessments do not have to be written in one session.
ACTIVITY	<ol style="list-style-type: none"> Hand out the assessment tasks to learners. Read through the texts and papers once. Explain what is required of learners. Collect the assessments and mark them using the memoranda provided.

Term 1 FAT 3 Response to Texts

PART A: READING COMPREHENSION

NAME: _____

INSTRUCTIONS:

- Read the text below twice.
- Answer the questions that follow.

Amazing African Author

- 1 At the age of just 7 years old, Michelle Nkamankeng, became South Africa and Africa's youngest author. Michelle started writing books after a visit to the local bookstore with her mother. 'I realised that the children's books were written by adults.' She asked herself why children did not write their own stories. 'Children have beautiful tales and thoughts. Surely we could write about our own adventures and share that with the world?'
- 2 She was determined to lead by example. Her first book, *Waiting for the Waves*, is about 5-year old Titi who, through the support of her family, conquers her fear of big waves. Her second published book was *The Little Girl Who Believes in Herself*. This book tells the story of a girl who, after overcoming her fears, starts dreaming big about her life. Her third book, *The Little Mouse*, is about a little mouse, Jerry, who lives with a mean cat, Luika, and a boy called Tom. They have to resolve the challenge of living together. Her books are popular and enjoyed locally and in 2019 they were published internationally in Portuguese.
- 3 Now in Grade 8, Michelle is looking further than her children's books to see how she use her voice to help young people and advance children's rights. In the last few years, she has accomplished a lot.
- 4 She took part in the Nelson Mandela Children's Parliament where young people developed the first SA Children's Manifesto – a framework that will ensure the government prioritises children's rights and well-being.
- 5 In 2019, she became the #RaisetheGrade ambassador. Her goal was to raise awareness of the troubling quality of South Africa's education system and to work towards getting government to improve it. She was also part of the movement's #TurnThePage which supports and encourages a culture of reading.
- 6 Michelle was very active during the lockdown. She worked hard to promote reading for children. On social media, she uploaded videos of inspiration and reminded young people that everyone has their own unique talents and has something to give the world.



Nkamankeng, M. Twitter, https://twitter.com/michelle_n23

7	She has won several awards including, <i>The Youth Diplomacy Ubuntu Award</i> by the Department of International Relations and Co-operation. This was presented to her in 2020 by President Cyril Ramaphosa in recognition of her being the youngest person flying the South African flag globally.
8	Through her Michelle Nkamankeng Foundation, she has collected over 1 000 books she shared with schools, orphanages and charity organisations.
9	Michelle has encouraged children to follow their dreams. 'Don't let anybody get in your way, and if you can't read you can't write.'

QUESTIONS:

- 1 How old was Michelle when she got her first book published? [1]
Michelle was...
- 2 Why did she start writing children's books? (Please answer using your own words.) [2]
She started writing books because...
- 3 Reread paragraph 2.
What is a theme (idea) that Michelle writes about in her books? [1]
 - a Solving challenges
 - b Going to the beach
 - c Children who are afraid
- 4 How do you know that children in Portugal wanted to read Michelle's books? [1]
Children in Portugal wanted to read Michelle's books so ...
- 5 Reread paragraph 5.
What does the # mean in #RaisetheGrade and #TurnThePage? [1]
The # means...
- 6 Reread paragraph 7.
 - a What award did President Ramaphosa present to Michelle in 2020? [1]
President Ramaphosa presented the ...Award.
 - b True or false: Michelle got an award for holding the South African flag. [2]
Explain your answer.
True/False. Michelle got the award...
- 7 Name the organisation that Michelle has started to collect books and do her work. [1]
...
- 8 Write down three adjectives that you feel describe the kind of person Michelle is. [3]
I can infer Michelle is ..., ... and
- 9 The text lists several things Michelle has done. Which do you think is the most impressive and why? [2]
I think ... is the most impressive because...
- 10 Why do you think it is so important to promote reading? [2]
I think reading is so important because...
- 11 If you ever met Michelle Nkamankeng, what would you say to her? [2]
I would say/ask...
- 12 What is something you would like to do that would help the youth of South Africa? [1]
I would love to...

[TOTAL MARKS: 20]

TERM 1 FAT 3: RESPONSE TO TEXTS

PART B: READING COMPREHENSION – VISUAL TEXT

NAME: _____

INSTRUCTIONS:

- Look at the image below.
- Answer the questions that follow.



QUESTIONS:

- 1 Is this image showing something real? Justify (explain) your answer. [2]
This image is showing... because...
- 2 What do you think is the message of this picture? (What was the artist trying to say about reading?) [2]
I think the message of this picture is...
- 3 What do you think the boy is feeling? Look at the expression on the boy's face. Write down an adjective that describes his expression. [1]
...
- 4 Name one thing that is coming out of the book you would love to see. Why? [1]
I would love to see... because...

5 Reading can benefit (help) us in many ways:

- It improves concentration and memory.
- It helps us connect to others and understand other people's situations.
- It grows our vocabulary.
- It increases our knowledge.

Which of these do you think is the most important benefit of reading? Why?

[2]

I think... is the most important because...

6 Choose the word that correctly completes the expression:

She loves to read. She always has her _____ in a book.

- a eyes
- b nose
- c brain

[1]

7 What do you think would be an appropriate caption (label) for this image?

[1]

...

[TOTAL MARKS: 10]

TERM 1 FAT 3 RESPONSE TO TEXTS

PART C: LANGUAGE IN CONTEXT

NAME: _____

INSTRUCTIONS:

- Read the comprehension text and visual text again.
- Answer the questions that follow.

QUESTIONS:

- 1 Change the following sentences into the simple present tense:
 - a At the age of just 7 years old, Michelle Nkamankeng, became South Africa and Africa's youngest author. [1]
 - b She asked herself why children did not write their own stories. [1]
 - c Now in Grade 8, Michelle is looking further than her children's books. [1]
- 2 Change the following underlined verbs into the present progressive:
 - a She worked hard to promote reading for children. [1]
 - b On social media, she uploaded videos of inspiration. [1]
 - c Michelle has encouraged children to follow their dreams. [1]
- 3 Change the following into the future tense:

Through her Michelle Nkamankeng Foundation, she has collected over 1 000 books. [1]
- 4 Change the sentence into the passive voice:

Michelle has written several successful children's books. [1]
- 5 Put the following into indirect speech:

'Children have beautiful tales and thoughts,' Michelle said to her mother. [2]
- 6 Reread paragraph 1 and find and write down an example of:
 - a an adjective _____
 - b a common noun _____
 - c a proper noun _____
 - d a preposition _____
 - e a pronoun _____ [5]
- 7 Fill in the correct form of the adjective: comparative or superlative.
 - a Michelle Nkamankeng is one of the (creative) people I have heard of. [1]
 - b Winning the *Ubuntu Award* is (good) than winning a sports match. [1]
- 8 Fill in the apostrophes correctly.

Michelles books and success show that shes a determined, hard-working person. [2]
- 9 Write down two sentences using write and right to show you understand the different meanings of each word.
 - a write _____ [1]
 - b right _____ [1]
- 10 Underline the conjunction (linking word) to join the main and dependent clause so that the sentence makes sense:

Michelle was working hard to promote literacy on social media (nor/ and/ so/ while) her friends were focused on their school marks. [1]

11 Choose the idiom that fits best.

Even though she was so young, Michelle showed the world that you _____.

- a** know every trick in the book
- b** can't judge a book by its cover
- c** read the small print

[1]

[TOTAL MARKS: 20]

Grade 7 Formal Assessment Task Memorandum

TERM 1 FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS

PART A: READING COMPREHENSION

- 1 Michelle was 7 years old when her first book was published. [1]
- 2 She started writing books because she realised that all children's books were written by adults and she realised that children had lovely stories and ideas to share and they could also write books for other children. [2]
- 3 **Solving challenges** [1]
- 4 Children in Portugal wanted to read Michelle's books, so her books have been translated into Portuguese. [1]
- 5 The # means that this is a cause people are working to fix./This is a problem people want to make others aware of./This is something that people feel strongly about. [1]
- 6 a President Ramaphosa presented the *Youth Diplomacy Ubuntu Award*. [1]
b False. Michelle won the award for representing South Africa internationally. [2]
- 7 Michelle Nkamankeng Foundation [1]
- 8 I can infer Michelle is clever/brave/determined/strong-minded /creative /imaginative/ resourceful / confident / and any other appropriate adjectives. [3]
- 9 I think ... is the most impressive because... *Learner must choose something from the text and have a good reason for this choice.* [2]
- 10 I think reading is so important because it *improves vocabulary/ increases imagination / teaches us many things / helps us understand other people / tells us how people solve problems / tells us how people lived long ago / helps us concentrate and focus / any appropriate reason* [2]
- 11 I would say/ask... *Learner's own appropriate response.* [2]
- 12 I would love to... *Learner's own appropriate response.* [1]

[TOTAL MARKS: 20]

PART B: READING COMPREHENSION - VISUAL TEXT

- 1 This image is showing something that is not real, because when we read, the things we read about so not actually come out of the book! [2]
- 2 I think the message of this picture is that reading can make us imagine and see things that we are reading about./ ...reading can teach us about lots of things we didn't know before./ other appropriate responses. [2]
- 3 happy/peaceful/interested/absorbed/entertained/*other appropriate adjective* [1]
- 4 I would love to see... because... *learner's own appropriate response with good reason* [1]
- 5 I think... is the most important because... *learner's own response with reason*
- 6 She loves to read. She always has her _____ in a book.
b nose [1]
- 7 Reading brings happiness/ So much to read about / Boy loves reading / Nothing like a good book / *any appropriate caption* [1]

[TOTAL MARKS: 10]

PART C: LANGUAGE IN CONTEXT

- 1 Change the following sentences into the simple present tense:
- a At the age of just 7 years old, Michelle Nkamankeng, becomes South Africa and Africa's youngest author. [1]
 - b She asks herself why children did not write their own stories. [1]
 - c Now in Grade 8, Michelle looks further than her children's books. [1]
- 2 Change the following underlined verbs into the present progressive:
- a She was working hard to promote reading for children. [1]
 - b On social media, she was uploading videos of inspiration. [1]
 - c Michelle was encouraging children to follow their dreams. [1]
- 3 Change the following into the future tense:
Through her Michelle Nkamankeng Foundation, she will collect over 1 000 books. [1]
- 4 Change the sentence into the passive voice:
Several successful children's books were written by Michelle. [1]
- 5 Put the following into indirect speech:
Michelle said to her mother that children had beautiful tales and thoughts. [2]
- 6 Reread paragraph 1 and find and write down an example of:
- a an adjective – youngest/local/own/beautiful
 - b a common noun – years/aythor/books/bookstore/mother/children/adults/stories/tales/thoughts/ adventures/ world
 - c a proper noun – Michelle/ Nkamankeng/South Africa/Africa
 - d a preposition – of/after/to/with/by/about
 - e a pronoun – her/I/she/their/our [5]
- 7 Fill in the correct form of the adjective: comparative or superlative.
- a Michelle Nkamankeng is one of **the most creative** people I have heard of. [1]
 - b Winning the Ubuntu Award is **better** than winning a sports match. [1]
- 8 Fill in the apostrophes correctly.
Michelle's books and success show that she's a determined, hard-working person. [2]
- 9 Write down two sentences using write and right to show you understand the different meanings of each word.
- a write – for example, Michelle **writes** stories. (verb) [1]
 - b right – 3 possibilities of meanings: for example, Don't turn left, turn **right**./ She always has the **right** answer in class./Everyone has a **right** to an education. [1]
- 10 Underline the conjunction (linking word) to join the main and dependent clause so that the sentence makes sense:
Michelle was working hard to promote literacy on social media (nor and/so/ while) her friends were focused on their school marks. [1]
- 11 Choose the idiom that fits best.
Even though she was so young, Michelle showed the world that you _____.
- a can't judge a book by its cover

[TOTAL MARKS: 20]