

Grade 4

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 2

Management Document

ENGLISH

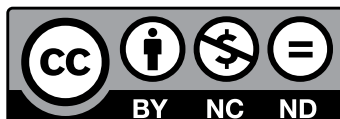
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Edition 5, 2023



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Dear Grade 4 EFAL Teachers,

Welcome to the Primary School Reading Improvement Programme (PSRIP).

The PSRIP is a structured learning programme for EFAL. This means that a programme has been carefully designed for you to follow on a day-by-day basis as you teach EFAL to your learners. This includes lesson plans, learner books, resources, curriculum trackers and assessments.

Using a Structured Learning Programme (SLP) has many benefits for teachers and for learners. At first, it may seem a little overwhelming, but please keep trying. Once you are familiar with the routine and core methodologies, your pacing will improve and your life will definitely get easier!

Please look after the resources that you have been given.

Please also try to source a variety of reading resources for your learners and encourage them to do as much independent reading as possible.

Best wishes for a great term,

The PSRIP Team

Guidelines for the PSRIP EFAL SLP

This structured learning programme is designed to teach EFAL at intermediate phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS ATPs.

It is important to fully understand the concepts embedded in this approach.

STRUCTURED LEARNING PROGRAMME

- A structured learning programme provides day-by-day **lesson plans**, together with all the **required resources**.
- For this SP EFAL programme, a **routine** has been designed to teach each component of language in a 10-hour cycle, that extends across two weeks. In the first week, the lessons focus on **receptive language skills**; and in the second week the lessons facilitate **expressive language skills**.
- Within this routine, selected pedagogies, or ‘**core methodologies**’ have been included to teach different aspects of literacy and language. These core methodologies are used over and over, in every two-week cycle. This allows teachers to become experts in the delivery of these lessons, and to focus on the content. It also helps learners to focus on the content, once they understand the structure of each lesson.
- Content is developed around a **theme**, and each theme runs for two-weeks, as per the cycle routine.
- As per policy, the programme’s lessons and resources use the following approaches to teach reading and viewing, writing and presenting, listening, speaking and LSCs: **text-based, communicative, integrated** and **process orientated**.
- In addition, the programme is designed to support the development of **technical reading skills** and **comprehension skills** in a structured, explicit manner.

Term 2 Curriculum Tracker & Textbook Activities

Weeks 1-2

Week 1: Misunderstandings		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: Listening Activity • Listening Text: A Private Conversation • Genre: Personal Recount • Three read • Model comprehension skill: Making connections • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: A Private Conversation • Genre: Personal Recount • Small group discussions to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /ch/ and /ai/	
Tuesday	Activity 3: Shared Reading: Pre-Read • Introduce theme: Misunderstandings • DBE Workbook 1 page 104: Frog and crow get the wrong message • Genre: Story • Discuss and predict	
Wednesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: Shared Reading: First Read • DBE Workbook 1 page 104: Frog and crow get the wrong message • Genre: Story • Model comprehension skill: I wonder / Making connections • Oral comprehension	

Week 1: Misunderstandings		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 104: Frog and crow get the wrong message • Genre: Story • Model comprehension skill: I wonder / Making connections • Oral comprehension	
Thursday	Activity 2: Teach The Comprehension Strategy • DBE Workbook 1 page 104: Frog and crow get the wrong message • Genre: Story • Teach: I wonder / Making connections	
Friday	Activity 1: Shared Reading Post-Read • DBE Workbook 1 page 104: Frog and crow get the wrong message • Genre: Personal Recount • Summarise • Comprehension strategy: Making connections / Making evaluations	
Friday	Activity 2: Writing: Teach the genre • Dialogue • Sample text: A misunderstanding between friends	

Week 2: Misunderstandings		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning • Genre: Dialogue • Topic: Write a dialogue about a misunderstanding between two characters. • Planning Strategy: Write a list	
Monday	Activity 2: Group Guided Reading • Class: Worksheet Week 2 • Group 1	
Tuesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Tuesday	Activity 2: Group Guided Reading • Class: Worksheet Week 2 • Group 2	
Wednesday	Activity 1: LSC & Writing: Drafting • LSC: First person • Use plan to draft dialogue	

Week 2: Misunderstandings		
Day	CAPS content, concepts, skills	Date completed
Wednesday	Activity 2: Group Guided Reading - Class: Worksheet 2 - Group 3	
Thursday	Activity 1: Oral Activities - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: Group Guided Reading - Class: Worksheet Week 2 - Group 4	
Friday	Activity 1: Writing: Editing and Publishing - Edit dialogue using checklist - Publish and share dialogue	
Friday	Activity 2: Group Guided Reading - Class: Worksheet Week 2 - Group 5	
Friday	Activity 3: Review word find Conclusion	

Weeks 1&2 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 1: Reading and Viewing		
Textbook	Supplementary Reading Activity: Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	The missing seeds, 62	
STUDY & MASTER Cambridge	Jack and the beanstalk, 56	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Nobody owns the sky, 60	
VIA AFRICA Via Africa	The boxes, 54	
HEAD START Oxford	I can dance, 48	
SOLUTIONS FOR ALL Macmillan Education	The class concert, 63	
PLATINUM Pearson	A clever idea, 48	
TOP CLASS Shuter & Shooter	Lucas Sithole, a "rolling inspiration", 39	

Week 2: Writing		
Textbook	Supplementary Writing Activity: Writes a personal recount	Date Completed
SUCCESSFUL OXFORD Oxford	Give a personal recount, 64	
STUDY & MASTER Cambridge	Write about something that happened to you, 63	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story about any type of air or sea transport that you have seen or travelled in, 67	
VIA AFRICA Via Africa	Write to a friend to tell them about something that happened to you or something you did, 57	
HEAD START Oxford	Write about a memory you have of when you enjoyed dancing, 51	
SOLUTIONS FOR ALL Macmillan Education	Write a message, 62	
PLATINUM Pearson	Write about something you did last weekend, 53	
TOP CLASS Shuter & Shooter	Write about a sports event that happened at your school, 43	

Theme Reflection: Misunderstandings	
1 What went well this cycle?	
2 What did not go well this cycle? How can you improve on this?	
3 Did you cover all the work for the cycle? If not, how will you get back on track?	
4 Do you need to extend or further support some learners?	
5 In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 3-4

Week 3: Going shopping		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 1: Listening Activity • Listening Text: Vuyo Tshabalala (45) Wins Shopping Prize • Genre: Newspaper Article • Three read • Model comprehension skill: Search the text • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: Vuyo Tshabalala (45) Wins Shopping Prize • Genre: Newspaper Article • Small group discussions to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /tr/ and /ir/	
Tuesday	Activity 3: Shared Reading: Pre-Read • DBE Workbook 1 page 92: Buying a backpack • Genre: Advertisement • Discuss and predict	
Wednesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: Shared Reading: First Read • DBE Workbook 1 page 92: Buying a backpack • Genre: Advertisement • Model comprehension skill: Search the text • Oral comprehension	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 92: Buying a backpack • Genre: Advertisement • Model comprehension skill: Search the text • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: Teach the Comprehension Strategy • DBE Workbook 1 page 92: Buying a backpack • Genre: Advertisement • Teach: Search the text	

Week 3: Going shopping		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Shared Reading: Post-Read • DBE Workbook 1 page 92: Buying a backpack • Genre: Advertisement • Written Comprehension • Comprehension strategy: Search the text	
Friday	Activity 2: TEACH THE GENRE • Advertisement, poster and notices • Sample text: Wonder pencil	

Week 4: Going shopping		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning • Genre: Advertisement • Topic: An advertisement for an item of clothing you want to sell • Planning Strategy: Use a mind map	
Monday	Activity 2: Group Guided Reading • Class: Worksheet Week 4 • Group 1	
Tuesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Tuesday	Activity 2: Group Guided Reading • Class: Worksheet Week 4 • Group 2	
Wednesday	Activity 1: LSC & Writing: Drafting • LSC: Hyperbole (Advertising language) • Use plan to draft advertisement	
Wednesday	Activity 2: Group Guided Reading • Class: Worksheet 4 • Group 3	
Thursday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Thursday	Activity 2: Group Guided Reading • Class: Worksheet Week 4 • Group 4	
Friday	Activity 1: Writing: Editing and Publishing • Edit advertisement using checklist • Publish and share advertisement	

Week 4: Going shopping		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 2: Group Guided Reading - Class: Worksheet Week 4 - Group 5	
Friday	Activity 3: Review word find Conclusion	

Weeks 3&4 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 3: Reading and Viewing		
Textbook	Supplementary Reading Activity: Reads information text with visuals / Reads a visual text	Date completed
SUCCESSFUL OXFORD Oxford	Read a weather chart, 73	
STUDY & MASTER Cambridge	Read a weather chart, 64	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poster about a sea cruise, 76	
VIA AFRICA Via Africa	Read an information text with visuals: Winter holidays in South Africa, 62	
HEAD START Oxford	Read the weather report, 56	
SOLUTIONS FOR ALL Macmillan Education	Read the advert, 72	
PLATINUM Pearson	Read a weather map, 58	
Week 4: Writing		
Textbook	Supplementary Writing Activity: Writes news report	Date completed
SUCCESSFUL OXFORD Oxford	Write and present a poster, 79	
STUDY & MASTER Cambridge	Activity 10 & 11, 21	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 81	
VIA AFRICA Via Africa	Make a poster, 68	
HEAD START Oxford	Design a poster, 63	
SOLUTIONS FOR ALL Macmillan Education	Create a poster to advertise the talent show, 75	
PLATINUM Pearson	Design a poster, 63	

Weeks 3&4 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
TOP CLASS Shuter & Shooter	Design a poster, 50	

Theme Reflection: Going shopping	
1 What went well this cycle?	
2 What did not go well this cycle? How can you improve on this?	
3 Did you cover all the work for the cycle? If not, how will you get back on track?	
4 Do you need to extend or further support some learners?	
5 In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 5-6

Week 5: Incredible insects		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 1: Listening Activity • Listening Text: Bernard Greenberg • Genre: Information text • Three read • Model comprehension skill: Visualise • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: Bernard Greenberg • Genre: Information text • Small group discussions to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /th/ and /ay/	
Tuesday	Activity 3: Shared Reading: Pre-Read • Introduce theme: Incredible Insects • DBE Workbook 1 page 112: What do insects look like? • Genre: Poem • Discuss and predict	
Wednesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: Shared Reading: First Read • DBE Workbook 1 page 112: What do insects look like? • Genre: Poem • Model comprehension skill: Visualise / Make evaluations • Oral comprehension	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 1 page 112: What do insects look like? • Genre: Poem • Model comprehension skill: Visualise / Make evaluations • Oral comprehension • Formulate a question about the text	

Week 5: Incredible insects		
Day	CAPS content, concepts, skills	Date completed
Thursday	Activity 2: Teach the Comprehension Strategy - DBE Workbook 1 page 112: What do insects look like? - Genre: Poem - Teach: Visualise	
Friday	Activity 1: Shared Reading: Post-Read - DBE Workbook 1 page 112: What do insects look like? - Genre: Poem - Text illustration - Comprehension strategy: Visualise	
Friday	Activity 2: Writing: Teach the genre - Story (descriptive text/essay) - Sample text: The wonderful wobbly worm	

Week 6: Incredible insects		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning - Genre: Descriptive text - Topic: Write a description of an incredible insect. - Planning Strategy: Write a list	
Monday	Activity 2: Group Guided Reading - Class: Worksheet Week 6 - Group 1	
Tuesday	Activity 1: Oral Activities - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Tuesday	Activity 2: Group Guided Reading - Class: Worksheet Week 6 - Group 2	
Wednesday	Activity 1: LSC & Writing: Drafting - LSC: Connecting words - Use plan to draft descriptive text	
Wednesday	Activity 2: Group Guided Reading - Class: Worksheet 6 - Group 3	
Thursday	Activity 1: Oral Activities - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: Group Guided Reading - Class: Worksheet Week 6 - Group 4	

Week 6: Incredible insects		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Writing: Editing and Publishing - Edit descriptive text using checklist - Publish and share descriptive text	
Friday	Activity 2: Group Guided Reading - Class: Worksheet Week 6 - Group 5	
Friday	Activity 3: Review word find Conclusion	

Weeks 5&6 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 5: Reading and Viewing		
Textbook	Supplementary Reading Activity: Reads information text with visuals	Date Completed
SUCCESSFUL OXFORD Oxford	Read a poster: Celebrate spring, 76	
STUDY & MASTER Cambridge	Look at the pictures and read the text: Dumi's dancers, 68	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poster about a sea cruise, 76	
VIA AFRICA Via Africa	Read an information text with visuals: Winter holidays in South Africa, 62	
HEAD START Oxford	Read the weather forecast, 76	
SOLUTIONS FOR ALL Macmillan Education	Read the advert, 72	
PLATINUM Pearson	Read a poster, 60	
TOP CLASS Shuter & Shooter	Read a poster: Celebrate spring, 76	
Week 6: Writing		
Textbook	Supplementary Writing Activity: Write a description	Date Completed
STUDY & MASTER Cambridge	Write a description of Jacob while he is dancing, 96	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Match pictures to descriptions, 70	
VIA AFRICA Via Africa	Describe an animal, 94	
HEAD START Oxford	Listen to and write descriptions, 93	

Weeks 5&6 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
SOLUTIONS FOR ALL Macmillan Education	Write a description of a cheese sandwich, 97	
PLATINUM Pearson	Write a description, 96	
TOP CLASS Shuter & Shooter	Write a description, 76	
Week 6: LSC		
Textbook	Supplementary LSC Activity: Develops understanding and use of connecting words showing addition, sequence and contrast.	Date Completed
SUCCESSFUL OXFORD Oxford	Adverbs of degree, 84	
STUDY & MASTER Cambridge	Connecting words, 70	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 'and', 'then', or', 80	
VIA AFRICA Via Africa	Use 'a' and 'an' for things you can count and 'some' for things you cannot, 64	
HEAD START Oxford	Practice using connecting words and making comparisons, 59	
SOLUTIONS FOR ALL Macmillan Education	Use linking words, 97	
PLATINUM Pearson	Connecting words, 160	
TOP CLASS Shuter & Shooter	Connecting words, 54	

Theme Reflection: Incredible insects	
1 What went well this cycle?	
2 What did not go well this cycle? How can you improve on this?	
3 Did you cover all the work for the cycle? If not, how will you get back on track?	
4 Do you need to extend or further support some learners?	
5 In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 7-8

Week 7: Butterflies		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Monday	Activity 1: Listening Activity - Listening Text: Judgemental Judy - Genre: story with a procedure - Three read - Model comprehension skill: Visualise - Oral comprehension	
Tuesday	Activity 1: Speaking Activity - Re-read Text: Judgemental Judy - Genre: story with a procedure - Small group discussion to respond to text	
Tuesday	Activity 2: Phonics Review Word find with /br/ and /ng/	
Tuesday	Activity 2: Shared Reading: Pre-Read - Introduce theme: Butterflies - DBE Workbook 1 page 128: Butterflies flutter by - Genre: Instructional text - Discuss and predict	
Wednesday	Activity 1: Oral Activities - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Wednesday	Activity 2: Shared Reading: First Read - DBE Workbook 1 page 128: Butterflies flutter by - Genre: Instructional text - Model comprehension skill: I wonder / Visualise - Oral comprehension	
Thursday	Activity 1: Shared Reading: Second Read - DBE Workbook 1 page 128: Butterflies flutter by - Genre: Instructional text - Model comprehension skill: I wonder / Visualise - Oral comprehension - Formulate a question about the text	
Thursday	Activity 2: Teach the Comprehension Strategy - DBE Workbook 1 page 128: Butterflies flutter by - Genre: Instructional text - Teach: I wonder... / Visualise	

Week 7: Butterflies		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 1: Shared Reading: Post-Read • DBE Workbook 1 page 128: Butterflies flutter by • Genre: Instructional text • Text illustration • Comprehension strategy: I wonder / Visualise	
Friday	Activity 2: Writing: Teach the genre • Procedural Text • Sample text: The life cycle of a butterfly	

Week 8: Butterflies		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning • Genre: Procedural text • Topic: Describe what you do to get ready to come to school each day! • Planning Strategy: Make a list	
Monday	Activity 2: Group Guided Reading • Class: Worksheet Week 8 • Group 1	
Tuesday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Tuesday	Activity 2: Group Guided Reading • Class: Worksheet Week 8 • Group 2	
Wednesday	Activity 1: LSC & Writing: Drafting • LSC: Simple present tense (universal statements) • Use plan to draft procedural text	
Wednesday	Activity 2: Group Guided Reading • Class: Worksheet 8 • Group 3	
Thursday	Activity 1: Oral Activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Thursday	Activity 2: Group Guided Reading • Class: Worksheet Week 8 • Group 4	
Friday	Activity 1: Writing: Editing and Publishing • Edit procedural text using checklist • Publish and share procedural text	

Week 8: Butterflies		
Day	CAPS content, concepts, skills	Date completed
Friday	Activity 2: Group Guided Reading - Class: Worksheet Week 8 - Group 5	
Friday	Activity 3: Review word find Conclusion	

Weeks 7&8 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
Week 7: Reading and Viewing		
Textbook	Supplementary Reading Activity: Reads information text with visuals / Reads procedural texts	Date Completed
SUCCESSFUL OXFORD Oxford	A successful business, 94	
STUDY & MASTER Cambridge	Read vegetable garden instructions, 82 Read information key on seed pack, 85	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Road safety rules and steps, 99	
VIA AFRICA Via Africa	Read an information text with pictures: Kites, 78 Read a procedural text: How to play morabaraba, 80	
HEAD START Oxford	Recipe for cheesy baked potatoes, 74	
SOLUTIONS FOR ALL Macmillan Education	Yummy chocolate biscuit squares, 94	
PLATINUM Pearson	Malaria, 78	
TOP CLASS Shuter & Shooter	Read a procedural text: how to make a puzzle, 67	
Week 8: Writing		
Textbook	Supplementary Writing Activity: Writes about a procedure with support / Labels and/or completes a visual text	Date Completed
SUCCESSFUL OXFORD Oxford	Write instructions on how to plait reeds, 93	
STUDY & MASTER Cambridge	Label the pictures, 89	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Copy the map and outline your trip, 105	
VIA AFRICA Via Africa	Draw and label a diagram, 85 Write about how to make a kite, 86	
HEAD START Oxford	Write a recipe, 77	

Weeks 7&8 SUPPLEMENTARY TEXTBOOK ACTIVITIES		
SOLUTIONS FOR ALL Macmillan Education	Write a description of how to make a cheese sandwich, 97	
PLATINUM Pearson	Write the procedure to treat scorpion stings, 82	
TOP CLASS Shuter & Shooter	Write a paragraph and label a drawing, 68	

Theme Reflection: Butterflies	
1 What went well this cycle?	
2 What did not go well this cycle? How can you improve on this?	
3 Did you cover all the work for the cycle? If not, how will you get back on track?	
4 Do you need to extend or further support some learners?	
5 In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Term 2 Programme of Formal Assessment

- 1 There are three formal assessment tasks for Grade 4 Term 2.
- 2 Please complete these tasks as detailed below.

GRADE 4 TERM 2 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Read aloud (see rubric below)	20	Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded. Listen to individual learners read aloud throughout the term during group guided reading lessons.			
4	Write a transactional text (see rubric below)	10	2	Mon, Wed, Fri	Writing	
5	Controlled Test: Response to text (see assessment task and memorandum below)	40	7	Mon - Fri	Group Guided Reading	

Term 2 Assessment Tasks, Tools & Memoranda

TASK 1 READ ALOUD				
MARKS	Maximum total of 20			
OBJECTIVE	Demonstrates oral reading fluency			
IMPLEMENTATION	- Listen to individual learners read aloud throughout Term 2 - Do this during Group Guided Reading			
ACTIVITY	- During Group Guided Reading, settle the group to read a text silently. - Next, listen to each learner read aloud from DBE Workbook 1, page 78, The Terrible Twins. - Explain that the learner will have 1 minute to read. - Instruct the learner to read this text out loud to you. - Time the learner. Take note of the number and type of errors made. - When 1 minute is up, instruct the learner to stop reading and assess using the rubric below.			
	7-8	5-6	3-4	1-2
PACING	The learner reads 110 words or more correctly in a minute.	The learner reads 90 - 110 words correctly in a minute.	The learner reads 70 - 90 words correctly in a minute.	The learner reads less than 70 words correctly in a minute.
	4	3	2	1
DECODING SKILLS	The learner comfortably decodes most phonetically regular words and common sight words independently.	The learner comfortably decodes many phonetically regular words and common sight words independently.	The learner decodes some phonetically regular words and common sight words independently.	The learner struggles to decode phonetically regular words and common sight words independently.
	4	3	2	1
VOLUME & EXPRESSION	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.

	4	3	2	1
PHRASING	The learner reads with good phrasing; adhering to punctuation, stress and intonation.	The learner reads with a mixture of run-on sentences, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	The learner reads in two or three word phrases, not adhering to punctuation, stress and intonation.	The learner reads word-by-word in a monotone voice.

TASK 4 TRANSACTIONAL WRITING: DIALOGUE			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a dialogue about a misunderstanding between two friends		
IMPLEMENTATION	In Week 2 the process writing task requires learners to write a dialogue where each character speaks 5 times		
ACTIVITY	1 Write a dialogue about a misunderstanding between two friends. 2 Work through the process writing lessons as per the lesson plan. 3 Collect learners' dialogues at the end of the week for formal assessment.		
CONTENT	3	2	1
	The learner's response is original, interesting and exceeds expectations. Sounds like a realistic dialogue.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	The learner has structured the dialogue according to the correct layout, lines left and punctuation. The structure allows the reader to follow the writing easily and be drawn in.	The learner has structured the dialogue with most of the layout and punctuation correctly. The dialogue can be followed and flows logically.	The learner has not followed the format of the dialogue with regards to the required layout and punctuation. There is no organisation or flow.
PLANNING	2	1	0
	The learner makes a plan before writing. The learner uses the plan to inform their drafting, and expands on the plan with creativity.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.

TASK 4 TRANSACTIONAL WRITING: DIALOGUE			
EDITING / LSC	3	2	1
	The learner has correctly punctuated the dialogue (colon after each speaker; actions in brackets). The characters speak in the first person with some sentences in the past tense. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner has included most of the correct punctuation. The characters mostly speak in the first person. Some sentences are in the past tense. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not used the correct punctuation. The characters' words are not in the first person. There are no sentences in the past tense, or the past tense has not been used correctly. The learner does not edit their own work OR The learner attempts to edit their own work, but there are many errors remaining.

TASK 5 RESPONDS TO TEXT	
MARKS	Maximum total of 40
OBJECTIVE	• Literary/Non- literary text (15 marks) • Visual text (10 marks) • Summary (5) • Language Structures and Conventions (10 marks)
IMPLEMENTATION	• These assessments do not have to be written in one session. • The assessments can be administered during group guided reading time in Week 7.
ACTIVITY	1 Hand out the assessment tasks to learners. 2 Read through the texts and papers once, and explain what is required of learners. 3 Collect the assessments after each session and mark them using the memoranda provided.

TASK 5 CONTROLLED TEST: RESPONDS TO TEXTS

QUESTION 1: READING COMPREHENSION

NAME: _____

Instructions:

- Read the story below twice.
- The numbers on the left side are the paragraph numbers.
- Answer the questions that follow.



1	Linda walked into the house and shivered! It suddenly felt cold and was starting to get dark outside even though it was only half past five.
2	Every year it was the same thing when the seasons changed. At the beginning of spring Linda sneezed because of the pollen. At the beginning of winter, she got a cold. Linda was used to it. A new season always made her feel full of energy because it meant a change.
3	Although it was chilly, Linda enjoyed winter. She loved playing netball at school. She liked finding her coat, her woolly jerseys and her scarf which were at the back of her cupboard. Best of all, it would soon be winter holidays and exams would be over. Then she could snuggle up with her hot chocolate and read for as long as she wanted in bed.

QUESTION 1: CHANGE OF SEASON

- 1 Why did Linda shiver?** (1)

Linda shivered because _____

- 2 What happened to Linda at the start of spring and at the start of winter? (2)**

At the start of spring, Linda _____.

At the start of winter _____.

- 3 Name three things Linda liked about winter.** (3)

Linda liked _____

_____.

- 4 What can you infer about how Linda felt about getting sick?** (2)

I can infer that she _____.

- 5 Which season is your favourite? Why?** (3)

My favourite season is _____, because _____

_____.

- 6 What do you see when you visualise Linda dressed for the cold?** (2)

I can visualise Linda _____

_____.

- 7 Find and write down a word in the text that means:** (2)

icy - _____

wardrobe - _____

15 MARKS

TASK 5 RESPONDS TO TEXTS

QUESTION 2: VISUAL COMPREHENSION



06 November 2022
SA Weather Outlook

- 1 Which season do you think this? Why do you think so?** (2)

The season is _____ because _____
_____.

- 2 Where is the coldest minimum temperature predicted and how cold will it be?** (2)

The coldest place is _____ and the temperature will be _____.

- 3 Name a city which will be rainy.** (1)

- 4 What can you infer about the temperatures the more north you go?** (2)

I can infer that the temperatures become _____
_____.

5 How do you think the city of Welkom got its name? (2)

I think Welkom got its name _____
_____.

6 Port Elizabeth (now Gqeberha) has a nickname. It is known as the Windy City. If you had to give your city or town a nickname, what would it be? (1)

I would call my town/city _____.

10 MARKS

TASK 5 RESPONDS TO TEXTS

QUESTION 3: SUMMARY

NAME: _____

QUESTION 3: SUMMARY

Read the text *Change of Season* again.

Complete the summary:

- 1** Linda walked into the house _____
- 2** Every year she _____
- 3** A new season made her feel _____
- 4** Linda loved winter because _____
- 5** Her favourite thing about winter was _____

5 MARKS

TASK 5 RESPONDS TO TEXTS

QUESTION 4: LANGUAGE STRUCTURES AND CONVENTIONS

NAME: _____

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story 'Change of Season' once again.
- Complete the following:

1 Find an example of the following parts of speech:

a common noun (paragraph 2) _____ (1)

b proper noun (paragraph 1) _____ (1)

c adjective (paragraph 3) _____ (1)

d connector (paragraph 2) _____ (1)

2 Rewrite this sentence – fill in all the punctuation marks. (4)

As they were about to go shop at mountainside mall, Lindas friend bulelwa lent her a coat.

3 Rewrite this sentence in the future tense. (1)

Linda looked for her coat and scarf.

4 Join these two sentences using the correct connector: Choose one:

but / because / and (1)

Linda loved Winter holidays. She could snuggle up in bed.

10 MARKS

GRADE 4 TERM 2: CONTROLLED TEST RESPONDS TO TEXT MEMORANDA

QUESTION 1: READING COMPREHENSION MEMORANDUM

- 1 She shivered because it was cold / the weather was getting colder / Winter was coming. (1)
- 2 At the start of Spring she sneezed because of pollen and at the start of Winter she got a cold. (2)
- 3 Linda liked playing netball at school. /She liked finding her winter clothes. / and she likes snuggling in bed and reading/ happy exams are over. [any 3] (3)
- 4 I can infer that Linda did not mind sneezing / getting sick / she was not bothered by sneezing. (2)
- 5 My favourite season is Spring because all the flowers come out and it starts to get warmer. (own answers with reasons) (3)
- 6 I visualise Linda wearing a big red coat, a green woollen hat with a pom-pom and brown boots. (own answers) (2)
- 7 icy – cold or chilly
wardrobe – cupboard (2)

15 MARKS

QUESTION 2: VISUAL COMPREHENSION MEMORANDUM

- 1 This is Spring. The date says 6th November and that is Spring in South Africa. Some places are hot and some cooler, so it's not Summer or Winter. (2)
- 2 The coldest temperature is 8° in Calvinia. (2)
- 3 CT / Worcester / George / EL / Bloem / Kimberly / PMB / Alexander Bay / Calvinia / Springbok / Clanwilliam / G-Reinet / any one (1)
- 4 The further north you go, the hotter it gets. It's cooler closer to the coast, but inland it's hotter. (2)
- 5 Learners need to think of a reason – something about the people there welcomed others, or the people felt very welcome and happy to be there. Any suitable answer with a creative understanding of the name. (2)
- 6 Any suitable answer. (1)

10 MARKS

QUESTION 3: SUMMARY MEMORANDUM

- 1 Linda walked into the house and shivered.
- 2 Every year she sneezed because of the pollen in Spring and got a cold at the start of Winter.
- 3 A new season made her feel full of energy because it meant a change.
- 4 Linda loved Winter because she could play netball at school, wear her warm Winter clothes and snuggle up in bed and read.
- 5 Her favourite thing about Winter was reading in bed with her hot chocolate for as long as she wanted.

5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT MEMORANDUM

- 1 Find an example of the following parts of speech:
 - a common noun (paragraph 2) year / seasons / pollen/ spring / winter / cold (1)
 - b proper noun (paragraph 1) Linda (1)
 - c adjective (paragraph 3) chilly / woolly / winter / hot (1)
 - d connector (paragraph 2) because (1)
- 2 Rewrite this sentence – fill in all the punctuation marks. (4)

As they were about to go shop at Mountainside Mall, Linda's friend Bulelwa lent her a coat.
- 3 Rewrite this sentence in the future tense. (1)

Linda will look for her coat and scarf.
- 4 Join these two sentences using the correct connector: but / because / and (1)

Linda loved Winter holidays because she could snuggle up in bed.

10 MARKS

Term 2 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: I HAVE A SHARP PAIN!

- 1 What is wrong with my nail?

I have a sharp pain in my nail.

- 2 How did Mr Black want to fix my nail?

Mr Black wants to chop off the nail.

- 3 Why do I run out into the rain?

I run from Mr Black's sharp chopper.

GROUP GUIDED READING TEXT: THE ITALIAN VISITOR

- 1 Which country was the special visitor from?

The special visitor was from Italy.

- 2 Which word did Isabella not say correctly? What did she say?

Isabella did not say 'heat' correctly. She said 'hit.'

- 3 If you were in that class listening to Isabella's mistake, what would you have done?

If I were in that class, I would have... (See learners' answers).

- 4 Change the following sentence into the first person starting with 'I': She goes to Tanzania to learn Swahili.

I go to Tanzania to learn Swahili.

- 5 Look at the picture of Isabella. She is surrounded by many things that come from Italy. See how many things you can name.

(See learners' answers).

FICTION TEXT: MY MOTHER'S OLD FRIEND

- 1 What are two things we learn about Mrs Gumede in this story?

We learn that Mrs Gumede is old and is friends with Thabo's mother.

- 2 Thabo was meant to say: 'Hello Mrs Gumede. How are you feeling today?' But he did not. What question do you think he asked Mrs Gumede?

I think Thabo said: 'How old are you Mrs Gumede?'

- 3 Find an antonym (opposite) word in the text for young?

An antonym for young is old.

- 4 Change this sentence into the first person: She is lying in her bed, as she is sick.

I am lying in my bed, as I am sick.

NON-FICTION TEXT: VALENTINE'S DAY IN JAPAN

- 1 What kinds of gifts do people give each other on Valentine's Day around the World?
People give each other cards, chocolates, and beautiful flowers.
- 2 In Japan, why do only girls and women in Japan, give chocolates as gifts on Valentine's Day?
In Japan, only girls and women give chocolates on Valentine's day because a company accidentally told people that only women could buy chocolates for men on Valentine's Day.
- 3 A company in Japan is a Japanese company. What will a company in South Africa be?
A company in South Africa will be a South African company.
- 4 Complete the sentences below with these determiners: a/the/an/many/enough
There are many countries in the world where Valentine's Day is celebrated.
A chocolate is always the perfect gift.

VISUAL TEXT: VISIT TO THE ZOO

- 1 Where does Pete think the monkey is?
Pete thinks the monkey is in jail.
- 2 Why does Pete think this?
Pete thinks this because he is behind bars.
- 3 Do you think we should keep animals in a zoo? Give a reason for your answer.
I think we... (See learners' answers)
- 4 Put the following words in alphabetical order: monkey, mouse, moth, mule, mongoose, mole
Mole, mongoose, monkey, moth, mouse, mule.

SUMMARY: THE ITALIAN VISITOR

- 1 *The Grade 4 class had a visitor from a girl from Italy.*
- 2 *She wanted to see what school was like in South Africa.*
- 3 *She could not speak English accurately.*
- 4 *The teacher asked her to tell the class something about her country.*
- 5 *She said that Italian people loved the heat.*
- 6 *The class thought that she meant that Italian people love to hit and fight.*

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: A DAY AT THE SHOPS

- 1 Who likes to go to the shops?

My mum, dad and I like to go to the shops.

- 2 What does dad like to shop for?

Dad likes to shop for cheap shirts.

- 3 What does mum like to shop for?

Mum likes to shop for an expensive skirt.

GROUP GUIDED READING TEXT: MAMA THEMBI'S DREAM SHOPPING TRIP

- 1 What did Mama Thembi's children spend the whole day doing?

Mama Thembi's children spent the whole day inside, running around and asking for food.

- 2 What are two things that Mama Thembi would buy for herself?

Two things that Mama Thembi would buy for herself were expensive jewelry and beautiful red shoes.

- 3 Put the sentences below in the past tense:

- *The children ran around all day.*
- *Mama Thembi made them lunch.*

- 4 Change the adjectives in the sentence below to their superlative form to show hyperbole:

- a *The children were the naughtiest children in the world.*
- b *Mama Thembi was the tireddest she had ever been at the end of that rainy day.*

FICTION TEXT: NEO AND HIS FATHER MAKE BREAKFAST

- 1 What did Neo and his father find in the fridge?

Neo and his father found an old piece of bread in the fridge.

- 2 Why do you think Neo and his father wrote a shopping list before they went shopping?

I think that they wrote a shopping list so that they don't forget anything.

- 3 List the four things that they bought at the shops?

The four things that they bought at the shops were eggs, bread, butter and milk.

- 4 Rewrite the following sentence and fill in the missing pronouns using the words from this list:
himself, he, they, his, he

- a *He went to the shop to buy some food for himself.*
- b *When he got home, his brother also wanted some food.*
- c *The brothers ate it together.*

NON-FICTION TEXT: SHOPPING ADDICTION

- 1 What is a shopping addiction?

A shopping addiction is when people can't stop shopping/buy things they don't need.

- 2 Name two emotions that people with a shopping addiction usually feel.

The two emotions that people with a shopping addiction usually feel are unhappy and lonely.

- 3 Why can it be dangerous to use a credit card?

It can be dangerous to use a credit card because the bank charges you extra money to use a credit card/you don't have the money/you will get into debt.

- 4 A prefix becomes before the root word and changes the meaning: happy-unhappy. Rewrite the following sentence and change the underlined words by adding a prefix:

The shop was uncomfortable and untidy.

VISUAL TEXT: BUSI'S BEST BOOKS

- 1 What kind of sale is Busi's Best Books having?

Busi's Best Books is having an opening sale.

- 2 How much of a discount is Busi's Best Books offering on all books?

Busi's Best Books is offering a 50% discount on all books.

- 3 Which things are offered to attract customers?

The things that are offered to attract customers are free coffee, free cake, giveaways and prizes.

- 4 Alliteration is when we repeat the same sound in words that follow each other. An example is 'frogs feel funny'. Find an example of alliteration in the above poster.

An example of alliteration is Busi's Best Books.

SUMMARY: NEO AND HIS FATHER MAKE BREAKFAST

- 1 Neo and his father were hungry but there was no food in the house.

- 2 They wrote a shopping list.

- 3 They went to the shops and bought eggs, bread, butter and milk.

- 4 They cooked and ate buttered toast and scrambled eggs.

- 5 They felt much happier.

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: WHERE DO INSECTS STAY?

- 1 Where do insects stay all day?

Some insects sit in a ray of sun.

Some insects are in the bath.

Some insects are in my shoes.

- 2 What are the many boxes for?

The many boxes are for many insects.

- 3 How will the bugs get into the boxes?

I will chase the bugs into the boxes.

GROUP GUIDED READING TEXT: INTERESTING FACTS ABOUT HONEYBEES

- 1 What is the only job of the male bees?

The only job of the male bees is to mate with the queen.

- 2 What is one way that honeybees help humans?

One way that honeybees help humans is by making honey to eat.

- 3 Whose job do you think is the most important in the beehive: the queen, the workers or the male bees? Give a reason for your answer.

I think the ... has the most important job because ... (See learners' answers)

- 4 Which of the bees can sting?

The bees that can sting are the female worker bees.

- 5 Connectors join sentences. Join the sentences below using one of these connectors: and/ because/ but

a Many people are scared of all honeybees but male honeybees do not have stings.

b The worker bees get pollen from the flowers and they do all the work.

FICTION TEXT: LOOKING FOR DUNG

- 1 Why was Dewar up early?

Dewar was up early to hunt ox/animal dung.

- 2 What did Dewar's mother need a ball of dung for?

Dewar's mother needed a ball to lay her eggs in and then she needed dung to feed the baby dung beetles.

- 3 Where does Dewar live?

Dewar lives in the African bush.

- 4 Complete each sentence with one of these deter: a, the, many

a There is a dung beetle on the road.

- b** There are many kinds of dung beetles.
- c** The dung beetle is a kind of insect.

NON-FICTION TEXT: INTERESTING ANT FACTS!

- 1** What are the three kinds of ants?

Three kinds of ants are the queen ant, the female workers and the males.

- 2** What jobs do the worker ants do?

Worker ants take care of the colony/defend the colony/protect the queen/ gather or kill food.

- 3** What weight can worker ants carry?

Worker ants can carry 20 times their body weight.

- 4** Rewrite the following sentence putting commas in the correct places.

Worker ants protect the queen, defend the colony, gather food and take care of the babies.

VISUAL TEXT: HOUSE FLIES

- 1** How long can a house fly live for?

A house fly can live for 30-60 days.

- 2** What do house flies eat?

House flies eat liquids.

- 3** What do house flies do when they sit on solid food?

When house flies sit on solid food, they turn solids into liquids with their spit.

- 4** The plural for **fly** is **flies**. Look at the following words that also end in 'y'. Change them into the plural: city, sky, story, puppy

The plural of city is cities.

The plural of sky is skies.

The plural of story is stories.

The plural of puppy is puppies.

SUMMARY: HOUSE FLIES

- 1** The three parts of a fly's body: head, thorax, abdomen
- 2** Number of legs: six
- 3** Number of eyes: two
- 4** Number of antennae: two
- 5** Flies move by flying.
- 6** Flies eat liquids.

WEEKS 7 & 8 MEMORANDUM

DECODABLE TEXT: THE COCOON AND THE BUTTERFLY

- 1 What time of the year is it?

It is Spring.

- 2 What does a butterfly not have?

A butterfly does not have a tongue.

- 3 What does the butterfly sip for breakfast?

The butterfly sips Spring flowers.

GROUP GUIDED READING TEXT: WHY DUNG BEETLE IS SO STRONG

- 1 Why did Woman and Man ignore Dung Beetle?

The Woman and the Man ignored the Dung Beetle she was not strong and beautiful like the butterfly.

- 2 How did Dung Beetle get their attention?

The Dung Beetle got their attention by becoming strong.

- 3 How do you know this story is not real?

I know this story is not real because animals can't talk./Dung beetles don't push dung to get humans' attention... (See learners' answers).

- 4 Write the sentence below into the present tense:

a *Dung Beetle trains very hard.*

b *She wants to be strong.*

- 5 What do you think the moral of the story is? Choose one of the answers from the list below:

- *If you work hard, you can achieve much.*

FICTION TEXT: I COULDN'T TELL YOU IF I TRIED!

- 1 What did I find?

I found a little worm.

- 2 Where did I put the little worm?

I put the little worm in a small box.

- 3 When I opened the box, I found a surprise. What was the surprise?

The surprise I found was that the worm had turned into a butterfly.

- 4 Find two words in the poem that rhyme. Write them down.

Two words in the poem that rhyme are tree/me and tried/ flied.

NON-FICTION TEXT: INTERESTING THINGS ABOUT BUTTERFLIES

- 1 How many stages are there in a butterfly's life?

There are four stages.

- 2 Where do butterflies get the glue from to attach their eggs to the leaves?

Butterflies make the glue themselves.

- 3 Write the verb from the first sentence.

The verb in the first sentence is are.

VISUAL TEXT: THE LIFE CYCLE OF A BUTTERFLY

- 1 How many stages are there in a butterfly's life cycle?

There are four stages in a butterfly's life cycle.

- 2 Complete the sentences below using the ordinal words: first, second, third, fourth

The first stage of the cycle starts with the egg; the second stage is the caterpillar stage; the third stage is the chrysalis; the fourth stage is the butterfly stage.

- 3 Make compound words by joining words from each column:

friendship

grasshopper

ladybug

sunrise

rainbow

SUMMARY: INTERESTING FACTS ABOUT BUTTERFLIES

Summary: Interesting facts about butterflies

- 1 A butterfly's life is made up of 4 different stages.
- 2 These are the egg stage, the caterpillar stage, chrysalis stage and the butterfly stage.
- 3 Butterflies attach their eggs to leaves.
- 4 Some types of butterflies only live for a week and other species of butterflies live for a year in the butterfly stage.
- 5 The pattern on each butterfly's wings is unique.

