

Grade 4

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 3

Management Document

ENGLISH

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Term 3 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	Listen to and discusses an information text Text from the textbook or Teacher's Resource File (TRF) • Introductory activities: • prediction • Discusses specific details • Asks questions to obtain information • Listens and responds appropriately • Answers oral questions • Relates own experiences	Reads information text, e.g. on social issues Text from the textbook or Teacher's Resource File (TRF) • Pre-reading predicts from title and pictures • Uses reading strategies, e.g. scans • for specific details, skims for general idea • Reads short, printed resources • Locates information from different sources • Selects the relevant ideas • Identifies different purposes of texts • Identifies and discusses values in the text [READING COMPREHENSION] Reflects on texts read independently • Compares books/texts read	Writes a descriptive paragraph (2 paragraphs) • Selects appropriate content for the topic • Uses the appropriate structure as a frame • Uses topic and supporting sentences to develop coherent paragraphs (2 paragraphs) • Creates visual aids for presentation • Uses the dictionary to check spelling and meanings of words [WRITING: DESCRIPTIVE ESSAY]	Spelling and spelling • Punctuates correctly: colon, semicolon, inverted commas, commas, full stop • Builds on phonic knowledge to spell Words • Builds on knowledge of sight words and high frequency words • Breaks long words into smaller chunks • Add <i>s</i> and <i>-es</i> to form most plurals Working with words and sentences • Personal pronouns • Demonstrative pronouns • Revises common nouns: countable nouns e.g. book – books • Uses regular forms of the verb • Understands and uses verbs to describe actions • Constructs simple sentences using subject, verb, object Vocabulary in context Words taken from shared or individually read texts [LS&C ACTIVITIES]

Week 1: Beautiful Birds			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral activities • Introduce theme: Beautiful birds • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: A strange burglar! • Genre: Story • Three read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Listening Text: A strange burglar! • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /fl/ /a-e/ /-ing/	
Tuesday	Activity 3:	Shared Reading: Pre-Read • DBE Workbook 2 page 2: Birds in our Treehouse • 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 2 page 2: Birds in our Treehouse • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension • Introduce the LSC in context: Descriptive verbs	
Thursday	Activity 1:	Shared Reading: Second Read • DBE Workbook 2 page 2: Birds in our Treehouse • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 2: Birds in our Treehouse • Genre: Story • Teach: Making inferences	

Week 1: Beautiful Birds			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Shared Reading: Post-Read • DBE Workbook 2 page 2: Birds in our Treehouse • Genre: Story • Oral recount • Comprehension strategy: Summarise / make inferences	
Friday	Activity 2:	Teach the Genre • Descriptive essay • Sample text: A summer's day	

Week 3 Textbook Activities: Reading & Viewing

Week 3		
Textbook	Supplementary Reading Activity: Reads an information text	Date Completed
STUDY & MASTER Cambridge	Read an extract, 103	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a newspaper article, 129	
VIA AFRICA Via Africa	Read an information text, 104	
HEAD START Oxford	Read a notice, 98	
SOLUTIONS FOR ALL Macmillan Education	Read an information text, 120	
PLATINUM Pearson	Read an information text, 100	
TOP CLASS Shuter & Shooter	Read a news article, 85	

Week 2: Beautiful Birds			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing: Planning • Genre: Descriptive paragraphs • Topic: Write two paragraphs describing the most beautiful bird you have ever seen • Planning Strategy: Write a list	
Monday	Activity 2:	Group Guided Reading • Class: Worksheet Week 2 • Group 1	

Week 2: Beautiful Birds			
Day	CAPS content, concepts, skills		Date completed
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: Descriptive verbs • Use plan to draft descriptive paragraphs	
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 descriptive paragraphs using checklist • Publish and share descriptive paragraphs	
Friday	Activity 2:	Group Guided Reading • Class: Worksheet Week 2 • Group 5	
Friday	Activity 3:	Conclusion	

Week 2 Textbook Activities: Writing

Week 2		
Textbook	Supplementary Writing Activity: Writes descriptive paragraphs	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	Give a description, 61	

Week 2		
Textbook	Supplementary Writing Activity: Writes descriptive paragraphs	Date Completed
HEAD START Oxford	Listen to and write descriptions, 93	
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	

Theme Reflection: Beautiful birds	
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 Caps / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	Participates in short conversation on a familiar topic • Takes turns • Stays on topic • Asks relevant questions Practices Listening and Speaking • (Choose one for daily practice) • Performs a simple rhyme, poem or song • Plays a simple language game • Gives and follows simple instructions • /directions • Tells own news • Retells a story heard or read	Reads visual text, e.g. poster or notices • Pre-reading: discusses pictures • Discusses what the text is about • Identifies specific information • Interprets the information • Discusses the purpose of the text • Discusses some of the language use • Identifies and discusses design features such as colour and different sizes or kinds of print (font) [READING COMPREHENSION] Practices reading • Reads aloud with appropriate pronunciation, expression and tempo Reflects on texts read during independent/pair reading • Compares books/texts read	Designs and produces a visual text, e.g. poster or notice • Uses the correct format • Selects appropriate information • Uses design features such as colour and different sizes or kinds of print (font) [WRITING: VISUAL TEXT] Records words and their meanings in a personal dictionary • Uses drawings or sentences using the words or explanations to show the meaning, etc.	Spelling • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. • Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j Working with words and sentences • Uses nouns that have only plurals, e.g. scissors and trousers • Revises 'a' and 'the' with nouns. • Begins to use determiners • Comparative adjectives • Builds on use of subject verb concord • Begins to recognize and use reported speech Vocabulary in context • Words taken from shared or individually read texts • Shortening words, e.g. television - telly, telephone - phone • Acronyms, e.g. AIDS • Initialism, e.g. HIV [LS&C ACTIVITIES]

Week 3: Slithering snakes		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral activities • Introduce theme: slithering snakes • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: Listening Activity • Listening Text: Breeding season • Genre: Information text • Three read • Model comprehension skill: Search the text • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: Breeding season • Genre: Information text • Small group discussions to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /nk/ /i-e/	
Tuesday	Activity 3: Shared Reading: Pre-Read • DBE Workbook 2 page 18: Which animals lay eggs? • Genre: Web page article • 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 2 page 18: Which animals lay eggs? • Genre: Web page article • Model comprehension skill: Search the text • Oral comprehension • Introduce the LSC in context: 'a' and 'the' with nouns	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 2 page 18: Which animals lay eggs? • Genre: Web page article • Model comprehension skill: Search the text • Oral comprehension • Formulate a question about the text	

Week 3: Slithering snakes			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 18: Which animals lay eggs? • Genre: Web page article • Teach: Search the text	
Friday	Activity 1:	Shared Reading: Post-Read • DBE Workbook 2 page 18: Which animals lay eggs? • Genre: Web page article • Written comprehension • Comprehension strategy: Summarise / Search the text	
Friday	Activity 2:	Teach the Genre • Advertisements and poster notices • Sample text: Fish for sale!	

Week 3 Textbook Activities: Reading & Viewing

Week 3		
Textbook	Supplementary Reading Activity: Reads visual text	Date Completed
STUDY & MASTER Cambridge	Read a notice, 109	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poster, 130	
VIA AFRICA Via Africa	Look at a poster, 104	
HEAD START Oxford	Read notices, 98	
SOLUTIONS FOR ALL Macmillan Education	Read a news article, 125	
PLATINUM Pearson	Read a poster, 146	
TOP CLASS Shuter & Shooter	Read a space travel time line, 82	

Week 4: Slithering snakes			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing: Planning - Genre: Poster - Topic: Write a poster teaching other learners what to do if they see a snake - Planning Strategy: 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: 'a' and 'the' with nouns - 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 poster using checklist - Publish and share poster	
Friday	Activity 2:	Group Guided Reading - Class: Worksheet Week 4 - Group 5	
Friday	Activity 3:	Conclusion	

Week 4 Textbook Activities: Writing

Week 4		
Textbook	Supplementary Writing Activity: Writes a poster	Date Completed
STUDY & MASTER Cambridge	Make a notice for an art exhibition, 110	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 135	
VIA AFRICA Via Africa	Design a poster, 107	
HEAD START Oxford	Write a notice, 105	
SOLUTIONS FOR ALL Macmillan Education	Make a poster, 128	
PLATINUM Pearson	Design a poster, 103	
TOP CLASS Shuter & Shooter	Design a poster, 86	

Week 4 Textbook Activities: LSC

Week 4		
Textbook	Supplementary LSC Activity: 'a' and 'the' with nouns	Date Completed
STUDY & MASTER Cambridge	Words before nouns, 110	
INTERACTIVE ENGLISH St Mary's Interactive Learning	'a' and 'the' with nouns, 133	
VIA AFRICA Via Africa	Using language correctly, 108	
HEAD START Oxford		
SOLUTIONS FOR ALL Macmillan Education	'the', 'a' and 'an', 124	
PLATINUM Pearson	Using 'is' and 'are', 102	
TOP CLASS Shuter & Shooter	a' and 'the' with nouns, 88	

Theme Reflection: Slithering snakes	
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 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	Listens to a story Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories Text from the textbook or Teacher's Resource File (TRF) - Discusses plot, setting and Characters - Answers simple questions - Names characters in the story correctly - Retells the story in the right sequence - Expresses feelings about the story - Describes causes and effects of actions or events [LISTENING COMPREHENSION]	Reads a story Text from the textbook or TRF - Pre-reading: predicts from title and pictures - Interprets and explains the message - Uses reading strategies, e.g. skims for general idea, scans for specific details, makes predictions, uses contextual clues to determine meaning, makes inferences - Describes feelings about the text giving reasons - Discusses characters, plot, setting - Uses the dictionary to check spelling and meanings of words [READING COMPREHENSION] Reflects on texts read during independent/pair reading Compares books/texts read	Writes diary entries - Uses a correct format - Selects appropriate content for the topic - Uses emotive words - Uses first person narration - Uses the appropriate structure as a frame - Uses topic and supporting sentences to write their text - Uses appropriate grammar, spelling, punctuation and spaces between paragraphs - Records words and their meanings in a personal dictionary Uses the writing process - Planning / pre-writing, - Drafting, - Revising, - Editing, - Proofreading, and - Presenting [WRITING: DIARY] Records words and their meanings in a personal dictionary Uses drawings or sentences using the words or explanations to show the meaning, etc.	Spelling - Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. Centre, city Words starting with a k - sound and followed by e or i: use a k to spell the word Working with words and sentences - Understands and uses countable nouns (e.g. book – books) - Builds on use of adjectives (before nouns), e.g. The small dog - Uses forms of the verb 'to be', e.g. be/ been / being; am/ is/ are; was/ were - Builds on understanding and use of simple past - Begins to use adverbs of degree, e.g. 'very, really, almost, too' Vocabulary in context Words taken from shared or individually read texts Phrasal verbs, e.g. divide up, move in [LS&C ACTIVITIES]

Week 5: Superheroes		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce theme: Superheroes • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: Listening Activity • Listening Text: The lonely fighter • Genre: Story • Three read • Model comprehension skill: Visualise / Evaluate • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: The lonely fighter • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /sp/ /o-e/ /-ed/	
Tuesday	Activity 3: Shared Reading: Pre-Read • DBE Workbook 2 page 44: Shadow girl to the rescue • 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 2 page 44: Shadow girl to the rescue • Genre: Story • Model comprehension skill: make inferences • Oral comprehension • Introduce the LSC in context: Preposition indicating time	
Thursday	Activity 1: Shared Reading: Second Read • DBE Workbook 2 page 44: Shadow girl to the rescue • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text	

Week 5: Superheroes			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 44: Shadow girl to the rescue • Genre: Story • Teach: Making inferences	
Friday	Activity 1:	Shared Reading: Post-Read • DBE Workbook 2 page 44: Shadow girl to the rescue • Genre: Story • Oral recount • Comprehension strategy: Summarise / make inferences	
Friday	Activity 2:	Teach the Genre • Diary entry • Dirty entry 13th May 2020	

Week 5 Textbook Activities: Reading & Viewing

Week 5		
Textbook	Supplementary Reading Activity: Reads a story	Date Completed
STUDY & MASTER Cambridge	Read a story, 112	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a story, 141	
VIA AFRICA Via Africa	Read a story, 95	
HEAD START Oxford	Read a biography, 88	
SOLUTIONS FOR ALL Macmillan Education	Read a story, 105	
PLATINUM Pearson	Read a story, 90	
TOP CLASS Shuter & Shooter	Reads a story, 72	

Week 6: Superheroes			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing: Planning - Genre: Diary entry - Topic: Write a diary entry about a time you saw a superhero - 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: Prepositions indicating time - Use plan to draft diary entry	
Wednesday	Activity 2:	Group Guided Reading - Class: Worksheet Week 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	
Friday	Activity 1:	Writing: Editing and Publishing - Edit diary entry using checklist - Publish and share diary entry	
Friday	Activity 2:	Group Guided Reading - Class: Worksheet Week 6 - Group 5	
Friday	Activity 3:	Conclusion	

Week 6 Textbook Activities: LSC

Week 6		
Textbook	Supplementary LSC Activity: Prepositions indicating time	Date Completed
STUDY & MASTER Cambridge	-	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Prepositions, 158	
VIA AFRICA Via Africa	-	
HEAD START Oxford	Prepositions, 119	
SOLUTIONS FOR ALL Macmillan Education	Prepositions, 145	
PLATINUM Pearson	Prepositions, 140	
TOP CLASS Shuter's	Prepositions, 102	

Theme Reflection: Superheroes	
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 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	Listens to a poem/s - Discusses what the poem is about - Relates to own experience - Identifies rhyme and rhythm - Identifies words which begin with the same sound - Expresses feelings stimulated by the poem - Performs poem/selected lines Practices Listening and Speaking - Practices using words that imitate their sounds, e.g. bees buzz, glass tinkles [LISTENING COMPREHENSION]	Reads a poem/s - Pre-reading: predicts from title and pictures - Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues - Identifies rhythm and rhyme - Breaks up words into syllables - Expresses feelings stimulated by the poem [READING COMPREHENSION] Practices reading Reads aloud with appropriate pronunciation, expression and tempo	Writes sentences that rhyme - Writes pairs of sentences of the same length that rhyme - Uses appropriate rhythm and rhyme - Uses knowledge of syllables to develop the rhythm [WRITING: RHYMING SENTENCES] Records words and their meanings in a personal dictionary Uses drawings or sentences using the words or explanations to show the meaning, etc.	Spelling - Words with long vowel sounds: add the silent – e at the end, e.g. cake, pole, mine, tune Working with words and sentences - Uses prepositions that show direction (towards), time (on, during), possession (with) - Extends use of forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were - Builds on use of modals, e.g. ‘can’ to show ability, ‘may’ to ask for permission - Begins to use connecting words to show contrast (but), reason (because) and purpose (so that). - Uses alliteration, assonance, consonance, personification, rhyme, rhythm, etc. Vocabulary in context Words taken from shared or individually read texts [LS&C ACTIVITIES]

Week 7: Finding out more about poetry			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Finding out more about poetry • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Poetry for kids • Genre: Information text • Three read • Model comprehension skill: Search the text • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Poetry for kids • Genre: information text • Group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /wh/ /u-e/ /oo/	
Tuesday	Activity 3:	Shared Reading: Pre-Read • Reading Worksheet Term3 Week 7 & 8: Research texts • Genre: Information 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 • Reading Worksheet Term 3 Week 7 & 8: Research texts • Genre: Information text • Model comprehension skill: Search the text • Oral comprehension • Introduce the LSC in context: rhyming words	
Thursday	Activity 1:	Shared Reading: Second Read • Reading Worksheet Term3 Week 7 & 8: Research texts • Genre: Information text • Model comprehension skill: Search the text • Oral comprehension • Formulate a question about the text	

Week 7: Finding out more about poetry			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy • Reading Worksheet Term 3 Week 7 & 8: Research texts • Genre: Information text • Teach: Search the text	
Friday	Activity 1:	Shared Reading: Post-Read • Reading Worksheet Term 3 Week 7 & 8: Research texts • Genre: Information text • Oral recount • Comprehension strategy: Summarise / search the text	
Friday	Activity 2:	Teach the Genre • Report • Sample text: Sunny Primary School Feeding Scheme	

Week 7 Textbook Activities: Reading & Viewing

Week 7		
Textbook	Supplementary Reading Activity: Reads a poem	Date Completed
STUDY & MASTER Cambridge	Reads a poem, 117	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Reads a poem, 143	
VIA AFRICA Via Africa	Reads a poem, 113	
HEAD START Oxford	Reads a poem, 114	
SOLUTIONS FOR ALL Macmillan Education	Reads a poem, 133	
PLATINUM Pearson	Read a poem, 110	
TOP CLASS Shuter & Shooter	Read a poem, 93	

Week 8: Finding out more about poetry			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing: Planning - Genre: Report and poem - Topic: Write a report on the literature genre of poetry and write a poem - Planning Strategy: Make lists	
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: Rhyming words - Use plan to write draft of report and poem	
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 report and poem using checklist - Publish and share report and poem	
Friday	Activity 2:	Group Guided Reading - Class: Worksheet Week 8 - Group 5	
Friday	Activity 3:	Conclusion	

Week 8 Textbook Activities: Writing

Week 8		
Textbook	Supplementary LSC Activity: Writes rhyming sentences	Date Completed
STUDY & MASTER Cambridge	Write rhyming sentences, 117	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write rhyming sentences, 148	
VIA AFRICA Via Africa	Write rhyming sentences, 118	
HEAD START Oxford	Write rhymes, 115	
SOLUTIONS FOR ALL Macmillan Education	Write rhyming sentences, 139	
PLATINUM Pearson	Write rhyming sentences, 113	
TOP CLASS Shuter & Shooter	Write rhyming sentences, 95	
Theme Reflection: Finding out more about poetry		
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 9-10 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	Listens to a play/ drama read aloud or from radio or TV - Text from the textbook or Teacher's Resource File (TRF) - Predicts from title - Retells the drama in sequence - Names characters correctly Role plays a character or a familiar situation - Selects appropriate content - Uses details accurately - Expresses thoughts and feelings - Stays on topic - Shows awareness of social differences - Switches from one language to another as appropriate Practices Listening and Speaking (Choose one for daily practice) - Performs a simple rhyme, poem or song - Plays a simple language game - Gives and follows simple instructions/ directions - Tells own news - Retells a story heard	Reads a play / drama - Text from the textbook or Teacher's Resource File (TRF) - Pre-reading predicting from title - Uses reading strategies - Identifies the story-line - Discusses characters and setting - Expresses feelings stimulated by the text - Discusses features of the text especially punctuation and format - Acts out the play or a short section of the play [READING COMPREHENSION] Practices reading - Reads aloud with appropriate pronunciation, expression and tempo Reflects on texts read during independent/ pair reading - Does a short oral book review using an appropriate frame	Writes a dialogue - Selects appropriate characters - Organizes the conversation logically - Uses the frame correctly - Uses direct speech appropriately - Uses a variety of vocabulary - Uses appropriate grammar, spelling, punctuation and spacing - Records words and their meanings in a personal dictionary [WRITING: DIALOGUE] Records words and their meanings in a personal dictionary - Uses drawings or sentences using the words or explanations to show the meaning, etc.	Spelling and punctuations - Spells familiar words correctly, using a personal dictionary - Uses the dictionary to check spelling and meanings of words - Punctuates correctly: full stop, commas, colon, semi- colon, question marks, exclamation mark Working with words and sentences - Builds on understanding and use of simple present - Builds on understanding and use of future tense - Present progressive tense (e.g. 'He is reading.') - Uses adverbs of time (e.g. tomorrow, yesterday) - Uses direct speech - Uses quotation marks for direct speech - Begins to recognize and use reported speech. Vocabulary in context - Words taken from shared or individually read texts [LS&C ACTIVITIES]

Week 9: Decision making		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce theme: Decision making • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: Listening Activity • Listening Text: Thembi's decision • Genre: Play • Three read • Model comprehension skill: Visualise • Oral comprehension	
Tuesday	Activity 1: Speaking • Listening Text: Thembi's decision • Genre: Play • Small group discussions to respond to text	
Tuesday	Activity 2: Phonics Review • Word find with /sl/ and /ee/	
Tuesday	Activity 3: Shared Reading: Pre-Read • DBE Workbook 2 page 60: The gingerbread man • Genre: Play • 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 2 page 60: The gingerbread man • Genre: Play • Model comprehension skill: Visualise • Oral comprehension	
Thursday	Activity 1: Shared Reading: Read Two • DBE Workbook 2 page 60: The gingerbread man • Genre: Play • Model comprehension skill: Visualise • Oral comprehension	
Thursday	Activity 2: Teach the Comprehension Strategy • DBE Workbook 2 page 60: The gingerbread man • Genre: Play • Teach: Visualise	

Week 9: Decision making			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Shared Reading: Post-Read • DBE Workbook 2 page 60: The gingerbread man • Genre: Play • Complete text illustration • Comprehension strategy: Visualise	
Friday	Activity 2:	Writing: Teach the genre • Dialogue • Sample text: Dialogue with Zweli and Zolani	

Week 9 Supplementary Textbook Activities: Reading & Viewing

Week 9		
Textbook	Supplementary Reading Activity: Reads a play	Date Completed
STUDY & MASTER Cambridge	Reads a play, 134	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Reads a play, 164	
VIA AFRICA Via Africa	Reads a play, 129	
HEAD START Oxford	Reads a play, 126	
SOLUTIONS FOR ALL Macmillan Education	Reads a play, 156	
PLATINUM Pearson	Reads a play, 128	
TOP CLASS Shuter & Shooter	Reads a play, 105	

Week 10: Decision making			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing: Planning - Genre: Dialogue - Topic: Write a dialogue in which one character makes a difficult decision - Planning Strategy: Write a list	
Monday	Activity 2:	Group Guided Reading - Class: Worksheet Week 10 - 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 10 - Group 2	
Wednesday	Activity 1:	LSC & Writing: Drafting - LSC: Future tense - Write a dialogue in which one character makes a difficult decision	
Wednesday	Activity 2:	Group Guided Reading - Class: Worksheet Week 10 - 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 10 - 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 10 - Group 5	
Friday	Activity 3	Conclusion	

Week 10 Supplementary Textbook Activities: Writing

Week 10		
Textbook	Writing Activity: Writes a dialogue	Date Completed
STUDY & MASTER Cambridge	Write a dialogue, 140	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a dialogue, 169	
VIA AFRICA Via Africa	Write a dialogue, 134	
HEAD START Oxford	Write a dialogue, 131	
SOLUTIONS FOR ALL Macmillan Education	Write a dialogue, 161	
PLATINUM Pearson	Write a dialogue, 133	
TOP CLASS Shuter & Shooter	Write a dialogue,	

Week 10 Supplementary Textbook Activities: Lsc

Week 10		
Textbook	Supplementary LSC Activity: Future tense	Date Completed
STUDY & MASTER Cambridge	Revise verb tenses, 138	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Future tense, 167	
VIA AFRICA Via Africa	-	
HEAD START Oxford	-	
SOLUTIONS FOR ALL Macmillan Education	Adverbs of time, 161	
PLATINUM Pearson	Future tense, 140	
TOP CLASS Shuter & Shooter	-	

Theme Reflection: Decision making	
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 3 2021 Programme of Formal Assessment

- 1 There are two formal assessment tasks for Grade 4 Term 3 2021.
- 2 Please complete these tasks as detailed below.

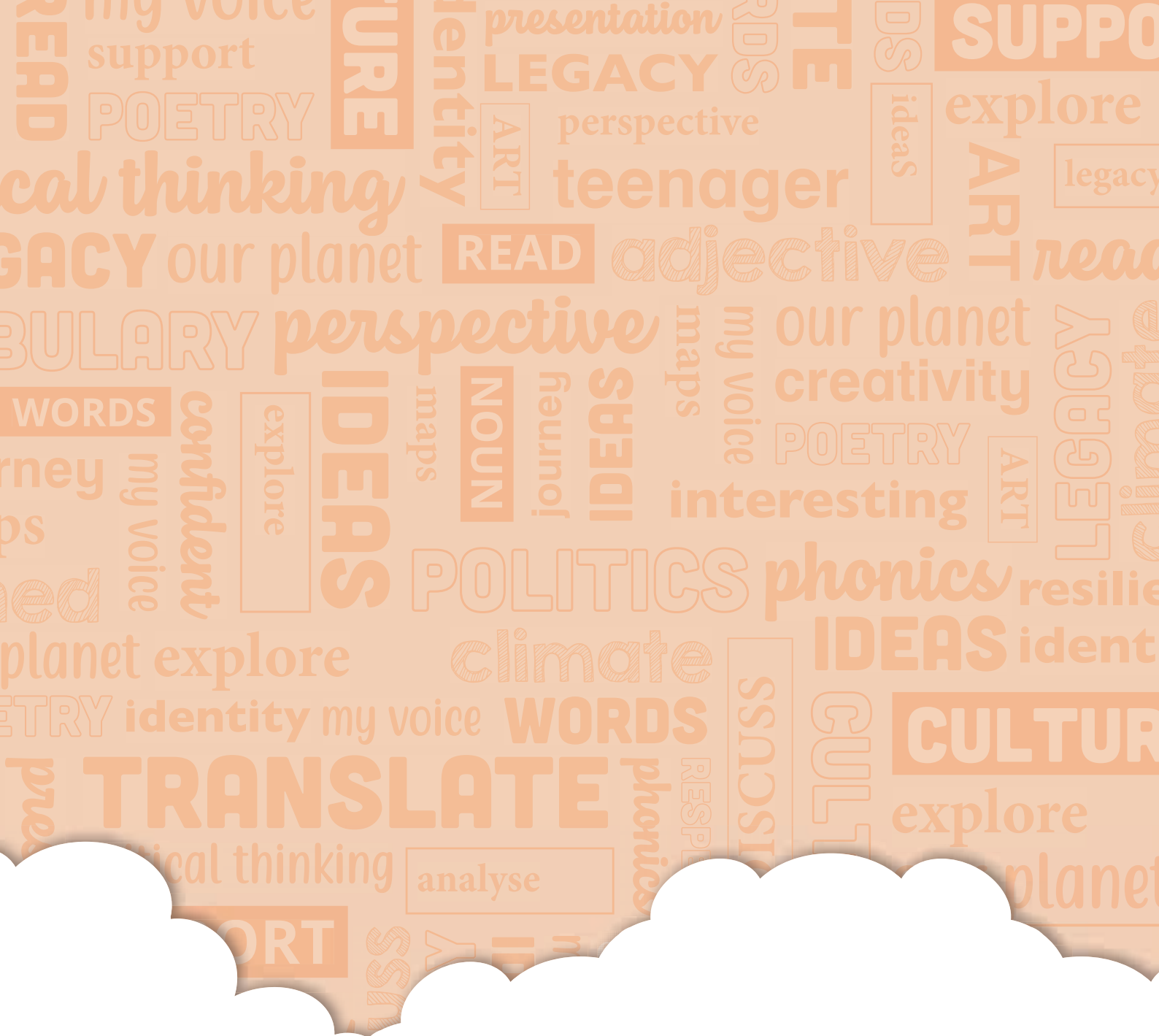
GRADE 4 TERM 3 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
6	Project based on literature genre of poetry Stage 1: Research (see rubric below)	10	7	Monday	Listening	
			7	Tues, Wed, Thurs	Shared Reading	
			8	Mon - Fri	Group Guided Reading	
6	Project based on literature genre of poetry Stage 2: Writing (see rubric below)	40	7	Friday	Teach the Genre	
			8	Mon, Wed, Fri	Writing	
			8	Mon - Fri	Group Guided Reading	
7	Oral presentation of project (20 marks) (see rubric below)	20	Commence with this task in Term 3 and conclude in Term 4 when the mark will be recorded. Listen to individual learners present throughout the term during group guided reading lessons.			
Total		70				

FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT			
Stages 1 and 2: Research and Writing			
Stage 1	10		
Stage 2	40		
OBJECTIVE	Writes a report based on the research of a literary genre		
ACTIVITY	<i>Note: All project activities are embedded in the lesson plan.</i> Stage 1 Learners do research during the following lessons in Week 7: • Listening • Shared Reading Learners continue with research during the following lessons in Week 8: • Group Guided Reading Stage 2 Learners do the writing during the following lesson in Week 7: • Writing: Teach the Genre Learners continue with research during the following lessons in Week 8: • Writing: Planning • Writing: Drafting • Writing: Editing, Publishing & Presenting If required, learners may also complete their writing in Week 8: • Group Guided Reading		
STAGE 1: RESEARCH			
Research	1-3	4-7	8-10
	The learner has not listened to or read the information provided. There is no understanding of the literary genre.	The learner has listened to and read most of the information provided. The research shows an understanding of the literary genre: its purpose, different forms and the language features. The research is good and shows understanding.	The learner has carefully listened to and read all the information provided. The research shows an excellent understanding of the literary genre: its purpose, different forms, and the language features. The research is thorough, shows comprehensive understanding and exceeds expectations.
STAGE 2: REPORT			
CONTENT	1-3	4-7	8-10
	The learner’s report has not introduced or explained the project. The report does not discuss the information. There is no conclusion. The report is off the topic or confusing.	The learner’s report has/ or has attempted an introduction explaining what the research is about, the methodology used. The report discusses some relevant information. The report has/ or has attempted a conclusion, but the evaluation is not clear or not well-justified.	The learner’s report is interesting and well-written. The report has an introduction explaining what the project is about, and the methodology used. There is comprehensive discussion of the information. There is a conclusion with a justified evaluation.

STRUCTURE	1-3	4-7	8-10
	There is no title. The report has not used paragraphs. There is no logical structure.	The learner has attempted to give a title. The report is written using paragraphs which have/ attempt to have a logical flow.	The report has an appropriate title. The learner has used well-structured paragraphs to write about the literary genre.
PLANNING	1-3	4-7	8-10
	The learner does not make a plan OR the learner's plan is irrelevant.	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 the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1-3	4-7	8-10
	The report is not written in the correct style, using formal or factual language. The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining.	The report has attempted to use formal and factual language. The learner has attempted to edit their work to correct grammar, spelling and punctuation, but there are still errors.	The report is written using formal and factual language. The learner successfully edits their own work to correct grammar, spelling and punctuation.

FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT						
Stage 3: Oral presentation (Learners do the Oral presentation of their project)						
MARKS	Maximum total of 20					
OBJECTIVE	Individual learners present their research reports over Terms 3 and 4					
ACTIVITY	<i>Note: All project activities are embedded in the lesson plan.</i> Stage 3 Learners present their research projects during the following lessons for the duration of Term 3 and 4: Group Guided Reading					
Criteria	Needs Support	Improving	Fair	Good	Exceptional	
CONTENT and STRUCTURE 10 MARKS - Shows evidence of research - Uses appropriate structure: introduction, body and conclusion	1-2 The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	3-4 The learner does not have a good understanding of the literary genre. There is no real structure to the oral. The learner struggles to respond to the questions.	5-6 The learner has read about and understood the literary genre. There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.	7-8 The learner shows good research ability and understands the literary genre. The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he	9-10 The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and a conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.	

FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT					
Stage 3: Oral presentation (Learners do the Oral presentation of their project)					
FLUENCY and EXPRESSION		1-2	3-4	5-6	7-8
10 MARKS • Uses appropriate body language and presentation skills • Oral is fluently read • Voice is projected • Words clearly enunciated • Maintenance of audience rapport; e.g. eye contact		The learner struggles to do the oral. Body language and presentation skills are very weak. There is no expression, and the pace is too slow and faltering. No connection with audience.	Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.
					Learner presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.



Other titles in this series

