

Grade 4

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 4

Management Document

ENGLISH

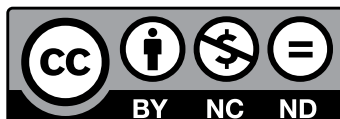
First Additional Language

Grade 4

Management Document

Term 4

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Term 4 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	Participates in conversation on a familiar topic - Text from the textbook or Teacher's Resource File (TRF) - Asks relevant questions and responds to questions - Maintains the conversation - Respects others' ideas Plays a more complex language game - Follows instructions correctly - Uses a range of vocabulary - Takes turns, giving others a chance to speak 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 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) - Pre-reading: predicts from the title and pictures - Uses reading strategies, e.g. predicting what will happen next - Answers and begins to ask more complex questions - Retells story in sequence using connecting words - Guesses and explains reasons for actions in the story - Explains the cause and the effect in the story. - Gives a personal response to the text	Writes a friendly letter - Uses a correct format - Selects appropriate content for the topic - Uses topic and supporting sentences to develop coherent paragraphs - Links paragraphs using connecting words and phrases - Uses a variety of vocabulary - Uses appropriate grammar, spelling, punctuation and spaces between paragraphs - Uses the dictionary to check spelling and meanings of words - Uses the writing process - Brainstorms ideas using mind maps - Produces first draft - Revises - Proofreads - Writes final draft	Spelling - Uses the dictionary to check spelling and meanings of words - Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut Working with words and sentences - Begins to understand there is no article with uncountable nouns (e.g. I like fish.) - Builds on use of subject verb concord, e.g. There is one book/ There are two books ... - Uses 'will' to indicate something that will happen, e.g. There will be a storm today - Builds on use of prepositions that show position (on, under, above) - Uses questions marks Uses exclamation marks

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
		[READING COMPREHENSION] Reflects on texts read during independent/pair reading Compares books/texts read [READING FOR ENJOYMENT]	- Presents neat, legible final draft with correct spacing between paragraphs [WRITING: FRIENDLY LETTER Records words and their meanings in a personal dictionary - Uses drawings or sentences using the words or explanations to show the meaning, etc. [PERSONAL DICTIONARY]	Vocabulary in context Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different unrelated meanings, e.g. flour/ flower) [LS&C ACTIVITIES]

Week 1: Food around the world			
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: Rachel's Passover Seder • Genre: Story • Third read • Model comprehension skill: Search the text • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Rachel's Passover Seder • Genre: Descriptive paragraph • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /kn/ /ea/ and /ow/	
Tuesday	Activity 3:	Shared Reading Pre-Read • Introduce theme: Food around the world • DBE Workbook 2 page 132: Celebrating our differences • 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 132: Celebrating our differences • Genre: Story • Model comprehension skill: Search the text • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 132: Celebrating our differences • Genre: Story • Model comprehension skill: Search the text • Oral comprehension • Formulate a question about the text	

Week 1: Food around the world			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy - DBE Workbook 2 page 132: Celebrating our differences - Genre: Story - Teach: Search the text	
Friday	Activity 1:	Shared Reading Post-Read - DBE Workbook 2 page 132: Celebrating our differences - Genre: Story - Oral recount - Comprehension strategy: Search the text / Summarise	
Friday	Activity 2:	Teach the Genre - Narrative essay / Story - Sample text: An interesting snack!	

Week 1 Textbook Activities: Reading & Viewing

Week 1		
Textbook	Supplementary Reading Activity: Reads a story	Textbook
SUCCESSFUL OXFORD Oxford	Grandma and Thuli at the market, 158	
STUDY & MASTER Cambridge	Surf's up for Lunga, 144	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Safety first, 175	
VIA AFRICA Via Africa	The fallen angel cake, 142	
HEAD START Oxford	Getting water, 134	
SOLUTIONS FOR ALL Macmillan Education	The ant and the dove, 166	
PLATINUM Pearson	Timimoto, 138	
TOP CLASS Shuters	Jamela's dress, 114	

Week 2: Food around the world			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Personal letter - Topic: Write a personal letter to someone to thank them for a traditional meal. - 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: Using question marks - Use plan to draft a personal letter	
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 personal letter using checklist - Publish and share personal letter	
Friday	Activity 2:	Group Guided Reading - Class: Worksheet Week 2 - Group 5	
Friday	Activity 3:	Review word find Conclusion	

Week 2 Textbook Activities: Writing

Week 2		
Textbook	Supplementary Writing Activity: Writes a friendly letter	Textbook
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	Writes a friendly letter, 164	
INTERACTIVE ENGLISH St Mary's Interactive Learning	-	
VIA AFRICA Via Africa	Write an invitation, 157	
HEAD START Oxford	Write a message, 151	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Write a message, 150	
TOP CLASS Shuters	Write a letter, 152	

Week 2 Textbook Activities: LSC

Week 2		
Textbook	LSC Activity: Using question marks	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	-	
INTERACTIVE ENGLISH St Mary's Interactive Learning		
VIA AFRICA Via Africa	-	
HEAD START Oxford	-	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	-	
TOP CLASS Shuters	Complete the sentences using exclamation marks or question marks, 117	

Theme Reflection: Food around the world	
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

Please note that the PSRIP programme for Weeks 3-4 is aligned to Weeks 7-8 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	Listens to interviews/talk show Text from the textbook or Teacher's Resource File (TRF) - Recalls main ideas - Asks relevant questions - Responds appropriately - Gives opinions 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 information text with visuals, e.g. charts/tables/ mind- maps/ maps/ pictures Text from the textbook or Teacher's Resource File (TRF) - Pre-reading: predicts from the title and pictures - Uses a range of reading strategies, e.g. predicting, using phonic and contextual clues, scanning for specific information - Answers and begins to ask more complex questions, e.g. Why? How do you think? - Interprets and discusses visuals [READING COMPREHENSION] SUMMARISES the text with support, e.g. fills in missing words in a written summary [SUMMARY] Reflects on texts read during independent/pair reading - Retells story or main ideas in 3 to 5 sentences - Expresses emotional response to texts read. [READING FOR ENJOYMENT]	Draws, labels and/or completes a visual text, e.g. chart/tables/ mind- maps/ maps/ pictures - Captures the information correctly - Shows the links between different parts of the visual correctly - Writes sentences describing the chart - Uses appropriate vocabulary - Uses the dictionary to check spelling and meanings of words [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. [PERSONAL DICTIONARY]	Spelling - Spells familiar words correctly, using a personal dictionary Working with words and sentences - Uses connecting words to show addition (and) and sequence (then, before) - Develops understanding and use of connecting words showing addition, sequence and contrast. - Begins to use connecting words to show cause-and-effect (so that) - Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them Vocabulary in context - Words taken from shared or individually read texts - Joining prefixes or suffixes to a base word [LS&C ACTIVITIES]

Week 3: Archaeology and palaeontology			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Archaeology and Palaeontology • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Importance of the Taung Child AND The Discovery of 'The Boy King's Tomb' • Genre: Information • Third read • Model comprehension skill: Making connections • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Importance of the Taung Child AND The Discovery of 'The Boy King's Tomb' • Genre: Information text • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /oy/ /oi/ and /ar/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 98: Workbookpedia • 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 • DBE Workbook 2 page 98: Workbookpedia • Genre: Information text • Model comprehension skill: Make connections • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 98: Workbookpedia • Genre: Information text • Model comprehension skill: Make connections • Oral comprehension • Formulate a question about the text	

Week 3: Archaeology and palaeontology			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 98: Workbookpedia • Genre: Information text • Teach: Make connections	
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 98: Workbookpedia • Genre: Information text • Written comprehension • Comprehension strategy: Make connections	
Friday	Activity 2:	Teach the Genre • Advertisement posters and notices • Sample text: Australopithecus africanus	

Week 3 Textbook Activities: Reading & Viewing

Week 3		
Textbook	Reading Activity: Information Text with visuals	Date Completed
SUCCESSFUL OXFORD Oxford	The Zip Zap circus school, 168	
STUDY & MASTER Cambridge	Wheels, 156	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Boy drowns at Camps Bay, 180	
VIA AFRICA Via Africa	Read a visual text, 152	
HEAD START Oxford	Reading graphs, 142	
SOLUTIONS FOR ALL Macmillan Education	Why is it important to stop water pollution and conserve water? 179	
PLATINUM Pearson	Visual text with pictures, 148	
TOP CLASS Shuters	Scan for information, 140	

Week 4: Archaeology and palaeontology			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Poster - Topic: Make a poster to teach someone about any creature of your choice. This poster must include a diagram. - 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: Connecting words to show addition and sequence - Use plan to draft a poster	

Week 4: Archaeology and palaeontology			
Day	CAPS content, concepts, skills		Date completed
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:	Review word find Conclusion	

Week 4 Textbook Activities: Writing

Week 4		
Textbook	Writing Activity: Draws and labels a visual text	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a timetable, 173	
STUDY & MASTER Cambridge	Design your own car, 160	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 197	
VIA AFRICA Via Africa	Design a poster, 156	
HEAD START Oxford	Write and draw a poster, 150	
SOLUTIONS FOR ALL Macmillan Education	Make a poster, 187	
PLATINUM Pearson	Design and produce a poster, 151	
TOP CLASS Shuters	Create your own poster, 127	

Week 4 Textbook Activities: LSC

Week 4		
Textbook	LSC Activity: Connecting words	Date Completed
SUCCESSFUL OXFORD Oxford	Connecting words, 170	
STUDY & MASTER Cambridge	Language, 158, 164	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 193	
VIA AFRICA Via Africa	Retell a story using connecting words, 143	
HEAD START Oxford	Connecting words, 158	
SOLUTIONS FOR ALL Macmillan Education	Use linking words, 186	
PLATINUM Pearson	Connecting words, 160	
TOP CLASS Shuters	Using connecting words to join sentences together, 128	

Theme Reflection: Archaeology and palaeontology

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 with dialogue Choose from Text from the textbook or Teacher's Resource File (TRF) • Predicts what will happen next • Discusses plot, setting and characters • Discusses events in the story • Gives a personal response to the story • story • Retells story in the right sequence • using connecting words [PRESENTS DIALOGUE DONE DURING WRITING] Practices Listening and Speaking (Choose one for daily practice) 6 Performs a simple rhyme, poem or song 7 Plays a simple language game 8 Gives and follows simple instructions/directions 9 Tells own news 10 Retells a story heard or read	Reads a story with dialogue Text from the textbook or Teacher's Resource File (TRF) • Pre-reading: predicts from the title and pictures • Uses reading strategies, e.g. predicting, using contextual clues • Discusses plot, setting and characters • Discusses events in the story • Gives a personal response to the Story [READING COMPREHENSION] Summarizes story with help • Identifies which parts of the story is the dialogue • Role plays the story or a part of the Story [SUMMARY] Reads a diary or diary entries • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues • Identifies and discusses the person writing the diary • Expresses feelings stimulated by the text [READING COMPREHENSION] Reflects on texts read during independent/pair reading • Relates to own life [READING FOR ENJOYMENT]	Write a dialogue • Selects content appropriate • Uses the frame • Uses direct speech for dialogue • Extends sentences by adding adjectives and adverbs • Uses extended vocabulary including pronouns and connecting words and phrases • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spelling and meanings of words [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. [PERSONAL DICTIONARY]	Spelling and punctuation • Uses the dictionary to check spelling and meanings of words • Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop Working with words and sentences • Begins to use connecting words to show choice (e.g., either...or...). • Begins to recognize and use reported speech. • Develops use of direct speech. • Uses quotation marks for direct speech • Uses commas for separating nouns in a list • Uses apostrophes for showing possession Vocabulary in context • Words taken from shared or individually read texts

Week 5: Friendship			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Friendship • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: In Good Times and Bad • Genre: Story • Third read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1:	Speaking • Re-read Text: In Good Times and Bad • Genre: Story • Individual discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /qu/ /ow/ and /aw/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 108: A birthday • 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 108: A birthday • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 108: A birthday • 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 108: A birthday • Genre: Story • Teach: Make inferences	

Week 5: Friendship			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 108: A birthday • Genre: Story • Written comprehension • Comprehension strategy: Make inferences	
Friday	Activity 2:	Teach the Genre • Narrative essay (Story) • Sample text: Best friends forever!	

Week 5 Textbook Activities: Reading & Viewing

Week 5		
Textbook	Reading Activity: Story/ Narrative Essay with Dialogue	Date Completed
SUCCESSFUL OXFORD Oxford	A river adventure, 181	
STUDY & MASTER Cambridge	Looking pretty, 168	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Nkosi Johnson, 202	
VIA AFRICA Via Africa	The ant and the grasshopper, 160	
HEAD START Oxford	Jenny's in a rush, 152	
SOLUTIONS FOR ALL Macmillan Education	A present for granny, 191	
PLATINUM Pearson	Mr Patel gets a visit, 156	
TOP CLASS Shuters	Surprise! 131	

Week 6: Friendship			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning • Genre: Story (narrative essay) • Topic: Write a story about someone who is a selfless friend! This story must include a conversation (dialogue) between two characters. • Planning Strategy: Write a list	
Monday	Activity 2:	Group Guided Reading • Class: Worksheet Week 6 • Group 1	

Week 6: Friendship			
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 6 - Group 2	
Wednesday	Activity 1:	LSC & Writing Drafting - LSC: REVISE: Direct speech - Use plan to draft a story	
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	
Friday	Activity 1:	Writing Editing and Publishing - Edit story using checklist - Publish and share story.	
Friday	Activity 2:	Group Guided Reading - Class: Worksheet Week 6 - Group 5	
Friday	Activity 3:	Review word find Conclusion	

Week 6 Textbook Activities: Writing

Week 6		
Textbook	Writing Activity: Story with dialogue	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a story, 184	
STUDY & MASTER Cambridge	Write a story with dialogue, 176	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story using direct speech, 209	

Week 6		
Textbook	Writing Activity: Story with dialogue	Date Completed
VIA AFRICA Via Africa	Write a story with dialogue, 165	
HEAD START Oxford	Write a story about friendship, 157	
SOLUTIONS FOR ALL Macmillan Education	Write your own story, 197	
PLATINUM Pearson	Write a story with a dialogue, 161	
TOP CLASS Shuters	Writing your own story, 135	

Week 6 Textbook Activities: LSC

Week 6		
Textbook	LSC Activity: Direct Speech	Date Completed
SUCCESSFUL OXFORD Oxford	Direct speech and reported speech, 179	
STUDY & MASTER Cambridge	Direct speech and quotation marks, 170	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Direct speech, 207	
VIA AFRICA Via Africa	-	
HEAD START Oxford	-	
SOLUTIONS FOR ALL Macmillan Education	Direct speech, 161	
PLATINUM Pearson	Direct and reported speech, 170	
TOP CLASS Shuters	Punctuating dialogue, 133	
DBE WORKBOOK 2	Direct and indirect speech, 77	

Theme Reflection: Friendships	
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

Please note that the PSRIP programme for Weeks 7-8 is aligned to Weeks 3-4 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	Participates in conversation on a familiar topic - Text from the textbook or Teacher's Resource File (TRF) - Asks relevant questions and responds to questions - Maintains the conversation - Expresses opinions - Respects others' ideas 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/ direction - Tells own news - Retells a story heard or read	Reads information text - Text from the textbook or Teacher's Resource File (TRF) - Pre-reading: predicts from the title and pictures - Uses a range of reading strategies, e.g. predicting, using phonic and contextual clues, scanning for specific information - Answers and begins to ask more complex questions, e.g. Why? How do you think? - Interprets and discusses visuals [READING COMPREHENSION] Summarizes the text with support, e.g. fills in missing words in a written summary [SUMMARY]	Writes a paragraph using a frame 4-5 sentences 30-40 words - Uses appropriate content - Uses a variety of vocabulary including pronouns and connecting words and phrases. - Uses appropriate grammar, spelling and punctuation - Uses the dictionary to check spellings and meanings of words Records words and their meanings in a personal dictionary - Uses drawings or sentences using the words or explanations to show the meaning, etc. [PERSONAL DICTIONARY]	Spelling - Spells familiar words correctly, using a personal dictionary - Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary Working with words and sentences - Begins to recognize and use reported speech. Uses adverbs of place (here, there) - Uses adverbs of manner (e.g. quickly, slowly) - Builds on understanding and use of present progressive Vocabulary in context - Words taken from shared or individually read texts - Compound words, e.g. playground - Joining prefixes or suffixes to a base word

Week 7: Wedding traditions and laws			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Wedding traditions and laws • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Marriage in Strange Times • Genre: Story • Third read • Model comprehension skill: Make inferences • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Marriage in Strange Times • Genre: Story • Group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /st/ and /igh/ and /oa/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 116: My cousin's wedding • Genre: Instructions • 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 116: My cousin's wedding • Genre: Information text • Model comprehension skill: Make inferences • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 116: My cousin's wedding • Genre: Information text • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 116: My cousin's wedding • Genre: Information text • Teach: Make inferences	

Week 7: Wedding traditions and laws			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 116: My cousin's wedding • Genre: Information text • Oral recount • Comprehension strategy: Make inferences	
Friday	Activity 2:	Teach the Genre • Descriptive essay • Sample text: My sister's wedding	

Week 7 Textbook Activities: Reading & Viewing

Week 7		
Textbook	Reading Activity: Information text	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	Read an information text, 183	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read an information text, 217	
VIA AFRICA Via Africa	Read an information text, 154	
HEAD START Oxford	Read an information text, 149	
SOLUTIONS FOR ALL Macmillan Education	Read an information text, 201	
PLATINUM Pearson	Read an information text, 148	
TOP CLASS Shuters	Reads an information text, 138	

Week 8: Wedding traditions and laws			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Descriptive paragraph - Topic: Write a descriptive paragraph describing your ideal wedding! You can pretend you are planning your own wedding, or attending someone else's wedding. - Planning Strategy: Draw a picture and write 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: Present progressive tense - Use plan to draft a descriptive paragraph	
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 newspaper article using checklist - Publish and share descriptive paragraph	
Friday	Activity 2:	Group Guided Reading - Class: Worksheet Week 8 - Group 5	
Friday	Activity 3:	Review word find Conclusion	

Week 8 Textbook Activities: Writing

Week 8		
Textbook	Writing Activity: Paragraph	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a paragraph, 193	
STUDY & MASTER Cambridge	Write a paragraph, 181	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph, 222	
VIA AFRICA Via Africa	Write a paragraph, 174	
HEAD START Oxford	Write about feelings, 136	
SOLUTIONS FOR ALL Macmillan Education	Write a paragraph, 208	
PLATINUM Pearson	Write a paragraph, 172	
TOP CLASS Shuters	Writing a paragraph, 141	

Theme Reflection: Wedding traditions and laws	
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 5 or further support some learners?	
6 5. In which area / activity? 7 How will you do this?	
SMT Comment	
SMT name and signature	Date

Term 4 2021 Programme of Formal Assessment

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

GRADE 4 TERM 4 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
7	Oral presentation of project (20 marks) (see rubric below)	20	Continuation from Term 3: Listen to individual learners present throughout the term during group guided reading lessons.			
8	Transactional writing: personal letter (see rubric below)	10	2	Mon, Wed, Fri	Writing	
9	Controlled Test: Response to Texts (see sample questions and memoranda below)		Weeks 9-10			
	Question 1: Literary / Non-Literary	15				
	Question 2: Visual	10				
	Question 3: Summary	5				
	Question 4: LSC	10				
Total		70				

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	1-2	3-4	5-6	7-8	9-10
	The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	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.	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.	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 responds well to questions posed.	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.
FLUENCY and EXPRESSION 10 MARKS	1-2	3-4	5-6	7-8	9-10
	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.

FORMAL ASSESSMENT TASK 8: TRANSACTIONAL WRITING			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a personal letter		
IMPLEMENTATION	In Week 2 the process writing task requires learners to write a personal letter		
ACTIVITY	1 Work through the process writing lessons as per the lesson plan. 2 Collect learners' letters at the end of the week for formal assessment.		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. It includes the writer's thoughts and feelings.
STRUCTURE	0	1	2
	The learner's letter has not followed the correct structure.	The learner has attempted to structure the letter correctly.	The learner has used the correct structure and layout of a personal letter.
PLANNING	0	1	2
	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	2	3
	The learner has not written in a suitable style. The appropriate greetings have not been used. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.	The learner's style of language is mostly correct. The learner has attempted to use the correct greeting and farewell. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has used informal language with the correct greeting and farewell. The learner successfully edits their own work to correct grammar, spelling and punctuation.

Formal Assessment Task 9: Response to Texts

Please note that sample questions and corresponding memoranda are included below. You may choose to use these questions or to adapt or replace them, in accordance with directives from your District / Province.

