



ENGLISH

First Additional Language



ENGLISH

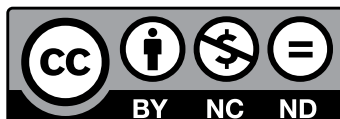
First Additional Language

Grade 5

Management Document

Term 3

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Term 3 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 1-2 is aligned to Weeks 5-6 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	Listens and participates in a class discussion on project work based on literature study • Listens to information about project • Respects other learners by listening to them • Encourages other group members to support fellow learners • Code switches if necessary • Asks and answers questions • Shares ideas and opinions • Uses a framework to present ideas/ thoughts/plans: • Topic • Main points and supporting ideas • Research / investigation to be done	Reads a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/ fantasy/real life stories/historical fiction). Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and pictures • Understands the features of the text • Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences • Expresses cause and effect in a story, e.g. What happened when...? • Answers questions about the story • Identifies and discusses characters Does comprehension activity on the text (oral or written) Practises reading • Reads aloud with appropriate pronunciation, fluency and expression	Rewrites the story in own words, using a frame (Narrative/ Descriptive) • Uses the simple past tense • Identifies the main events • Tells the events in the correct order • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Records words and their meanings in a personal dictionary • Writes sentences using the words or explanations to show the meaning, etc.	Spelling • Spells familiar words correctly, using a personal dictionary • Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ Working with words and sentences • Understands and uses countable nouns (e.g. book – books) • Builds on use of personal pronouns (e.g. I, you, it, us, them) • Builds on understanding and use of comparative adjectives • Builds on use of subject verb concord, e.g. There is one book/ There are two books ... Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were • Uses exclamation marks Vocabulary in context • Words taken from shared or individually read texts

Week 1: Finding out more about short stories			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Finding out more about short stories • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Why are stories important? • Genre: Information text • Third read • Model comprehension skill: Visualise • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Why are stories important? • Genre: Information text • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /fl/ /a-e/ and /-ing/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 2-3 and 6: There's a monster in my cupboard • 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 2-3 and 6: There's a monster in my cupboard • Genre: Story • Model comprehension skill: Visualise • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 2-3 and 6: There's a monster in my cupboard • Genre: Story • Model comprehension skill: Visualise • Oral comprehension • Formulate a question about the text	

Week 1: Finding out more about short stories			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Activity - DBE Workbook 2 page 2-3 and 6: There's a monster in my cupboard - Genre: Story - Teach: Visualise	
Friday	Activity 1:	Shared Reading Post-Read - DBE Workbook 2 page 2-3 and 6: There's a monster in my cupboard - Genre: Story - Text Illustration - Comprehension strategy: Visualise	
Friday	Activity 2:	Teach the Genre - Report - Sample text: Children and games	

Week 1 Textbook Activities: Reading & Viewing

Week 1		
Textbook	Reading Activity Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	My hero, Mr Lucas Radebe, 112	
STUDY & MASTER Cambridge	Read a pictograph, 123 From Soweto to Soccer star, 125 Life after Leeds 127	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Do you know? 108 Incredible elephant tales, 110	
SOLUTIONS FOR ALL Macmillan Education	The boy and the tokoloshes, 118	
HEAD START Oxford	My life so far, 86 Matthew Goniwe, 90	
VIA AFRICA	Lesiba and the tall tree, 107	
PLATINUM Pearson	The story of Richard Simelane, 88	
TOP CLASS Shuters	Ghosts and guardians of the forest, 70 The yellowwood tree, 71	

Week 2: Finding out more about short stories			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Report, short story - Topic: Write a report on the literature genre of short stories AND write a short story - Planning Strategy: Write a list and a table	
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: Exclamation marks - Use plan to draft a descriptive essay	
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 report and short story using checklist - Publish and share report and short story essay	
Friday	Activity 2:	Group Guided Reading - Class: Worksheet Week 2 - Group 5	
Friday	Activity 3:	Review word find Conclusion	

Week 2 Textbook Activities: LSC

Week 2		
Textbook	Exclamation marks	Date Completed
SUCCESSFUL OXFORD Oxford	--	
STUDY & MASTER Cambridge	Exclamation marks, 121	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Exclamation marks, 117	
SOLUTIONS FOR ALL Macmillan Education		
HEAD START Oxford	--	
VIA AFRIKA	--	
PLATINUM Pearson		
TOP CLASS Shuters	Using exclamation marks, 73	

Week 2 Textbook Activities: Writing

Week 2		
Textbook	Narrative/descriptive essay	Date Completed
SUCCESSFUL OXFORD Oxford	Write a paragraph about your sports hero, 114	
STUDY & MASTER Cambridge	Draw and label a pictograph, 130	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Rewrite a story in your own words, 119	
SOLUTIONS FOR ALL Macmillan Education	Write a story using the writing frame, 62	
HEAD START Oxford	Write a story, 92	
VIA AFRIKA	Rewrite the story in order of events, 111	
PLATINUM Pearson	Rewrite a story in your own words, 92	
TOP CLASS Shuters	Rewrite a story, 72	

Theme Reflection: Finding out more about short stories	
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 7-8	Listens and talks about a familiar topic with preparation - Plans and prepares important points - Says at least 5 sentences on the topic - Answers questions Practises Listening and Speaking (Choose one for daily practice) - Performs a short poem or rhyme - Plays a simple language game - Gives and follows simple instructions/directions - Tells own news	Reads information texts with visuals, e.g. charts/tables/ diagrams/ maps/pictures/ graphs - Text from the textbook or reader/s or Teacher's Resource File (TRF) - Pre-reading: scans for important details - Discusses main information given and the specific details - Selects relevant details to answer questions Does comprehension activity on the text (oral or written) Practises reading - Reads aloud with appropriate pronunciation, fluency and expression	Draws/completes and labels simple visual texts, e.g. charts/tables/ diagrams/ maps/pictures/ graphs - Text from the textbook or Teacher's Resource File (TRF) - Uses information from a visual or written text - Organises information neatly - Conveys information correctly - Uses appropriate symbols/ diagrams Makes a mind map summary of a short text - Identifies at least three main points - Uses the correct structure Records words and their meanings in a personal dictionary - Writes sentences using the words or explanations to show the meaning, etc.	Spelling - Uses the dictionary to check spelling and meanings of words - Words starting with c and followed by - e, -i or -y: pronounce as s, e.g. centre, city Working with words and sentences - Uses the simple present to describe universal truths e.g. The sun sets in the west. - Begins to use determiners such as one, two, etc. and first, second, last. - Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) - Uses different types of adjectives including those relating age/ temperature/what things are made of Vocabulary in context - Words taken from shared or individually read text

Week 3: Incredible insects			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Incredible insects • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: A Bee in the Classroom • Genre: Story • Third read • Model comprehension skill: Make evaluation • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: A Bee in the Classroom • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /nk/ and /i - e/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 22: Good enough to eat • 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 22: Good enough to eat • Genre: Story • Model comprehension skill: Evaluate • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 22: Good enough to eat • Genre: Story • Model comprehension skill: Make connections • Oral comprehension • Formulate a question about the text	

Week 3: Incredible insects			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Activity • DBE Workbook 2 page 22: Good enough to eat • Genre: Story • Teach: Evaluate	
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 22: Good enough to eat • Genre: Story • Oral recount • Comprehension strategy: Summarise / Make evaluations	
Friday	Activity 2:	Teach the Genre • Advertisement posters and notices • Sample text: All about ants!	

Week 3 Textbook Activities: Reading & Viewing

Week 3		
Textbook	Reading Activity Reads information text with visuals	Date Completed
SUCCESSFUL OXFORD Oxford	Read a fantasy story, 132	
STUDY & MASTER Cambridge	Read an information text, 151	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a procedural text, 151 Read an information text, 153	
SOLUTIONS FOR ALL Macmillan Education	Read a story, 167	
HEAD START Oxford	Read a report, 116	
VIA AFRIKA	Read an information text, 132	
PLATINUM Pearson	Read about pyramids, 116	
TOP CLASS Shuters	Scan an information text, 76	

Week 4: Incredible insects			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning • Genre: Poster • Topic: Make a poster about an insect of your choice. Remember: this poster is meant to educate (teach) someone about the insect you have chosen AND make them want to learn more about insects! • 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: Simple present tense • Use plan to draft a poster	
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 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: LSC

Week 4		
Textbook	Simple present tense (universal statements)	Date Completed
SUCCESSFUL OXFORD Oxford	--	
STUDY & MASTER Cambridge	Simple present tense, 134	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Simple present tense, 132	
SOLUTIONS FOR ALL Macmillan Education	Reported speech, 141	
HEAD START Oxford	Pronouns and punctuation, 98	
VIA AFRIKA Via Afrika	--	
PLATINUM Pearson	Simple present tense, 128	
TOP CLASS Shuters	Universal statements, 79 and 108	

Week 4 Textbook Activities: Writing

Week 4		
Textbook	Draws, completes and labels simple visual texts	Date Completed
SUCCESSFUL OXFORD Oxford	Design symbols and organise information in a table, 123	
STUDY & MASTER Cambridge	Complete a mind map, 132	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Complete a simple visual text, 132	
SOLUTIONS FOR ALL Macmillan Education	Complete a visual text 154	
HEAD START Oxford	Write an information text in graphs, 96	
VIA AFRIKA	Write a mind map summary, 115	
PLATINUM Pearson	Draw and label a diagram, 101	
TOP CLASS Shuters	Write an information text, 97	

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 5-6 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 5-6 is aligned to Weeks 1-2 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 1-2	Listens to a poem - Text from the textbook or Teacher's Resource File (TRF) - Talks about the poem (what the poem is about) - Relates to own experience - Identifies rhyme and rhythm - Gives personal response (likes/dislikes) Listens to and gives personal recounts - Recalls own experiences in the right sequence - Answers questions about what happened first, second, etc.	Reads poem - Pre-reading: predicts from title and pictures - Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues - Discusses topic and main idea - Discusses rhyme and comparisons (similes) - Expresses feelings stimulated by the Poem Reads a story with dialogue - Text from the textbook or reader/s or Teacher's Resource File (TRF) - Understands how a plot and characters can represent a particular view of the world - Answers questions about story - Identifies the moral/main message of the story Does comprehension activity on the text (oral or written)	Writes a simple story including dialogue (Narrative/ Descriptive) - Writes an interesting story - Story has a beginning, a middle and an ending - Uses an appropriate tense - Co-ordinates sentences with 'and' and 'but' - Uses a wider range of punctuation, including inverted commas - Begins to use the writing process Uses the writing process - Brainstorms ideas using, e.g. mind maps - Writes first draft - Checks spelling - Writes final draft Records words and their meanings in a personal dictionary - Writes sentences using the words or explanations to show the meaning, etc.	Spelling and punctuations - Spells familiar words correctly, using a personal dictionary - Words starting with a k sound and followed by e or i: use a k to spell the word - Punctuates correctly Working with words and sentences - Constructs simple sentences using subject, verb, object, e.g. 'Bongi/read/ her book' - Begins to use connecting words to show condition (if, then) - Develops use of direct speech. - Begins to recognise and use reported speech. Vocabulary in context - Words taken from shared or individually read texts

Week 5: Conservation			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Conservation • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Puleng and the Rhinos • Genre: Story • Third read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Puleng and the Rhinos • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /sp/ /o - e/ and /e-d/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 36: Saving our trees • 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 36: Saving our trees • Genre: Story (narrative essay) • Model comprehension skill: Make inferences • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 36: Saving our trees • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2:	Teach the Comprehension Activity • DBE Workbook 2 page 36: Saving our trees • Genre: Story • Teach: Make inferences	

Week 5: Conservation			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 36: Saving our trees • Genre: Story • Written comprehension • Comprehension strategy: Make inferences	
Friday	Activity 2:	Teach the Genre • Story (narrative essay) • Sample text: Little Thabo	

Week 5 Textbook Activities: Reading & Viewing

Week 5		
Textbook	Reading Activity Reads a poem	Date Completed
SUCCESSFUL OXFORD Oxford	Read a poem, 137	
STUDY & MASTER Cambridge	Read a poem, 145	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poem(s), 140	
SOLUTIONS FOR ALL Macmillan Education	Read a poem, 157	
HEAD START Oxford	Read a poem, 110	
VIA AFRIKA	Read a poem, 124	
PLATINUM Pearson	Read a poem, 108	
TOP CLASS Shuters	Read a poem, 85	

Week 6: Conservation			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Story (narrative essay) - Topic: Write a story about a character who cares about conservation! 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	
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: LSC

Week 6		
Textbook	Direct Speech	Date Completed
SUCCESSFUL OXFORD Oxford	Direct speech, 139	
STUDY & MASTER Cambridge	Direct speech, 143, 162	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Direct speech, 143 and 173	
SOLUTIONS FOR ALL Macmillan Education	Direct speech, 135, 141	
HEAD START Oxford	Direct and reported speech, 108	
VIA AFRIKA	--	
PLATINUM Pearson	Direct and reported speech, 110	
TOP CLASS Shuters	Direct speech, 88	

Week 6 Textbook Activities: Writing

Week 6		
Textbook	Story (narrative/descriptive)	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a story, 136	
STUDY & MASTER Cambridge	Write a story, 118	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story with speaking parts, 145	
SOLUTIONS FOR ALL Macmillan Education	Write a story using a frame, 86	
HEAD START Oxford	Write your own myth, 109	
VIA AFRIKA	Write a story, 125	
PLATINUM Pearson	Write a story about people and animals, 111	
TOP CLASS Shuters	Write a story, 88	

Theme Reflection: Conservation	
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 9-10 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	Writing: & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	Plays language game/s - 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 short poem or rhyme - Plays a simple language game - Gives and follows instructions / directions Tells own news	Reads information texts from across the curriculum, e.g. a short report, description or explanation from another subject - Pre-reading: predicting from title and headings and pictures/visuals - Uses reading strategies, e.g. skimming - Discusses main ideas and specific details - Interprets and discusses visuals Does comprehension activity Practices reading - Reads aloud with appropriate pronunciation, fluency and expression	Writes information text, e.g. texts used in other subjects - Writes two to three paragraphs - Organizes information logically - Uses formal language - Includes specific details - Uses passive voice appropriately - Uses the dictionary to check spelling and meanings of words - Uses the writing process Uses the writing process - Brainstorms ideas using, e.g. mind maps - Writes first draft - Checks spelling - Writes final draft Records words and their meanings in a personal dictionary - Writes sentences using the words or explanations to show the meaning, etc.	Spelling - Spells familiar words correctly, using a personal dictionary - 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 - Develops understanding and use of connecting words showing addition, sequence and contrast. - Uses prepositions that show position and direction - Understands and uses reported speech. - Understands and uses negative forms Uses the passive voice Vocabulary in context - Words taken from shared or individually read texts - Joining prefixes or suffixes to a base word

Week 7: Healthy Eating			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Healthy Eating • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Marang Gets Healthy • Genre: Story • Third read • Model comprehension skill: Make evaluations • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Marang Gets Healthy • Genre: Story • Individual discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /wh/ /u-e/ /oo/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 64: Eat well • 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 64: Eat well • Genre: Story • Model comprehension skill: Make evaluations • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 64: Eat well • Genre: Story • Model comprehension skill: Make evaluations • Oral comprehension • Formulate a question about the text	

Week 7: Healthy Eating			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Activity • DBE Workbook 2 page 64: Eat well • Genre: Story • Teach: Make evaluations	
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 64: Eat well • Genre: Story • Oral recount • Comprehension strategy: Summarise / Make evaluations	
Friday	Activity 2:	Teach the Genre • information text: Graph • Sample text: Muffins sold at Sunny Primary School	

Week 7 Textbook Activities: Reading & Viewing

Week 7		
Textbook	Reading Activity Reads information text	Date Completed
SUCCESSFUL OXFORD Oxford	Read a fantasy story, 132	
STUDY & MASTER Cambridge	Read an information text, 151	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a procedural text, 151 Read an information text, 153	
SOLUTIONS FOR ALL Macmillan Education	Read a story, 167	
HEAD START Oxford	Read a report, 116	
VIA AFRIKA	Read an information text, 132	
PLATINUM Pearson	Read about pyramids, 116	
TOP CLASS Shuters	Scan an information text, 76	

Week 8: Healthy Eating			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Line Graph - Topic: Make a graph to show how much protein your classmates eat - Planning Strategy: Questionnaire	
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: Active and passive voice - Use plan to draft a questionnaire	
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 line graph article using checklist - Publish and share line graph	
Friday	Activity 2:	Group Guided Reading - Class: Worksheet Week 8 - Group 5	
Friday	Activity 3:	Conclusion	

Week 8 Textbook Activities: LSC

Week 8		
Textbook	Active and passive voice	Date Completed
SUCCESSFUL OXFORD Oxford	Passive voice, 151	
STUDY & MASTER Cambridge	--	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Passive voice, 157	
SOLUTIONS FOR ALL Macmillan Education	--	
HEAD START Oxford	Active and passive voice, 114	
VIA AFRIKA	--	
PLATINUM Pearson	--	
TOP CLASS Shuters	--	

Week 8 Textbook Activities: Writing

Week 8		
Textbook	Writes information text	Date Completed
SUCCESSFUL OXFORD Oxford	Write an information text, 147	
STUDY & MASTER Cambridge	Write an information text, 157	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write an information text, 159	
SOLUTIONS FOR ALL Macmillan Education	Write an information text, 155	
HEAD START Oxford	Write an information text, 122	
VIA AFRIKA	Write an information text, 133	
PLATINUM Pearson	Draw and label a diagram, 101	
TOP CLASS Shuters	Write an information text, 97	

Theme Reflection: Healthy Eating	
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

Please note that the PSRIP programme for Weeks 9-10 is aligned to Weeks 3-4 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 3-4	Takes part in a conversation on a familiar topic - Asks and answers questions - Respects other learners by listening to them - Encourages other group members to support fellow learners - Code switches if necessary - Asks and answers more complex questions, e.g. What would you do...? Practises Listening and Speaking (Choose one for daily practice) - Performs a short poem or rhyme - Plays a simple language game - Gives and follows instructions/direction - Tells own news	Reads a play - Text from the textbook or reader/s or Teacher's Resource File (TRF) - Pre-reading predicting from title - Uses reading strategies - Identifies the story-line - Discusses characters, setting and action - Expresses feelings stimulated by the text - Discusses the play format Does comprehension activity on the text (oral or written) Reflects on texts read Independently - Compares texts read	Writes a short dialogue/play script using a frame - Selects appropriate characters - Organises the dialogue and action logically - Uses direct speech - Uses an informal style of writing - Uses appropriate punctuation, e.g. colon, exclamation and question marks Uses writing process - Brainstorms ideas using mind maps - Produces first draft - Revises - Proofreads - Writes final draft - Presents neat, legible final draft with correct spacing Records words and their meanings in a personal dictionary - Writes sentences using the words or explanations to show the meaning, etc.	Spelling and punctuation - Uses the dictionary to check spelling and meanings of words - Add -es to form plurals of words ending in -s, -sh, -ch, or -z - Punctuates correctly Working with words and sentences - Uses the gender forms of some nouns - Revises 'a' and 'the' with nouns. - Uses regular forms of the verb walk, walked - Uses direct and indirect speech correctly - Builds on understanding and use of simple past - Builds on understanding and use of simple present

Week 9: Surprises			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Surprises • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Akhona's Surprise! • Genre: Dialogue / A play • Third read • Model comprehension skill: Make inferences • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Akhona's Surprise! • Genre: Dialogue/A 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 44: Having a party • Genre: Dialogue/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 44: Having a party • Genre: Dialogue/play • Model comprehension skill: Make inferences • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 44: Having a party • Genre: Dialogue • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text	

Week 9: Surprises			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Activity • DBE Workbook 2 page 44: Having a party • Genre: Dialogue/play • Teach: Make inferences	
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 44: Having a party • Genre: Dialogue/play • Oral recount • Comprehension strategy: Summarise / Make inferences	
Friday	Activity 2:	Teach the Genre • Dialogue/play • Sample text: Lerato's bad birthday	

Week 9 Textbook Activities: Reading & Viewing

Week 9		
Textbook	Reading Activity Reads a play	Date Completed
SUCCESSFUL OXFORD Oxford	Read a play, 155	
STUDY & MASTER Cambridge	Read a dialogue, 160-161	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a play, 168	
SOLUTIONS FOR ALL Macmillan Education	Tortoise and Hare, 168	
HEAD START Oxford	Read a play script, Funeka finds a true friend, 124	
VIA AFRIKA	Read a play, 140	
PLATINUM Pearson	Read a play, 126	
TOP CLASS Shuters	Read a play, 103	

Week 10: Surprises			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Dialogue - Topic: Write a dialogue that includes a surprise. In your dialogue, one character could feel surprised about something. Or the characters in your dialogue could be planning a surprise. - 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: Indirect Speech - Use plan to draft a dialogue	
Wednesday	Activity 2:	Group Guided Reading - Class: Worksheet 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:	Review word find Conclusion	

Week 10 Textbook Activities: LSC

Week 10		
Textbook	Indirect speech (Reported speech)	Date Completed
SUCCESSFUL OXFORD Oxford	Indirect speech, 139	
STUDY & MASTER Cambridge	Reported speech, 156	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Reported speech, 144, 158 and 174	
SOLUTIONS FOR ALL Macmillan Education	Reported speech, 141	
HEAD START Oxford	Direct and reported speech, 108	
VIA AFRIKA	Reported speech, 139 and 146	
PLATINUM Pearson	Direct and reported speech, 110	
TOP CLASS Shuters	Reported speech, 90 and 98	

Week 10 Textbook Activities: Writing

Week 10		
Textbook	Dialogue / Play	Date Completed
SUCCESSFUL OXFORD Oxford	Write a play, 162	
STUDY & MASTER Cambridge	Write words for speech bubbles, 163	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a play script, 175	
SOLUTIONS FOR ALL Macmillan Education	-	
HEAD START Oxford	Write a play script, 129	
VIA AFRIKA	Write a short dialogue, 146	
PLATINUM Pearson	Write a play, 129	
TOP CLASS Shuters	Write a play, 105	

Theme Reflection: Surprises	
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 5 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 short stories 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.

FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT			
Stages 1 and 2: Research and Writing			
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	Note: All project activities are embedded in the lesson plan. 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 - Presents central idea and supporting details - Participates and maintains discussion	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.

FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT					
Stage 3: Oral presentation (Learners do the Oral presentation of their project)					
FLUENCY and EXPRESSION 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	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.

