



ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



ENGLISH

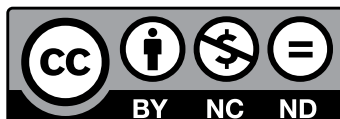
First Additional Language

Grade 5

Management Document

Term 4

Edition 5, 2023



Contents

Introduction and Guidelines for the PSRIP EFAL SLP	1
Term 4 Curriculum Tracker & Textbook Activities	3
Weeks 1-2	3
Weeks 3-4	3
Weeks 5-6	8
Weeks 7-8	12
Weeks 9-10	16
Term 4 Programme of Formal Assessment	20
Term 4 Assessment Tasks, Tools & Memoranda	21
TERM 1 TASK 3 RESPONDS TO TEXTS	24
TERM 1 TASK 3 RESPONDS TO TEXTS	26
TERM 1 TASK 3 RESPONDS TO TEXTS	28
TERM 1 TASK 3 RESPONDS TO TEXTS MEMORANDA	30
Term 4 Reading Worksheet Memoranda	32

Term 4 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 1-2	Listens to oral description of places/people - Text from the textbook or reader/s or Teacher's Resource File (TRF) - Identifies places/people - Notes relevant information from a story, e.g. on a chart/table - Identifies similarities and differences - Answers literal questions - Asks relevant questions and responds to questions - Answers and begins to ask some more complex questions, e.g. Why couldn't? What...? How do you think...? - Discusses ethical, social and critical issues in a story, code switching if necessary	Reads a story - Text from the textbook or reader/s or Teacher's Resource File (TRF) - Pre-reading: predicts from the title and pictures - Uses reading strategies, e.g. uses contextual clues to find the meaning of new words - Discusses main idea and other details. - Identifies the sequence of events - Identifies the setting and characters - Answers and begins to ask some more complex questions, e.g. Why couldn't? What...? How do you think...? - Discusses ethical, social and critical issues in a story, code switching if necessary Does comprehension activity on the text (oral or written) - Reads and solves a word puzzle - Uses relevant vocabulary - Spells words correctly - Explains meanings of words/uses them in a sentence	Writes a simple story (Narrative or Descriptive) - Uses story structure - Uses language imaginatively especially a variety of vocabulary - Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation - Uses correct tense consistently - Uses the dictionary to check spelling and meanings of words Writing process - Brainstorms ideas using, e.g. mind maps - Writes first draft - Rewrites after feedback 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 ending in -l : double the l when you add a suffix, e.g. travel, travelling Working with words and sentences - Understands and uses uncountable nouns (e.g. chalk) - Begins to understand there is no article with uncountable nouns (e.g. I like fish.) - Builds on use of personal pronouns (e.g. I, you, it, us, them) - Uses different types of adjectives including age/temperature/ what things are made of, e.g. woollen - Builds on use of subject verb concord, e.g. There is one book/ There are two books ... Vocabulary in context - Words taken from shared or individually read texts

Week 1: Art is for everyone!			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: The arts are for everyone! • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Art for everyone • Genre: information text • Third read • Model comprehension skill: Make inferences • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Art for everyone • Genre: information text • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /kn/ and /ea/ and /ow/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 112: Let's make music • 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 112: Let's make music • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 112: Let's make music • 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 112: Let's make music • Genre: Story • Teach: Make inferences	

Week 1: Art is for everyone!			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 112: Let's make music • Genre: Story • Written comprehension • Comprehension strategy: Summarise / Make inferences	
Friday	Activity 2:	Teach the Genre • Personal recount • Sample text: I sang my heart out	

Week 1 Textbook Activities: Reading & Viewing

Week 1		
Textbook	Reading Activity: Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	Fire in the forest, 172	
STUDY & MASTER Cambridge	Survival, 175	
INTERACTIVE ENGLISH St Mary's Interactive Learning	The ring queens, 186	
SOLUTIONS FOR ALL Macmillan Education	Man, 177	
HEAD START Oxford	Lost and found, 134	
VIA AFRICA Via Afrika	An exciting trip, 154	
PLATINUM Pearson	Take care, Sameera! 134	
TOP CLASS Shuters	Balaclava boy, 111	

Week 2: Art is for everyone!			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Personal recount - Topic: Write about a time you participated in the arts. (Remember, the arts can include visual art, dance, music, or theatre!) - 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: Demonstratives - Use plan to draft a personal recount	
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 recount using checklist - Publish and share personal recount	
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	LSC Activity: Demonstratives	Date Completed
SUCCESSFUL OXFORD Oxford		
STUDY & MASTER Cambridge	Demonstrative pronouns, 193	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Demonstratives, 204	
SOLUTIONS FOR ALL Macmillan Education	Demonstratives, 191-192	
HEAD START Oxford		
VIA AFRIKA		
PLATINUM Pearson	Demonstrative pronouns, 146	
TOP CLASS Shuters	Pronouns to point things out, 123	

Week 2 Textbook Activities: Writing

Week 2		
Textbook	Writing activity: Story (narrative essay)	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a recount, 169	
STUDY & MASTER Cambridge	Writing, 181	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a recount of events, 192	
SOLUTIONS FOR ALL Macmillan Education	Write a short paragraph, 179	
HEAD START Oxford	Write a personal recount, 155	
VIA AFRIKA Via Afrika	Write a personal recount, 157	
PLATINUM Pearson	Write a personal recount, 139	
TOP CLASS Shuters	Write a personal recount, 114	

Theme Reflection: Art is for everyone!	
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 class discussion - Discusses familiar topics including from other subjects - Uses higher level thinking skills, e.g. discusses advantages and disadvantages, gives opinions - Uses concepts and vocabulary from other subjects - Takes turns, shows respect for others, respects others opinions 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 media text, e.g. a magazine article or news report. Text from the textbook or reader/s or Teacher's Resource File (TRF) - Pre-reading: predicts what text is about by previewing it - Uses a range of reading strategies, e.g. skimming, scanning - Answers questions - Discusses main ideas and specific details - Understands the layout and design of media texts Does comprehension activity on the text (oral or written) Practises reading - Reads aloud with appropriate pronunciation, fluency and expression	Writes information text using a frame - Selects a relevant topic - Includes relevant information - Includes information about advantages and disadvantages - Organise advantages and disadvantages into a table - Uses the following writing process - Brainstorms ideas using, e.g. mind maps - Writes first draft - Rewrites after feedback Designs a poster - Includes relevant information - Includes a picture - Uses print sizes effectively - Presents neat, legible, final draft Records words and their meanings in a personal dictionary - Writes sentences using the words or explanations to show the meaning	Spelling - Uses the dictionary to check spelling and meanings of words - Words with long vowel sounds: add the silent -e at the end, e.g. cake, pole, mine, tune Working with words and sentences - Uses nouns that have only plurals, e.g. scissors and trousers - Builds on use of demonstrative pronouns (e.g. this, that, those, these) - Builds on use of adjectives (before nouns), e.g. The small dog - Uses different types of adjectives including those relating to age/temperature/what things are made of - Begins to use irregular forms of some verbs, e.g. run, ran

Week 3: Learning in different ways			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Learning in different ways • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Khanya Proves her Point • Genre: Story • Third read • Model comprehension skill: Make evaluations • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Khanya Proves her Point • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /oy/ and /oi/ and /ar/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 86: Children take the lead on learning • Genre: Newspaper 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 86: Children take the lead on learning • Genre: Newspaper article • Model comprehension skill: Evaluate • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 86: Children take the lead on learning • Genre: Newspaper article • Model comprehension skill: Evaluate • Oral comprehension • Formulate a question about the text	

Week 3: Learning in different ways			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 86: Children take the lead on learning • Genre: Story • Teach: Evaluate	
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 86: Children take the lead on learning • Genre: Newspaper article • Oral recount • Comprehension strategy: Recount / Summarise	
Friday	Activity 2:	Teach the Genre • Newspaper article • Sample text: Learning through play	

Week 3 Textbook Activities: Reading & Viewing

Week 3		
Textbook	Reading Activity: Reads a media text	Date Completed
SUCCESSFUL OXFORD Oxford	A celebration for good work, 179	
STUDY & MASTER Cambridge	Taking chances, 186	
INTERACTIVE ENGLISH St Mary's Interactive Learning	BMX Stars, 189	
SOLUTIONS FOR ALL Macmillan Education	Read a newspaper article, 188	
HEAD START Oxford	Reading a media text, 142	
VIA AFRIKA Via Afrika	Diamonds found by chef, 164	
PLATINUM Pearson	Read a media text, 144	
TOP CLASS Shuters	Reading a news report, 119	

Week 4: Learning in different ways			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Newspaper article - Topic: Pretend you are a reporter. Write an article about someone who learns something in a new and different way! You can write about a fictional person, or about someone real. - Planning Strategy: Write a list	
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: Modal verbs: can - Use plan to draft a newspaper article	
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 newspaper article using checklist - Publish and share newspaper article	
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	LSC Activity: Modal verb- can	Date Completed
SUCCESSFUL OXFORD Oxford		
STUDY & MASTER Cambridge	'can' or 'may', 208	
INTERACTIVE ENGLISH St Mary's Interactive Learning		
SOLUTIONS FOR ALL Macmillan Education		
HEAD START Oxford	'can' or 'may', 154	
VIA AFRIKA Via Afrika		
PLATINUM Pearson	The word 'can', 156	
TOP CLASS Shuters	Using 'can', 133	

Week 4 Textbook Activities: Writing

Week 4		
Textbook	Writing Activity: Write an information text	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a report, 182	
STUDY & MASTER Cambridge	Write a newspaper article, 196	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write an information text, 204	
SOLUTIONS FOR ALL Macmillan Education	Write an information text, 190	
HEAD START Oxford	Write an information text, 145	
VIA AFRIKA Via Afrika	Write an information text, 167	
PLATINUM Pearson	Write an information text, 147	
TOP CLASS Shuters	Write an information report, 122	

Theme Reflection: Learning in different ways	
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 ATP has reserved week 7-8 for revision.

Week 5: Greed			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Greed • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Wealth and Poverty in the World • Genre: Story • Third read • Model comprehension skill: Visualise • Oral comprehension	
Tuesday	Activity 1:	Speaking • Re-read Text: Wealth and Poverty in the World • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /qu/ and /ow/ and /aw/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 70, 74, 78, 82: The rich man and the poor man • 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 70, 74, 78, 82: The rich man and the poor man • Genre: Story (narrative essay) • Model comprehension skill: Visualise • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 70, 74, 78, 82: The rich man and the poor man • Genre: Story • Model comprehension skill: Visualise • Oral comprehension • Formulate a question about the text	

Week 5: Greed			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 70, 74, 78, 82: The rich man and the poor man • Genre: Story • Teach: Visualise	
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 70, 74, 78, 82: The rich man and the poor man • Genre: Story • Text illustration • Comprehension strategy: Summarise	
Friday	Activity 2:	Teach the Genre • Genre: Advertisement / poster / notices • Could your garden be nice?	

Week 5 Textbook Activities: Reading & Viewing

Week 5		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	A penknife and a marble, 192	
STUDY & MASTER Cambridge	The silver saxophone, 206	
INTERACTIVE ENGLISH St Mary's Interactive Learning	The Olympic oath and flame, 218	
SOLUTIONS FOR ALL Macmillan Education	Leopard and Baboon, 198	
HEAD START Oxford	It's no joke, 152	
VIA AFRIKA Via Afrika	The old elephant, 180	
PLATINUM Pearson	I'm not mall! 152	
TOP CLASS Shuters	From the streets to Soccer City, 127	

Week 6: Greed			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning • Genre: Print advertisement • Topic: Make a print advertisement to persuade people to make other people's lives better. • 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: Modals to indicate possibility • Use plan to draft a print advertisement	
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 advertisement using checklist • Publish and share advertisement	
Friday	Activity 2:	Group Guided Reading • Class: Worksheet 6 • Group 5	
Friday	Activity 3:	Review word find • Conclusion	

Week 6 Textbook Activities: LSC

Week 6		
Textbook	LSC: Modals indicating possibility	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	Fill in 'can' r 'may', 208	
INTERACTIVE ENGLISH St Mary's Interactive Learning	'can' and 'may', 217	
SOLUTIONS FOR ALL Macmillan Education	'can' and 'may', 204	
HEAD START Oxford	Practice 'can' and 'may', 154	
VIA AFRIKA Via Afrika	-	
PLATINUM Pearson	'can' and 'may', 156	
TOP CLASS Shuters	Using 'can' and 'may', 133	

WEEK 6 TEXTBOOK ACTIVITIES: Writing

Week 6		
Textbook	Writing Activity: Poster	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present your own story, 196	
STUDY & MASTER Cambridge	Write a personal recount, 208	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a personal recount, 218	
SOLUTIONS FOR ALL Macmillan Education	Write a personal recount, 200	
HEAD START Oxford	Write a personal recount, 155	
VIA AFRIKA Via Afrika	Write a personal recount of events, 181	
PLATINUM Pearson	Write a story, 157	
TOP CLASS Shuters	Write a personal recount, 131	

Theme Reflection: Greed	
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 5-6 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	Takes part in a class discussion - Asks and answers questions - Respects other learners - Listens to them and encourages them to speak - Code switches if necessary - Participates in discussion on less familiar topics, e.g. imagines and describes possibilities regarding the imaginary situation, such as what they would do with R100 - Chooses relevant content - Uses the conditional form	Reads information text from across the curriculum , e.g. a short report, description or explanation from another subject - Text from the textbook or Teacher's Resource File (TRF) - Pre-reading: reads and discusses headings and pictures - Uses reading strategies, e.g. scans for information - Notifies the role that pictures and photographs play in constructing meaning - Answers questions about the text - Summarises a paragraph with support Does comprehension activity on the text (oral or written) Reads and understands a poster - Pre-reading: discusses pictures - 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) - Discusses the layout.	Designs a poster - Includes relevant information - Includes a picture - Uses print sizes effectively - Presents neat, legible, final draft Writes information text using a frame - Selects appropriate information - Includes a chart, graph or diagram if appropriate - Writes two to three paragraphs - Uses correct facts and organises facts properly - Uses correct spelling and punctuation - Uses connecting words Uses the writing process - Writes first draft - Revises - Proofreads - Writes final draft - Presents neat, legible final draft	Spelling - Uses the dictionary to check spelling and meanings of words - Singular and plural forms of nouns Working with words and sentences - Develops use of connecting words showing reason and purpose. - Uses adverbs of manner (e.g. quickly, slowly) - Future tense: uses 'will' to indicate something that will happen, e.g. There will be a storm today - Begins to use adverbs of degree, e.g. 'very, really, almost, too' - Present progressive tense (e.g. 'He is reading'.) - Uses the passive voice. Vocabulary in context - Words taken from shared or individually read texts

Week 7: The beautiful game			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: The beautiful game • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Banyana Banyana Takes the Cup! • Genre: Information text (article) • Third read • Model comprehension skill: Search the text • Oral comprehension	
Tuesday	Activity 1:	Speaking • Re-read Text: Banyana Banyana Takes the Cup! • Genre: Information text • 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 128: Let's play soccer • 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 128: Let's play soccer • Genre: Information text • Model comprehension skill: Search the text • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 128: Let's play soccer • Genre: Information text • Model comprehension skill: Search the text • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 128: Soccer in South Africa • Genre: Information text • Teach: Search the text	

Week 7: The beautiful game			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 128: Soccer in South africa • Genre: Information text • Written comprehension • Comprehension strategy: Search the text	
Friday	Activity 2:	Teach the Genre • information text: Poster • Sample text: Fun facts about Banyana Banyana	

Week 7 Textbook Activities: Reading & Viewing

Week 7		
Textbook	Reading Activity: Information Text/ Poster	Date Completed
SUCCESSFUL OXFORD Oxford	Read a poster, 211	
STUDY & MASTER Cambridge	Read two posters, 210	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poster, 227	
SOLUTIONS FOR ALL Macmillan Education	Read a poster, 219	
HEAD START Oxford	Read a poster, 160	
VIA AFRIKA Via Afrika	Read a poster, 189	
PLATINUM Pearson	Read a poster, 164	
TOP CLASS Shuters	Learning from a poster, 137	

Week 8: The beautiful game			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Information text/ Poster - Topic: Make a poster advertising a soccer match. You can choose real teams or fake teams. Make up the details. The most important thing is to try to make as many people as possible come to the match! - Planning Strategy: Use a mind map	
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: REVISE: Future tense - Use plan to draft a poster	
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 poster using checklist - Publish and share poster	
Friday	Activity 2:	- Group Guided Reading - Class: Worksheet Week 8 - Group 5	
Friday	Activity 3:	- Review word find - Conclusion	

Week 8 Textbook Activities: LSC

Week 8		
Textbook	LSC Activity: Future Tense	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	Language- will, 217	
INTERACTIVE ENGLISH St Mary's Interactive Learning	The future tense: 230	
SOLUTIONS FOR ALL Macmillan Education	Using 'will', 217	
HEAD START Oxford	-	
VIA AFRIKA Via Afrika	-	
PLATINUM Pearson	The future tense, 165	
TOP CLASS Shuters	Change sentences to the future tense, 139	

Week 8 Textbook Activities: Writing

Week 8		
Textbook	Writing Activity: Poster	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a poster, 213	
STUDY & MASTER Cambridge	Design a poster, 211	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 232	
SOLUTIONS FOR ALL Macmillan Education	Design a poster, 220	
HEAD START Oxford	Design a poster, 166	
VIA AFRIKA Via Afrika	Design a poster, 191	
PLATINUM Pearson	Design a poster, 166	
TOP CLASS Shuters	Design a poster, 139	

Theme Reflection: The beautiful game	
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 4 2021 Programme of Formal Assessment

- 1 There are three formal assessment tasks for Grade 5 Term 4 2021.
- 2 Please complete these tasks as detailed **below**.

GRADE 5 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: print advertisement (see rubric below)	10	6	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				

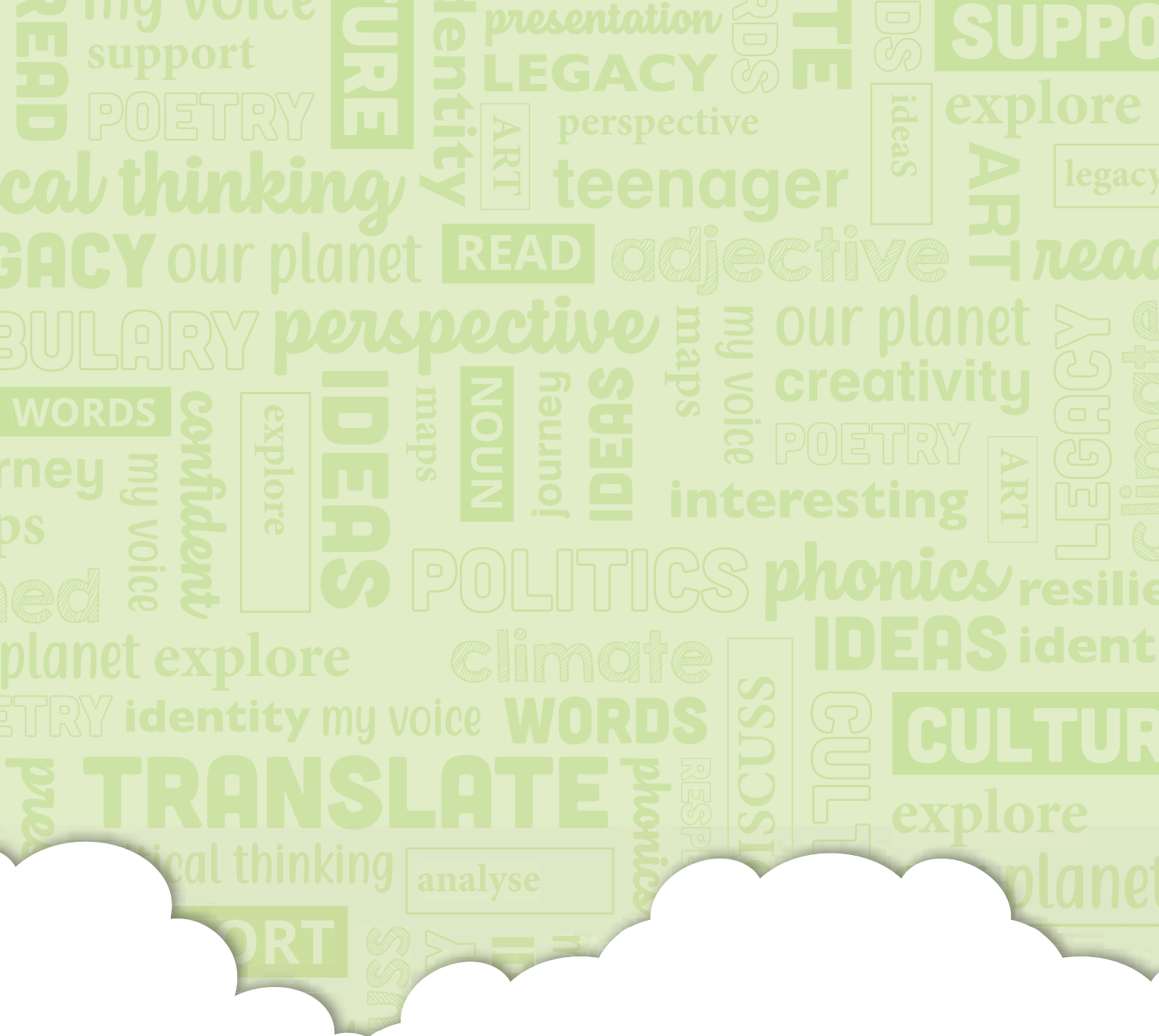
FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT					
Stage 3: Oral presentation (Learners do the Oral presentation of their project)					
MARKS	Maximum total of 20				
OBJECTIVE	Individual learners present their research reports over Terms 3 and 4				
ACTIVITY	<i>Note: All project activities are embedded 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 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 responds well to questions posed.	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 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 print advertisement		
IMPLEMENTATION	In Week 6 the process writing task requires learners to write a print advertisement		
ACTIVITY	Work through the process writing lessons as per the lesson plan. Collect learners' advertisements 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 original ideas.
STRUCTURE	0	1	2
	The learner's advertisement has not followed the correct structure.	The learner has attempted to structure the advertisement correctly.	The learner has used the correct structure and layout of a print advertisement.
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 learner has not included a slogan or rhyme. 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 a slogan or rhyme. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner's style of language is correct. The learner has correctly included a slogan or rhyme. 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.



Other titles in this series

