



Grade 6

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 3

Management Document

ENGLISH

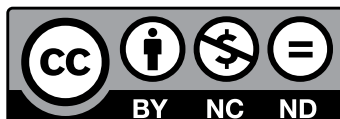
First Additional Language

Grade 6

Management Document

Term 3

Edition 5, 2023



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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 3-4 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 3-4	Listens to a simple talk on an issue - Asks and answers more complex questions - Discusses the main idea - Gives opinions - Respects other learners by listening to them - Encourages other group members to support fellow learners - Talks about an issue after preparation - Selects appropriate topic and content - Stays on topic - Organises content logically Collects information, e.g. carries out simple research such as a survey - Selects questions to be asked - Asks and answers questions - Records information as notes in the questionnaire developed Practises Listening and Speaking (Choose one for daily practice) - Performs a poem - Plays a language game - Gives and follows instructions/ directions - Discusses a topic	Reads information texts with visuals, e.g. charts/tables/ diagrams/ mind maps /maps/pictures/graphs. - Text from the textbook or reader/s or Teacher's Resource File (TRF) - Pre-reading: scans for important details - Asks questions - Selects relevant details to answer questions including the visuals - Makes a mind map summary of the text/ selection of the text Does comprehension activity on the text (oral or written) - Practises reading - Reads aloud with appropriate pronunciation, fluency and expression Does a word puzzle - Uses relevant vocabulary - Spells words correctly - Explains meanings of words/uses them in a sentence Reflects on texts read during independent/pair reading - Summarises text in about 5 sentences.	Writes a short report on information collected (N.B. for the project to be done) - Evaluates information and makes judgements, giving reasons for them - Uses an appropriate structure for the report - Organises paragraphs correctly, for example, using a topic and supporting sentences	Spelling - Uses the dictionary to check spelling and meanings of words Working with words and sentences - Builds on use of adjectives before and after nouns. - Builds on use of subject verb concord - Present progressive tense Vocabulary in context - Words taken from shared or individually read texts - Words belonging to the same lexical field, e.g. cover and page belong to the lexical field 'book' - Homonyms

Week 1: Finding out more about novels			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Finding out more about novels • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Learning about novels • Genre: Information text • Third read • Model comprehension skill: Make connections • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Learning about novels • 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: Quarrelling, playing and discussing • 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 2-4: Quarrelling, playing and discussing • Genre: Story • Model comprehension skill: Make connections • Oral comprehension • Introduce the LSC in context: Synonyms	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 2-4: Quarrelling, playing and discussing • Genre: Story • Model comprehension skill: I wonder... & Make connections • Oral comprehension • Formulate a question about the text	

Week 1: Finding out more about novels			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 2-4: Quarrelling, playing and discussing • Genre: Story • Teach: Make connections	
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 2-4: Quarrelling, playing and discussing • Genre: Story • Oral recount • Comprehension strategy: Make connections / Summarise	
Friday	Activity 2:	Teach the Genre • Genre: Report • Sample text: Learning new things on YouTube	

Week 1 Textbook Activities: Reading & Viewing

Week 1		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Read an information text, 127	
STUDY & MASTER Cambridge	Read an information text, 124 Health, 127	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Amazing dolphins, 153	
VIA AFRICA	Read a personal letter, 119	
HEAD START Oxford	Sally's report, 94 Read a mind map, 97	
SOLUTIONS FOR ALL Macmillan Education	It's a man's world, 130	
PLATINUM Pearson	Water in South Africa, 111	
TOP CLASS Shuters	Global warming, 90	

Week 2: Finding out more about novels			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Report and a summary - Topic: Write a report on the literature genre of novels. - Write a summary of a novel / story you have enjoyed - Planning Strategy: List, 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: Synonyms - Use plan to draft dialogue	
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 summary using checklist - Publish and share report and summary	
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	Synonyms	Date Completed
SUCCESSFUL OXFORD Oxford	Vocabulary and spelling- synonyms, 114	
STUDY & MASTER Cambridge	Vocabulary- synonyms 117	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Synonyms, 137	
VIA AFRICA Via Africa	--	
HEAD START Oxford	Work with words, 88	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	--	
TOP CLASS Shuters	Synonyms, 86	
DBE WORKBOOK 2	--	

Week 2 Textbook Activities: Writing

Week 2		
Textbook	Writing Activity: Report	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present: a table and report, 129	
STUDY & MASTER Cambridge	Write a short report, 128-129	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a report, 157	
VIA AFRICA Via Africa	Write a short report, 124	
HEAD START Oxford	Write a report, 120	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Write an information text- short report, 115	
TOP CLASS Shuters	Write a report, 96	

Weeks 3-4 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 3-4 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 to stories (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/fun ny/fantasy/real life stories/historical fiction) - Text from the textbook or reader/s or Teacher's Resource File (TRF) - Answers literal questions - Gives a personal response, relating story to own life - Expresses and explains own opinion - Suggests an alternative ending, imagining and describing possibilities Retells a story - Uses the correct sequence of events - Refers correctly to the character's in the story - Uses tenses introduced in previous grades - Suggests an alternative ending.	Reads a story - Text from the textbook or reader/s or Teacher's Resource File (TRF) - Pre-reading: predicts from pictures - Discusses title, plot, characters and setting - Discusses how a plot of as story can represent a particular view of the world - Answers questions about story - Summarises the story orally or in writing - Identifies the moral or message of the story Does comprehension activity on the text (oral or written) Reads poems - Pre-reading: predicts from title and pictures - Uses reading strategies, e.g. uses contextual clues - Answers questions about the poem - Expresses feelings stimulated by the poem - Discusses rhyme - Discusses comparisons made in the Poem Practises reading - Reads aloud with expression, showing understanding - Reads aloud using proper pronunciation, pacing and volume. Reflects on texts read during independent/ pair reading - Relates texts to own life	Writes a simple story using the writing process more independently - Selects interesting content - Uses the story structure as a frame - Uses a beginning, middle and end - Tells events in appropriate order - Uses an appropriate tense and coordinates sentences with 'and' and 'but' - Uses a wider range of punctuation, including inverted commas - Uses appropriate spacing for Paragraphs Uses the writing process - Brainstorms ideas using, e.g. mind maps - Writes first draft - Gets feedback on content and use of grammar and vocabulary - 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 - Shortening words, e.g. television – telly, telephone – phone - Uses abbreviations correctly: acronyms, initialisation, truncation, etc. Working with words and sentences - Revises 'a' and 'the' with nouns. - Builds on use of personal and reflexive pronouns - Begins to use 'shall' and 'will' to show intention. - Uses adverbs of place (here, there) - Uses past progressive Vocabulary in context - Words taken from shared or individually read texts - Joining prefixes or suffixes to a base word

Week 3: All about medicine		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities • Introduce theme: All about medicine • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: Listening Activity • Listening Text: A Long and Healthy Life • Genre: Story • Third read • Model comprehension skill: I wonder.../ Make evaluations • Oral comprehension	
Tuesday	Activity 1: Speaking Activity • Re-read Text: A Long and Healthy Life • 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 20 and 24: Medicine AND Definition of traditional medicine • 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 20 and 24: Medicine AND Definition of traditional medicine • Genre: information text • Model comprehension skill: Make evaluations • Oral comprehension • Introduce the LSC in context: Subject-verb agreement	
Thursday	Activity 1: Shared Reading Second Read • DBE Workbook 2 page 20 and 24: Medicine AND Definition of traditional medicine • Genre: Information text • Model comprehension skill: Make evaluations • Oral comprehension • Formulate a question about the text	

Week 3: All about medicine			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy - DBE Workbook 2 page 20 and 24: Medicine AND Definition of traditional medicine - Genre: Information text - Teach: Make evaluations	
Friday	Activity 1:	Shared Reading Post-Read - DBE Workbook 2 page 20 and 24: Medicine AND Definition of traditional medicine - Genre: Information text - Oral recount - Comprehension strategy: Make evaluations / Summarise	
Friday	Activity 2:	Teach the Genre - Questionnaire / survey - Sample text: How often do you take medicine?	

Week 3 Textbook Activities: Reading & Viewing

Week 3		
Textbook	Reading Activity Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	Read a traditional story, 133	
STUDY & MASTER Cambridge	Reads a story, 132	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a story, 163	
VIA AFRICA	Reads a story, 128	
HEAD START Oxford	Listen to and read a story, 104	
SOLUTIONS FOR ALL Macmillan Education	Read a story, 126	
PLATINUM Pearson	Read a story, 120	
TOP CLASS Shuters	Reads a story, 100	

Week 4: All about medicine			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Questionnaire / Survey - Topic: Come up with a question you would like to ask your classmates. This question must relate to their beliefs about or experiences with medicine. Then, turn you will turn the data you get from the answers into two graphs with a summary. - Planning Strategy: Table	
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: Subject-verb agreement (concord) - Use plan to draft a questionnaire / survey	
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 questionnaire / survey using checklist - Publish and share questionnaire / survey	
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: Subject Verb Agreement (Concord)	Date Completed
SUCCESSFUL OXFORD Oxford	Revise concord, 15 and 43	
STUDY & MASTER Cambridge	Language 19, 130	
INTERACTIVE ENGLISH St Mary's Interactive Learning	There is / there are, 155	
VIA AFRICA Via Africa	--	
HEAD START Oxford	--	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	Revise subject verb concord, 8	
TOP CLASS Shuters	Making sure the verb matches the subject, 98	
DBE WORKBOOK 2	--	

Week 4 Textbook Activities: Writing

Week 4		
Textbook	Writing Activity: Writes a story	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a story, 138	
STUDY & MASTER Cambridge	Write a story, 139	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story, 171	
VIA AFRICA Via Africa	Write a story, 131-132	
HEAD START Oxford	Write your own story, 109	
SOLUTIONS FOR ALL Macmillan Education	Write characters for a story, 119	
PLATINUM Pearson	Write a simple story, 126	
TOP CLASS Shuters	Write your own story, 105	

Theme Reflection: All about medicine	
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 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) - Answers literal questions - Discusses the key character - Notes relevant information on a chart, e.g. timeline - Summarises the story	Reads a story - Text from the textbook or reader/s or Teacher's Resource File (TRF) - Pre-reading: predicts from title and pictures - Describes the features of the text - Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences - Answers questions about the story - Identifies and discusses the setting and characters - Describes cause and effect in a story, e.g. What happened when...? or Why do you think ... happened? - Gives a personal response to the story - Connects it to own life Reflects on texts read during independent/pair reading - Does a structured book review with good oral presentation	Writes diary entries - Selects appropriate content for the topic - Uses the appropriate structure as a frame - Tells the events in the correct order - Uses connecting words - Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the writing process - Brainstorms ideas - Writes a first draft - Revises - Edits - Writes final draft - 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, etc.	Spelling - Spells familiar words correctly, using a personal dictionary - Add s to form most plurals Working with words and sentences - Simple present to describe universal statements, e.g. 'The sun sets in the west.' - Begins to use connecting words to show cause-and- effect (so that) Vocabulary in context - Words taken from shared or individually read texts Synonyms (words that are similar in meaning, e.g. soft/gentle)

Week 5: Honesty			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Honesty • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity Listening Text: Duduzile Lies to Herself Genre: Story Third read Model comprehension skill: Making inferences Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Duduzile Lies to Herself • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review Word find with /sp/ /o - e/ /-ed/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 42: Is honesty really important? • Genre: Diary entry • 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 42: Is honesty really important • Genre: Diary entry • Model comprehension skill: Make inferences • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 42: Is honesty really important • Genre: Diary entry • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text	

Week 5: Honesty			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 42: Is honesty really important • Genre: Diary entry • Teach: Make inferences	
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 42: Is honesty really important • Genre: Diary entry • Written comprehension • Comprehension strategy: Make inferences / Summarise	
Friday	Activity 2:	Teach the Genre • Story (narrative essay) • Sample text: The tuckshop thief	

Week 5 Textbook Activities: Reading & Viewing

Week 5		
Textbook	Reading Activity Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	Read a traditional story, 111	
STUDY & MASTER Cambridge	-	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a story, 135	
VIA AFRICA Via Africa	Reads a story, 111	
HEAD START Oxford	Listen to and read a story, 86	
SOLUTIONS FOR ALL Macmillan Education	Read a story, 125	
PLATINUM Pearson	Read a story, 100	
TOP CLASS Shuters	Read a story, 81	

Week 6: Honesty			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Story (narrative essay) - Topic: Write a story about a character who does something dishonest! - 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: Articles (a / an / the) - Use plan to draft a story.	

Week 6: Honesty			
Day	CAPS content, concepts, skills		Date completed
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	LSC: Articles (a / an / the)	Date Completed
SUCCESSFUL OXFORD Oxford	--	
STUDY & MASTER Cambridge	Revise articles, a and the, 14	
INTERACTIVE ENGLISH St Mary's Interactive Learning	A, an, the, 166	
VIA AFRICA	Use a, and the with nouns, 132	
HEAD START Oxford	Practise language, a and the, 96	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	Revise, a and an with nouns, 8	
TOP CLASS Shuters	Using a and the, 107	

Week 6 Textbook Activities: Writing

Week 6		
Textbook	Writing Activity: Diary entry	Date Completed
SUCCESSFUL OXFORD Oxford	Write a diary entry, 119	
STUDY & MASTER Cambridge	Write a diary entry, 122	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a diary entry, 142	
VIA AFRICA Via Africa	Write a diary entry, 113	
HEAD START Oxford	Write a diary entry, 91	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Write a diary entry, 104	
TOP CLASS Shuters	Write a diary entry, 84	

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

Weeks 7-8 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	Listens to and carries out instructions, e.g. a procedure • Predicts what might come next • Discusses specific details of text • Discusses sequence of instructions • Discusses the form of the verb used in Plays a language game • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak	Reads procedural text, e.g. recipe/instructions for a simple scientific experiment/project. • Text from the textbook or reader/s or Teacher's Resource File (TRF) • Pre-reading: predicts from title and headings and surveys the text, e.g. contents page or index • Uses reading strategies, e.g. skimming • Interprets visuals • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses the format of the text • Discusses sequence of instructions • Follows the instructions Reflects on texts read during independent/ pair reading • Gives main ideas • Describes features of some of texts read, e.g. reference books with content pages and index	Makes a mind map summary of a short text • Identifies at least three main points • Organises information neatly • Uses appropriate symbols/ diagrams/ other relevant graphic text • Shows clearly the relationship between different parts of the diagram or other graphic text • Uses appropriate vocabulary • Checks spelling • Uses the dictionary to check spelling and meanings of words 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 • Uses the dictionary to check spelling and meanings of words • Words which are often confused (e.g. dairy/dairy) Working with words and sentences • Understands and uses of the possessive form of the noun (e.g. Bongi's eyes) • Understands and uses auxiliary verbs • Determiners • Active & passive voice Vocabulary in context • Words taken from shared or individually read texts

Week 7: Games and activities			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Games and activities • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: How to prepare for the game General Knowledge! • Genre: Procedural text	
Tuesday	Activity 1:	Speaking Activity • Allow learners to play the game general knowledge • Follow the instructions in the procedural text • Individual discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /wh/ /u - e/ and /oo/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 58: Go fly a kite • Genre: Procedural 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 • Workbook 2 page 58: Go fly a kite • Genre: Procedural text • Model comprehension skill: Make evaluations • / I wonder... • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • Workbook 2 page 58: Go fly a kite • Genre: Procedural text • Model comprehension skill: Make evaluations • / I wonder... • Oral comprehension • Formulate a question about the text	

Week 7: Games and activities			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	- Teach the Comprehension Strategy - Workbook 2 page 58: Go fly a kite - Genre: Procedural text - Teach: Make evaluations	
Friday	Activity 1:	Shared Reading Post-Read - Workbook 2 page 58: Go fly a kite - Genre: Procedural text - Oral recount - Comprehension strategy: Make evaluations / I wonder...	
Friday	Activity 2:	Teach the Genre - information text: A newspaper article / factual recount - Sample text: Indigenous Games Festival	

Week 7 Textbook Activities: Reading & Viewing

Week 7		
Textbook	Reading Activity	Date Completed
SUCCESSFUL OXFORD Oxford	Read instructions, 145	
STUDY & MASTER Cambridge	Read a procedural text, 150	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read an information text, 149	
VIA AFRICA	Read a procedural text, 139	
HEAD START Oxford	Read directions, 119	
SOLUTIONS FOR ALL Macmillan Education	Read instructions, 132	
PLATINUM Pearson	Read instructions for a simple scientific experiment, 132	
TOP CLASS SHUTERS	Read an experiment, 110	

Week 8: Games and activities			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Newspaper article - Topic: A big survey has just come out about how much physical activity children around the world get. You are a reporter who must write an interesting article about the data that the survey found! - Planning Strategy: 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 perfect tense - Use plan to draft a newspaper article	
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 article.	
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	Present perfect tense	Date Completed
SUCCESSFUL OXFORD Oxford	Present perfect tense, 148	
STUDY & MASTER Cambridge	--	
INTERACTIVE ENGLISH St Mary's Interactive Learning	--	
VIA AFRICA Via Africa	Present perfect tense, 143	
HEAD START Oxford	--	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	Present perfect tense, 137	
TOP CLASS Shuters	Present perfect tense, 118	

Week 8 Textbook Activities: Writing

Week 8		
Textbook	Writing Activity: Newspaper article / information text	Date Completed
SUCCESSFUL OXFORD Oxford	Write information text, 153	
STUDY & MASTER Cambridge	Write an information text, 152	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write an information text using a chart, 155	
VIA AFRICA Via Africa	Write an information text, 140	
HEAD START Oxford	Write directions, 119	
SOLUTIONS FOR ALL Macmillan Education	Write an information text, 133	
PLATINUM Pearson	Write an information text, 138	
TOP CLASS Shuters	Write an information text, 116	

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

Weeks 9-10 Caps / Atp Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	Participates in conversation on a familiar topic • Text from the textbook or reader/s or Teacher's Resource File (TRF) • Asks relevant questions and responds to questions • Sustains the conversation • Expresses opinions • Respects others' ideas • Encourages other learners to speak the additional language Performs simple plays • Uses appropriate content and language • Uses direct speech • Develops sensible story line • Uses voice and expression and gestures to convey meaning • Pronounces words audibly and Correctly	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 features of the text especially punctuation and format Does comprehension activity on the text (oral or written) Practises reading • Reads aloud with expression, showing understanding of the text • Reads aloud using proper pronunciation, pacing and volume. Reflects on texts read during independent/pair reading • Presents a short oral book report with appropriate content and structure	Writes a short play script, using a more informal style of writing • Selects appropriate characters • Develops the conversation and action logically • Uses direct speech • Uses appropriate punctuation, e.g. colon, exclamation and question marks Uses writing process • Brainstorms ideas using mind maps • Produces first draft • Gets feedback and 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 • Uses the dictionary to check spelling and meanings of words • Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look. • Working with words and sentences • Begins to use determiners such as one, two, etc. and first, second, last. • Punctuation (comma, exclamation, quotation marks) • Relative clauses (from term4) Vocabulary in context • Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)

Week 9: Family communication			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Family communication • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: A Tale of Two Sisters! • Genre: Story • Third read • Model comprehension skill: Make inferences • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: A Tale of Two Sisters! • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /sl/ and /ee/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 60: The prodigal brothers • 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 60: The prodigal brothers • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 60: The prodigal brothers • Genre: Story • Model comprehension skill: I wonder... • Oral comprehension • Formulate a question about the text	

Week 9: Family communication			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 60: The prodigal brothers • Genre: Story • Teach: Make inferences	
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 60: The prodigal brothers • Genre: Story • Dramatisation • Comprehension strategy: Summarise	
Friday	Activity 2:	Teach the Genre • Dialogue • Sample text: Baone and Bonolo	

Week 9 Textbook Activities: Reading & Viewing

Week 9		
Textbook	Reading Activity Reads a play	Date Completed
SUCCESSFUL OXFORD Oxford	Read a play, 'A birthday surprise for Gogo', 156	
STUDY & MASTER Cambridge	Read a play part 'The snake with seven heads', 156	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a play, 'Wetlands- who cares?', 197	
VIA AFRIKA	Read a play 'The running shoes', 149	
HEAD START Oxford	Read a play, 'The surprise' 122	
SOLUTIONS FOR ALL Macmillan Education	Read a play 'The hare and the tortoise', 136	
PLATINUM Pearson	Read a play, 'Seni's new jeans', 144	
TOP CLASS Shuters	Read a play, 'The magic stone', 121	

Week 10: Family communication			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Dialogue - Topic: Write a dialogue with siblings as characters. One of the characters is trying to honestly communicate about something he or she is feeling angry or upset about. - 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: Spelling: Word families - 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	LSC: Spelling (Word Families)	Date Completed
SUCCESSFUL OXFORD Oxford	Put words together that belong in a group, 126	
STUDY & MASTER Cambridge	--	
INTERACTIVE ENGLISH St Mary's Interactive Learning	--	
VIA AFRIKA	Build word families, 155	
HEAD START Oxford	--	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	--	
TOP CLASS Shuters	Word families, 96	

Week 10 Textbook Activities: Writing

Week 10		
Textbook	Writing Activity: Dialogue / Play	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a play, 164	
STUDY & MASTER Cambridge	Write a dialogue for a play scene, 159	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a play script, 203 Write a poem, 172	
VIA AFRIKA	Write a short play script, 153	
HEAD START Oxford	Write a play, 127	
SOLUTIONS FOR ALL Macmillan Education	Write lines for a dialogue, 138	
PLATINUM Pearson	Write your own play, 143 Write a play, 149	
TOP CLASS Shuters	Write your own ending for a play, 124	

Theme Reflection: Family communication	
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 6 Term 3 2021.
- 2 Please complete these tasks as detailed below.

GRADE 6 TERM 3 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
6	Project based on literature genre of novels 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 novels Stage 2: Writing (see rubric below)	30	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		60				

FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT			
Stages 1 and 2: Research and Writing			
Stage 1	10		
Stage 2	30		
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.

FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT			
Stages 1 and 2: Research and Writing			
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.
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.
STRUCTURE and EDITING / LSC	1-3	4-7	8-10
	There is no title. The report has not used paragraphs. There is no logical structure. 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 learner has attempted to give a title. The report is written using paragraphs which have/ attempt to have a logical flow. 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 has an appropriate title. The learner has used well-structured paragraphs to write about the literary genre. The report is written using formal and factual language. The learner successfully edits their own work to correct grammar, spelling and punctuation.

FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT					
Stage 3: Oral presentation (Learners do the Oral presentation of their project)					
MARKS	Maximum total of 20				
OBJECTIVE	Individual learners present their research reports over Terms 3 and 4				
ACTIVITY	<i>Note: All project activities are embedded in the lesson plan.</i> Stage 3 Learners present their research projects during the following lessons for the duration of Term 3 and 4: Group Guided Reading				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
CONTENT and STRUCTURE 10 MARKS - Shows evidence of research - Uses appropriate structure: introduction, body and conclusion - Presents central idea and supporting details - Participates and maintains discussion	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.

