



ENGLISH

First Additional Language



ENGLISH

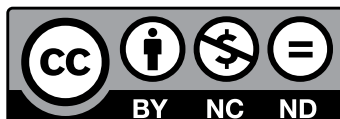
First Additional Language

Grade 6

Management Document

Term 4

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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 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) - Asks relevant questions and responds to questions - Summarises the story - Answers and begins to ask and answer 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 Presents an oral book review - Selects appropriate content and structure - Expresses and explains own opinion - Presents clearly with fluent Expression	Reads a story - Pre-reading: predicts from the title and pictures - Uses reading strategies: uses contextual clues to find the meaning of new words - Discusses plot, setting and characters - Discusses the sequence of events - Asks and answers more complex questions, - Expresses and explains own opinion - Discusses how characters represent a particular view of the world - Discusses the role that visual images play - Discusses alternative ways of presenting characters	Writes a simple story - Uses story structure as a frame - Uses language imaginatively especially a variety of vocabulary - Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation - Uses appropriate grammar, spelling and punctuation - Uses correct tense consistently - Uses the dictionary to check spelling and meanings of words 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 - Builds on knowledge of sight words and high frequency words Working with words and sentences - 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 the command form of the verb, - Uses question forms, e.g. who, what, when, which, why, how - Progressive tense (past, present, future) - Uses adverbs of time (e.g. tomorrow, yesterday) - Prepositions that show direction (towards), time (on, during), possession (with) Vocabulary in context - Words taken from shared or individually read texts - Antonyms (words that are opposite in meaning, e.g. loud/soft)

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
		Does comprehension activity on the text (oral or written) Include poetry from week 5 – 6 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 and alliteration • Discusses comparisons made in the poem (similes) Practises reading • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume Reflects on texts read during independent/pair reading • Retells the story in 5 or 6 sentences (summarizes)		

Week 1: Houses around the world			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Houses around the world • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: The Stilt Village of Nzulezo • Genre: Story • Third read • Model comprehension skill: Visualise • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: The Stilt Village of Nzulezo • Genre: Story • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /kn/ /ea/ and /ow/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 74: The shanty town storm • 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 74: The shanty town storm • Genre: Story • Model comprehension skill: Visualise • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 74: The shanty town storm • Genre: Story • Model comprehension skill: Visualise • Oral comprehension • Formulate a question about the text	

Week 1: Houses around the world			
Day	CAPS content, concepts, skills		Date completed
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 74: The shanty town storm • Genre: Story • Teach: Visualise	
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 74: The shanty town storm • Genre: Story • Text illustration • Comprehension strategy: Visualise	
Friday	Activity 2:	Teach the Genre • Descriptive essay • Sample text: The big brick house	

Week 1 Textbook Activities: Reading & Viewing

Week 1		
Textbook	Reading Activity: Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	The cruel king who became kind, 168	
STUDY & MASTER Cambridge	The cosmic laundry basket, 171	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Flying high, 211	
VIA AFRICA Via Afrika	The circus, 163	
HEAD START Oxford	Welcome home, 130	
SOLUTIONS FOR ALL Macmillan Education	Ten Rand and a yellow dress, 149	
PLATINUM Pearson	A very different birthday, 156	
TOP CLASS Shuters	The parable of the eagle, 129	

Week 2: Houses around the world			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Descriptive essay - Topic: Write a story in which your house is the setting. You must make sure to describe the house in detail. - 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: Adjectives (before the noun) - Use plan to draft 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 descriptive essay using checklist - Publish and share descriptive 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	LSC Activity: Adjectives	Date Completed
SUCCESSFUL OXFORD Oxford	Adjectives, 159	
STUDY & MASTER Cambridge	Write down the adjectives, 177	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adjectives, 216	
VIA AFRICA Via Africa	-	
HEAD START Oxford	-	
SOLUTIONS FOR ALL Macmillan Education	Describe each person, 159	
PLATINUM Pearson	Find the adjectives, 153	
TOP CLASS Shuters	Adjectives, 136	

Week 2 Textbook Activities: Writing

Week 2		
Textbook	Writing Activity: Descriptive Essay/story	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present your own story, 171	
STUDY & MASTER Cambridge	Write your own story, 176	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a story, 218	
VIA AFRICA Via Africa	Write a simple story, 164	
HEAD START Oxford	Write a story, 134	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Write a story, 159	
TOP CLASS Shuters	Write a story, 133	

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

Weeks 3-4 Caps / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	Participates in teacher led discussion - Discusses advantages and disadvantages - Uses a concepts and vocabulary, e.g. those relating to other subjects - Takes turns - Respects others' opinions - Encourages others to speak Listens to and discusses a talk - Discusses main ideas and specific details - Records specific information on a chart or mind map	Reads information text, e.g. from across the curriculum - Text from the textbook or reader/s 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 - Identifies advantages and disadvantages - Summarises a paragraph with Support Does comprehension activity on the text (oral or written) Practises reading - Reads aloud with appropriate pronunciation, fluency and expression Reads and solves a word puzzle - Spells words correctly - Shows understanding of meanings of words - Uses relevant vocabulary Reflects on texts read during independent / pair reading - Expresses emotional response to texts read - Relates text to own life	Uses information from a visual text, e.g. charts/ tables /diagrams/ mind-maps/ maps/pictures/ graphs to write a text - Writes two to three paragraphs - Facts are correct and well organised - Spelling and punctuation are Correct Writes visual information text - Makes a mind map summary of a short text - Organises advantages and disadvantages into a table Uses the dictionary to check spelling and meanings of words 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 - Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Working with words and sentences - Begins to understand there is no article with uncountable nouns (e.g. I like fish.) - Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) - Uses connecting words to show addition (and) - Constructs compound sentences using 'and' Vocabulary in context - Words taken from shared or individually read texts

Week 3: Goats			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Goats • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Strange creatures! • Genre: Story • Third read • Model comprehension skill: Search the text • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Strange creatures! • 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 90: The goat • 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 90: The goat • Genre: information text • Model comprehension skill: Search the text • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 90: The goat • 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 90: The goat • Genre: Information text • Teach: Search the text	

Week 3: Goats			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 90: The goat • Genre: Information text • Oral recount • Comprehension strategy: Summarise / Search the text	
Friday	Activity 2:	Teach the Genre • Poster • Sample text: All about goats!	

Week 3 Textbook Activities: Reading & Viewing

Week 3		
Textbook	Reading Activity: Information text	Date Completed
SUCCESSFUL OXFORD Oxford	Read and view an advert, 205	
STUDY & MASTER Cambridge	Look at an advert, 212	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read advertisements, 255	
VIA AFRICA Via Afrika	Read a graphic media text, 205	
HEAD START Oxford	Read an advert/Poster, 163	
SOLUTIONS FOR ALL Macmillan Education	Read a poster, 180	
PLATINUM Pearson	Read and understand a poster, 187	
TOP CLASS Shuters	Looking at a poster, 160	

Week 4: Goats			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Poster - Topic: Make a poster to teach someone about goats. This poster must include a picture or diagram. - 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: Compound sentences - 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	LSC Activity: Compound sentences	Date Completed
SUCCESSFUL OXFORD Oxford	Compound sentences, 186	
STUDY & MASTER Cambridge	Join sentences, 190	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Join sentences, 231	
VIA AFRICA Via Africa	-	
HEAD START Oxford	Connecting and compound words, 159	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	-	
TOP CLASS Shuters	Constructing compound sentences, 144	
DBE WORKBOOK 2	-	

Week 4 Textbook Activities: Writing

Week 4		
Textbook	Writing activity: Visual text	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a poster, 207	
STUDY & MASTER Cambridge	Designing a poster, 213	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 261	
VIA AFRICA Via Africa	Design a fun day poster, 207	
HEAD START Oxford	Design a poster, 164	
SOLUTIONS FOR ALL Macmillan Education	Design a poster for a movie or music show, 181	
PLATINUM Pearson	Design a poster, 191	
TOP CLASS Shuters	Designing a poster, 164	

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

Weeks 5-6 Caps / Atp Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 5-6	Listens to a story - Asks relevant questions and responds to questions - Summarises the story - Answers and begins to ask and answer more complex questions, e.g. Why? ... What? ... How do you think? - Expresses an opinion, giving a reason for it, e.g. on ethical, social and critical issues in a story, code switching if necessary - Uses tenses introduced in the earlier grades, e.g. simple past and future Listens to a poem/s - Recalls main idea - Discusses central idea - Relates to own experience - Identifies rhyme and words that begin with the same sounds (alliteration) Identifies and discusses comparisons (e.g. similes) - Expresses feelings stimulated by the poem - Performs song/selected lines	Reads a story - Pre-reading: predicts from the title and pictures - Uses reading strategies: uses contextual clues to find the meaning of new words - Discusses plot, setting and characters - Discusses the sequence of events, answering questions about what happened first, second, etc. - Asks and answers more complex questions, e.g. Why couldn't ...?; What ...? How do you think ...? - Expresses and explains own opinion 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 and alliteration	Writes a book review - Selects appropriate content and structure - Expresses and explains own opinion - Includes title, characters and Summary Writes a personal letter - Selects appropriate content - Uses a frame only if necessary - Addresses the message correctly - Orders the information logically - Writes own name at the end - Uses an informal style of writing appropriate for the purpose Uses the writing process - Brainstorms ideas - Writes a first draft - Revises - Edits - Writes final draft - Presents neat, legible final draft Uses the dictionary to check spelling and meanings of words 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 belonging to the same lexical field, e.g. cover and page belong to the lexical field 'book' Working with words and sentences - Uses question forms, e.g. who, what, when, which, why, how - Develops use of connecting words showing reason and purpose. - Begins to use connecting words to show choice (e.g., either...or...). - Future tense (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow'.) - Uses direct and indirect speech - Uses quotation marks for direct speech Vocabulary in context - Words taken from shared or individually read texts

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
	Practises Listening and Speaking (Choose one for daily practice) • Performs a poem • Plays a language game • Gives and follows instructions/ directions • Discusses a topic • Recounts events or experiences in the right sequence, answering questions about what happened first, second, third, etc.	• Discusses comparisons made in the poem (similes) Practises reading • Reads aloud with expression, showing understanding • Reads aloud using proper pronunciation, pacing and volume Reflects on texts read during independent/pair reading • Does a structured book review with good oral presentation		

Week 5: Ratings and reviews			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities • Introduce theme: Ratings and reviews • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2:	Listening Activity • Listening Text: Using your car as a business • Genre: Information text • Third read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1:	Speaking Activity • Re-read Text: Using your car as a business • Genre: Information text • Small group discussions to respond to text	
Tuesday	Activity 2:	Phonics Review • Word find with /qu/ /ow/ and /aw/	
Tuesday	Activity 3:	Shared Reading Pre-Read • DBE Workbook 2 page 110: A book review • 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 110: A book review • Genre: Review • Model comprehension skill: Make inferences • Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read • DBE Workbook 2 page 42: Is honesty really important • Genre: Review • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2:	Teach the Comprehension Strategy • DBE Workbook 2 page 110: A book review • Genre: Diary entry • Teach: Make inferences	

Week 5: Ratings and reviews			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 110: A book review • Genre: Diary entry • Written comprehension • Comprehension strategy: Make inferences / Summarise	
Friday	Activity 2:	Teach the Genre • Review • Sample text: To quote myself	

Week 5 Textbook Activities: Reading & Viewing

Week 5		
Textbook	Reading Activity Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	Read a traditional story, 193	
STUDY & MASTER Cambridge	Reads a story, 196	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a story, 240	
VIA AFRICA Via Africa	Reads a story, 189	
HEAD START Oxford	Listen to and read a story, 130	
SOLUTIONS FOR ALL Macmillan Education	Read a story, 166	
PLATINUM Pearson	Read a story, 175	
TOP CLASS Shuters	Read a story, 147	

Week 6: Ratings and reviews			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Writing Planning - Genre: Book review - Topic: Write a review of a text of your choice - 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: must - 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 book review using checklist - Publish and share book review	
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: Modals	Date Completed
SUCCESSFUL OXFORD Oxford	--	
STUDY & MASTER Cambridge	Modal verbs, 208	
INTERACTIVE ENGLISH St Mary's Interactive Learning	'must', 259	
VIA AFRICA	Use must, and exclamation and question marks, 209	
HEAD START Oxford	Connecting words, 159	
SOLUTIONS FOR ALL Macmillan Education	--	
PLATINUM Pearson	--	
TOP CLASS Shuters	Must, 162	

Week 6 Textbook Activities: Writing

Week 6		
Textbook	Writing Activity: Personal letter/book review	Date Completed
SUCCESSFUL OXFORD Oxford	Write a book review, 197	
STUDY & MASTER Cambridge	Write a book review, 198 Write a personal letter, 198	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a book review, 248 Write a personal letter, 247	
VIA AFRICA Via Africa	Oral book review, 192 Write a personal letter, 196	
HEAD START Oxford	Write a book review, 151	
SOLUTIONS FOR ALL Macmillan Education	Write a book review, 171	
PLATINUM Pearson	Write a book review, 178 Write a friendly letter, 179	
TOP CLASS Shuters	Write a book review, 152 Write a personal letter, 152	

Theme Reflection: Ratings and reviews	
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 CAPS ATP has allocated weeks 7-8 for revision activities.

Week 7: Why we read			
Day	CAPS content, concepts, skills		Date completed
Monday	Activity 1:	Oral Activities - Introduce theme: Why we read - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Monday	Activity 2:	Listening Activity - Listening Text: The success of Edith Wharton - Genre: Information text	
Tuesday	Activity 1:	Speaking - Re-read Text: The success of Edith Wharton - Genre: Information text - Individual 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 134: National Book Week - 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 134: National Book Week - Genre: Information text - Model comprehension skill: Make evaluations / I wonder... - Oral comprehension	
Thursday	Activity 1:	Shared Reading Second Read - DBE Workbook 2 page 134: National Book Week - Genre: Information text - Model comprehension skill: Make evaluations / I wonder... - Oral comprehension - Formulate a question about the text	
Thursday	Activity 2:	Teach the Comprehension Strategy - DBE Workbook 2 page 134: National Book Week - Genre: Information text - Teach: Make evaluations	

Week 7: Why we read			
Day	CAPS content, concepts, skills		Date completed
Friday	Activity 1:	Shared Reading Post-Read • DBE Workbook 2 page 134: National Book Week • Genre: information text • Oral recount • Comprehension strategy: Make evaluations	
Friday	Activity 2:	Teach the Genre • Information text: A newspaper article • Sample text: Placing reading at the centre	

Week 7 Textbook Activities: Reading & Viewing

Week 7		
Textbook	Reading Activity: Information text/ Newspaper article	Date Completed
SUCCESSFUL OXFORD Oxford	Read a newspaper report, 209	
STUDY & MASTER Cambridge	Read a newspaper report, 213	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a newspaper article, 254	
VIA AFRIKA Via Afrika	Read a news report, 200	
HEAD START Oxford	Reading news reports, 156	
SOLUTIONS FOR ALL Macmillan Education	Read a news report, 163	
PLATINUM Pearson	Read a magazine article, 185	
TOP CLASS SHUTERS	Reading a news report, 158	

Week 8: Why we read			
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 how to do something individually, from a book! 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 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: Conditional - 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	LSC Activity: Conditional	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	-	
INTERACTIVE ENGLISH St Mary's Interactive Learning	-	
VIA AFRICA Via Africa	-	
HEAD START Oxford	-	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Sentences with 'if'... 'then', 189	
TOP CLASS Shuters	Connecting words to show condition, 162	
DBE WORKBOOK 2	-	

Week 8 Textbook Activities: Writing

Week 8		
Textbook	Writing Activity: Newspaper article	Date Completed
SUCCESSFUL OXFORD Oxford	Write and present a newspaper report, 212	
STUDY & MASTER Cambridge	Write a newspaper report, 214	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a news report, 260	
VIA AFRICA Via Africa	Write a news report, 201	
HEAD START Oxford	Write a news report, 160	
SOLUTIONS FOR ALL Macmillan Education	Write a news report, 164,181	
PLATINUM Pearson	Write a news report, 190	
TOP CLASS Shuters	Writing a news report, 163	

Theme Reflection: Why we read	
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 6 Term 4 2021.
- 2 Please complete these tasks as detailed below.

GRADE 6 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 4: Listen to individual learners present throughout the term during group guided reading lessons.			
8	Transactional writing: book review (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	20				
	Question 2: Visual	10				
	Question 3: Summary	5				
	Question 4: LSC	15				
Total		80				

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 4 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.	
FLUENCY and EXPRESSION 10 MARKS	1-2 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.	3-4 Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	5-6 Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	7-8 Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.	9-10 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 text review		
IMPLEMENTATION	In Week 6 the process writing task requires learners to write a review of a text they have read		
ACTIVITY	1 Work through the process writing lessons as per the lesson plan. 2 Collect learners' reviews 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 has attempted to give an opinion and recommendation about the text.	The learner's response is interesting and exceeds expectations. It includes a quotation from the text and the learner's opinion and recommendation about the text.
STRUCTURE	0	1	2
	The learner's review has no logical structure or flow. Paragraphs have not been used.	The learner has attempted to structure the review into logical paragraphs.	The learner has used the paragraphs to review all the different aspects of the text.
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 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 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 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.

