

# 2021 Annual Teaching Plans

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# ENGLISH FAL

# Intermediate Phase



**Shuter & Shooter**  
PUBLISHERS (PTY) LTD

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## INTRODUCTION

**Shuter & Shooter is committed to serving the educational needs of a changing South Africa.**



- We develop and publish educational material.
- We provide supplementary professional services in the education sector.
- We offer superior customer service and distribution.

Shuter & Shooter is proud to be 100% South African, 100% black-owned and a Level 1 BBBEE company. Please support more local publishers like Shuter & Shooter.



# Our products include:

- Textbooks
- Teacher Guides
- Workbooks
- Study Guides
- Core Readers
- Graded Readers
- Phonics Reading Schemes
- TVET Materials
- Dictionaries
- Atlases
- Wall Charts
- Educational Toys and Puzzles
- Reference Books
- E-Books
- Digital Learning Resources

**We are also proud to be an accredited training provider, registered with the ETDP SETA and SACE.**

# Why choose our books?

- Fully CAPS compliant
- Lots of activities and exercises
- Relevant examples throughout the books
- Simple language, written at the level of the learner
- Easy to plan lessons
- Planning and Tracking Booklets help to make teaching easier

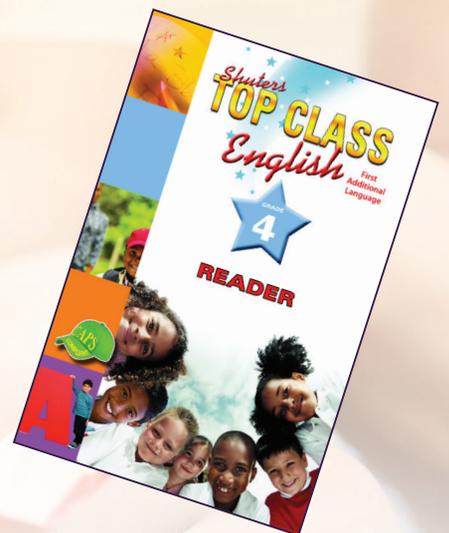
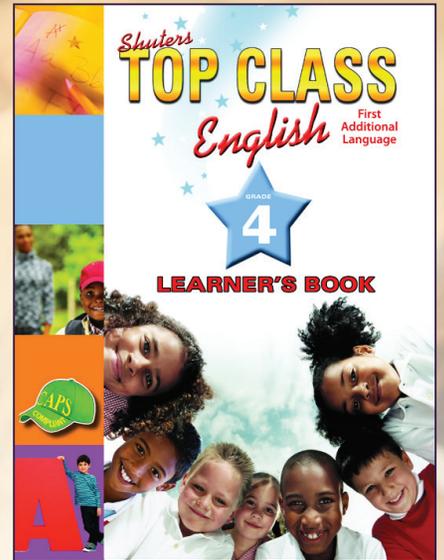
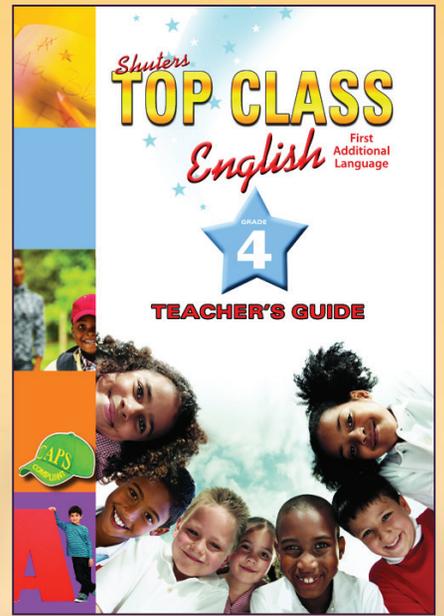
## Advantages of using our books

- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books

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# 4



		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>	
Weeks 1-2	<p><b>Listens and retells a story</b> (Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/ funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Listens to a story</li> <li>Retells events in correct sequence, using simple past tense</li> <li>Names the characters correctly</li> <li>Expresses feelings about the story</li> </ul> <p>Listening comprehension</p> <p><b>Gives a simple personal recount</b></p> <ul style="list-style-type: none"> <li>Selects from own experience</li> <li>Selects appropriate topic</li> <li>Stays on topic</li> <li>Tells event in sequence</li> </ul>	<p><b>Reads a short story</b> Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures</li> <li>Uses reading strategies, e.g. making predictions, uses phonic and contextual clues</li> <li>Discusses new vocabulary from the read text</li> <li>Discusses the title, plot and setting</li> <li>Expresses simple opinion on the story</li> <li>Uses a dictionary</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <ul style="list-style-type: none"> <li>Discusses new vocabulary from the read text</li> <li>Spells ten words from read text</li> <li>Uses a dictionary to revise alphabetical order</li> </ul> <p>Reading comprehension</p>	<p><b>Writes about the story</b></p> <ul style="list-style-type: none"> <li>Writes sentences about the story (e.g. summary or own ending)</li> <li>Writes sentences to expresses opinions or feelings about the story)</li> <li>Uses punctuation correctly</li> </ul> <p><b>Writes a simple personal recount using a frame,</b> (e.g. yesterday..... Then I.....)</p> <ul style="list-style-type: none"> <li>Uses the frame</li> <li>Selects from own experience</li> <li>Selects appropriate topic</li> <li>Stays on topic</li> <li>Tells event in sequence</li> </ul> <p>Writing: Story</p> <p><b>Creates/Uses a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Labels pages with letters of alphabet</li> <li>Enters 5 words and meanings (drawing/ sentence using the word/ explanation of word)</li> </ul>	<p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</li> <li>Builds on knowledge of sight words and high frequency words</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Understands and uses countable nouns (e.g. book – books)</li> <li>Revises 'a' and 'the' with nouns.</li> <li>Begins to use determiners, such as one, two, etc. and first, second, last.</li> <li>Builds on understanding and use of simple past</li> </ul> <p>Activities</p>	Unit 1: Me and my family	LB 1-6	TG 1-8

<p>Weeks 3–4</p>	<p><b>Listens to and discusses an instructional text, e.g. recipe</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Recalls procedure</li> <li>• Identifies the features of instructional text</li> <li>• Gives clear instructions, e.g. on how to make a cup of tea</li> <li>• Makes notes and applies instructions read</li> <li>• Asks questions to clarify</li> <li>• Comments on clarity of instructions</li> </ul> <p>Listening comprehension</p>	<p><b>Reads instructional text</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. prediction, contextual clues</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of instructions</li> </ul> <p>Reading comprehension</p>	<p><b>Writes instructions e.g. how to make a cup of tea</b></p> <ul style="list-style-type: none"> <li>• Lists materials and ingredients</li> <li>• Uses correct specific details</li> <li>• Uses correct sequence</li> <li>• Uses the command form of the verb</li> <li>• Uses correct structure and format</li> <li>• Records words and their meanings in a personal dictionary</li> <li>• Uses the writing process</li> <li>• Planning / pre-writing, Drafting, Revising, Editing, Proofreading, and Presenting</li> </ul> <p>Writing: instructions</p>	<p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Builds on knowledge of sight words and high frequency words</li> <li>• Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. Centre, city</li> <li>• Punctuates correctly: full stop, comma</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Builds on use of adjectives (before nouns), e.g. The small dog</li> <li>• Understands and uses verbs to describe actions</li> <li>• Builds on understanding and use of simple past</li> <li>• Builds on understanding and use of present progressive</li> <li>• Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</li> <li>• Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them</li> </ul> <p><b>Vocabulary in context</b></p> <p>Antonyms (words that are opposite in meaning, e.g. loud/soft) Abbreviations such as acronyms e.g. AIDS and initialism: e.g. HIV</p> <p>Activities</p>	<p>Unit 2: I am special</p>	<p>7–12</p> <p>9–15</p>
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>
Weeks 5–6	<p><b>Listens to a story e.g. folklore (myth or legend)</b></p> <ul style="list-style-type: none"> <li>Choose from contemporary realistic fiction/traditional stories/personal accounts /adventure/ real life stories</li> <li>Predicts what will happen next</li> <li>Answers simple questions</li> <li>Retells the story in the right sequence</li> <li>Names characters in the story correctly</li> <li>Identifies characters from oral descriptions</li> <li>Expresses feelings about the story</li> </ul> <p>Listening comprehension</p> <p><b>Listens to and gives oral message/s</b></p> <ul style="list-style-type: none"> <li>Identifies main idea and specific details</li> <li>Identifies who the message is addressed to and who it is from</li> <li>Selects appropriate content for messages</li> </ul>	<p><b>Reads a story e.g. folklore (myth or legend)</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Uses reading strategies, e.g. making predictions, uses phonic and contextual clues</li> <li>Explains the story line and identifies the main characters</li> <li>Retells the story in sequence</li> <li>Expresses feelings about the story</li> <li>Answers questions about the text</li> </ul> <p>Reading comprehension</p> <p><b>Practice reading</b></p> <p>Reads aloud with appropriate pronunciation and expression</p> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Retells story or main ideas</p> <p>Reading for enjoyment</p>	<p><b>Writes a message / An SMS</b></p> <ul style="list-style-type: none"> <li>Chooses appropriate content</li> <li>Uses correct format</li> <li>Addresses text to a person</li> <li>Ends with own name</li> </ul> <p>Writing: Message/SMS</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce</li> <li>Words starting with a k sound and followed by e or i: use a k to spell the word</li> <li>Shortening words, e.g. television - telly, telephone – phone</li> <li>Uses abbreviations correctly: acronyms, initialisation, truncation</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Builds on use of subject verb concord, e.g. There is one book/ There are two books ...</li> <li>Uses regular forms of the verb, e.g. walk, walked</li> <li>Uses adverbs of frequency (e.g. 'She hardly ever visits me.')</li> <li>Builds on use of prepositions that show position (on, under, above)</li> <li>Uses connecting words to show addition (and) and sequence (then, before)</li> </ul>	<p>Unit 3: Friends</p> <p>LB 13–21</p> <p>TG 16–27</p>

	<p><b>Practice Listening and Speaking</b> (choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a simple rhyme, poem or song</li> <li>• Responds physically to instructions</li> <li>• Plays a simple language game</li> </ul>		<ul style="list-style-type: none"> <li>• Uses different types of adjectives including those relating to age e.g. old, young</li> </ul> <p><b>Vocabulary in context</b> Compound words, e.g. playground</p>		
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>		
Weeks 7–8	<p><b>Listens to information text, e.g. a poster advertising an event</b></p> <ul style="list-style-type: none"> <li>Identifies specific details</li> <li>Interprets the information given</li> <li>Relates to personal experience</li> </ul>	<p><b>Reads information text with visuals, e.g. charts/tables/ diagrams/ mind-maps/maps/ pictures</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures/ visuals</li> <li>Uses reading strategies, e.g. skimming</li> <li>Asks and answers questions</li> <li>Discusses main idea and specific details</li> <li>Interprets the information in the visuals</li> </ul> <p><b>Reads a visual text, e.g. a poster advertising an event</b></p> <ul style="list-style-type: none"> <li>Pre-reading: discusses pictures</li> <li>Interprets the information</li> <li>Discusses the purpose of the text</li> <li>Discusses some of the language used</li> <li>Identifies and discusses design features such as colour and different sizes or kinds of print (font)</li> </ul> <p>Reading comprehension</p>	<p><b>Summarises information text with support</b></p> <ul style="list-style-type: none"> <li>Fills in missing words in a written summary or in a chart/table/ mind-map</li> <li>Uses appropriate vocabulary</li> <li>Uses some new words from the read text</li> </ul> <p>Summary: Information text</p> <p><b>Designs a visual text, e.g. a poster advertising an event</b></p> <ul style="list-style-type: none"> <li>Selects appropriate information</li> <li>Uses the correct format</li> <li>Uses design features such as colour and different sizes or kinds of print (font)</li> </ul> <p>Writing: Visual text</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</li> <li>Add s to form most plurals</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses the command form. Understands and uses negative forms</li> <li>Revises common nouns: countable nouns e.g. book – books</li> <li>Present perfect tense (e.g. 'I have finished.')</li> <li>Begins to use 'must', 'should' and 'have to' to show obligation.</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p> <p>Activities</p>	Unit 4: Fun	LB 22–29	TG 28–36

<p>Weeks 9–10</p>	<p><b>Listens to a song /simple poem</b></p> <ul style="list-style-type: none"> <li>Recalls main idea</li> <li>Discusses central idea</li> <li>Relates to own experience</li> <li>Identifies rhyme and rhythm</li> <li>Identifies words which begin with the same sound</li> <li>Expresses feelings stimulated by the text</li> <li>Performs song/ selected lines</li> </ul> <p>Listening comprehension</p> <p><b>Practices Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Performs a simple rhyme, poem or song</li> <li>Responds physically to instructions</li> <li>Plays a simple language game</li> </ul>	<p><b>Reads a simple poem/s</b></p> <ul style="list-style-type: none"> <li>Pre-reading predicts from title and pictures</li> <li>Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues</li> <li>Answers questions about text</li> <li>Identifies rhythm and rhyme</li> <li>Breaks up words into syllables</li> <li>Expresses feelings stimulated by the Text</li> </ul> <p>Reading comprehension</p> <p><b>Practices reading</b></p> <p>Reads aloud with appropriate pronunciation, rhythm and expression</p> <p>Read aloud</p> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Expresses emotional response to texts read.</p> <p>Reading for enjoyment</p>	<p><b>Writes sentences that rhyme or simple poem with frame</b></p> <ul style="list-style-type: none"> <li>Writes pairs of sentences of the same length that rhyme</li> <li>Uses appropriate rhythm and rhyme</li> <li>Uses knowledge of syllables to develop the rhythm</li> </ul> <p><b>Practices writing</b></p> <p>Writes words that begin with the same sound, e.g. Naughty Nomsa</p> <p>Writing: Rhyming sentences</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p> <p>Personal dictionary</p>	<p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Punctuates correctly: question mark, exclamation mark</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses forms of the verb 'to be', e.g. be/ been / being; am/ is/ are; was/ were</li> <li>Present progressive tense (e.g. 'He is reading.');</li> <li>Builds on use of adjectives (before nouns), e.g. The small dog</li> <li>Revises common nouns: countable nouns e.g. book – books</li> <li>Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them</li> </ul> <p><b>Word meaning</b> rhymes</p> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Words belonging to the same lexical field, e.g. 'cat' and 'dog' belong to the lexical field 'animals'</li> </ul> <p>Activities</p>	<p>Unit 5: Fabulous food</p> <p>30–37</p> <p>37–44</p>
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		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>
Weeks 1–2	<p><b>Listens to a story</b></p> <ul style="list-style-type: none"> <li>Choose from contemporary realistic fiction /traditional stories/ personal accounts/adventure/funny/fantasy/real life stories</li> <li>Discusses plot, setting and characters</li> <li>Answers simple questions</li> <li>Names characters in the story correctly</li> <li>Retells the story in the right sequence</li> <li>Expresses feelings about the story</li> <li>Describes causes and effects of actions or events</li> </ul> <p><b>Describes a person/ animal character from story/place from the story</b></p> <ul style="list-style-type: none"> <li>Explains what the person/animal/ character/ place looks like</li> <li>Uses a few new words learnt from story</li> <li>Uses adjectives</li> </ul> <p>Does a role-play, based on the story</p>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Interprets and explains the message</li> <li>Uses reading strategies, e.g. makes predictions, uses contextual clues to determine meaning, makes inferences</li> <li>Retells events in correct sequence</li> <li>Describes feelings about the text giving reasons</li> <li>Discusses the main character and other character</li> </ul> <p>Reading comprehension</p> <p><b>Book review</b></p> <ul style="list-style-type: none"> <li>Does comprehension activity on the text (oral or written)</li> <li>Reads a simple book review</li> <li>Identifies key information, e.g. title of book being reviewed, writer, etc.</li> <li>Identifies main points</li> <li>Discusses format of the review</li> <li>Discusses response to the review</li> </ul>	<p><b>Writes dialogue (using a frame)</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content for the topic</li> <li>Uses the frame appropriately</li> <li>Characters' 'speech' follows in logical order</li> <li>Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>Writes the names of the characters on the left side of the page</li> <li>Uses a colon after the name of the character who is speaking</li> <li>Use a new line to indicate each new speaker</li> <li>Presents the action in brackets before the words are spoken</li> <li>Sketches a scenario before you start writing.</li> </ul> <p>Writes a dialogue</p> <p><b>Writes a description of a person/animal/place</b></p> <ul style="list-style-type: none"> <li>Description is clear</li> <li>Uses properly constructed complete sentences.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</li> <li>Add -es to form plurals of words ending in -s, -sh, -ch, or -z; e.g. bunch, bunches; brush, brushes</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>full stop, comma, question mark, exclamation mark, colon, etc.</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses direct speech</li> <li>Uses quotation marks for direct speech</li> <li>Builds on use of proper nouns, e.g. with capital letter</li> <li>Uses different types of adjectives</li> <li>Begins to use irregular forms of some verbs, e.g. run, ran</li> <li>Constructs simple sentences using subject, verb, object, e.g. 'Bongi / read / her book'</li> </ul>	Unit 8: Beautiful birds	LB 55–63 TG 67–76

		<ul style="list-style-type: none"> <li>Vocabulary in context Words taken from shared or individually read texts</li> </ul> <p>Activities</p>	<ul style="list-style-type: none"> <li>Uses appropriate grammar (adjectives), spelling and punctuation</li> </ul> <p>Writing: Descriptive essay</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>			
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>	
Weeks 3–4	<p><b>Listens to and discusses current issues based on newspaper or magazine article</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> <li>• Discusses the main ideas and specific detail</li> <li>• Uses information from the text in response to the questions</li> <li>• Discusses the social, moral and cultural values in the text</li> <li>• Participates in a discussion</li> </ul> <p><b>Presents a prepared speech</b></p> <ul style="list-style-type: none"> <li>• Selects relevant content</li> <li>• Uses beginning, middle and ending</li> <li>• Stays on topic</li> <li>• Uses logical organization of ideas</li> <li>• Uses presentation skills, e.g. volume, pause, posture</li> </ul> <p>Speech</p>	<p><b>Reads information text, e.g. new article</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, skims for general idea</li> <li>• Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>• Discusses headlines</li> <li>• Discusses central idea and specific details</li> <li>• Comments on choice of pictures in text</li> <li>• Explains meaning of unfamiliar words</li> </ul> <p>Reading comprehension</p> <p><b>Reflects on texts read during independent/ pair reading</b></p> <ul style="list-style-type: none"> <li>• Retells story or explains main ideas</li> <li>• Expresses emotional response to texts read</li> </ul> <p>Reading for enjoyment</p>	<p><b>Writes a news report based on personal experience/event</b></p> <ul style="list-style-type: none"> <li>• Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>• Selects appropriate content</li> <li>• Uses an appropriate frame</li> <li>• Writes a headline/title</li> <li>• Sequences events correctly</li> <li>• Uses appropriate vocabulary</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Corrects spelling using a dictionary</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning / pre-writing, Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and Presenting</li> </ul> <p>Write a news report</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Add -es to form plurals of words ending in -s, -sh, -ch, or -z; e.g. bunch, bunches; brush, brushes</li> <li>• Words with long vowel sounds: add the silent -e at the end, e.g. cake, pole, mine, tune</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Revises 'a' and 'the' with nouns. Begins to understand there is no article with uncountable nouns (e.g. I like fish.)</li> <li>• Simple present to describe universal statements, e.g. 'The sun sets in the west.'</li> <li>• Future tense (e.g. 'I will see him tomorrow.'</li> <li>• 'I'm going to see him tomorrow.'</li> <li>• Develops understanding and use of connecting words showing addition, sequence and contrast.</li> </ul>	<p>Unit 6: We are the champions</p>	<p>LB 38–46</p> <p>TG 45–56</p>

		<p><b>Records words and their meanings in a personal dictionary</b>                  Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or individually read texts</li> <li>• Synonyms (words that are similar in meaning, e.g. soft/gentle)                      Collocations, e.g. Happy birthday, fish and chips</li> </ul>		
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Activities

	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 4	
<p>Weeks 5–6</p>	<p><b>Listens to information text</b>, e.g. weather report or a description of a place</p> <ul style="list-style-type: none"> <li>Identifies specific details</li> <li>Interprets the information given</li> <li>Relates to personal experience</li> </ul> <p><b>Listens to and responds to simple oral directions</b></p> <ul style="list-style-type: none"> <li>Follows the directions</li> <li>Shows understanding of vocabulary relating to direction</li> </ul> <p>Listening comprehension</p> <p><b>Listens to a description and describes an object</b></p> <ul style="list-style-type: none"> <li>Identifies the object described correctly</li> <li>Uses words that correctly describe the object</li> <li>Uses some new words</li> <li>Uses adjectives</li> </ul> <p>Oral presentation</p> <p>Practices Listening and Speaking (choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a simple rhyme, poem or song</li> <li>Responds physically to instructions</li> <li>Plays a simple language game</li> </ul>	<p><b>Reads information text with visuals</b>, e.g. charts/tables/ diagrams/mind-maps/maps/pictures</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures/visuals</li> <li>Uses reading strategies, e.g. skimming</li> <li>Asks and answers questions</li> <li>Discusses main idea and specific details</li> <li>Interprets the information in the visuals</li> </ul> <p>Reading comprehension</p> <p><b>Reflects on texts read during Independent / pair reading</b></p> <p>Compares books/texts read</p> <p>Reading for enjoyment</p>	<p><b>Summarises information text with support</b></p> <ul style="list-style-type: none"> <li>Fills in missing words in a written summary or in a chart/table/mind-map</li> <li>Uses appropriate vocabulary</li> <li>Uses some new words from the read text</li> </ul> <p>Summarises an information text with visuals</p> <p><b>Writes a description of a person/ animal/place</b></p> <ul style="list-style-type: none"> <li>Description is clear</li> <li>Uses properly constructed complete sentences.</li> <li>Uses appropriate grammar (adjectives), spelling and punctuation</li> </ul> <p>Writing: Descriptive essay</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. Centre, city</li> <li>Words starting with a k sound and followed by e or i: use a k to spell the word</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Understands and uses countable nouns (e.g. book – books)</li> <li>Builds on use of adjectives (before nouns), e.g. The small dog</li> <li>Uses forms of the verb 'to be', e.g. be/ been/ being; am/ is/ are; was/ were</li> <li>Builds on understanding and use of simple past</li> <li>Begins to use adverbs of degree, e.g. 'very, really, almost, too'</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Phrasal verbs, e.g. divide up, move in</li> </ul> <p>Activities</p>	<p>Unit 7: What's the weather?</p>	<p>LB 47–54</p> <p>TG 57–66</p>

<p>Weeks 7–8</p>	<p><b>Listens to and carries out instructions</b>, e.g. recipe/instructions for making or doing something</p> <ul style="list-style-type: none"> <li>• Answers questions</li> <li>• Asks questions to obtain information</li> <li>• Listens and responds appropriately</li> <li>• Describes what needs to be done</li> </ul> <p><b>Gives simple instructions</b></p> <ul style="list-style-type: none"> <li>• Uses correct specific details</li> <li>• Uses correct sequence</li> <li>• Uses the command form of the verb</li> </ul> <p><b>Practices Listening and Speaking</b> (choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a simple rhyme, poem or song</li> <li>• Responds physically to instructions</li> <li>• Plays a language game</li> </ul>	<p><b>Reads procedural texts</b>, e.g. recipe/ instructions for making or doing something</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues</li> <li>• Answers questions about the text</li> <li>• Describes what needs to be done</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of instructions</li> <li>• Follows the instructions</li> </ul> <p><b>Practices reading</b></p> <p>Reads aloud with appropriate pronunciation and expression</p> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Compares books read</p> <p>Reading for enjoyment</p>	<p><b>Writes simple instructions using a frame</b></p> <ul style="list-style-type: none"> <li>• Number the instructions</li> <li>• Uses correct specific details</li> <li>• Uses the right sequence</li> <li>• Writes the instructions using a frame</li> <li>• Uses verbs correctly</li> <li>• Corrects spelling using a dictionary</li> </ul> <p>Writing: Instructions</p> <p><b>Writes a list with headings</b></p> <ul style="list-style-type: none"> <li>• Writes a list of items</li> <li>• Uses the correct format</li> <li>• Gives the list a heading</li> <li>• Uses singular and plural correctly</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning,</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</li> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Builds on knowledge of sight words and high frequency words</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses the command form of the verb, e.g. Stop.</li> <li>• Builds on use of modals, e.g. ‘can’ to show ability, ‘may’ to ask for permission</li> <li>• Uses ‘must’ to show necessity</li> <li>• Begins to use ‘shall’ and ‘will’ to show intention.</li> <li>• Uses adverbs of place (here, there)</li> <li>• Uses adverbs of manner (e.g. quickly, slowly)</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Antonyms (words that are opposite in meaning, e.g. loud/soft)</li> <li>• Words taken from shared or individually read texts</li> </ul>	<p>Unit 9: The animal world</p>	<p>64–70</p> <p>77–85</p>
<p>Weeks 9–10</p>	<p>Formal assessment task</p>					

		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>
Weeks 1–2	<p><b>Listens and discusses information text</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Discusses specific details</li> <li>• Asks questions to obtain information</li> <li>• Listens and responds appropriately</li> <li>• Answers oral questions</li> <li>• Relates own experiences</li> </ul>	<p><b>Reads information text,</b> e.g. on social issues</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies, e.g. scans for specific details, skims for general idea</li> <li>• Reads short printed resources</li> <li>• Locates information from different sources</li> <li>• Selects the relevant ideas</li> <li>• Identifies different purposes of texts</li> <li>• Identifies and discusses values in the text</li> </ul> <p>Reading comprehension</p> <p><b>Reflects on texts read independently</b></p> <p>Compares books/texts read</p>	<p><b>Writes a descriptive paragraph (2 paragraphs)</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content for the topic</li> <li>• Uses the appropriate structure as a frame</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs (2 paragraphs)</li> <li>• Creates visual aids for presentation</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p>Writing: Descriptive essay</p>	<p><b>Spelling and spelling</b></p> <ul style="list-style-type: none"> <li>• Punctuates correctly: colon, semicolon, inverted commas, commas, full stop</li> <li>• Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</li> <li>• Builds on knowledge of sight words and high frequency words</li> <li>• Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce</li> <li>• Add s to form most plurals</li> <li>• Add -es to form plurals of words ending in -s, -sh, -ch, or -z: e.g. bunch, bunches; brush, brushes</li> <li>• Working with words and sentences Builds on use of personal pronouns (e.g. I, you, it, us, them)</li> <li>• Builds on use of demonstrative pronouns (e.g. this, that, those, these)</li> <li>• Revises common nouns: countable nouns e.g. book – books</li> </ul>	Unit 11: Space travel	LB 80–88 TG 95–106

Weeks 3–4	<p><b>Participates in short conversation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>• Takes turns</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> </ul> <p><b>Practices Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Performs a simple rhyme, poem or song</li> <li>• Plays a simple language game</li> <li>• Gives and follows simple instructions/directions</li> <li>• Tells own news</li> </ul> <p>Retells a story heard or read</p>	<p><b>Reads visual text, e.g. poster or notices</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: discusses pictures</li> <li>• Discusses what the text is about</li> <li>• Identifies specific information</li> <li>• Interprets the information</li> <li>• Discusses the purpose of the text</li> <li>• Discusses some of the language use</li> <li>• Identifies and discusses design features such as colour and different sizes or kinds of print (font)</li> </ul> <p>Reading comprehension</p>	<p><b>Designs and produces a visual text, e.g. poster or notice</b></p> <ul style="list-style-type: none"> <li>• Uses the correct format</li> <li>• Selects appropriate information</li> <li>• Uses design features such as colour and different sizes or kinds of print (font)</li> </ul> <p>Writing: Visual text</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<ul style="list-style-type: none"> <li>• Uses regular forms of the verb, e.g. walk, walked</li> <li>• Understands and uses verbs to describe actions</li> <li>• Constructs simple sentences using subject, verb, object, e.g. 'Bongi/read/her book'</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p> <p>Activities</p>	<p>Unit 10: I have a dream</p>	71–79	86–94
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>	
					Unit	LB
						TG
	<p><b>Practices reading</b> Reads aloud with appropriate pronunciation, expression and tempo</p> <p><b>Reflects on texts read during independent/pair reading</b> Compares books/texts read</p>			<ul style="list-style-type: none"> <li>Builds on understanding and use of comparative adjectives</li> <li>Builds on use of subject verb concord, e.g. There is one book/ There are two books ...</li> <li>Begins to recognize and use reported speech</li> </ul>		
				<p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Shortening words, e.g. television – telly, telephone - phone</li> <li>Acronyms, e.g. AIDS</li> <li>Initialism, e.g. HIV</li> </ul>		
				<p>Activities</p>		

Weeks 5–6	<p><b>Listens to a story</b></p> <ul style="list-style-type: none"> <li>Choose from contemporary realistic fiction/traditional stories/personal accounts/ adventure/funny/fantasy/real life stories</li> <li>Text from the textbook or Teacher’s Resource File (TRF)</li> <li>Discusses plot, setting and Characters</li> <li>Answers simple questions</li> <li>Names characters in the story correctly</li> <li>Retells the story in the right sequence</li> <li>Expresses feelings about the story</li> <li>Describes causes and effects of actions or events</li> </ul> <p style="text-align: right;">Listening comprehension</p>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Interprets and explains the message</li> <li>Uses reading strategies, e.g. skims for general idea, scans for specific details, makes predictions, uses contextual clues to determine meaning, makes inferences</li> <li>Describes feelings about the text giving reasons</li> <li>Discusses characters, plot, setting</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul> <p style="text-align: right;">Reading comprehension</p> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Compares books/texts read</p>	<p><b>Writes diary entries</b></p> <ul style="list-style-type: none"> <li>Uses a correct format</li> <li>Selects appropriate content for the topic</li> <li>Uses emotive words</li> <li>Uses first person narration</li> <li>Uses the appropriate structure as a frame</li> <li>Uses topic and supporting sentences to write their text</li> <li>Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>Records words and their meanings in a personal dictionary</li> <li>Uses the writing process                         <ul style="list-style-type: none"> <li>– Planning / pre-writing,</li> <li>– Drafting,</li> <li>– Revising,</li> <li>– Editing,</li> <li>– Proofreading, and</li> <li>– Presenting</li> </ul> </li> </ul> <p style="text-align: right;">Writing: Diary</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. Centre, city</li> <li>Words starting with a k sound and followed by e or i: use a k to spell the word</li> <li>Working with words and sentences</li> <li>Understands and uses countable nouns (e.g. book – books)</li> <li>Builds on use of adjectives (before nouns), e.g. The small dog</li> <li>Uses forms of the verb ‘to be’, e.g. be/ been / being; am/ is/ are; was/ were</li> <li>Builds on understanding and use of simple past</li> <li>Begins to use adverbs of degree, e.g. ‘very, really, almost, too’</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Phrasal verbs, e.g. divide up, move in</li> </ul> <p style="text-align: right;">Activities</p>	Unit 12: Tell me a fable	89–96	107–117
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>
Weeks 7–8	<p><b>Listens to a poem/s</b></p> <ul style="list-style-type: none"> <li>• Discusses what the poem is about</li> <li>• Relates to own experience</li> <li>• Identifies rhyme and rhythm</li> <li>• Identifies words which begin with the same sound</li> <li>• Expresses feelings stimulated by the poem</li> <li>• Performs poem/selected lines</li> </ul> <p><b>Practices Listening and Speaking</b></p> <p>Practices using words that imitate their sounds, e.g. bees buzz, glass tinkles</p> <p>Listening comprehension</p>	<p><b>Reads a poem/s</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues</li> <li>• Identifies rhythm and rhyme</li> <li>• Breaks up words into syllables</li> <li>• Expresses feelings stimulated by the poem</li> </ul> <p>Reading comprehension</p> <p><b>Practices reading</b></p> <p>Reads aloud with appropriate pronunciation, expression and tempo</p>	<p><b>Writes sentences that rhyme</b></p> <ul style="list-style-type: none"> <li>• Writes pairs of sentences of the same length that rhyme</li> <li>• Uses appropriate rhythm and rhyme</li> <li>• Uses knowledge of syllables to develop the rhythm</li> </ul> <p>Writing: Rhyming sentences</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <p>Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</p> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses prepositions that show direction (towards), time (on, during), possession (with)</li> <li>• Extends use of forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</li> <li>• Builds on use of modals, e.g. ‘can’ to show ability, ‘may’ to ask for permission</li> </ul> <p>Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</p> <ul style="list-style-type: none"> <li>• Uses alliteration, assonance, consonance, personification, rhyme, rhythm, etc.</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p> <p>Activities</p>	<p>Unit 13: Wild animals</p> <p>LB 97–103</p> <p>TG 118–127</p>

<p>Weeks 9–10</p>	<p><b>Listens to a play/ drama read aloud or from radio or TV</b></p> <ul style="list-style-type: none"> <li>• Predicts from title</li> <li>• Retells the drama in sequence</li> <li>• Names characters correctly</li> </ul> <p><b>Role plays a character or a familiar situation</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Uses details accurately</li> <li>• Expresses thoughts and feelings</li> <li>• Stays on topic</li> <li>• Shows awareness of social differences</li> <li>• Switches from one language to another as appropriate</li> </ul> <p><b>Practices Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Performs a simple rhyme, poem or song</li> <li>• Plays a simple language game</li> <li>• Gives and follows simple instructions/ directions</li> <li>• Tells own news</li> </ul> <p>Retells a story heard</p>	<p><b>Reads a play / drama</b></p> <ul style="list-style-type: none"> <li>• Pre-reading predicting from title</li> <li>• Uses reading strategies</li> <li>• Identifies the storyline</li> <li>• Discusses characters and setting</li> <li>• Expresses feelings stimulated by the text</li> <li>• Discusses features of the text especially punctuation and format</li> <li>• Acts out the play or a short section of the play</li> </ul> <p>Reading comprehension</p> <p><b>Practices reading</b></p> <p>Reads aloud with appropriate pronunciation, expression and tempo</p> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Does a short oral book review using an appropriate frame</p>	<p><b>Writes a dialogue</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate characters</li> <li>• Organizes the conversation logically</li> <li>• Uses the frame correctly</li> <li>• Uses direct speech appropriately</li> <li>• Uses a variety of vocabulary</li> <li>• Uses appropriate grammar, spelling, punctuation and spacing</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p>Writing: Dialogue</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling and punctuations</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Punctuates correctly: full stop, commas, colon, semi-colon, question marks, exclamation mark</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Builds on understanding and use of simple present</li> <li>• Builds on understanding and use of future tense</li> <li>• Present progressive tense (e.g. 'He is reading.')</li> <li>• Uses adverbs of time (e.g. tomorrow, yesterday)</li> <li>• Uses direct speech</li> <li>• Uses quotation marks for direct speech</li> <li>• Begins to recognize and use reported speech.</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p> <p>Activities</p>	<p>Unit 14: Time to act!</p>	<p>104–111</p>	<p>128–138</p>
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>	
Weeks 1–2	<p><b>Participates in conversation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>Asks relevant questions and responds to questions</li> <li>Maintains the conversation</li> <li>Respects others' ideas</li> </ul> <p><b>Plays a more complex language game</b></p> <ul style="list-style-type: none"> <li>Follows instructions correctly</li> <li>Uses a range of vocabulary</li> <li>Takes turns, giving others a chance to speak</li> </ul> <p><b>Practices Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a simple rhyme, poem or song</li> <li>Plays a simple language game</li> <li>Gives and follows simple instructions / directions</li> <li>Tells own news</li> </ul> <p>Retells a story heard or read</p>	<p><b>Reads a story</b></p> <p>Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/funny/fantasy/ real life stories</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from the title and pictures</li> <li>Uses reading strategies, e.g. predicting what will happen next</li> <li>Answers and begins to ask more complex questions, e.g. Why? How do you think?</li> <li>Retells story in sequence using connecting words</li> <li>Guesses and explains reasons for actions in the story</li> <li>Explains the cause and the effect in the story.</li> <li>Gives a personal response to the text</li> </ul> <p>Reading comprehension</p> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Compares books/texts read</p>	<p><b>Writes a friendly letter</b></p> <ul style="list-style-type: none"> <li>Uses a correct format</li> <li>Selects appropriate content for the topic</li> <li>Uses topic and supporting sentences to develop coherent paragraphs</li> <li>Links paragraphs using connecting words and phrases</li> <li>Uses a variety of vocabulary</li> <li>Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Uses the writing process</li> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft with correct spacing between paragraphs</li> </ul> <p>Writing: Friendly letter</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Begins to understand there is no article with uncountable nouns (e.g. I like fish.) Builds on use of subject verb concord, e.g. There is one book/There are two books ...</li> <li>Uses 'will' to indicate something that will happen, e.g. There will be a storm today</li> <li>Builds on use of prepositions that show position (on, under, above)</li> <li>Uses questions marks</li> <li>Uses exclamation marks</li> </ul>	<p>Unit 15: South Africa – our special country</p>	<p>LB 112–121</p> <p>TG 139–148</p>

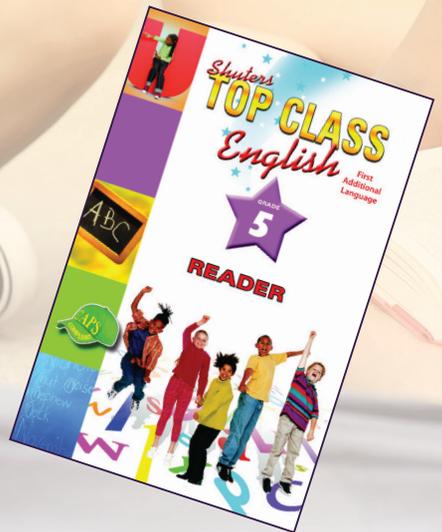
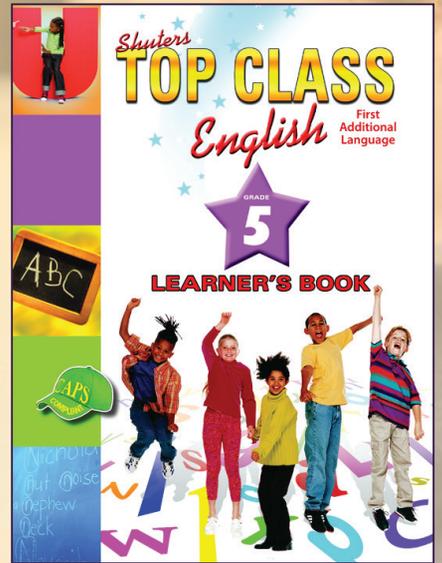
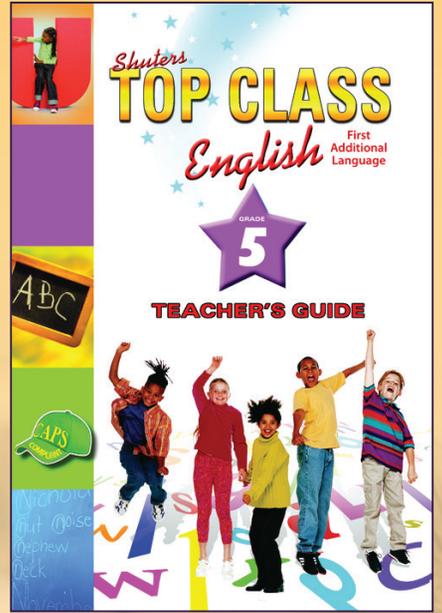
	Reading for enjoyment	<p><b>Records words and their meanings in a personal dictionary</b>          Uses drawings or sentences using the words or explanations to show the meaning, etc.          Personal dictionary</p>	<p><b>Vocabulary in context</b>          Words taken from shared or individually read texts          Homonyms (words that are pronounced or spelled alike but have different unrelated meanings, e.g. flour/ flower)          Activities</p>		
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>
Weeks 3–4	<p><b>Listens to interviews/ talk show</b></p> <ul style="list-style-type: none"> <li>Recalls main ideas</li> <li>Asks relevant questions</li> <li>Responds appropriately</li> <li>Gives opinions</li> </ul> <p><b>Practices Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Performs a simple rhyme, poem or song</li> <li>Plays a simple language game</li> <li>Gives and follows simple instructions/ directions</li> <li>Tells own news</li> </ul> <p>Retells a story heard or read</p>	<p><b>Reads information text with visuals</b>, e.g. charts/ tables/ mind- maps/ maps/ pictures</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from the title and pictures</li> <li>Uses a range of reading strategies, e.g. predicting, using phonic and contextual clues, scanning for specific information</li> <li>Answers and begins to ask more complex questions, e.g. Why? How do you think?</li> <li>Interprets and discusses visuals</li> </ul> <p><b>Reading comprehension</b></p> <p>Summarises the text with support, e.g. fills in missing words in a written summary</p> <p>Summary</p> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>Retells story or main ideas in 3 to 5 sentences</li> <li>Expresses emotional response to texts read.</li> </ul> <p>Reading for enjoyment</p>	<p><b>Draws, labels and/or completes a visual text</b>, e.g. chart/tables/ mind-maps/ maps/pictures</p> <ul style="list-style-type: none"> <li>Captures the information correctly</li> <li>Shows the links between different parts of the visual correctly</li> <li>Writes sentences describing the chart</li> <li>Uses appropriate vocabulary</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul> <p>Writing: Visual Text</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p> <p>Personal dictionary</p>	<p><b>Spelling</b></p> <p>Spells familiar words correctly, using a personal dictionary</p> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses connecting words to show addition (and) and sequence (then, before)</li> <li>Develops understanding and use of connecting words showing addition, sequence and contrast.</li> <li>Begins to use connecting words to show cause-and-effect (so that) Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Joining prefixes or suffixes to a base word</li> </ul> <p>Activities</p>	<p>Unit 16: Saving planet Earth</p> <p>LB 122–129</p> <p>TG 149–159</p>

<p>Weeks 5–6</p>	<p><b>Listens to a story with dialogue</b></p> <ul style="list-style-type: none"> <li>• Predicts what will happen next</li> <li>• Discusses plot, setting and characters</li> <li>• Discusses events in the story</li> <li>• Gives a personal response to the story</li> <li>• Retells story in the right sequence</li> <li>• using connecting words</li> </ul> <p>Presents dialogue done during writing</p> <p><b>Practices Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>• Performs a simple rhyme, poem or song</li> <li>• Plays a simple language game</li> <li>• Gives and follows simple instructions/directions</li> <li>• Tells own news</li> </ul> <p>Retells a story heard or read</p>	<p><b>Reads a story with dialogue</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from the title and pictures</li> <li>• Uses reading strategies, e.g. predicting, using contextual clues</li> <li>• Discusses plot, setting and characters</li> <li>• Discusses events in the story</li> <li>• Gives a personal response to the Story</li> </ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Summarizes story with help</li> <li>• Identifies which parts of the story is the dialogue</li> <li>• Role plays the story or a part of the Story</li> </ul> <p>Summary</p> <p><b>Reads a diary or diary entries</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues</li> <li>• Identifies and discusses the person writing the diary</li> <li>• Expresses feelings stimulated by the text</li> </ul>	<p><b>Write a dialogue</b></p> <ul style="list-style-type: none"> <li>• Selects content appropriate</li> <li>• Uses the frame</li> <li>• Uses direct speech for dialogue</li> <li>• Extends sentences by adding adjectives and adverbs</li> <li>• Uses extended vocabulary including pronouns and connecting words and phrases</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p>Writing: Dialogue</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Uses drawings or sentences using the words or explanations to show the meaning, etc.</p> <p>Personal dictionary</p>	<p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Begins to use connecting words to show choice (e.g., either...or...).</li> <li>• Begins to recognize and use reported speech.</li> <li>• Develops use of direct speech.</li> <li>• Uses quotation marks for direct speech</li> <li>• Uses commas for separating nouns in a list</li> <li>• Uses apostrophes for showing possession</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>	<p>Unit 17: Happy days</p>	<p>160–169</p>	<p>130–137</p>
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		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 4</i>	
						Unit	LB TG
Weeks 7–8	<p>Participates in conversation on a familiar topic</p> <ul style="list-style-type: none"> <li>Asks relevant questions and responds to questions</li> <li>Maintains the conversation</li> <li>Expresses opinions</li> <li>Respects others' ideas</li> </ul> <p><b>Practices Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Performs a simple rhyme, poem or song</li> <li>Plays a simple language game</li> <li>Gives and follows simple instructions/directions</li> <li>Tells own news</li> </ul> <p>Retells a story heard or read</p>	<p>Reading comprehension</p> <p><b>Reflects on texts read during independent/pair reading</b> Relates to own life</p> <p>Reading for enjoyment</p> <p><b>Reads information text</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from the title and pictures</li> <li>Uses a range of reading strategies, e.g. predicting, using phonic and contextual clues, scanning for specific information</li> <li>Answers and begins to ask more complex questions, e.g. Why? How do you think?</li> <li>Interprets and discusses visuals</li> </ul> <p>Reading comprehension</p> <p><b>Summarizes</b> the text with support, e.g. fills in missing words in a written summary</p> <p>Summary</p>	<p><b>Writes a paragraph using a frame</b></p> <ul style="list-style-type: none"> <li>4–5 sentences</li> <li>30–40 words</li> <li>Uses appropriate content</li> <li>Uses a variety of vocabulary including pronouns and connecting words and phrases.</li> <li>Uses appropriate grammar, spelling and punctuation</li> <li>Uses the dictionary to check spellings and meanings of words</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b> Uses drawings or sentences using the words or explanations to show the meaning, etc.</p> <p>Personal dictionary</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Begins to recognize and use reported speech.</li> <li>Uses adverbs of place (here, there) Uses adverbs of manner (e.g. quickly, slowly)</li> <li>Builds on understanding and use of present progressive</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Compound words, e.g. playground Joining prefixes or suffixes to a base word</li> </ul>	Unit 18: Music	138–145	170–177

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		Where to find it in <i>Top Class English First Additional Language Grade 5</i>	Language structures and conventions	Writing and presenting	Reading and viewing	Listening and speaking (Oral)	Weeks
		Unit	LB	TG			
1-2	<p><b>Listens and retells a short story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>• Listens to a story</li> <li>• Retells events in correct sequence, using simple past tense</li> <li>• Names the characters correctly</li> </ul>	<p><b>Reads a short story</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. making predictions, uses phonic and contextual clues</li> <li>• Discusses new vocabulary from the read text</li> <li>• Discusses the title, plot and where the story takes place (setting)</li> <li>• Expresses simple opinion on the story</li> <li>• Uses a dictionary</li> </ul> <p>Comprehension</p> <p><b>Practises reading</b> Reads aloud with appropriate pronunciation, fluency, and expression</p>	<p><b>Writes a personal recount of events</b></p> <ul style="list-style-type: none"> <li>• Chooses appropriate content for the topic</li> <li>• Selects from experience</li> <li>• Stays on the topic</li> <li>• Frame used by struggling learners</li> <li>• Uses appropriate grammar, spelling and punctuation.</li> <li>• Uses vocabulary related to topic</li> </ul> <p><b>Creates/Uses a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Labels pages with letters of alphabet</li> <li>• Enters 5 words and meanings (drawing/sentence using the word/ explanation of word)</li> <li>• Or continues to enter words into dictionary created in Grade 4</li> </ul>	<p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</li> <li>• Builds on knowledge of sight words and high frequency words</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Understands and uses countable nouns (e.g. book – books)</li> <li>• Revises ‘a’ and ‘the’ with nouns.</li> <li>• Builds on use of personal pronouns (e.g. I, you, it, us, them)</li> <li>• Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs)</li> <li>• Uses regular and irregular forms of the verb, e.g. walk, walked; run, ran</li> <li>• Builds on use of subject verb concord, e.g. There is one book/ There are two books ...</li> <li>• Builds on understanding and use of simple past</li> </ul>	1-9	1-8	English First Additional Language Grade 5

<p>Weeks 3–4</p>	<p><b>Takes part in a class discussion to give a factual recount on a familiar topic</b></p> <ul style="list-style-type: none"> <li>• Recounts a recent event</li> <li>• Tells events in correct sequence</li> <li>• Asks and answers simple questions on the topic</li> <li>• Gives other learners a chance to speak</li> <li>• Listens to them and encourages their attempts to speak their additional language</li> <li>• Code switches if necessary</li> </ul>	<p><b>Reads information text with visuals, e.g. charts/tables/diagrams/ mindmaps/ maps/ pictures/ graphs</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: read and discuss title and look at pictures/diagrams/ maps</li> <li>• Uses reading strategies, e.g. skims for general idea, uses contextual clues to find meaning</li> <li>• Identifies main facts</li> <li>• Explains meaning of unfamiliar words</li> <li>• Answers questions about the text</li> </ul>	<p><b>Writes a factual recount</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Writes a title</li> <li>• Sequences events correctly</li> <li>• Uses appropriate vocabulary</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Corrects spelling using a dictionary and redrafts</li> <li>• Draws/completes and labels visuals, e.g. charts/tables/ diagrams/ mindmaps/ maps/plans/ diagrams</li> <li>• Selects important information</li> <li>• Includes relevant labels</li> </ul>	<p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Revises capital letters, full stop and comma, colon and semi colon</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses connecting words to show addition (and) and sequence (then, before)</li> <li>• Builds on understanding and use of simple present</li> <li>• Builds on use of modals, e.g. 'can' to show ability, 'may' to ask for permission</li> <li>• Uses 'must' to show necessity</li> <li>• Uses adverbs of time (e.g. tomorrow, yesterday) or frequency (often)</li> <li>• Uses 'will' to indicate something that will happen, e.g. There will be a storm today</li> </ul>	<p>Unit 2: The Olympic Games</p>	<p>10–15</p>	<p>9–15</p>
<p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Gives and follows instructions / directions</li> </ul> <p>Tells own news</p>	<p><b>Reads social texts, e.g. invitations</b></p> <ul style="list-style-type: none"> <li>• Explains main message</li> <li>• Identifies features of text</li> <li>• Discusses purpose of text</li> <li>• Uses a dictionary to find meaning of new words</li> </ul> <p><b>Practises reading</b></p> <p>Reads aloud with appropriate pronunciation, fluency, and expression</p>	<p><b>Writes an sms/ email to accept or turn down an invitation</b></p> <ul style="list-style-type: none"> <li>• Chooses relevant content</li> <li>• Organises information correctly</li> <li>• Uses correct format, e.g. salutation, date, etc.</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning</p>	<p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>				

	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 5</i>	
Weeks 5–6	<p><b>Listens and responds to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>• Chooses from oral descriptions to identify people in the story</li> <li>• Uses an oral description to identify people in the story</li> <li>• Expresses feelings and opinions about the story</li> <li>• Answers oral questions about the story</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Gives and follows instructions / directions</li> <li>• Tells own news</li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies, e.g. makes predictions, uses contextual clues to find meaning, reads to find detail</li> <li>• Answers questions about the story</li> </ul> <p><b>Practises reading</b></p> <p>Reads aloud with appropriate pronunciation, fluency, and expression</p> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Shares opinions on the book</li> <li>• Relates text to own life</li> <li>• Expresses emotional responses to texts read</li> </ul>	<p><b>Writes a simple story with a frame (Narrative/Descriptive)</b></p> <ul style="list-style-type: none"> <li>• Writes at least four paragraphs</li> <li>• Writes an appropriate opening sentence</li> <li>• Writes about events logically</li> <li>• Uses connecting words (and, but)</li> <li>• Uses some adjectives as comparatives and superlatives</li> <li>• Writes an appropriate ending</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Punctuates correctly: exclamation mark, question mark and inverted commas</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Understands and uses uncountable nouns (e.g. chalk)</li> <li>• Uses the gender forms of some nouns (e.g. cow/bull)</li> <li>• Uses different types of adjectives including what things are made of, e.g. woollen</li> <li>• Builds on understanding and use of comparative adjectives</li> <li>• Uses question forms, e.g. who, what, when, which, why, how</li> <li>• Understands and uses reported speech.</li> </ul> <p>Capital letters for proper nouns, for titles and initials of people</p> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>	<p>Unit 3: Messages in time</p>	<p>LB 16–23</p> <p>TG 16–27</p>

Weeks 7–8	<p><b>Listens and responds to a poem/song</b></p> <ul style="list-style-type: none"> <li>• Talks about the poem (what poem is about)</li> <li>• Relates to own experience</li> <li>• Identifies rhyme and rhythm</li> </ul> <p>Gives personal response (likes/ dislikes about the poem)</p>	<p><b>Reads poem</b></p> <ul style="list-style-type: none"> <li>• Discusses the topic and main ideas in the poem</li> <li>• Discusses rhyme</li> <li>• Discusses words that begin with the same sound</li> <li>• Discusses words that imitate their sound</li> <li>• Discusses comparisons, e.g. 'He sings like a bird.:' 'She is a star.'</li> <li>• Answers questions about the poem (oral or written)</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Compares books/stories/ texts read</p>	<p><b>Writes a simple poem with a frame or rhyming sentences:</b></p> <ul style="list-style-type: none"> <li>• Repeats the same structure to create a poetic rhythm and pattern</li> <li>• Uses words which imitate their sounds</li> <li>• Uses words beginning with the same sound.</li> </ul> <p><b>Writes about poem</b></p> <ul style="list-style-type: none"> <li>• Explains what the poem is about</li> <li>• Expresses feelings about the poem</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <p>Spells familiar words correctly, using a personal dictionary</p> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Understands the possessive form of the noun (e.g. Bongji's eyes)</li> <li>• Uses apostrophes for showing possession</li> <li>• Begins to use irregular forms of some verbs, e.g. run, ran</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>	31–37	34–43
Weeks 9–10	<p><b>Listens to and describes a simple process</b> e.g. for making or doing something.</p> <p>Uses connecting words, e.g. first, next, finally, etc.</p>	<p><b>Reads procedural text</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. prediction, contextual clues identifies specific details of text, identifies sequence of instructions</li> </ul> <p>Comprehension activity</p>	<p><b>Writes instructions using a frame</b></p> <ul style="list-style-type: none"> <li>• Uses correct specific details</li> <li>• Uses correct sequence, using connecting words, e.g. first, next, etc.</li> <li>• Uses present simple tense</li> <li>• Uses correct structure and format</li> </ul>	<p><b>Spelling and punctuation</b></p> <p>Uses the dictionary to check spelling and meanings of words</p> <p><b>Working with words and sentences</b></p> <p>Begins to use determiners such as one, two, etc. and first, second, last.</p>	24–30	28–33

	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 5
Weeks 1–2	<p><b>Listens to a story and takes part in a class discussion on a familiar topic, code-switching if necessary</b></p> <ul style="list-style-type: none"> <li>Answers literal questions</li> <li>Answers questions about what came first, second, third, etc.</li> <li>Answers more complex questions, e.g. Why don't they...? What would you do...?</li> <li>Expresses feelings and opinions, e.g. Why couldn't ...?</li> <li>Asks questions</li> <li>Respects other learners by listening to them</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a short poem or rhyme</li> <li>Plays a simple language game</li> <li>Gives and follows instructions / directions</li> <li>Tells own news</li> <li>Tells of own related experiences</li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>Pre-reading: reads and discusses title and looks at pictures</li> <li>Uses reading strategies, e.g. making predictions, using contextual clues</li> <li>Discusses new vocabulary</li> <li>Identifies sequence of events, setting and characters</li> <li>Makes up questions about the story</li> <li>Uses a dictionary</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <ul style="list-style-type: none"> <li>Reads a simple book/story review</li> <li>Identifies key features, e.g. title, list of characters, brief summary and rating</li> <li>Gives opinion of the review</li> <li>Reflects on texts</li> </ul> <p>Short oral book review</p>	<p><b>Writes a simple book/story review with a frame</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content</li> <li>Uses frame correctly</li> <li>Includes title, character, settings and summary of story</li> <li>Gives personal opinion of text</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses nouns that have only plurals, e.g. scissors and trousers</li> <li>Begins to understand there is no article with uncountable nouns (e.g. I like fish.)</li> <li>Builds on use of adjectives (before nouns), e.g. The small dog</li> <li>Uses some adjectives as comparatives and superlatives</li> <li>Develops the use of question forms</li> <li>e.g. who, what, when, which, why, how</li> <li>Uses connecting words to show addition e.g. and contrast e.g. but</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Collocations, e.g. Happy birthday, fish and chips</li> </ul>	<p>Unit 6: South African tales</p> <p>LB 38–45</p> <p>TG 44–51</p>

Week 3-4	<p><b>Listens to information text</b>, e.g. oral description/s of object/s/ plants/animals/ places</p> <ul style="list-style-type: none"> <li>Classifies items according to criteria such as their purpose or capability</li> <li>Sorts things into groups</li> <li>Explains why things go together</li> <li>Completes a table under appropriate headings</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a short poem or rhyme</li> <li>Plays a simple language game</li> <li>Gives and follows simple instructions/ directions</li> <li>Tells own news</li> <li>Tells of own related experiences</li> </ul>	<p><b>Reads information text with visuals</b>, e.g. charts/ tables/ diagrams/mind maps/ maps/pictures/ graphs</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures/ visuals</li> <li>Uses reading strategies, e.g. skimming and scanning</li> <li>Answers questions on text and visuals</li> <li>Does comprehension activity on the text (oral or written)</li> <li>Reflects on texts read during independent/ pair reading</li> </ul> <p style="text-align: right;">Retells a story read</p>	<p><b>Writes a short description of objects/ plants/animals/ places using a frame</b></p> <ul style="list-style-type: none"> <li>Uses the frame correctly</li> <li>Includes specific details</li> <li>Uses correct determiners</li> <li>Uses relevant vocabulary</li> <li>Punctuation is correct</li> </ul> <p><b>Summarises the information text using a mind map</b></p> <ul style="list-style-type: none"> <li>Identifies at least three main points</li> <li>Uses key words</li> <li>Draws/completes and labels visuals, e.g. charts/tables/ diagrams/ mind maps/ maps/ pictures</li> <li>Includes specific details</li> <li>Uses appropriate vocabulary</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Builds on use of proper nouns, e.g. with capital letter</li> <li>Builds on understanding and use of future tense</li> <li>Simple present to describe universal truths, e.g. 'The sun sets in the west.'</li> <li>Uses prepositions that show direction (towards), time (on, during), possession (with)</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Antonyms (words that are opposite in meaning e.g. sad/ happy)</li> <li>Joining prefixes or suffixes to a base word</li> </ul>	Unit 7: What's in a newspaper?	46-52	52-60
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 5</i>	
Week 5–6	<p><b>Listens to and responds to oral instructions</b></p> <ul style="list-style-type: none"> <li>Follows the instructions</li> <li>Shows understanding of command words</li> <li>Explains what should happen (if instructions cannot be carried out)</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a short poem or rhyme</li> <li>Plays a simple language game</li> <li>Gives and follows simple instructions/directions</li> </ul>	<p><b>Reads procedural text</b>, e.g. instructions for making or doing something</p> <ul style="list-style-type: none"> <li>Pre-reading: predicting from title and pictures</li> <li>Uses reading strategies such as scanning for specific detail</li> <li>Discusses specific details of text</li> <li>Discusses sequence of instructions</li> <li>Answers questions on the text</li> <li>Follows the instructions correctly</li> <li>Does comprehension activity on the text (oral or written)</li> <li>Practises reading</li> </ul> <p>Reads aloud with appropriate pronunciation, fluency, and expression</p>	<p><b>Writes a recipe or instructions for making or doing something using a frame</b></p> <ul style="list-style-type: none"> <li>Uses the frame correctly</li> <li>Includes list of ingredients</li> <li>Includes method in correct sequence</li> <li>Uses appropriate vocabulary</li> <li>Uses present simple tense</li> <li>Spells familiar words correctly</li> <li>Uses dictionary to check spelling</li> <li>Presents work neatly using proper form, such as headings</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses adverbs of place (here, there)</li> <li>Begins to use adverbs of degree, e.g. 'very, really, almost, too'</li> <li>Simple present tense</li> <li>Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</li> </ul> <p><b>Vocabulary in context</b> Words taken from shared or individually read texts</p>	<p>Unit 9: Disasters</p>	<p>LB 61–67</p> <p>TG 70–76</p>

Week 7–8	<p><b>Listens and retells stories</b> (Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/ funny/fantasy/ real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>• Answers literal questions</li> <li>• Answers more complex questions, e.g. Why don't they...? What would you do...?</li> <li>• Gives a personal response</li> <li>• Expresses feelings and opinions, e.g. Why couldn't...</li> </ul> <p><b>Retells the story</b></p> <ul style="list-style-type: none"> <li>• Describes events in sequence</li> <li>• Refers to main characters</li> <li>• Retelling of story line makes sense</li> <li>• Suggests an alternative ending</li> <li>• Uses tenses introduced in previous grades</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Tells of own related experiences</li> </ul>	<p><b>Reads stories</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Reads for detail and uses contextual clues to find meaning</li> <li>• Identifies and comments on the plot</li> <li>• Gives reasons for action</li> <li>• Understands the vocabulary</li> <li>• Answers questions on the story</li> <li>• Does comprehension activity on the text (oral or written)</li> <li>• Practises reading</li> <li>• Reads aloud with appropriate pronunciation, fluency, and expression</li> </ul>	<p><b>Writes a story using a frame (Narrative/ Descriptive)</b></p> <ul style="list-style-type: none"> <li>• Writes at least four paragraphs</li> <li>• Links paragraphs using connecting words</li> <li>• Uses new vocabulary and punctuation learnt</li> <li>• Uses techniques for creative writing, e.g. uses comparisons</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Breaks long words into smaller chunks, e.g. be-cause; sen-tence</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses different types of adjectives including those relating to age/ temperature/ what things are made of</li> <li>• Understands and uses verbs to describe actions</li> <li>• Begins to use 'must', 'should' and 'have to' to show obligation.</li> <li>• Begins to use 'shall' and 'will' to show intention.</li> <li>• Begins to use the conditional, e.g. If ..., then ...</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or individually read texts</li> <li>• Synonyms (words that are similar in meaning e.g. soft/gentle)</li> </ul>	Unit 8: Wonderful water	53–60	61–69
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		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 5</i>	
Weeks	Unit	LB	TG				
Weeks 1–2	Unit 10: Protecting our trees	68–74	77–84				
<p><b>Listens to a poem</b></p> <ul style="list-style-type: none"> <li>Talks about the poem (what the poem is about)</li> <li>Relates to own experience</li> <li>Identifies rhyme and rhythm</li> <li>Gives personal response (likes/dislikes)</li> </ul> <p><b>Listens to and gives personal recounts</b></p> <ul style="list-style-type: none"> <li>Recalls own experiences in the right sequence</li> <li>Answers questions about what happened first, second, etc.</li> </ul>	<p><b>Reads poem</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues</li> <li>Discusses topic and main idea</li> <li>Discusses rhyme and comparisons (similes)</li> <li>Expresses feelings stimulated by the Poem</li> </ul> <p><b>Reads a story with dialogue</b></p> <ul style="list-style-type: none"> <li>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</li> <li>Understands how a plot and characters can represent a particular view of the world</li> <li>Answers questions about story</li> <li>Identifies the moral/main message of the story</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p>	<p><b>Writes a simple story including dialogue ( Narrative/Descriptive)</b></p> <ul style="list-style-type: none"> <li>Writes an interesting story</li> <li>Story has a beginning, a middle and an ending</li> <li>Uses an appropriate tense</li> <li>Co-ordinates sentences with ‘and’ and ‘but’</li> <li>Uses a wider range of punctuation, including inverted commas</li> <li>Begins to use the writing process</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using, e.g. mind maps</li> <li>Writes first draft</li> <li>Checks spelling</li> <li>Writes final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling and punctuations</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Words starting with a k sound and followed by e or i: use a k to spell the word</li> <li>Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Constructs simple sentences using subject, verb, object, e.g. ‘Bongi/read/ her book’</li> <li>Begins to use connecting words to show condition (if, then)</li> <li>Develops use of direct speech.</li> <li>Begins to recognise and use reported speech.</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>				

<p>Week 3–4</p>	<p><b>Takes part in a conversation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Respects other learners by listening to them</li> <li>Encourages other group members to support fellow learners</li> <li>Code switches if necessary</li> <li>Asks and answers more complex questions, e.g. What would you do...?</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a short poem or rhyme</li> <li>Plays a simple language game</li> <li>Gives and follows instructions/ directions</li> <li>Tells own news</li> </ul>	<p><b>Reads a play</b></p> <ul style="list-style-type: none"> <li>Pre-reading predicting from title</li> <li>Uses reading strategies</li> <li>Identifies the story-line</li> <li>Discusses characters, setting and action</li> <li>Expresses feelings stimulated by the text</li> <li>Discusses the play format</li> </ul> <p>Comprehension</p> <p><b>Reflects on texts read Independently</b></p> <p>Compares texts read</p>	<p><b>Writes a short dialogue/ play script using a frame</b></p> <ul style="list-style-type: none"> <li>Selects appropriate characters</li> <li>Organises the dialogue and action logically</li> <li>Uses direct speech</li> <li>Uses an informal style of writing</li> <li>Uses appropriate punctuation, e.g. colon, exclamation and question marks</li> </ul> <p><b>Uses writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft with correct spacing</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Add -es to form plurals of words ending in -s, -sh, -ch, or -z; e.g. bunch, bunches; brush, brushes</li> <li>Punctuates correctly: comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses the gender forms of some nouns (e.g. cow/bull)</li> <li>Revises 'a' and 'the' with nouns.</li> <li>Uses regular forms of the verb walk, walked</li> <li>Uses direct and indirect speech correctly</li> <li>Builds on understanding and use of simple past</li> <li>Builds on understanding and use of simple present</li> </ul>	<p>Unit 11: The Big Five</p>	<p>75–80</p>	<p>85–91</p>
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 5
Week 5–6	<p><b>Listens and participates in a class discussion on project work based on literature study</b></p> <ul style="list-style-type: none"> <li>• Listens to information about project</li> <li>• Respects other learners by listening to them</li> <li>• Encourages other group members to support fellow learners</li> <li>• Code switches if necessary</li> <li>• Asks and answers questions</li> <li>• Shares ideas and opinions</li> <li>• Uses a framework to present ideas/ thoughts/ plans:                             <ul style="list-style-type: none"> <li>– Topic</li> <li>– Main points and supporting ideas</li> <li>– Research / investigation to be done</li> </ul> </li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>• (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/ fantasy/real life stories/historical fiction).</li> <li>• Text from the textbook or reader/s or Teacher’s Resource File (TRF)</li> <li>• Pre-reading: predicts from title and pictures</li> <li>• Understands the features of the text</li> <li>• Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences</li> <li>• Expresses cause and effect in a story, e.g. What happened when...?</li> <li>• Answers questions about the story</li> <li>• Identifies and discusses characters</li> </ul> <p>Comprehension</p> <p><b>Practises reading</b> Reads aloud with appropriate pronunciation, fluency and expression</p>	<p><b>Rewrites the story in own words, using a frame (Narrative/ Descriptive)</b></p> <ul style="list-style-type: none"> <li>• Uses the simple past tense</li> <li>• Identifies the main events</li> <li>• Tells the events in the correct order</li> <li>• Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b> Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Understands and uses countable nouns (e.g. book – books)</li> <li>• Builds on use of personal pronouns (e.g. I, you, it, us, them)</li> <li>• Builds on understanding and use of comparative adjectives</li> <li>• Builds on use of subject verb concord, e.g. There is one book/ There are two books ...</li> <li>• Uses forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</li> <li>• Uses exclamation marks</li> </ul> <p><b>Vocabulary in context</b> Words taken from shared or individually read texts</p>	<p>Unit 12: Anansi the spider</p> <p>LB 81–92</p> <p>TG 92–100</p>

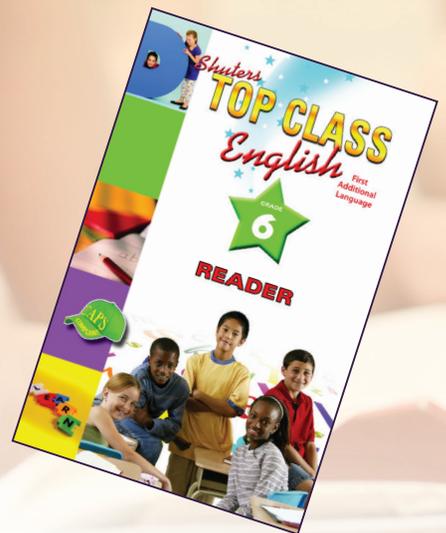
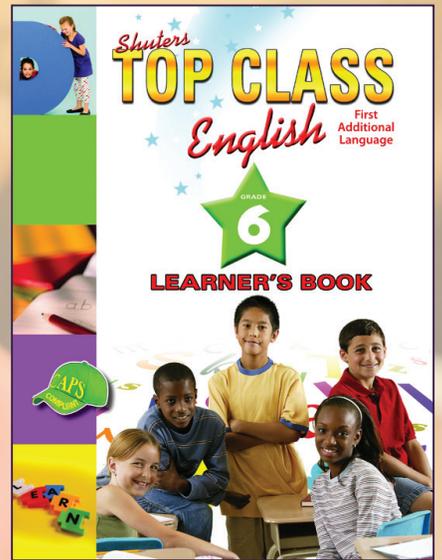
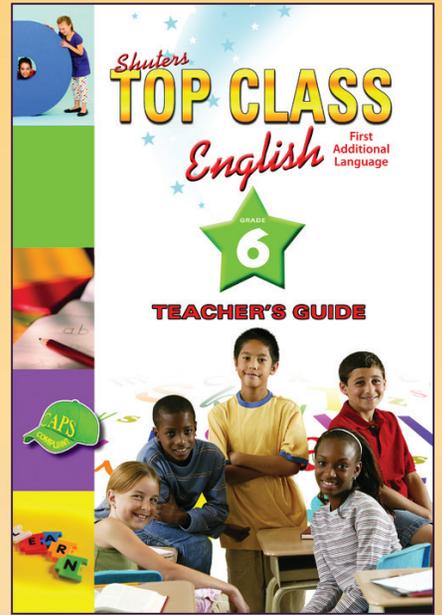
Week 7-8	<p><b>Takes part in a conversation on a project</b></p> <ul style="list-style-type: none"> <li>• Talk about a project</li> <li>• Code switches if necessary</li> </ul>	<p><b>Reads procedural text,</b> e.g. instructions for a project</p> <p>Describes the format of a project</p>	<p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using new words</p>	<p><b>Working with words and sentences</b></p> <p>Develops understanding and use of connecting words showing addition, sequence and contrast.</p>	Unit 13: The sea	93-100	101-108
Week 9-10	<p><b>Listens and talks about a familiar topic with preparation</b></p> <ul style="list-style-type: none"> <li>• Plans and prepares important points</li> <li>• Says at least 5 sentences on the topic</li> <li>• Answers questions</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Gives and follows simple instructions/directions</li> <li>• Tells own news</li> </ul>	<p><b>Reads information texts with visuals,</b> e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs</p> <ul style="list-style-type: none"> <li>• Pre-reading: scans for important details</li> <li>• Discusses main information given and the specific details</li> <li>• Selects relevant details to answer questions</li> </ul> <p>Comprehension</p> <p><b>Practises reading</b></p> <p>Reads aloud with appropriate pronunciation, fluency and expression</p>	<p><b>Draws/completes and labels simple visual texts,</b> e.g. charts/tables/ diagrams/ maps/pictures/ graphs</p> <ul style="list-style-type: none"> <li>• Uses information from a visual or written text</li> <li>• Organises information neatly</li> <li>• Conveys information correctly</li> <li>• Uses appropriate symbols/diagrams</li> </ul> <p><b>Makes a mind map summary of a short text</b></p> <ul style="list-style-type: none"> <li>• Identifies at least three main points</li> <li>• Uses the correct structure</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, city</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses the simple present to describe universal truths e.g. The sun sets in the west.</li> <li>• Begins to use determiners such as one, two, etc. and first, second, last.</li> <li>• Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs)</li> <li>• Uses different types of adjectives including those relating age/temperature/what things are made of</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read text</p>	Unit 14: On stage	101-108	109-118

		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 5</i>	
	Unit	LB	TG				
Weeks 1–2	<p><b>Listens to oral description of places/people</b></p> <ul style="list-style-type: none"> <li>Notes relevant information from a story, e.g. on a chart/table</li> <li>Identifies similarities and differences</li> <li>Answers literal questions</li> <li>Asks relevant questions and responds to questions</li> <li>Answers and begins to ask some more complex questions, e.g. Why couldn't ...?; What...? How do you think ...?</li> <li>Discusses ethical, social and critical issues in a story, code switching if necessary</li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from the title and pictures</li> <li>Uses reading strategies, e.g. uses contextual clues to find the meaning of new words</li> <li>Discusses main idea and other details.</li> <li>Identifies the sequence of events</li> <li>Identifies the setting and characters</li> <li>Answers and begins to ask some more complex questions, e.g. Why couldn't ...?; What...? How do you think ...?</li> <li>Discusses ethical, social and critical issues in a story, code switching if necessary</li> </ul> <p>Comprehension</p> <p><b>Reads and solves a word puzzle</b></p> <ul style="list-style-type: none"> <li>Uses relevant vocabulary</li> <li>Spells words correctly</li> <li>Explains meanings of words/uses them in a sentence</li> </ul>	<p><b>Writes a simple story (Narrative or Descriptive)</b></p> <ul style="list-style-type: none"> <li>Uses story structure</li> <li>Uses language imaginatively especially a variety of vocabulary</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Uses correct tense consistently</li> <li>Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using, e.g. mind maps</li> <li>Writes first draft</li> <li>Rewrites after feedback</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Words ending in -l: double the l when you add a suffix, e.g. travel, travelling</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Understands and uses uncountable nouns (e.g. chalk)</li> <li>Begins to understand there is no article with uncountable nouns (e.g. I like fish.)</li> <li>Builds on use of personal pronouns (e.g. I, you, it, us, them)</li> <li>Uses different types of adjectives including age/temperature/ what things are made of, e.g. woollen</li> <li>Builds on use of subject verb concord, e.g. There is one book/ There are two books ...</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>	Unit 15: A new beginning	109–117	119–127

Week 3–4	<p><b>Participates in class discussion</b></p> <ul style="list-style-type: none"> <li>• Discusses familiar topics including from other subjects</li> <li>• Uses higher level thinking skills, e.g. discusses advantages and disadvantages, gives opinions</li> <li>• Uses concepts and vocabulary from other subjects</li> <li>• Takes turns, shows respect for others, respects others opinions</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>• Performs a short poem or rhyme</li> <li>• Plays a simple language game</li> <li>• Gives and follows simple instructions/directions</li> <li>• Tells own news</li> </ul>	<p><b>Reads media text</b>, e.g. a magazine article or news report.</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts what text is about by previewing it</li> <li>• Uses a range of reading strategies, e.g. skimming, scanning</li> <li>• Answers questions</li> <li>• Discusses main ideas and specific details</li> <li>• Understands the layout and design of media texts</li> </ul> <p style="text-align: center;">Comprehension</p> <p><b>Practises reading</b></p> <p>Reads aloud with appropriate pronunciation, fluency and expression</p>	<p><b>Writes information text using a frame</b></p> <ul style="list-style-type: none"> <li>• Selects a relevant topic</li> <li>• Includes relevant information</li> <li>• Includes information about advantages and disadvantages</li> <li>• Organise advantages into and disadvantages into a table</li> <li>• Uses the following writing process</li> <li>• Brainstorms ideas using, e.g. mind maps</li> <li>• Writes first draft</li> <li>• Rewrites after feedback</li> </ul> <p><b>Designs a poster</b></p> <ul style="list-style-type: none"> <li>• Includes relevant information</li> <li>• Includes a picture</li> <li>• Uses print sizes effectively</li> <li>• Presents neat, legible, final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses nouns that have only plurals, e.g. scissors and trousers</li> <li>• Builds on use of demonstrative pronouns (e.g. this, that, those, these)</li> <li>• Builds on use of adjectives (before nouns), e.g. The small dog</li> <li>• Uses different types of adjectives including those relating to age/temperature/ what things are made of</li> <li>• Begins to use irregular forms of some verbs, e.g. run, ran</li> </ul>	Unit 16: A new beginning	118–125	128–135
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		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 5	
	Unit	LB	TG				
Week 5–6	<p><b>Takes part in a class discussion</b></p> <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Respects other learners</li> <li>Listens to them and encourages them to speak</li> <li>Code switches if necessary</li> <li>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</li> <li>Chooses relevant content</li> <li>Uses the conditional form</li> </ul>	<p><b>Reads information text from across the curriculum</b>, e.g. a short report, description or explanation from another subject</p> <ul style="list-style-type: none"> <li>Pre-reading: reads and discusses headings and pictures</li> <li>Uses reading strategies, e.g. scans for information</li> <li>Notifies the role that pictures and photographs play in constructing meaning</li> <li>Answers questions about the text</li> <li>Summarises a paragraph with support</li> </ul> <p>Comprehension</p> <p><b>Reads and understands a poster</b></p> <ul style="list-style-type: none"> <li>Pre-reading: discusses pictures</li> <li>Interprets the information</li> <li>Discusses the purpose of the text</li> <li>Discusses some of the language use</li> <li>Identifies and discusses design features such as colour and different sizes or kinds of print (font)</li> <li>Discusses the layout.</li> </ul>	<p><b>Designs a poster</b></p> <ul style="list-style-type: none"> <li>Includes relevant information</li> <li>Includes a picture</li> <li>Uses print sizes effectively</li> <li>Presents neat, legible, final draft</li> </ul> <p><b>Writes information text using a frame</b></p> <ul style="list-style-type: none"> <li>Selects appropriate information</li> <li>Includes a chart, graph or diagram if appropriate</li> <li>Writes two to three paragraphs</li> <li>Uses correct facts and organises facts properly</li> <li>Uses correct spelling and punctuation</li> <li>Uses connecting words</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Writes first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Singular and plural forms of nouns</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Develops use of connecting words showing reason and purpose.</li> <li>Uses adverbs of manner (e.g. quickly, slowly)</li> <li>Future tense: uses 'will' to indicate something that will happen, e.g. There will be a storm today</li> <li>Begins to use adverbs of degree, e.g. 'very, really, almost, too'</li> <li>Present progressive tense (e.g. 'He is reading.')</li> <li>Uses the passive voice.</li> </ul> <p><b>Vocabulary in context</b></p> <p>Words taken from shared or individually read texts</p>	Unit 18: Super senses	134–140	147–155
Week 7–8	Revision						

# 6



		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 6</i>	
						Unit	TG
Week 1	<p><b>Listens and retells a Covid-19 related story from an article</b></p> <ul style="list-style-type: none"> <li>• Listens to a Covid-19 related story</li> <li>• Retells events in correct sequence, using simple past tense</li> </ul>	<p><b>Reads a Covid-19 related story from an article</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title and pictures</li> <li>• Uses reading strategies, e.g. making predictions, uses phonic and contextual clues</li> <li>• Discusses new vocabulary from the read text</li> <li>• Discusses the title and where the story takes place (setting)</li> <li>• Expresses simple opinion on the story</li> <li>• Uses a dictionary</li> </ul> <p>Comprehension</p> <p><b>Practises reading</b> Reads aloud with appropriate pronunciation, fluency, and expression</p>	<p><b>Writes a personal recount of events</b></p> <ul style="list-style-type: none"> <li>• Chooses appropriate content for the topic</li> <li>• Selects from experience</li> <li>• Stays on the topic</li> <li>• Frame used by struggling learners</li> <li>• Uses appropriate grammar, spelling and punctuation.</li> <li>• Uses vocabulary related to topic</li> </ul> <p><b>Creates/Uses a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Labels pages with letters of alphabet</li> <li>• Enters 5 words and meanings (drawing/sentence using the word/ explanation of word)</li> <li>• Or continues to enter words into dictionary created.</li> </ul>	<p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</li> <li>• Builds on knowledge of sight words and high frequency words</li> </ul> <p><b>Working with words and sentences</b> Understands and uses different types of nouns.</p> <p><b>Vocabulary in context</b> Words taken from shared or individually read texts</p>			

<p>Week 2</p>	<p><b>Listens to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Answers literal questions to show understanding</li> <li>Gives a personal response to the story, connecting it to own life</li> </ul>	<p><b>Reads a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Text from the textbook or reader/s or Teacher's Resource File (TRF)</li> <li>Pre-reading: predicts from title and pictures</li> <li>Uses reading strategies, e.g. making predictions, uses phonic and contextual clues</li> <li>Discusses new vocabulary from the read text</li> <li>Discusses the title, plot and where the story takes place (setting)</li> <li>Answers questions on the story Does comprehension activity on the text (oral or written)</li> <li>Practises reading</li> <li>Reads aloud with appropriate pronunciation, fluency and expression</li> </ul>	<p><b>Writes a simple story</b></p> <ul style="list-style-type: none"> <li>Uses a frame only if necessary</li> <li>Uses a mind map or flowchart to plan</li> <li>Selects appropriate topic and content</li> <li>Writes an appropriate opening sentence</li> <li>Uses connecting words</li> <li>Writes an appropriate ending</li> <li>Uses appropriate grammar, vocabulary, spelling and punctuation</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas</li> <li>Writes a first draft</li> <li>Revises</li> <li>Edits</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b> Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</li> <li>Builds on knowledge of sight words and high frequency words</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Common, proper, abstract nouns</li> <li>Understands and uses countable nouns</li> <li>Gender</li> <li>Builds on use of subject verb concord, e.g. There is one book/ There are two books ...</li> <li>Verbs</li> <li>Uses connecting words to show addition (and) and sequence (then, before),</li> </ul> <p><b>Vocabulary in context</b> Words taken from shared or individually read texts</p>	<p>Unit 1: Colours</p>	<p>1-7</p>	<p>1-8</p>
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		Where to find it in <i>Top Class English First Additional Language Grade 6</i>		
		Unit	LB	TG
Listening and speaking (Oral)				
Reading and viewing	<p><b>Does a word puzzle</b></p> <ul style="list-style-type: none"> <li>• Uses relevant vocabulary</li> <li>• Spells words correctly</li> <li>• Explains meanings of words/uses them in a sentence</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Does a short oral book review</li> <li>• Relates text to own life</li> </ul>			
Writing and presenting				
Language structures and conventions				

<p>Weeks 3–4</p>	<p><b>Listens to a factual recount</b>, e.g. news report, factual account</p> <ul style="list-style-type: none"> <li>Understands concepts and uses vocabulary relating to other subjects</li> <li>Expresses and explains own opinion</li> <li>Discusses the text</li> </ul> <p><b>Sustains a conversation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Respects other learners by listening to them and encouraging them to speak</li> </ul>	<p><b>Reads a simple factual recount</b>, e.g. a news article or factual account</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Uses reading strategies, e.g. making predictions, uses phonic and contextual clues</li> <li>Discusses new vocabulary from the read text</li> <li>Answers questions on text</li> <li>Expresses cause and effect</li> </ul> <p>Comprehension</p> <p><b>Reads media texts</b>, e.g. advertisements/pamphlets/posters</p> <ul style="list-style-type: none"> <li>Identifies the main message</li> <li>Discusses the use of layout, colour, typeface and images</li> <li>Understands how pictures and words are used to persuade</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>Summarises the text in a few Sentences</li> <li>Shares opinions on the text</li> </ul>	<p><b>Writes a simple factual recount</b></p> <ul style="list-style-type: none"> <li>Uses a frame if necessary</li> <li>Selects appropriate information</li> <li>Organises main idea and supporting details</li> <li>Uses connecting words, pronouns Appropriately</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas</li> <li>Writes a first draft</li> <li>Revises</li> <li>Edits</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> <li>Records words and their meanings in a personal dictionary</li> <li>Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</li> <li>Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Revises ‘a’ and ‘the’ with nouns.</li> <li>Articles</li> <li>Adjectives (descriptive &amp; quantity)</li> <li>Adjectives (degrees of comparison)</li> <li>Punctuation (capital letter, comma, full stop, question mark)</li> <li>simple present, past future tense</li> </ul> <p><b>Vocabulary in context</b></p> <p>Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)</p>	<p>Unit 2: Dogs</p>	<p>8–17</p>	<p>9–16</p>
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 6</i>
Week 5–6	<p><b>Listens to a personal recount</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Summarises story with support</li> <li>Understands and uses questions, e.g. Why do you think...? Why doesn't...? Recalls experiences and events in the right sequence</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a poem</li> <li>Plays a language game</li> <li>Gives and follows instructions/ directions</li> <li>Discusses a topic</li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>(Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</li> <li>Text from the textbook or reader/s or Teacher's Resource File (TRF)</li> <li>Pre-reading: predicts from title and pictures</li> </ul> <p><b>Does comprehension activity</b> on the text (oral or written)</p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud with appropriate pronunciation, fluency, pacing and expression</li> <li>Reads personal recounts, e.g. a diary/diary entries</li> <li>Discusses main idea and specific details</li> <li>Identifies features, e.g. format, salutation, etc.</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b> Expresses own opinion</p>	<p><b>Writes for personal reflection</b>, e.g. a diary using a frame</p> <ul style="list-style-type: none"> <li>Uses the frame correctly</li> <li>Uses an informal style</li> <li>Selects appropriate content for the topic</li> <li>Tells the events in the correct order</li> <li>Uses connecting words</li> <li>Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b> Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</li> <li>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Builds on use of personal pronouns (e.g. I, you, it, us, them)</li> <li>Understands and uses verbs to describe actions</li> <li>Builds on use of prepositions that show position (on, under, above)</li> <li>Uses connecting words to show addition (and) and sequence (then, before),</li> <li>Uses question forms, e.g. who, what, when, which, why, how</li> <li>Capital letters for proper nouns, for titles and initials of people</li> </ul>	Unit 3: A friend in need LB 18–26 TG 17–27

<p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or individually read texts</li> <li>• Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)</li> </ul>

		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 6</i>
Weeks	Unit	LB	TG			
7–8	Unit 4: Finding your way	27–34	28–35			
		<p><b>Listens to and gives a sequence of instructions</b></p> <ul style="list-style-type: none"> <li>• Responds physically to complex sequence of instructions</li> <li>• Instructions given make sense</li> <li>• Uses connecting words</li> <li>• Uses the correct order</li> <li>• Describes a process</li> <li>• Information given in the description</li> <li>• makes sense</li> <li>• Uses connecting words</li> <li>• Uses the correct order</li> <li>• Understands concepts and uses vocabulary relating to other subjects</li> </ul>	<p><b>Reads information text with visuals</b>, e.g. charts/tables/ diagrams/ mind maps/maps/pictures/ graphs/plans</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title, pictures and headings</li> <li>• Uses reading strategies: scans for information</li> <li>• Understands visual features, e.g. keys, symbols, etc.</li> <li>• Interprets information in the visual text</li> <li>• Follows instructions</li> </ul> <p><b>Practises reading</b> Reads aloud with appropriate pronunciation, fluency, pacing and expression</p> <p>Comprehension</p> <p><b>Does a word puzzle</b></p> <ul style="list-style-type: none"> <li>• Uses relevant vocabulary</li> <li>• Spells words correctly</li> <li>• Explains meanings of words/uses them in a sentence</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Summarises the text in a few sentences</li> <li>• Shares opinions on the text</li> </ul>	<p><b>Writes a description of a simple process</b></p> <ul style="list-style-type: none"> <li>• Information given in the description makes sense</li> <li>• Uses connecting words</li> <li>• Writes in the correct sequence</li> <li>• Uses formal language</li> <li>• Uses vocabulary from other subjects</li> </ul> <p><b>Designs, draws and completes visual text</b>, e.g. charts/tables/ diagrams/mind maps/ maps/pictures/ graphs/ plans</p> <ul style="list-style-type: none"> <li>• Adds correct labels</li> <li>• Includes relevant information</li> <li>• Uses key words</li> <li>• Writes simple definitions using a Frame</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b> Writes sentences using the words or explanations to show the meaning.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, City</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Uses the command form of the verb</li> <li>• Begins to use prepositions that show direction (towards), position (on, under above) time (on, during),possession (with)</li> <li>• Adverbs of manner &amp; time</li> <li>• Uses negative concord (e.g. 'I don't have', 'she doesn't have')</li> <li>• Question form</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or individually read texts</li> <li>• Synonyms (words that are similar in meaning, e.g. soft/gentle)</li> </ul>	

<p>Weeks 9–10</p>	<p><b>Listens to poems/songs</b> Uses an oral description to identify people or objects</p> <p><b>Plays a language game</b></p> <ul style="list-style-type: none"> <li>• Gives and follows instructions correctly</li> <li>• Takes turns</li> <li>• Completes the game in the time Allocated</li> </ul>	<p><b>Reads poems</b></p> <ul style="list-style-type: none"> <li>• Discusses topic and main idea</li> <li>• Understands in a simple way some elements of poetry, e.g. rhyme, alliteration, onomatopoeia, comparisons, personification</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul> <p>Comprehension</p> <p><b>Practises reading</b> Reads aloud with appropriate pronunciation, fluency and expression</p> <p><b>Reflects on texts read during independent/pair reading</b> Compares texts read</p>	<p><b>Writes a description of a person</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Focuses on physical description</li> <li>• Writes creatively, using adjectives and adverbs</li> <li>• Edits own writing, correcting spelling errors</li> </ul> <p>OR</p> <p><b>Writes a description of an object/ animal/plant/ place</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Focuses on physical description</li> <li>• Writes creatively, using adjectives and adverbs</li> <li>• Edits own writing, correcting spelling errors</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Words starting with a k sound and followed by e or i: use a k to spell the word</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Understands and uses of the possessive form of the noun (e.g. Bongji's eyes)</li> <li>• Simple present to describe regular actions, e.g. 'I brush my teeth every day' or universal truths e.g. 'The sun sets in the west.'</li> <li>• Simple and compound sentences</li> <li>• Figures of speech (simile, alliteration, personification, onomatopoeia)</li> </ul>	<p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or individually read texts</li> <li>• Antonyms</li> </ul>	<p>Unit 5: Playing with poetry</p>	<p>35–42</p>	<p>36–47</p>
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		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 6</i>	
Week 1–2	<p><b>Listens to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>• Answers literal questions</li> <li>• Notes relevant information</li> <li>• Tells and retells stories</li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: reads and discusses title and looks at pictures</li> <li>• Uses reading strategies, e.g. makes predictions, using contextual clues</li> <li>• Discusses new vocabulary</li> <li>• Identifies sequence of events, setting and characters (e.g. describes characters' feelings, and talks about reasons for their actions)</li> <li>• Expresses cause and effect</li> <li>• Uses a dictionary</li> </ul> <p>Comprehension</p> <p><b>Practises reading</b> Reads aloud with appropriate pronunciation, fluency and expression</p> <p><b>Reflects on texts read during independent/pair reading</b> Gives opinions and relates books to own life</p>	<p><b>Writes a simple story using a frame</b></p> <ul style="list-style-type: none"> <li>• Uses story structure as a frame</li> <li>• Writes an appropriate opening sentence</li> <li>• Uses connecting words</li> <li>• Uses some adjectives</li> <li>• Writes an appropriate ending</li> <li>• Stays on the topic</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b> Writes sentences using the words or explanations to show the meaning, etc.</p> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas</li> <li>• Writes a first draft</li> <li>• Revises</li> <li>• Edits</li> <li>• Writes final draft</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Builds on use of demonstrative pronouns and personal pronouns</li> <li>• Builds on use of adjectives(demonstrative &amp; interrogative)</li> <li>• Regular and irregular verbs</li> <li>• Builds on understanding and use of simple present</li> <li>• Begins to use 'must', 'should' and 'have to' to show obligation.</li> </ul> <p><b>Vocabulary in context</b> Words taken from shared or independent reading.</p>	Unit 6: Wonderful, powerful words	LB 43–51	TG 48–57

<p>Week 3–4</p>	<p><b>Listens to oral descriptions of objects/ animals/ plants/ places</b></p> <ul style="list-style-type: none"> <li>• Identifies what it is</li> <li>• Describes what it is for</li> <li>• Distinguishes parts from the whole</li> <li>• Draws and label it</li> <li>• Uses vocabulary relating to other Subjects</li> </ul> <p><b>Analyses and classifies things</b></p> <ul style="list-style-type: none"> <li>• Identifies similarities and differences</li> <li>• Sorts into groups</li> <li>• Explains why they belong together</li> <li>• Uses vocabulary relating to other Subjects</li> </ul>	<p><b>Reads information texts,</b> e.g. from other subjects.</p> <ul style="list-style-type: none"> <li>• Pre-reading: discusses the topic and revises key vocabulary</li> <li>• Reads a paragraph and identifies main idea and topic sentence</li> <li>• Answers questions on text and visuals, e.g. graphs, diagrams, tables</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Summarises what they have read in a few sentences</p>	<p><b>Writes a description of objects/animals/ plants/ places</b></p> <ul style="list-style-type: none"> <li>• Includes relevant, specific details</li> <li>• Describes physical appearance</li> <li>• Uses correct determiners</li> <li>• Uses relevant vocabulary</li> <li>• Punctuation is correct</li> <li>• Drafts writing, gets feedback, edits and rewrites</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas</li> <li>• Writes a first draft</li> <li>• Revises</li> <li>• Edits</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Add -es to form plurals of words ending in -s, -sh, -ch, or -z; e.g. bunch, bunches; brush, brushes</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours)</li> <li>• Adjectives that come after nouns</li> <li>• e.g. The dog is small.</li> <li>• Builds on understanding and use of comparative and superlative adjectives</li> <li>• Develops understanding and use of connecting words showing addition, sequence and contrast.</li> </ul>	<p>Unit 7: Trees</p>	<p>52–59</p>	<p>58–64</p>
<p><b>Vocabulary in context</b> Words taken from shared or individually read texts</p>							

	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 6</i>	
Week 5–6	<p><b>Listens to a personal recount of an event</b></p> <ul style="list-style-type: none"> <li>Identifies most important ideas and people</li> <li>Answers questions about what happened first, second, etc., recounting the same event</li> </ul> <p><b>Listens to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Answers literal questions</li> <li>Gives a personal response, relating story to own life</li> <li>Expresses and explains own opinion</li> <li>Asks and answers questions, giving an opinion, e.g. Why do you think...? Why doesn't ...?</li> </ul>	<p><b>Reads stories</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Reads for detail and uses contextual clues to find meaning</li> <li>Identifies and comments on the plot</li> <li>Gives reasons for action</li> <li>Understands the vocabulary</li> <li>Answers questions on the story</li> </ul> <p>Comprehension</p> <p><b>Reads personal and social texts, e.g. a personal diary or letter</b></p> <ul style="list-style-type: none"> <li>Comments on main ideas</li> <li>Reads for detail and notices informal style</li> <li>Comments on format and salutation</li> </ul> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud with appropriate pronunciation, fluency and expression</li> </ul>	<p><b>Writes a simple personal letter</b></p> <ul style="list-style-type: none"> <li>Uses a frame</li> <li>Uses an informal style</li> <li>Writes at least two paragraphs</li> <li>Uses new vocabulary and punctuation learnt</li> <li>Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas</li> <li>Writes a first draft</li> <li>Revises</li> <li>Edits</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Words ending in -l: double the l when you add a suffix, e.g. travel, travelling</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses forms of the verb 'to be', e.g. be/been/being; am/ is/ are; was/ were</li> <li>Present perfect tense (e.g. 'I have finished.')</li> <li>Uses adverbs of frequency (e.g. 'She hardly ever visits me.')</li> <li>Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Antonyms (words that are opposite in meaning, e.g. loud/soft)</li> <li>Phrasal verbs, e.g. divide up, move in</li> </ul>	Unit 8: Hope and courage	LB 60–70 TG 65–75

<p>Week 7–8</p>	<p><b>Carries out a class survey.</b> e.g. interviews (class mates), recording responses on a chart or graph</p> <ul style="list-style-type: none"> <li>Asks and answers questions</li> <li>Handles interviews politely</li> <li>Records information accurately</li> <li>Uses the structure correctly</li> <li>Uses key words and phrases</li> <li>Sustains a conversation on a familiar topic</li> <li>Listens to and gives other learners a chance to speak</li> <li>Asks and answers questions</li> <li>Gives an opinion, e.g. Why do you think...?</li> </ul>	<p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>Expresses emotional response to texts read</li> <li>Relates reading to own life</li> </ul> <p><b>Reads a simple book review</b></p> <ul style="list-style-type: none"> <li>Identifies key features, e.g. title, list of characters, brief summary and rating</li> <li>Identifies the language used to give facts and to give opinions</li> </ul> <p><b>Practises reading</b></p> <p>Reads aloud with appropriate pronunciation, fluency and expression</p> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Compares books and texts read</p>	<p><b>Writes a paragraph to express and explain an opinion/ writes a book review</b></p> <ul style="list-style-type: none"> <li>Writes 4 to 5 sentences</li> <li>Selects relevant information</li> <li>Gives own personal opinion</li> <li>Gives a sensible explanation</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas</li> <li>Writes a first draft</li> <li>Revises</li> <li>Edits</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</li> <li>Working with words and sentences</li> <li>Extends use of forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</li> <li>Builds on understanding and use of Perfect tense (past, present, future)</li> <li>Begins to use ‘must’, ‘should’ and ‘have to’ to show obligation.</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Antonyms (words that are opposite in meaning, e.g. loud/ soft)</li> </ul>	<p>Unit 9: Finding out</p>	<p>71–78</p>	<p>76–84</p>
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		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 6</i>
Week	Unit	LB	TG			
Week 1–2	Unit 10: Gandhi – a great soul	79–88	85–93	<p><b>Language structures and conventions</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Add s to form most plurals</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Simple present to describe universal statements, e.g. 'The sun sets in the west.'</li> <li>Begins to use connecting words to show cause-and-effect (so that)</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Synonyms (words that are similar in meaning, e.g. soft/gentle)</li> </ul>	<p><b>Language structures and conventions</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Add s to form most plurals</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Simple present to describe universal statements, e.g. 'The sun sets in the west.'</li> <li>Begins to use connecting words to show cause-and-effect (so that)</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Synonyms (words that are similar in meaning, e.g. soft/gentle)</li> </ul>	<p><b>Language structures and conventions</b></p> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Add s to form most plurals</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Simple present to describe universal statements, e.g. 'The sun sets in the west.'</li> <li>Begins to use connecting words to show cause-and-effect (so that)</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Synonyms (words that are similar in meaning, e.g. soft/gentle)</li> </ul>
			<p><b>Writes diary entries</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content for the topic</li> <li>Uses the appropriate structure as a frame</li> <li>Tells the events in the correct order</li> <li>Uses connecting words</li> <li>Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas</li> <li>Writes a first draft</li> <li>Revises</li> <li>Edits</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Writes diary entries</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content for the topic</li> <li>Uses the appropriate structure as a frame</li> <li>Tells the events in the correct order</li> <li>Uses connecting words</li> <li>Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas</li> <li>Writes a first draft</li> <li>Revises</li> <li>Edits</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Writes diary entries</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content for the topic</li> <li>Uses the appropriate structure as a frame</li> <li>Tells the events in the correct order</li> <li>Uses connecting words</li> <li>Uses appropriate grammar, spelling, punctuation and spaces between paragraphs</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas</li> <li>Writes a first draft</li> <li>Revises</li> <li>Edits</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	
			<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Describes the features of the text</li> <li>Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences</li> <li>Answers questions about the story</li> <li>Identifies and discusses the setting and characters</li> <li>Describes cause and effect in a story, e.g. What happened when...? or Why do you think ... happened?</li> <li>Gives a personal response to the story</li> <li>Connects it to own life</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>Does a structured book review with good oral presentation</li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Describes the features of the text</li> <li>Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences</li> <li>Answers questions about the story</li> <li>Identifies and discusses the setting and characters</li> <li>Describes cause and effect in a story, e.g. What happened when...? or Why do you think ... happened?</li> <li>Gives a personal response to the story</li> <li>Connects it to own life</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>Does a structured book review with good oral presentation</li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Describes the features of the text</li> <li>Uses reading strategies, e.g. uses contextual clues to determine meaning, makes inferences</li> <li>Answers questions about the story</li> <li>Identifies and discusses the setting and characters</li> <li>Describes cause and effect in a story, e.g. What happened when...? or Why do you think ... happened?</li> <li>Gives a personal response to the story</li> <li>Connects it to own life</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>Does a structured book review with good oral presentation</li> </ul>	
			<p><b>Listens to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Answers literal questions</li> <li>Discusses the key character</li> <li>Notes relevant information on a chart, e.g. timeline</li> <li>Summarises the story</li> </ul>	<p><b>Listens to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Answers literal questions</li> <li>Discusses the key character</li> <li>Notes relevant information on a chart, e.g. timeline</li> <li>Summarises the story</li> </ul>	<p><b>Listens to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Answers literal questions</li> <li>Discusses the key character</li> <li>Notes relevant information on a chart, e.g. timeline</li> <li>Summarises the story</li> </ul>	

Week 3-4	<p><b>Listens to a simple talk on an issue</b></p> <ul style="list-style-type: none"> <li>Asks and answers more complex questions</li> <li>Discusses the main idea</li> <li>Gives opinions</li> <li>Respects other learners by listening to them</li> <li>Encourages other group members to support fellow learners</li> <li>Talks about an issue after preparation</li> <li>Selects appropriate topic and content</li> <li>Stays on topic</li> <li>Organises content logically</li> </ul>	<p><b>Reads information texts with visuals, e.g. charts/ tables/ diagrams/ mind maps/maps/ pictures/ graphs</b></p> <ul style="list-style-type: none"> <li>Text from the textbook or reader/s or Teacher's Resource File (TRF)</li> <li>Pre-reading: scans for important details</li> <li>Asks questions</li> <li>Selects relevant details to answer questions including the visuals</li> <li>Makes a mind map summary of the text/ selection of the text</li> </ul> <p>Comprehension</p>	<p><b>Writes a short report on information collected</b></p> <ul style="list-style-type: none"> <li>Evaluates information and makes judgements, giving reasons for them</li> <li>Uses an appropriate structure for the report</li> <li>Organises paragraphs correctly, for example using a topic and supporting sentences</li> </ul>	<p><b>Spelling</b></p> <p>Uses the dictionary to check spelling and meanings of words</p> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Builds on use of adjectives before and after nouns, e.g. The small dog</li> <li>The dog is small.</li> <li>Builds on use of subject verb concord, e.g. There is one book/ There are two books ...</li> <li>Present progressive tense (e.g. 'He is reading.')</li> </ul>	Unit 11: Global warming is not cool!	89-98	94-103
<p><b>Collects information, e.g. carries out simple research such as a survey</b></p> <ul style="list-style-type: none"> <li>Selects questions to be asked</li> <li>Asks and answers questions</li> <li>Records information as notes in the questionnaire developed</li> </ul>	<p><b>Practises reading</b></p> <p>Reads aloud with appropriate pronunciation, fluency and expression</p> <p><b>Does a word puzzle</b></p> <ul style="list-style-type: none"> <li>Uses relevant vocabulary</li> <li>Spells words correctly</li> <li>Explains meanings of words/uses them in a sentence</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Summarises text in about 5 sentences.</p>	<p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Words belonging to the same lexical field, e.g. cover and page belong to the lexical field 'book'</li> <li>Homonyms</li> </ul>					

		Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in Top Class English First Additional Language Grade 6
	Unit	LB	TG			
Week 5–6	Unit 12: The wonder of flying	99–108	104–112			
		<p><b>Listens to stories</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Answers literal questions</li> <li>Gives a personal response, relating story to own life</li> <li>Expresses and explains own opinion</li> <li>Suggests an alternative ending, imagining and describing possibilities</li> </ul> <p><b>Retells a story</b></p> <ul style="list-style-type: none"> <li>Uses the correct sequence of events</li> <li>Refers correctly to the characters in the story</li> <li>Uses tenses introduced in previous grades</li> <li>Suggests an alternative ending.</li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from pictures</li> <li>Discusses title, plot, characters and setting</li> <li>Discusses how a plot of as story can represent a particular view of the world</li> <li>Answers questions about story</li> <li>Summarises the story orally or in writing</li> <li>Identifies the moral or message of the story</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Uses reading strategies, e.g. uses contextual clues</li> <li>Answers questions about the poem</li> <li>Expresses feelings stimulated by the poem</li> <li>Discusses rhyme</li> <li>Discusses comparisons made in the poem</li> </ul> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud with expression, showing understanding</li> <li>Reads aloud using proper pronunciation, pacing and volume.</li> </ul>	<p><b>Writes a simple story,</b> using the writing process more independently</p> <ul style="list-style-type: none"> <li>Selects interesting content</li> <li>Uses the story structure as a frame</li> <li>Uses a beginning, middle and end</li> <li>Tells events in appropriate order</li> <li>Uses an appropriate tense and coordinates sentences with 'and' and 'but'</li> <li>Uses a wider range of punctuation, including inverted commas</li> <li>Uses appropriate spacing for Paragraphs</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using, e.g. mind maps</li> <li>Writes first draft</li> <li>Gets feedback on content and use of grammar and vocabulary</li> <li>Checks spelling</li> <li>Writes final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Shortening words, e.g. television – telly, telephone – phone</li> <li>Uses abbreviations correctly: acronyms, initialisation, truncation, etc.</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Revises 'a' and 'the' with nouns.</li> <li>Builds on use of personal and reflexive pronouns</li> <li>Begins to use 'shall' and 'will' to show intention.</li> <li>Uses adverbs of place (here, there)</li> <li>Uses past progressive</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Joining prefixes or suffixes to a base word</li> </ul>	

<p>Weeks 7–8</p>	<p><b>Listens to and carries out instructions</b>, e.g. a procedure</p> <ul style="list-style-type: none"> <li>• Predicts what might come next</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of instructions</li> <li>• Discusses the form of the verb used in</li> </ul> <p><b>Plays a language game</b></p> <ul style="list-style-type: none"> <li>• Follows instructions correctly</li> <li>• Uses a range of vocabulary</li> <li>• Takes turns, giving others a chance to speak</li> </ul>	<p><b>Reflects on texts read during independent/pair reading</b> Relates texts to own life</p> <p><b>Reads procedural text</b>, e.g. recipe/ instructions for a simple scientific experiment/project.</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and headings and surveys the text; e.g. contents page or index</li> <li>• Uses reading strategies, e.g. skimming</li> <li>• Interprets visuals</li> <li>• Answers questions about the text</li> <li>• Describes what needs to be done</li> <li>• Discusses specific details of text</li> <li>• Discusses the format of the text</li> <li>• Discusses sequence of instructions</li> <li>• Follows the instructions</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Gives main ideas</li> <li>• Describes features of some of texts read, e.g. reference books with content pages and index</li> </ul>	<p><b>Makes a mind map summary of a short text</b></p> <ul style="list-style-type: none"> <li>• Identifies at least three main points</li> <li>• Organises information neatly</li> <li>• Uses appropriate symbols/diagrams/ other relevant graphic text</li> <li>• Shows clearly the relationship between different parts of the diagram or other graphic text</li> <li>• Uses appropriate vocabulary</li> <li>• Checks spelling</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using, e.g. mind maps</li> <li>• Writes first draft</li> <li>• Checks spelling</li> <li>• Writes final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b> Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Words which are often confused (e.g. diary/ dairy)</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Understands and uses of the possessive form of the noun (e.g. Bongji's eyes)</li> <li>• Understands and uses auxiliary verbs</li> <li>• Determiners</li> <li>• Active &amp; passive voice</li> </ul> <p><b>Vocabulary in context</b> Words taken from shared or individually read texts</p>	<p>Unit 13: Air</p>	<p>109–118</p>	<p>113–119</p>
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	Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 6</i>	
Weeks 9–10	<p><b>Participates in conversation on a familiar topic</b></p> <ul style="list-style-type: none"> <li>Asks relevant questions and responds to questions</li> <li>Sustains the conversation</li> <li>Expresses opinions</li> <li>Respects others' ideas</li> <li>Encourages other learners to speak the additional language</li> </ul> <p><b>Performs simple plays</b></p> <ul style="list-style-type: none"> <li>Uses appropriate content and language</li> <li>Uses direct speech</li> <li>Develops sensible story line</li> <li>Uses voice and expression and gestures to convey meaning</li> <li>Pronounces words audibly and correctly</li> </ul>	<p><b>Reads a play</b></p> <ul style="list-style-type: none"> <li>Pre-reading predicting from title</li> <li>Uses reading strategies</li> <li>Identifies the story-line</li> <li>Discusses characters, setting and action</li> <li>Expresses feelings stimulated by the text</li> <li>Discusses features of the text especially punctuation and format</li> </ul> <p>Comprehension</p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud with expression, showing understanding of the text</li> <li>Reads aloud using proper pronunciation, pacing and volume.</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>Presents a short oral book report with appropriate content and structure</li> <li>Gives own opinion</li> </ul>	<p><b>Writes a short play script</b>, using a more informal style of writing</p> <ul style="list-style-type: none"> <li>Selects appropriate characters</li> <li>Develops the conversation and action logically</li> <li>Uses direct speech</li> <li>Uses appropriate punctuation, e.g. colon, exclamation and question marks</li> </ul> <p><b>Uses writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces first draft</li> <li>Gets feedback and revises</li> <li>Proofreads</li> <li>Writes final draft</li> <li>Presents neat, legible final draft with correct spacing</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Begins to use determiners such as one, two, etc. and first, second, last.</li> <li>Punctuation (comma, exclamation, quotation marks)</li> <li>Relative clauses (from Term 4)</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li>Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)</li> </ul>	<p>Unit 14: The magic of drama</p>	<p>LB 119–127</p> <p>TG 120–130</p>

<p>Week 1–2</p>	<p><b>Listens to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>• Asks relevant questions and responds to questions</li> <li>• Summarises the story</li> <li>• Answers and begins to ask and answer more complex questions, e.g. Why couldn't ...?; What...? How do you think ...?</li> <li>• Discusses ethical, social and critical issues in a story, code switching if necessary</li> </ul> <p><b>Presents an oral book review</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content and structure</li> <li>• Expresses and explains own opinion</li> <li>• Presents clearly with fluent Expression</li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from the title and pictures</li> <li>• Uses reading strategies: uses contextual clues to find the meaning of new words</li> <li>• Discusses plot, setting and characters</li> <li>• Discusses the sequence of events, answering questions about what happened first, second, etc.</li> <li>• Asks and answers more complex questions, e.g. Why couldn't ...?; What...? How do you think ...?</li> <li>• Expresses and explains own opinion</li> <li>• Discusses how characters represent a particular view of the world</li> <li>• Discusses the role that visual images play</li> <li>• Discusses alternative ways of presenting characters</li> </ul> <p>Comprehension</p>	<p><b>Writes a simple story</b></p> <ul style="list-style-type: none"> <li>• Uses story structure as a frame</li> <li>• Uses language imaginatively especially a variety of vocabulary</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses correct tense consistently</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas</li> <li>• Writes a first draft</li> <li>• Revises</li> <li>• Edits</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Builds on knowledge of sight words and high frequency words</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Builds on use of demonstrative pronouns (e.g. this, that, those, these)</li> <li>• Builds on use of adjectives (before nouns), e.g. The small dog</li> <li>• Uses the command form of the verb,</li> <li>• Uses question forms, e.g. who, what, when, which, why, how</li> <li>• Progressive tense (past, present, future)</li> <li>• Uses adverbs of time (e.g. tomorrow, yesterday), prepositions that show direction (towards), time (on, during), possession (with)</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or individually read texts</li> <li>• Antonyms (words that are opposite in meaning, e.g. loud/soft)</li> </ul>	<p>Unit 15: Reach for the stars</p> <p>128–136</p> <p>131–139</p>
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		Where to find it in <i>Top Class English First Additional Language Grade 6</i>				
Listening and speaking (Oral)	Reading and viewing	Writing and presenting	Language structures and conventions	Unit	LB	TG
	<p><b>Reads poems</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and pictures</li> <li>• Uses reading strategies, e.g. uses contextual clues</li> <li>• Answers questions about the poem</li> <li>• Expresses feelings stimulated by the poem</li> <li>• Discusses rhyme and alliteration</li> <li>• Discusses comparisons made in the poem (similes)</li> </ul> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with expression, showing understanding</li> <li>• Reads aloud using proper pronunciation, pacing and volume</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Retells the story in 5 or 6 sentences (summarises)</p>					

<p>Week 3-4</p>	<p><b>Participates in teacher led discussion</b></p> <ul style="list-style-type: none"> <li>• Discusses advantages and disadvantages</li> <li>• Uses a concepts and vocabulary, e.g. those relating to other subjects</li> <li>• Takes turns</li> <li>• Respects others' opinions</li> <li>• Encourages others to speak</li> </ul> <p><b>Listens to and discusses a talk</b></p> <ul style="list-style-type: none"> <li>• Discusses main ideas and specific details</li> <li>• Records specific information on a chart or mind map</li> </ul>	<p><b>Reads information text</b>, e.g. from across the curriculum</p> <ul style="list-style-type: none"> <li>• Pre-reading: reads and discusses headings and pictures</li> <li>• Uses reading strategies, e.g. scans for information</li> <li>• Notices the role that pictures and photographs play in constructing meaning</li> <li>• Answers questions about the text</li> <li>• Identifies advantages and disadvantages</li> <li>• Summarises a paragraph with support</li> </ul> <p>Comprehension</p> <p><b>Practises reading</b></p> <p>Reads aloud with appropriate pronunciation, fluency and expression</p> <p><b>Reads and solves a word puzzle</b></p> <ul style="list-style-type: none"> <li>• Spells words correctly</li> <li>• Shows understanding of meanings of words</li> <li>• Uses relevant vocabulary</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Expresses emotional response to texts read</li> <li>• Relates text to own life</li> </ul>	<p><b>Uses information from a visual text</b>, e.g. charts/tables/diagrams/ mind maps/maps/pictures/graphs to write a text</p> <ul style="list-style-type: none"> <li>• Writes two to three paragraphs</li> <li>• Facts are correct and well organised</li> <li>• Spelling and punctuation are correct</li> </ul> <p><b>Writes visual information text</b></p> <ul style="list-style-type: none"> <li>• Makes a mind map summary of a short text</li> <li>• Organises advantages and disadvantages into a table</li> </ul> <p>Uses the dictionary to check spelling and meanings of words</p> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Begins to understand there is no article with uncountable nouns (e.g. I like fish.)</li> <li>• Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs)</li> <li>• Uses connecting words to show addition (and)</li> <li>• Constructs compound sentences using 'and'</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or individually read texts</li> </ul>	<p>Unit 16: Endangered animals</p>	<p>137-145</p>	<p>140-147</p>
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Listening and speaking (Oral)		Reading and viewing	Writing and presenting	Language structures and conventions	Where to find it in <i>Top Class English First Additional Language Grade 6</i>		
Week					Unit	LB TG	
5–6	<p><b>Listens to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <ul style="list-style-type: none"> <li>Asks relevant questions and responds to questions</li> <li>Summarises the story</li> <li>Answers and begins to ask and answer more complex questions, e.g. Why couldn't ...?; What...? How do you think ...?</li> <li>Expresses an opinion, giving a reason for it, e.g. on ethical, social and critical issues in a story, code switching if necessary</li> <li>Uses tenses introduced in the earlier grades, e.g. simple past and future</li> </ul> <p><b>Listens to a poem/s</b></p> <ul style="list-style-type: none"> <li>Recalls main idea</li> <li>Discusses central idea</li> <li>Relates to own experience</li> <li>Identifies rhyme and words that begin with the same sounds (alliteration)</li> </ul>	<p><b>Reads a story</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from the title and pictures</li> <li>Uses reading strategies: uses contextual clues to find the meaning of new words</li> <li>Discusses plot, setting and characters</li> <li>Discusses the sequence of events, answering questions about what happened first, second, etc.</li> <li>Asks and answers more complex questions, e.g. Why couldn't ...?; What...? How do you think ...? Expresses and explains own opinion</li> </ul> <p>Comprehension</p> <p><b>Reads poems</b></p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Uses reading strategies, e.g. uses contextual clues</li> <li>Answers questions about the poem</li> <li>Expresses feelings stimulated by the poem</li> </ul>	<p><b>Writes a book review</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content and structure</li> <li>Expresses and explains own opinion</li> <li>Includes title, characters and Summary</li> </ul> <p><b>Writes a personal letter</b></p> <ul style="list-style-type: none"> <li>Selects appropriate content</li> <li>Uses a frame only if necessary</li> <li>Addresses the message correctly</li> <li>Orders the information logically</li> <li>Writes own name at the end</li> <li>Uses an informal style of writing appropriate for the purpose</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas</li> <li>Writes a first draft</li> <li>Revises</li> <li>Edits</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul> <p><b>Uses the dictionary and to check spelling and meanings of words</b></p>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Uses the dictionary to check spelling and meanings of words</li> <li>Words belonging to the same lexical field, e.g. cover and page belong to the lexical field 'book'</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses question forms, e.g. who, what, when, which, why, how</li> <li>Develops use of connecting words showing reason and purpose.</li> <li>Begins to use connecting words to show choice (e.g., either...or...).</li> <li>Future tense (e.g. 'I will see him tomorrow.' 'I'm going to see him tomorrow.')</li> <li>Uses direct and indirect speech Uses quotation marks for direct speech</li> </ul> <p><b>Vocabulary in context</b> Words taken from shared or individually read texts</p>	Unit 17: School	146–154	148–157

<p>Week 7-8</p>	<p><b>Identifies and discusses comparisons (e.g. similes)</b></p> <ul style="list-style-type: none"> <li>Expresses feelings stimulated by the poem</li> <li>Performs song/selected lines</li> </ul> <p><b>Practises Listening and Speaking</b> (Choose one for daily practice)</p> <ul style="list-style-type: none"> <li>Performs a poem</li> <li>Plays a language game</li> <li>Gives and follows instructions/ directions</li> <li>Discusses a topic</li> <li>Recounts events or experiences in the right sequence, answering questions about what happened first, second, third, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses rhyme and alliteration</li> <li>Discusses comparisons made in the poem (similes)</li> </ul> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud with expression, showing understanding</li> <li>Reads aloud using proper pronunciation, pacing and volume</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <p>Does a structured book review with good oral presentation</p>	<p><b>Records words and their meanings in a personal dictionary</b></p> <p>Writes sentences using the words or explanations to show the meaning, etc.</p>			
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# PROGRAMME OF ASSESSMENT

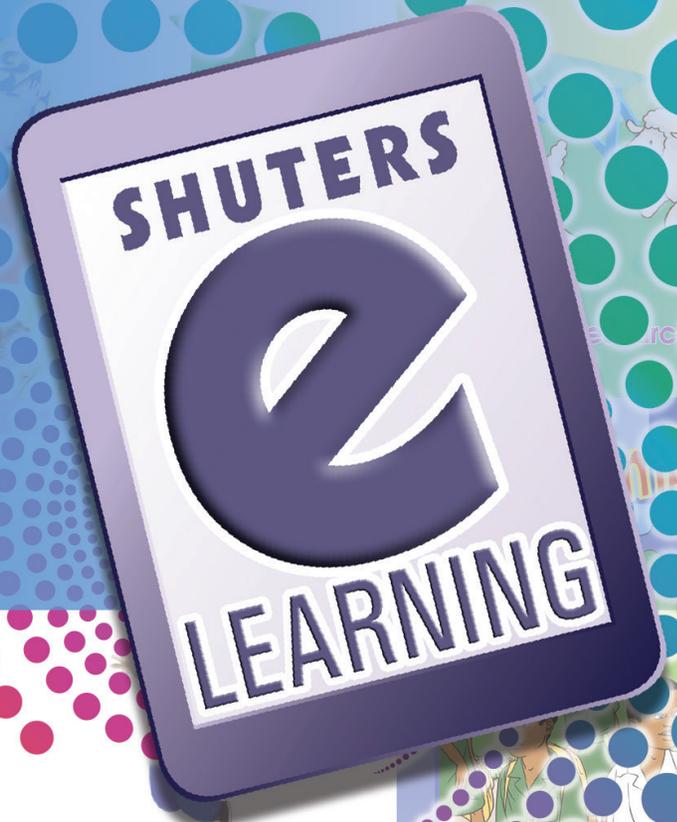
Grade 4		
Term	Assessment task	Page references
1	TASK 1: Oral	See TG pages viii–x
	TASK 2: Writing	
	TASK 3: Response to texts	
2	TASK 4: Writing	
	TASK 5: Controlled test	
3	TASK 6: Creative writing project (research and writing)	
	TASK 7: Creative writing project (oral presentation)	
4	TASK 8: Writing	
	TASK 9: Controlled test	

Grade 5		
Term	Assessment task	Page references
1	TASK 1: Oral	See TG pages viii–ix
	TASK 2: Response to texts	
	TASK 3: Writing	
2	TASK 4: Writing	
	TASK 5: Response to texts	
3	TASK 6: Creative writing project (research and writing)	
	TASK 7: Oral	
4	TASK 8: Transactional writing	
	TASK 9: Controlled test	

Grade 6		
Term	Assessment task	Page references
1	TASK 1: Oral	See TG pages ix–xi
	TASK 2: Writing	
	TASK 3: Response to texts	
2	TASK 4: Writing	
	TASK 5: Controlled test	
3	TASK 6: Creative writing project (research and writing)	
	TASK 7: Creative writing project (oral)	
4	TASK 8: Transactional writing	
	TASK 9: Controlled test	

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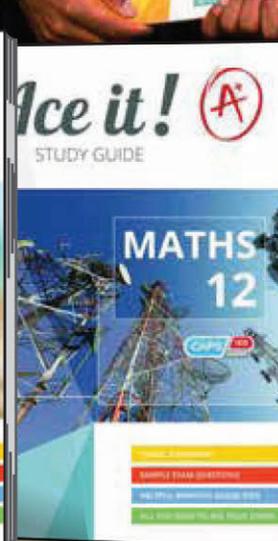
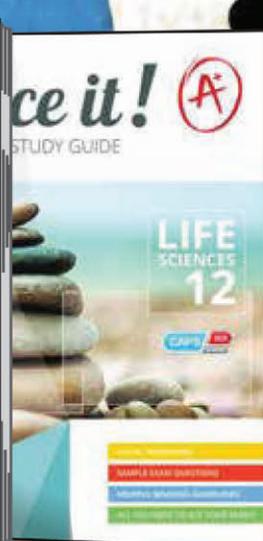
# 8-12

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