

2023

# Annual Teaching Plans **ENGLISH FAL**



**Intermediate Phase**



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



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Shuter & Shooter Publishers (Pty) Ltd  
Shuters Business Park, 45 Willowton Road, Willowton, Pietermaritzburg 3201, South Africa  
PO Box 61, Mkondeni 3212, South Africa

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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

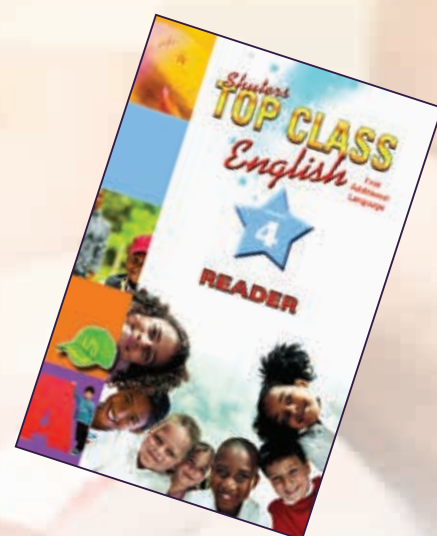
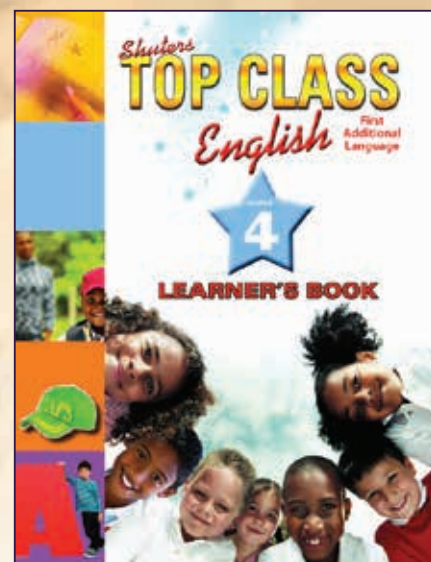
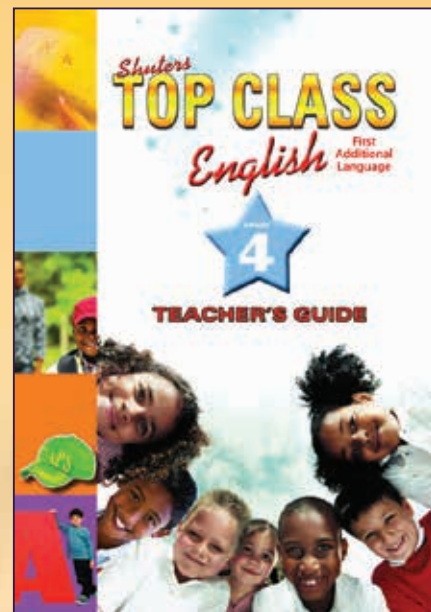
- Improves learners' results
- Assess progress easily
- Reduce the administrative burden
- Helps save planning and preparation time
- Follows the CAPS precisely, making teaching easier
- Most of our titles are also available as e-Books



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# 4



| Week                                                                                                                                                                                                                 | Listening and speaking                                                                                                                                                                                                                     | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| 1-2                                                                                                                                                                                                                  | <p><b>Listens to information text of 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>Use 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>Reading for meaning</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><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for at least 30 minutes</li> </ul> | <p><b>Writes an advertisement</b></p> <ul style="list-style-type: none"> <li>Uses content appropriate for purpose and audience</li> <li>Uses appropriate visuals and layout for the purpose</li> <li>Uses appropriate grammar and vocabulary</li> <li>Uses language creatively</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 mind maps</li> <li>Produces first draft</li> <li>Revises</li> <li>Proofreads</li> </ul> <p><b>Writes final draft</b></p> <ul style="list-style-type: none"> <li>Presents neat, legible final draft</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary or word wall.</li> <li>Uses a dictionary for spelling and vocabulary development.</li> <li>Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Articles, plurals (noun prefixes),</li> <li>common nouns, abstract nouns, adjectives, verbs</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Simple sentences, statements, questions</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>Similes, metaphors, idioms</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Question mark, exclamation mark, dictionary use</li> </ul> |
| <p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>Read Aloud (20 marks)</li> </ul> <p>Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.</p> |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



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| 3-4 | <p><b>Listens to and responds to an extract from the novelette</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens to extracts from the novel</li> <li>• Listens for main message and specific details</li> <li>• Describes events</li> <li>• Discusses the main ideas and specific details</li> <li>• Explains events clearly and in sequence</li> <li>• Expresses feelings in relation to events</li> <li>• Relates to own life</li> <li>• Discusses the social, moral and cultural values in the text</li> <li>• Participates in group discussions</li> <li>• Takes turns</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> <li>• Maintains discussions</li> <li>• Responds to others' ideas with empathy and respect</li> </ul> | <p><b>Reads an extract from a novelette</b></p> <ul style="list-style-type: none"> <li>• Pre-reading strategies: Skims, scans, predicts from title and discusses related themes/ content</li> <li>• Identifies and explains the central events</li> <li>• Discusses the characters</li> <li>• Identifies and discusses feelings expressed</li> <li>• Relates events and characters to own life</li> <li>• Uses summary writing frame               <ul style="list-style-type: none"> <li>– Who?</li> <li>– What?</li> <li>– When?</li> <li>– Where?</li> <li>– Why?</li> <li>– How?</li> </ul> </li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Discusses the structure, language use, purpose and audience</li> <li>• Identifies the difference/s between biographies/ diaries and stories</li> <li>• Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired / independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes</li> </ul> | <p><b>Write a character sketch of the main/ compelling central character</b></p> <ul style="list-style-type: none"> <li>• Uses a frame</li> <li>• Pre-writing: Listens to extracts from a novelette</li> <li>• Selects content appropriate for the purpose</li> <li>• Uses appropriate language and text structure</li> <li>• Uses the correct format</li> <li>• Organises content logically – uses chronology</li> <li>• Uses appropriate grammar, spelling and punctuation, including subject-verb concord</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Relative pronouns, reflexive pronouns, adverbs, connections, interjections</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple present tense, simple past tense, concord</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Antonyms, synonyms</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Full stop, comma, dictionary use, word division</li> </ul> |
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| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                            | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Language structures and conventions                                                                                                                                                                                                                                                                                                                                   |
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| 5-6  | <p><b>Listens to a short story</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Identifies characters</li> <li>• Recalls main idea</li> <li>• Answers oral questions</li> </ul> <p><b>Retells a story</b></p> <ul style="list-style-type: none"> <li>• Retells events in correct sequence</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: Making predictions, uses phonic and contextual clues</li> <li>• Discusses new vocabulary from the read text</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Uses a dictionary</li> <li>• Uses reading strategies <ul style="list-style-type: none"> <li>– Skimming for main ideas</li> <li>– Scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> <li>– Reviewing to promote understanding</li> </ul> </li> <li>• Uses reading comprehension strategies <ul style="list-style-type: none"> <li>– Visualisation</li> <li>– Making connections</li> <li>– Predictions</li> <li>– Inferences</li> </ul> </li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Identifies and comments on the characters</li> <li>• Gives and explains own feelings about the text</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes</li> </ul> | <p><b>Writes a story based on a personal experience/ event</b></p> <ul style="list-style-type: none"> <li>• Chooses appropriate content for the topic</li> <li>• Uses the story structure as a frame</li> <li>• Includes characters</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses a range of vocabulary related to topic</li> <li>• Creates a personal dictionary</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Countable and uncountable nouns</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple sentences</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Full stop, capital and lower case (small) letters</li> </ul> |

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| FORMAL ASSESSMENT TASK 2: WRITING                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"><li>• Essay (20 marks)<ul style="list-style-type: none"><li>– Narrative or descriptive</li><li>– Three (3) paragraphs</li></ul></li><li>• Done during the term</li></ul> | <p><b>Listens to and discusses a recipe</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"><li>• Makes predictions</li><li>• Recalls procedure</li><li>• Identifies the features of instructional text</li><li>• Gives clear instructions on how to make a cup of tea</li><li>• Makes notes and applies instructions read</li><li>• Asks questions to clarify comments on clarity of instructions</li></ul> | <p><b>Reads a recipe</b></p> <ul style="list-style-type: none"><li>• Pre-reading: Predicting from title and pictures</li><li>• Uses reading strategies, e.g., prediction and contextual clues</li><li>• Discusses specific details of the text</li><li>• Discusses sequence of instructions</li></ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"><li>• Uses reading strategies below<ul style="list-style-type: none"><li>– Skimming for main ideas</li><li>– Scanning for supporting details</li><li>– Making predictions</li><li>– Inferring the meaning of unfamiliar words and images</li></ul></li><li>• Use reading comprehension strategies<ul style="list-style-type: none"><li>– Visualisation</li><li>– Making connections</li></ul></li></ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"><li>• Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette</li></ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"><li>• Novel/ reader to be read daily for at least 30 minutes</li></ul> | <p><b>Writes instructions: 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></ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"><li>• Planning/ pre-writing</li><li>• Drafting</li><li>• Revising</li><li>• Editing</li><li>• Proofreading</li><li>• Presenting</li></ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"><li>• Records words and their meanings in a personal dictionary or word wall.</li><li>• Uses a dictionary for spelling and vocabulary development.</li><li>• Uses reading log/ card to manage reading progress.</li></ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"><li>• Personal pronouns, possessive pronouns, demonstrative pronouns, conjunctions</li></ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"><li>• Subject, object, simple sentences</li></ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"><li>• Borrowed words</li></ul> |
| 7-8                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                |
| FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks)                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"><li>• Literary/ non-literary text (15 marks)</li><li>• Visual text (10 marks)</li><li>• Language structures and conventions (15 marks)</li></ul>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                |

| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Language structures and conventions                                                                                                                                                                                                                                                                                                  |
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| 9-10 | <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>Practises listening and speaking</b> (Chooses one for daily practise)</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><b>Retells a story heard or read</b></p> | <p><b>Reads 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><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, expression and tempo</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read</i>/ Group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes</li> </ul> | <p><b>Designs 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><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Complex sentences</li> <li>• Metaphors, similes</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• One word for a phrase</li> </ul> |

| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                     | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1-2  | <p><b>Listens to a poem/ song</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Recalls main idea</li> <li>• Discusses central idea</li> <li>• Relates to own experience</li> <li>• Identifies rhyme and rhythm</li> <li>• Expresses feelings stimulated by the poem</li> <li>• Performs song/ selected lines</li> </ul> | <p><b>Reads a poem/ song/ limerick</b></p> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Discusses main idea/s</li> <li>• Expresses feelings stimulated by the song</li> <li>• Identifies rhythm and rhyme and their effects</li> <li>• Breaks up words into syllables to understand rhythm</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Uses reading strategies below <ul style="list-style-type: none"> <li>– Skimming for main ideas</li> <li>– Scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> </ul> </li> <li>• Uses reading comprehension strategies <ul style="list-style-type: none"> <li>– Visualisation</li> <li>– Making connections</li> <li>– Predictions</li> <li>– Inferences</li> </ul> </li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes</li> </ul> | <p><b>Writes a poem/ song/ limerick</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</li> <li>• Uses the relevant structure and format</li> <li>• Plans, drafts and revises a song</li> <li>• Uses appropriate rhythm and rhyme</li> <li>• Uses knowledge of syllables to develop rhythm of the text</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Abstract and concrete nouns, compound nouns</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple sentences</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Rhymes, borrowed words, personification, alliteration</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Full stop, comma</li> </ul> |



| Week                                                                                                                                                                                                                | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                |
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| 3-4                                                                                                                                                                                                                 | <p><b>Listens to weather reports</b></p> <p><b>Introductory activity</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens for specific details</li> <li>• Participates in class (teacher-led discussions)</li> <li>• Discusses usefulness of the information</li> <li>• Links information to own life</li> <li>• Discusses possible effects on people</li> <li>• Compares conditions in different places</li> <li>• Indicates preferred destinations with reasons</li> <li>• Justifies own opinion</li> <li>• Identifies features of weather</li> <li>• Reports register and the nature of language used</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> </ul> <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><b>Reads weather report / chart/ table / map</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title and pictures/ visuals</li> <li>• Uses reading strategies: Skims to get the general idea and scans for specific details</li> <li>• Identifies the way the text is organised</li> <li>• Compares differences and similarities in different places</li> <li>• Reads an information text with visuals, e.g., a map</li> <li>• Uses dictionary to check meaning of new vocabulary</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning – in preparation for Read Aloud</b></p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes</li> </ul> | <p><b>Writes information text, e.g., weather chart</b></p> <ul style="list-style-type: none"> <li>• Organises information logically</li> <li>• Includes specific details</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Designs appropriate visuals, e.g., charts/ tables/ maps</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses appropriate vocabulary</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Regular and irregular verbs, finite and infinitive verbs, transitive verbs, adjectives</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Subject-verb agreement, past tense, future tense</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Idioms and proverbs</li> </ul> |
| <p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>• Read Aloud (20 marks)</li> </ul> <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| 5-6 | <p><b>Listens to a dialogue</b><br/> <b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens and relates to own experience</li> <li>• Identifies specific details</li> <li>• Participates in group discussions</li> <li>• Takes turns to speak</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> <li>• Maintains discussion</li> <li>• Responds to others' ideas with empathy</li> <li>• and respect</li> <li>• Gives balanced and constructive feedback</li> </ul> <p><b>Role-play a scenario related to the chosen novelette in Term 1</b></p> | <p><b>Reads a dialogue</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title and pictures</li> <li>• Uses reading strategies: Skimming, scanning, making predictions, inferring the meaning of unfamiliar words and images</li> <li>• Reviews to promote understanding</li> <li>• Understands the vocabulary</li> <li>• Identifies main and supporting ideas</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> <li>• Reflects on texts read independently</li> <li>• Retells story or main ideas in 3 to 5 sentences</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Identifies and comments on the plot</li> <li>• Gives reasons for action</li> <li>• Identifies and discusses values in the text</li> <li>• Expresses emotional response to texts read</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Uses the reading comprehension strategies below               <ul style="list-style-type: none"> <li>– Visualisation</li> <li>– Making connections</li> <li>– Predictions</li> <li>– Inferences</li> </ul> </li> <li>• Asking questions</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> | <p><b>Writes an interview</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate content</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, 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><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Writes a book review of the chosen novelette in Term 1</b></p> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Infinitive verbs</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Direct speech, quotation marks for direct speech</li> <li>• main clause, dependent clause (simple)</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Similes, metaphor, idioms and proverbs</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Comma, colon, semi colon, inverted commas, question mark, exclamation mark, full stop</li> </ul> |
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| Week                                                                                                             | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Language structures and conventions                                                                                                                                                                                                                                                                                                               |
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| <b>FORMAL ASSESSMENT TASK 4</b><br>• Transactional writing (10 marks)<br>Written before the June controlled test |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                   |
| 7-8                                                                                                              | <p>Listens to and carries out instructions, e.g., directions/ rules/ safety rules when crossing the road/ how to wash your hands/ instructions for making something</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Recalls procedure</li> <li>• Identifies the features of instructional texts</li> <li>• Notes key headings</li> <li>• Gives clear instructions and examples</li> <li>• Makes notes and applies instructions read</li> <li>• Asks questions for clarity</li> <li>• Comments on clarity of instructions</li> </ul> <p><b>Listens to and gives directions</b></p> <ul style="list-style-type: none"> <li>• Listens for specific details</li> <li>• Uses details accurately</li> <li>• Uses the correct language form</li> </ul> | <p>Reads an instructional text, e.g., directions/ rules/ safety rules when crossing the road/ how to wash your hands/ instructions for making something</p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicting from title and pictures</li> <li>• Uses reading strategies: Prediction and contextual clues</li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of instructions</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment of Read Aloud</b></p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes an essay explaining why it is important to follow instructions</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>• Orders information logically</li> <li>• Uses topic and supporting sentences to develop coherent paragraphs</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Presents work neatly using headings and spacing for paragraphs</li> <li>• Records words and their meanings in a personal dictionary</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Auxiliary verbs, modal verbs, moods</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Future tense</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Word division, dictionary use</li> </ul> |

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| 7-8<br>(contd) | <p><i>Practises Listening and Speaking</i> (Choose one for daily practise)</p> <ul style="list-style-type: none"><li>• Responds physically to instructions</li><li>• Gives and follows simple instructions/directions</li></ul>                                                                                                                                  |  |  |  |
| 9-10           | <p><b>FORMAL ASSESSMENT TASK 5: June controlled test: Response to text (40 marks)</b></p> <ul style="list-style-type: none"><li>• Question 1: Literary/ non-literary text (15 marks)</li><li>• Question 2: Visual text (10 marks)</li><li>• Question 3: Summary writing (5 marks)</li><li>• Question 4: Language structures and conventions (10 marks)</li></ul> |  |  |  |

| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1-2  | <p>Listens to folklore, e.g., myth/ legend</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Predicts what the text could be about</li> <li>• Identifies the plot, characters and setting</li> <li>• Discusses the main message</li> <li>• Answers oral questions</li> </ul> <p><b>Learners to retell the story (Folklore: Myth or legend)</b></p> <ul style="list-style-type: none"> <li>• Retells events in the text in the correct sequence</li> <li>• Names the characters correctly</li> <li>• Expresses thoughts and feelings about the storyline/ characters/ setting/ message / theme of the text, etc.</li> </ul> | <p>Reads folklore, e.g., myth/ legend</p> <p><b>Reading for meaning/ Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Introductory activities</li> <li>• Pre-reading: Makes predictions from the title and pictures in the text</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Use reading strategies to make predictions</li> <li>– Use contextual clues to make meaning</li> <li>– Discuss plot, main characters and setting</li> <li>– Discuss the message/ moral of the story</li> <li>– Express opinions and own feelings about the text</li> <li>– Distinguish between realistic and unrealistic events in the story</li> </ul> </li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for a minimum of 30 minutes</li> <li>• Reflects on texts read independently</li> <li>• Relates to own context</li> </ul> | <p>Writes a recount of the folklore genre read, e.g., myth/ legend, using a writing frame</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Introduces the characters, place and time of the text read</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Describe a series of events that took place</li> <li>– Express an opinion of the text read</li> <li>– Use a writing frame or sentence starters (where necessary)</li> <li>– Retell events in sequential order</li> <li>– Use varied vocabulary</li> <li>– Write recounts in the past tense</li> </ul> </li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Place new vocabulary on a word wall</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Prefix, roots and suffix, past tense</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple sentences, complex sentences, paragraphs</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Proverbs, idioms, moral (of the story)</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Full stop, comma, colon, semi-colon, capital letters</li> </ul> |

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| <p>3-4<br/>CWP<br/>Stage 1<br/>research</p> | <p>Listens to and participates in a brief conversation on the creative writing project based on the selected genre, e.g., poetry/ drama/ short story</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Discusses the research process and timeline</li> <li>• Discusses the development of a driving question/ topic</li> <li>• Talks about the use of research sources and resources</li> <li>• Focuses on note-taking</li> <li>• Explains referencing and the importance of a bibliography</li> <li>• Explains the assessment criteria and descriptors in the rubric/ checklist</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Divide into groups or work individually</li> <li>– Gather information for research</li> <li>– Share ideas, opinions and participate in the discussion</li> <li>– Compile a bibliography</li> <li>– Keep a record of the research process (Portfolio of Evidence)</li> </ul> </li> </ul> | <p>Reads for information based on the genre selected, e.g., poetry/ drama/ short story</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Provides research material</li> <li>• Encourages learners to add to research material provided</li> <li>• Reviews the text to promote understanding</li> <li>• Discusses the effects of the features/ elements of poetry/ folklore/ drama/ short story</li> <li>• Discusses the impact of visual techniques evident in literature (poetry/ folklore/ drama/ short story)</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Use reading strategies for comprehension <ul style="list-style-type: none"> <li>– Skim for main ideas</li> <li>– Scan for supporting details</li> <li>– Make predictions</li> <li>– Infer the meaning of unfamiliar words and images</li> </ul> </li> <li>• Synthesise selected information into a graphic organiser, e.g., a mind map, sequence chart, Venn diagram, etc.</li> <li>• Take notes in preparation for Stage 2: Writing</li> </ul> | <p>Uses different types of graphic organisers to collate research findings of the creative writing project</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate frames/ tools to support the type of product to be produced, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>• Iterates referencing and the importance of a bibliography</li> <li>• Reiterates the assessment criteria and descriptors in the rubric/ checklist</li> <li>• Reminds learners to pay attention to responding to the driving question/ topic</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Focus on the research process</li> <li>– Respond to the driving question/ topic of research by selecting relevant information from the sources used during research</li> <li>– Do note-taking in own words and in preparation for Stage 2: Writing</li> <li>– Follow a writing frame (if provided)</li> <li>– Use suitable language conventions related to literary analysis</li> </ul> </li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Adverbs</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Complex sentences</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• One word for a phrase</li> </ul> <p><b>Strengthening of language structures and conventions that are related to research of the literary genre focused on, e.g., poetry/ folklore/ drama/ short story</b></p> <ul style="list-style-type: none"> <li>• Organisation of research findings, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>• Clarity of information</li> <li>• Use of vocabulary related to research</li> <li>• Referencing conventions</li> </ul> |
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| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 5-6  | <p><b>Listening and Speaking strategies</b> Focuses on the relevant literature genre, e.g., poetry/ folklore/ drama/ short story</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Iterates the driving question/ topic focused on during research</li> <li>• Discusses literary features and elements relevant to the genre researched</li> <li>• Ensures that all learners are prepared to commence with Stage 2: Writing</li> <li>• Discusses with learners how to plan their writing using their research findings</li> <li>• Discusses the writing process</li> <li>• Gives instructions based on the writing activity</li> <li>• Discusses the format of the writing activity to be produced (essay/ report/ poster, etc.)</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Contribute to the discussion</li> <li>– Understand expectations related to the driving question/ topic</li> </ul> </li> </ul> | <p><b>Reading and Viewing strategies</b> Guides learners to understand the creative writing project rubric/s and assessment requirements</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Provides clarity regarding timelines</li> <li>• Guides learners to read and use the research notes</li> <li>• Reads and discusses the rubric</li> <li>• Unpacks the criteria and descriptors in the rubric</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Read the selected genre</li> <li>– Read and understand the rubric</li> <li>– Read and understand the writing frame</li> </ul> </li> <li>– Identify the conventions specific to the genre being researched</li> </ul> | <p><b>Writes/ draws/ creates the written aspect of the selected topic</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Gives the learners a frame to use when writing</li> <li>• Guides the learners on how to complete the writing frame</li> <li>• Discusses 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</li> <li>– Presenting</li> </ul> </li> <li>• Discusses the literary elements/ features specific to the selected genre</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Use a writing frame (if required)</li> <li>– Edit the first draft</li> <li>– Proofread after editing the first draft</li> <li>– Write and present the final draft</li> </ul> </li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Stems</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple sentences, complex sentences</li> <li>• Verb clause</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Colon</li> </ul> <p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <ul style="list-style-type: none"> <li>• Punctuation and spelling</li> <li>• Vocabulary in context</li> <li>• Correct format and features</li> <li>• Main and supporting ideas</li> <li>• Paragraph/ visual conventions</li> <li>• Logical progression of paragraphs/ Ideas to ensure coherence</li> <li>• Language conventions as required by the selected topics</li> </ul> |

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| 7-8 | <p><b>Listens to a poem/s and completes a listening comprehension activity</b></p> <p><b>Introductory activities</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 stanzas</li> <li>• Learners are to:             <ul style="list-style-type: none"> <li>– Practise various listening and speaking activities</li> <li>– Relate poem to own experience</li> <li>– Identify rhythm and rhyme in the poem</li> <li>– Express feelings stimulated by the poem</li> <li>– Identify words which begin with the same sound</li> <li>– Practise, using words that imitate their sounds, e.g., bees buzz, glass tinkles, etc. (onomatopoeia)</li> <li>– Perform a poem/ selected stanzas</li> </ul> </li> </ul> <p><b>NOTE: Ongoing Assessment for Learning</b></p> | <p><b>Reads a poem/s and completes a reading comprehension</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title and pictures</li> <li>• Uses reading strategies, e.g., prediction</li> <li>• Looks at pictures carefully</li> <li>• Uses contextual clues</li> <li>• Learners are to:             <ul style="list-style-type: none"> <li>– Identify rhythm and rhyme</li> <li>– Break up words into syllables</li> <li>– Express feelings stimulated by the poem read</li> </ul> </li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Poetry/ novelette to be read daily for a minimum of 30 minutes</li> <li>• Reflects on texts read independently</li> <li>• Relates to own context</li> </ul> | <p><b>Writes sentences that rhyme</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Identifies and demonstrates how words rhyme by manipulating, adding, deleting or substituting sounds in words</li> <li>• Uses descriptive language to explain or to ask questions</li> <li>• Recognises letters and letter-sound matches</li> <li>• Learners are to:             <ul style="list-style-type: none"> <li>– Write pairs of sentences of the same length that rhyme</li> <li>– Use appropriate rhythm and rhyme</li> <li>– Use knowledge of syllables to develop the rhythm and rhyme</li> </ul> </li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Record words and their meanings in a personal dictionary</li> <li>• Use drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Place new vocabulary on a word wall</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Conjunctions</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Statements, simple sentences</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Personification, alliteration, similes, metaphors, rhythm and rhyme</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Dictionary use, abbreviations: acronyms, truncation, initialisation</li> </ul> |
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| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|      | <p>Listens to an advertisement read aloud or from radio or TV</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Interprets and discusses message, including the values in the text</li> <li>• Discusses the structure, language use, purpose and audience of the text</li> </ul> <p><b>Learners are to participate in group discussions on a social issue related to the advertisement</b></p> <ul style="list-style-type: none"> <li>• Discuss social values</li> <li>• Ask relevant questions using appropriate question forms, e.g. who, which, what, when, how, why</li> </ul> <p><b>NOTE: Ongoing Assessment for Learning</b></p> | <p><b>Reads an advertisement and completes a reading comprehension</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Interprets and discusses the message, including the values in the text</li> <li>• Discusses the structure, purpose and audience of the text</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Discuss language use, including persuasive and emotive language and the economical use of language</li> <li>– Ask relevant, critical questions using appropriate question forms, e.g., who, which, what, when, how, why</li> <li>– Identify and discuss stereotypes</li> <li>– Identify and discuss graphical techniques such as colour, design, choice of images, etc. and how they affect the message conveyed</li> </ul> </li> </ul> | <p><b>Writes an advertisement</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Interprets and discusses the message, including the values in the text</li> <li>• Discusses the structure, purpose and audience of the text</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Use content appropriate for the purpose and audience</li> <li>– Use appropriate visuals and layout for the purpose</li> <li>– Use appropriate grammar and vocabulary</li> <li>– Use language creatively</li> <li>– Use the dictionary to check spelling and meanings of words</li> </ul> </li> </ul> <p><b>Use the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas using mind maps</li> <li>• Produces a first draft</li> <li>• Revises</li> <li>• Proofreads</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul> | <p><b>Language structures and conventions</b></p> <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Collective nouns, reflexive pronouns, stems, conjunctions</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Subject-verb agreement, adjectives, adverbs, verbs, similes, metaphors, idioms</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Full stop, commas, colon, semi-colon, question mark, exclamation mark, capital letters</li> </ul> |

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| 9-10<br>(contd) | <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"><li>• Reads aloud (<i>Drop all and read</i>)</li><li>• Group-guided reading</li><li>• Shared reading</li><li>• Paired reading</li><li>• Independent reading of the novelette</li><li>• Reads aloud with appropriate pronunciation, expression and tempo</li><li>• Reflects on texts read during independent/ paired reading</li><li>• Completes a short oral book review, using an appropriate frame</li></ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"><li>• Poetry/ reader to be read daily for a minimum of 30 minutes</li><li>• Reflects on texts read independently</li><li>• Relates to own context</li></ul> | <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"><li>• Records words and their meanings in a personal dictionary</li><li>• Uses drawings or sentences, using the words or explanations to show the meaning, etc.</li><li>• Places new vocabulary on a word wall</li></ul> |  |
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| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| 1-2  | <p><b>Listens to a short story</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens and relates to own experience</li> <li>• Identifies specific details</li> <li>• Keeps to the topic</li> <li>• Identifies plot, setting and characters</li> <li>• Answers oral questions based on the story</li> <li>• Retells the story</li> </ul> <p><b>Participates in group discussions</b></p> <ul style="list-style-type: none"> <li>• Takes turns to speak</li> <li>• Stays on topic</li> <li>• Asks relevant questions</li> <li>• Maintains discussion</li> <li>• Discusses the literary devices</li> <li>• Responds to others' ideas with empathy and respect</li> <li>• Gives balanced and constructive feedback</li> </ul> <p><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>– in preparation for oral presentation</li> </ul> | <p><b>Reads a short story</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title and pictures</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Uses reading strategies <ul style="list-style-type: none"> <li>– Skimming for main ideas and scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> <li>– Reviewing to promote understanding</li> </ul> </li> <li>• Understands the impact of figurative and rhetorical devices</li> <li>• Determines the impact on visual techniques</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Identifies and comments on the plot, setting and characters</li> <li>• Gives reasons for action of the characters</li> <li>• Understands the vocabulary</li> <li>• Identifies main and supporting ideas</li> <li>• Identifies and discusses values in the text</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> <li>• Reflects on texts read independently</li> <li>• Retells story or main ideas in 3 to 5 sentences</li> <li>• Expresses emotional response to texts read</li> </ul> | <p><b>Writes a short story</b></p> <ul style="list-style-type: none"> <li>• Uses the 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> </ul> <p><b>Uses the 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 between paragraphs</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Adverbs of place and degree, tenses, conjunctions, pronouns (focus on concepts that have been covered)</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Noun phrase, noun clause</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stop, comma, word division</li> </ul> |

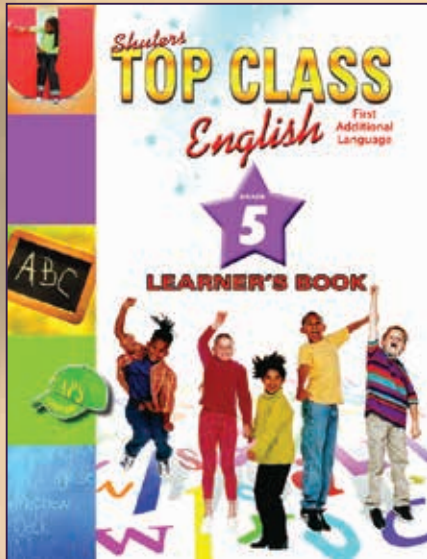
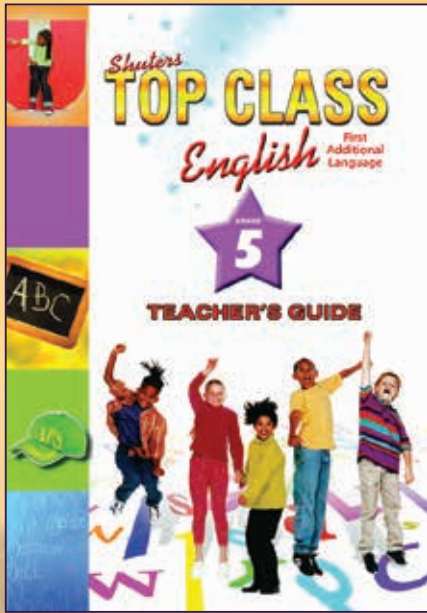
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| 1-2<br>(contd)                                                                                                                                                                                                     | <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for at least 30 minutes.</li> </ul>                                                                                                                                                                                                                                                                     | <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes a dialogue</b></p> <ul style="list-style-type: none"> <li>Selects appropriate characters</li> <li>Organises 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><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas, using mind maps</li> <li>Produces a first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes the final draft</li> <li>Presents neat, legible final draft</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary or word wall.</li> <li>Uses a dictionary for spelling and vocabulary development.</li> <li>Uses reading log/ card to manage reading progress</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Collective nouns, reflexive pronouns, stems</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Subject-verb agreement, direct and indirect speech</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Full stop, comma, colon, semi-colon, question mark</li> </ul> |
| 3-4                                                                                                                                                                                                                | <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 the title</li> <li>Retells the drama in sequence</li> <li>Names characters correctly</li> <li>Role-plays a character or a familiar situation</li> <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> </ul> <p><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>in preparation for oral presentation</li> </ul> | <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for at least 30 minutes.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>FORMAL ASSESSMENT TASK 7</b></p> <ul style="list-style-type: none"> <li>Oral presentation (20 marks)</li> </ul> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                |



| Week                                                                                                                                                               | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 5-6                                                                                                                                                                | <p><b>Listens to and discusses current issues based on newspaper or magazine article</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</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 class / teacher-led 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 organisation of ideas</li> <li>• Uses presentation skills, e.g., volume, pause, posture</li> </ul> <p><b>Assessment for Learning</b><br/>– in preparation for oral presentation</p> | <p><b>Reads newspaper or magazine article</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicting from title and pictures</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <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, why and 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><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><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes</li> </ul> | <p><b>Writes a summary of a newspaper report</b></p> <ul style="list-style-type: none"> <li>• Uses headline, by-line, lead paragraph, answers to who, what, where, when, why and 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,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Adjectives, verbs: main verbs, regular verbs, transitive and intransitive verbs</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Subject, object, subject-verb agreement, present tense</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Full stop, comma, question mark, exclamation mark, etc.</li> </ul> |
| <b>FORMAL ASSESSMENT TASK 8</b> <ul style="list-style-type: none"> <li>• Transactional writing (10 marks)</li> <li>• Written before the controlled test</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| 7-8  | <ul style="list-style-type: none"><li>• Revision</li><li>• Formal assessment of the oral presentation</li></ul>                                                                                                                                                                                                                                                                  |
| 9-10 | <p><b>FORMAL ASSESSMENT TASK 9: END-OF-THE-YEAR CONTROLLED TEST RESPONSE TO TEXTS (40 marks)</b></p> <p><b>Question 1:</b> Literary / non-literary text comprehension (15 marks)</p> <p><b>Question 2:</b> Visual text comprehension (10 marks)</p> <p><b>Question 3:</b> Summary writing (5 marks)</p> <p><b>Question 4:</b> Language structures and conventions (10 marks)</p> |

# 5



| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Language structures and conventions                                                                                                                                                                                                                                                                                                                                      |
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| 1-2  | <p><b>Listens and responds to an information text</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>• Identifies and explains cause and effect</li> <li>• Comments on the social, moral and cultural values</li> <li>• Asks critical questions</li> <li>• Expresses and justifies own opinion with reasons</li> <li>• Uses interaction strategies to communicate effectively in a group situation</li> </ul> | <p><b>Reads an information text (Visual)</b></p> <ul style="list-style-type: none"> <li>• Pre-readings: Predicting from title, headings and pictures</li> <li>• Discusses central idea and specific details</li> <li>• Comments on choice of pictures in text</li> </ul> <p><b>Read for meaning</b></p> <ul style="list-style-type: none"> <li>• Uses reading strategies, e.g., textual and contextual clues</li> <li>• Shares ideas and offers opinions using speculation</li> <li>• Uses a mind map/ notes to summarise information</li> <li>• Uses a dictionary for vocabulary development</li> </ul> <p><b>Reads social texts, e.g., SMS/ email</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> <li>• Reflects on texts read independently</li> <li>• Retells story or main ideas</li> <li>• Expresses emotional response to texts read</li> <li>• Relates to own life</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes an information text</b></p> <ul style="list-style-type: none"> <li>• Writes 3-4 paragraphs</li> <li>• Uses relevant content appropriate to the audience and purpose of the text</li> <li>• Expresses information clearly</li> <li>• Organises content logically</li> <li>• Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Uses a variety of sentence types</li> <li>• Uses appropriate grammar and spelling</li> </ul> <p><b>Writes an SMS/ email</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>Uses the 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</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Finite verbs, infinite verbs</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple present tense, simple future tense</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Personification, proverbs, idioms, similes</li> </ul> |

| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 3-4  | <p>Listens and responds to an extract from a novelette/novella</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens to extracts from the novel</li> <li>• Listens for main message and specific sequence</li> <li>• Expresses feelings in relation to events</li> <li>• Relates to own life</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>• Discusses the main ideas and specific details</li> <li>• Explains events clearly</li> <li>• Discusses the social, moral and cultural values in the text</li> <li>• Uses information from the text in response to questions</li> </ul> | <p>Reads an extract from a novelette/novella</p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title and discusses related themes/ content</li> <li>• Uses reading strategies: <ul style="list-style-type: none"> <li>– Skimming for main ideas</li> <li>– Scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> </ul> </li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Discusses the characters</li> <li>• Identifies and explains the central events</li> <li>• Identifies and discusses feelings expressed</li> <li>• Relates events and characters to own life</li> <li>• Uses a range of reading strategies</li> <li>• Discusses the structure, language use, purpose and audience</li> <li>• Identifies the difference/s between biographies, diaries and stories</li> <li>• Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p>Writes a book review/ summary</p> <ul style="list-style-type: none"> <li>• Uses a frame</li> <li>• Pre-writing: Listens to extracts from a read novel</li> <li>• Selects content appropriate for the purpose</li> <li>• Uses appropriate language and text structure</li> <li>• Uses the correct format</li> <li>• Organises content logically - uses chronology</li> <li>• Uses appropriate grammar, spelling and punctuation, including subject-verb concord</li> <li>• Uses a dictionary for spelling and vocabulary development</li> </ul> <p><b>Uses the 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</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Relative pronouns, reflexive pronouns, adjectives, adverbs, conjunctions, connections, interjections</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple present tense, simple past tense, concord</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Similes, proverbs, idioms</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Full stop, comma, dictionary use, word division</li> </ul> |



| <b>FORMAL ASSESSMENT TASK 1: ORAL</b><br>• Read Aloud (20 marks)<br>Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 5-6                                                                                                                                                          | <b>Listens and responds to a story</b><br><b>Introductory activities</b> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Identifies main ideas and specific details</li> <li>• Relates to own life</li> </ul> <b>Describes events</b> <ul style="list-style-type: none"> <li>• Discusses and gives opinion</li> <li>• Participates in group discussion, e.g., on issues related to the story</li> <li>• Asks relevant questions</li> <li>• Gives feedback</li> <li>• Maintains discussion</li> <li>• Responds to others' ideas with empathy</li> <li>• and respect</li> <li>• Takes turns to speak</li> </ul> | <b>Reads a story</b><br><b>Reading for meaning</b> <ul style="list-style-type: none"> <li>• Pre-reading: Predicting from title and pictures</li> <li>• Uses reading strategies:               <ul style="list-style-type: none"> <li>– Skimming for main ideas</li> <li>– Scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> </ul> </li> </ul> <b>Comprehension strategies</b> <ul style="list-style-type: none"> <li>• Makes predictions,</li> <li>• Uses phonic and contextual clues</li> <li>• Discusses new vocabulary from the text</li> </ul> <b>Literature study</b> <ul style="list-style-type: none"> <li>• Discusses the central idea, plot, characters and setting</li> <li>• Expresses feelings and opinions</li> <li>• Discusses cause and effect in the story</li> <li>• Uses a dictionary for vocabulary development</li> </ul> <b>Reading methodologies</b> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <b>Assessment for Learning</b> – in preparation for Read Aloud | <b>Writes a story (narrative/ descriptive)</b> <ul style="list-style-type: none"> <li>• Selects content appropriate for the purpose</li> <li>• Uses appropriate language and text structure</li> <li>• Uses the correct format</li> <li>• Writes topic sentences and includes relevant information to develop coherent paragraphs</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses a dictionary for spelling and vocabulary development</li> <li>• Uses complex tenses</li> </ul> <b>Uses the writing process</b> <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</li> </ul> <b>Personal dictionary</b> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <b>Word level work</b> <ul style="list-style-type: none"> <li>• Common and proper nouns, noun prefixes, suffixes</li> </ul> <b>Sentence level work</b> <ul style="list-style-type: none"> <li>• Simple past tense</li> </ul> <b>Word meaning</b> <ul style="list-style-type: none"> <li>• Synonyms</li> </ul> <b>Spelling and punctuation</b> <ul style="list-style-type: none"> <li>• Full stop, comma, quotation marks and dictionary use</li> </ul> |
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| Week                                                                                                                                                                                                                                                        | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Language structures and conventions                                                                                                                                                                                                                                                                                                                             |
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| <b>FORMAL ASSESSMENT TASK 2: WRITING</b> <ul style="list-style-type: none"> <li>• Essay (20 marks) <ul style="list-style-type: none"> <li>– Narrative or descriptive</li> <li>– Three (3) paragraphs</li> </ul> </li> <li>• Done during the term</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                 |
| 7-8                                                                                                                                                                                                                                                         | <p><b>Listens and responds to a newspaper article</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>• Uses information from the text in response to questions</li> <li>• Comments on the social, moral and cultural values in the text</li> <li>• Discusses the assumptions and the intention of the writer</li> <li>• Participates in a discussion</li> </ul> | <p><b>Reads a newspaper article</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from headlines, surveying the text</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Uses a range of reading strategies, e.g., skimming, scanning, using previous knowledge</li> <li>• Makes predictions</li> <li>• Uses contextual clues to determine meaning</li> <li>• Makes inferences</li> <li>• Identifies and explains the similarities and differences of something</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes a newspaper article</b></p> <ul style="list-style-type: none"> <li>• Uses headline, by-line, lead paragraph, answers to who, what, where, when, why and how</li> <li>• Selects content appropriate to the audience and purpose of the text</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Uses a wide variety of vocabulary and appropriate grammar and spelling</li> </ul> <p><b>Uses the 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</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Tenses</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Antonyms, prepositions, determiners, articles</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Question marks, dictionary use, word order</li> </ul> |
| <b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks)</b> <ul style="list-style-type: none"> <li>• Literary/ non-literary text (15 marks)</li> <li>• Visual text (10 marks)</li> <li>• Language structures and conventions (15 marks)</li> </ul>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                 |

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| 9-10 | <p><b>Gives and follows instructions</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes prediction</li> <li>• Listens and gives specific details</li> <li>• Uses correct sequence</li> <li>• Asks relevant questions and responds appropriately</li> <li>• Carries out instructions</li> </ul> | <p><b>Reads an instructional text containing a sequence of instructions</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicting from title and pictures</li> <li>• Uses reading strategies               <ul style="list-style-type: none"> <li>– Skimming for main ideas</li> <li>– Scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> </ul> </li> <li>• Discusses specific details of text</li> <li>• Discusses sequence of instructions</li> <li>• Carries out instructions/ procedure</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes instructions, e.g., how to make a sandwich</b></p> <ul style="list-style-type: none"> <li>• Selects relevant information</li> <li>• Uses correct specific details</li> <li>• Uses correct sequence</li> <li>• Uses correct format</li> <li>• Uses the command form of the verb and imperatives</li> <li>• Uses appropriate grammar, spelling and punctuation</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning / pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Adverbs of manner, time, place and degree, prepositions, moods, adjectives</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple sentences, complex sentences</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Full stop, exclamation marks, abbreviations: acronyms, initialisation, truncation</li> </ul> |
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| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 1-2  | <p><b>Listens to a poem</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Appreciates and responds to the sound effect stimulated by the poem</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>• Discusses central idea</li> <li>• Relates to own experience</li> <li>• Expresses feelings stimulated by the poem</li> <li>• Discusses tone and language use and its effect on the listener, including how language is used to create an atmosphere</li> </ul> <p><b>Performs a poem/ selected lines</b></p> <ul style="list-style-type: none"> <li>• Selects tone and expression appropriate to content and style of poem</li> <li>• Uses appropriate intonation and facial expressions</li> <li>• Uses appropriate body language, posture and presentation skills, e.g., adjusts tempo, volume and pacing</li> <li>• Uses appropriate intonation and facial expressions</li> </ul> | <p><b>Reads a poem</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title and picture</li> <li>• Uses reading strategies: <ul style="list-style-type: none"> <li>– Skimming for main ideas</li> <li>– Scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> </ul> </li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Uses phonic and contextual clues</li> <li>• Predicts ending</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Identifies rhyme and rhythm, and comments on their effect on the listener</li> <li>• Expresses feelings and opinions</li> <li>• Relates to own life</li> <li>• Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes a poem</b></p> <ul style="list-style-type: none"> <li>• Uses alliteration, (consonance and assonance), metaphor, simile</li> <li>• Shows understanding of style and register</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Uses appropriate punctuation rules</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Collective nouns, abstract nouns, interjections</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Present continuous tense</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Alliteration, assonance, consonance, personification, rhythm, rhyme, metaphor, simile</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Word division, dictionary use, exclamation mark</li> </ul> |

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| <p>3-4</p> <p><b>Listens to and discusses a weather report</b><br/> <b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Prediction</li> <li>• Listens for specific details</li> <li>• Discusses usefulness of the information</li> <li>• Links information to own life</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>• Discusses possible effects on people</li> <li>• Compares conditions in different places</li> <li>• Indicates preferred destinations with reasons</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Identifies features of weather reports: register and the nature of language used</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> </ul> | <p><b>Reads a weather report</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicting from title, headings and pictures</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Uses reading strategies:             <ul style="list-style-type: none"> <li>– Skimming for main ideas</li> <li>– Scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> </ul> </li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Identifies and explains similarities and differences</li> <li>• Identifies the way the text is organised</li> <li>• Reads an information text with visuals, e.g., a map</li> <li>• Interprets visuals</li> <li>• Uses a mind map/ notes to summarise information</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes a weather report</b></p> <ul style="list-style-type: none"> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Presents information using a map, chart, graph or diagram</li> </ul> <p><b>Writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses drawings or sentences, using the words or explanations to show the meaning, etc.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Verbs, gerunds, pronouns, adverbs, adjectives, conjunctions, abstract nouns</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple sentences, compound sentences, future tense</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Homophones, homonyms, polysemy, antonyms, synonyms</li> </ul> |
| <p><b>FORMAL ASSESSMENT TASK 1: ORAL</b></p> <ul style="list-style-type: none"> <li>• Read Aloud (20 marks)</li> </ul> <p>This task is a continuation from Term 1. It will be completed and recorded in Term 2.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Week                                                                                                                                                                     | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 5-6                                                                                                                                                                      | <p>Listens and responds to a play</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Predicts from title/ picture</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>Retells the drama scene in sequence</li> <li>Identifies and discusses the central idea, plot, setting, atmosphere, and characters</li> <li>Listens to specific details</li> <li>Uses details accurately</li> <li>Expresses thoughts and feelings</li> <li>Uses the correct language form</li> </ul> <p><b>Role-plays a character</b></p> <ul style="list-style-type: none"> <li>Varies voice and facial expression</li> <li>Changes register, grammar structure and idioms</li> </ul> | <p>Reads a play</p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>Uses reading strategies: <ul style="list-style-type: none"> <li>Skimming for main ideas</li> <li>Scanning for supporting details</li> <li>Making predictions</li> <li>Infering the meaning of unfamiliar words and images</li> </ul> </li> <li>Reads aloud, changing speed as appropriate</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Explains how writers use vocabulary and language to describe the plot, setting and characters</li> <li>Explains the effects of word and imagery</li> <li>Identifies cause and effect in oral and written texts, and explains the relationship</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> | <p>Writes a play script/ dialogue OR a narrative/ descriptive essay</p> <ul style="list-style-type: none"> <li>Creates characters</li> <li>Describes setting</li> <li>Develops plot</li> <li>Uses correct format</li> <li>Establishes tone or mood</li> <li>Writes sentences using direct and indirect speech</li> <li>Uses subject-verb concord</li> <li>Uses appropriate grammar, spelling and punctuation</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary or word wall.</li> <li>Uses a dictionary for spelling and vocabulary development.</li> <li>Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Verbs (gerunds)</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Statements, questions, commands, simple sentences, compound sentences, direct and indirect speech</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>Oxymoron</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Quotation marks, semi-colon, inverted commas</li> </ul> |
| <p><b>FORMAL ASSESSMENT TASK 4</b></p> <ul style="list-style-type: none"> <li>Transactional writing (10 marks)</li> </ul> <p>Written before the June controlled test</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <p><b>7-8</b></p> <p><b>Listens and responds to a report</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Predicting from title, headings and pictures</li> <li>• Listens to central idea and specific details</li> <li>• Answers questions</li> <li>• Shares ideas and offers opinion</li> <li>• Analyses information</li> <li>• Summarises information</li> <li>• Presents information using a table/ chart/ graph</li> </ul> <p><b>Participates in group discussion</b></p> <ul style="list-style-type: none"> <li>• Stays on topic</li> <li>• Gives constructive feedback</li> <li>• Maintains discussion</li> <li>• Shows sensitivity to the rights and feelings of others</li> </ul> | <p><b>Reads a report with visuals e.g., tables/ charts/ graphs/ diagrams/ maps</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicting from title, headings and pictures</li> <li>• Discusses central idea and specific details</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Uses reading strategies: <ul style="list-style-type: none"> <li>– Explains how writers use vocabulary and language to describe the plot, setting and characters</li> <li>– Explains the effects of word and imagery</li> <li>– Identifies cause and effect in oral and written texts, and explains the relationship</li> <li>– Reads aloud, changing speed as appropriate</li> </ul> </li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Interprets graphic information</li> <li>• Share ideas and offers opinions, using speculation and hypothesis</li> <li>• Uses a mind map/ notes to summarise information</li> <li>• Discusses new vocabulary from the read text</li> <li>• Uses a dictionary</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> <li>• Assessment of Read Aloud</li> <li>• Reading for enjoyment</li> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes a report</b></p> <ul style="list-style-type: none"> <li>• Formulates relevant content based on investigation</li> <li>• Converts information from one form to another</li> <li>• Uses what, when, where, who</li> <li>• Orders information logically</li> <li>• Links sentences into a coherent paragraph using pronouns and connecting words</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Presents work neatly using proper form, such as headings, spacing for paragraphs etc.</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Adjectives, pronouns, conjunctions, connections</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Past continuous tense, future continuous tense, active and passive voice, reported speech, question form</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Ellipsis, exclamation mark, quotation marks, question mark</li> </ul> |
| <p><b>9-10</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>FORMAL ASSESSMENT TASK 5: June Controlled Test: Response to Texts (40 marks)</b></p> <ul style="list-style-type: none"> <li>• Question 1: Literary/ non-literary text (15 marks)</li> <li>• Question 2: Visual text (10 marks)</li> <li>• Question 3: Summary writing (5 marks)</li> <li>• Question 4: Language structures and conventions (10 marks)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 1-2  | <p>Listens to folklore, e.g., myth/ legend</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Predicts what the text could be about</li> <li>Identifies the central idea, plot, setting, atmosphere and characters of a folklore text</li> <li>Distinguishes between realistic and unrealistic events</li> <li>Participates in discussions, justifying own opinion</li> <li>Responds sensitively to ideas and suggestions</li> </ul> <p><b>Retells the story (Folklore: Myth or legend)</b></p> <ul style="list-style-type: none"> <li>Retells events in the text in the correct sequence</li> <li>Names the characters correctly</li> <li>Expresses thoughts and feelings about the storyline/ characters/ setting/ message / theme of the text, etc.</li> </ul> | <p>Reads folklore, e.g., myth/ legend</p> <p><b>Reading for meaning/</b></p> <ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Introductory activities</li> <li>Pre-reading: Makes predictions from the title and pictures in the text</li> <li>Uses a range of reading strategies: skimming, scanning contextual clues and prior knowledge</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>Explains how writers use vocabulary and language to describe the plot, theme and setting</li> <li>Discusses and gives reasons for action of characters</li> <li>Uses a dictionary to understand new terminology and vocabulary in the text</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Read aloud/ Drop all and read/ group-guided/ shared / paired/ independent reading of the novelle</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel / reader to be read daily for a minimum of 30 minutes</li> <li>Reflects on texts read independently</li> <li>Relates to own context</li> </ul> | <p>Writes descriptive paragraphs of the folklore genre read, e.g., myth/ legend, using a writing frame</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Chooses relevant, contextually appropriate content</li> <li>Discusses the characters, place and timeline in the text read</li> <li>Discusses the purpose of the text</li> <li>Discusses the plot, characters and setting in the text</li> <li>Learners are to: <ul style="list-style-type: none"> <li>Write a description of the characters in the text</li> <li>Stay on the topic/ theme</li> <li>Use descriptive vocabulary creatively, e.g., adjectives</li> <li>Use figurative language, e.g., similes and metaphors</li> <li>Use appropriate grammar, spelling and punctuation</li> <li>Link sentences into a coherent paragraph, using pronouns, connecting words and correct punctuation</li> </ul> </li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary</li> <li>Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>Place new vocabulary on a word wall</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Infinite verbs, gerund, singular and plural nouns, diminutive prefixes (African languages), adjectives</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Object, questions, direct and indirect speech, paragraphs</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Quotation marks, capital letters, full stop, comma</li> </ul> |

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| <p>3-4</p> <p><b>CWP stage 1 research</b></p> | <p><b>Listens to and participate in a discussion on the CWP based on the selected genre (poetry/ folklore/ drama/ short story)</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Discusses the research process and timeline</li> <li>• Discusses the development of a driving question/ topic</li> <li>• Talks about the use of research sources and resources</li> <li>• Focuses on note-taking</li> <li>• Explains referencing and the importance of a bibliography</li> <li>• Explains the assessment criteria and descriptors in the rubric/ checklist</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Divide into groups or work individually</li> <li>– Gather information for research</li> <li>– Share ideas and opinions, and participate in the discussion</li> <li>– Compile a bibliography</li> <li>– Keep a record of the research process (Portfolio of Evidence)</li> </ul> </li> </ul> | <p><b>Reads for information based on the genre selected, e.g., poetry/ folklore/ drama/ short story</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Provides research material</li> <li>• Encourages learners to add to research material provided</li> <li>• Reviews the text to promote understanding</li> <li>• Discusses the effects of the features/ elements of poetry/ folklore/ drama/ short story</li> <li>• Discusses the impact of visual techniques evident in literature (poetry/ folklore/ drama/ short story)</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Use reading strategies for comprehension</li> <li>– Skim for main ideas</li> <li>– Scan for supporting details</li> <li>– Make predictions</li> <li>– Infer the meaning of unfamiliar words and images</li> <li>– Synthesise selected information into a graphic organiser, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>– Take notes in preparation for Stage 2: Writing</li> </ul> </li> </ul> | <p><b>Uses different types of graphic organisers to collate research findings of the CWP</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate frames/ tools to support the type of product to be produced, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>• Iterates referencing and the importance of a bibliography</li> <li>• Reiterates the assessment criteria and descriptors in the rubric/ checklist</li> <li>• Remind learners to pay attention to responding to the driving question / topic</li> <li>• Learners are to: <ul style="list-style-type: none"> <li>– Focus on the research process</li> <li>– Respond to the driving question/ topic of research by selecting relevant information from the sources used during research</li> <li>– Do note-taking in own words and in preparation for Stage 2: Writing</li> <li>– Follow a writing frame (if provided)</li> <li>– Use suitable language conventions related to literary analysis</li> </ul> </li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Finite verbs, infinite verbs</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple present tense, simple future tense</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Personification, proverbs, idioms, simile</li> </ul> <p><b>Strengthening of language structures and conventions that are related to research of the literary genre focused on, e.g., poetry/folklore/ drama/ short story</b></p> <ul style="list-style-type: none"> <li>• For example, speech, sentence and paragraph types, parts of speech, literal and figurative meaning, punctuation and spelling and vocabulary in context</li> </ul> |
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| Week                | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| 5-6                 | <p>Focus on the relevant literature genre, e.g., poetry/folklore/ drama/ short story</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Discusses the writing genre and explain the features</li> <li>Explains the expectations for the writing task</li> <li>Discusses with the learners on how to plan their writing, using the writing process</li> <li>Gives the learners a frame to use when writing</li> <li>Guides the learners on how to complete the frame</li> </ul> | <p>Guides learners to understand the CWP rubric/s and assessment requirements</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Provides clarity regarding timelines</li> <li>Guides learners to read and use the research notes</li> <li>Reads and discusses the rubric</li> <li>Unpacks the criteria and descriptors in the rubric</li> <li>Learners are to: <ul style="list-style-type: none"> <li>Read the selected genre</li> <li>Read and understand the rubric</li> <li>Read and understand the writing frame</li> <li>Identify the conventions specific to the genre being researched</li> </ul> </li> </ul> | <p><b>Writes/ draws/ creates the written aspect of the selected topic</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Gives the learners a frame to use when writing</li> <li>Guides the learners on how to complete the writing frame</li> <li>Discuss 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</li> <li>Presenting</li> </ul> </li> <li>Discusses the literary elements/features specific to the selected genre</li> <li>Learners are to: <ul style="list-style-type: none"> <li>Use a writing fame (if required)</li> <li>Edit the first draft</li> <li>Proofread after editing the first draft</li> <li>Write and present the final draft</li> </ul> </li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Prepositions, determiners, articles</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Tenses</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>Antonyms</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Question marks, dictionary use, word order</li> </ul> <p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <ul style="list-style-type: none"> <li>Punctuation and spelling</li> <li>Spelling patterns</li> <li>Vocabulary in context</li> <li>Correct format and features</li> <li>Organise content (mind map)</li> <li>Correct format and features</li> <li>Organise content (mind map of main and supporting ideas)</li> <li>Paragraph/ visual conventions</li> <li>Logical progression of paragraphs/ ideas to ensure coherence</li> <li>Language conventions as required by the selected topics</li> </ul> |
| CWP Stage 2 Writing | <ul style="list-style-type: none"> <li>Demonstrates how to write – "I do, We do, You do"</li> <li>Gives instructions based on the writing activity</li> <li>Learners are to: <ul style="list-style-type: none"> <li>Create a word bank regarding the chosen topic</li> <li>Contribute to the discussion</li> <li>Understand the expectations related to the driving question/ topic</li> </ul> </li> </ul>                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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| <p>7-8</p> | <p><b>Listens to and discusses an advertisement</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens for specific details</li> <li>• Identifies key issues</li> <li>• Learners are to:             <ul style="list-style-type: none"> <li>– Discuss the effectiveness of the advertisement</li> <li>– Express thoughts and feelings in an imaginative way</li> <li>– Respond sensitively to ideas and suggestions</li> <li>– Give feedback</li> <li>– Share ideas and offer opinions on less familiar topics</li> </ul> </li> </ul> <p><b>NOTE: Ongoing Assessment for Learning</b> – in preparation for oral presentation in Term 4</p> | <p><b>Reads an advertisement</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Uses reading strategies: Scans for specific details, skims for general idea, predicts content, uses previous knowledge or textual clues, makes inferences</li> <li>• Learners are to:             <ul style="list-style-type: none"> <li>– View and comment on graphical techniques used in visual texts, e.g., colour, lettering and layout</li> </ul> </li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read/</i> group- guided/ shared/ paired/ independent reading of the novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Poetry/ novelette to be read daily for a minimum of 30 minutes</li> <li>• Reflects on texts read independently</li> <li>• Relates to own context</li> </ul> | <p><b>Writes an advertisement</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Expresses ideas clearly and logically</li> <li>• Uses appropriate visuals and layout for the purpose</li> <li>• Uses a wide variety of vocabulary, appropriate grammar, spelling and punctuation</li> <li>• Uses language for creative and imaginative self-expression</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Places new vocabulary on a word wall</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Degrees of comparison, adverbs</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple short sentences, subject-verb agreement</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Abbreviations; inverted commas</li> </ul> |
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| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 9-10 | <p><b>Listens to a poem</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Appreciates and responds to the sound effect stimulated by the poem</li> <li>• Describes events</li> <li>• Discusses the central idea</li> <li>• Relates to own experience</li> <li>• Expresses feelings stimulated by the poem</li> <li>• Discusses tone and language use and their effect on the listener, including how language is used to create atmosphere</li> </ul> <p><b>Performs a poem/ selected lines</b></p> <ul style="list-style-type: none"> <li>• Selects a tone and expression appropriate to content and style of poem</li> <li>• Uses appropriate intonation and facial expressions</li> <li>• Uses appropriate body language, posture, and presentation skills, e.g., adjusts tempo, volume and pacing</li> </ul> <p><b>NOTE: Ongoing Assessment for Learning</b></p> | <p><b>Reads a poem</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title and picture.</li> <li>• Uses reading strategies: <ul style="list-style-type: none"> <li>– Skimming for main ideas</li> <li>– Scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> </ul> </li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Uses phonic and contextual clues</li> <li>• Predicts ending</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Identifies rhyme and rhythm and comments on their effect on the listener</li> <li>• Expresses feelings and opinions</li> <li>• Relates to own life</li> <li>• Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud (<i>Drop all and read</i>) / Group-guided reading / Shared reading / Paired reading / Independent reading of the novelette</li> <li>• Reads aloud with appropriate pronunciation, expression and tempo</li> <li>• Reflects on texts read during independent/ paired reading</li> <li>• Completes a short oral book review using an appropriate frame</li> </ul> | <ul style="list-style-type: none"> <li>• Writes a poem</li> <li>• Introductory activities</li> <li>• Uses alliteration, (consonance and assonance), metaphor, simile</li> <li>• Shows understanding of style and register</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Uses appropriate punctuation rules</li> <li>• Uses the writing process</li> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> <li>• Personal dictionary</li> <li>• Records words and their meanings in a personal dictionary</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Places new vocabulary on a word wall</li> </ul> | <ul style="list-style-type: none"> <li>• Word level work</li> <li>• Collective nouns, abstract nouns, interjections</li> <li>• Sentence level work</li> <li>• Present continuous tense</li> <li>• Word meaning</li> <li>• Alliteration, assonance, consonance,</li> <li>• personification, rhythm, rhyme, metaphor, simile</li> <li>• Spelling and punctuation</li> <li>• Word division, dictionary use, exclamation mark</li> </ul> |

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| 9-10<br>(contd) |  | <p><i>Reading for enjoyment</i></p> <ul style="list-style-type: none"><li>• Poetry/ reader to be read daily for a minimum of 30 minutes</li><li>• Reflects on texts read independently</li><li>• Relates to own context</li></ul> |  |  |
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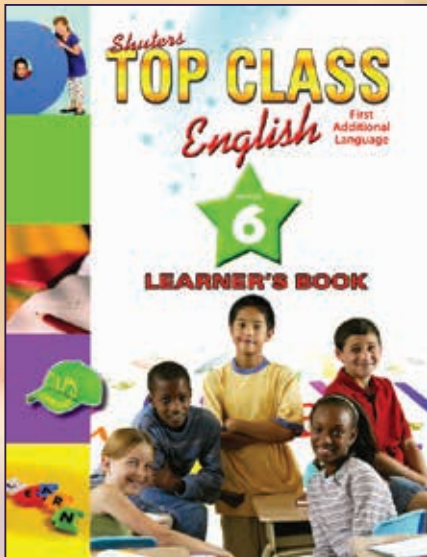
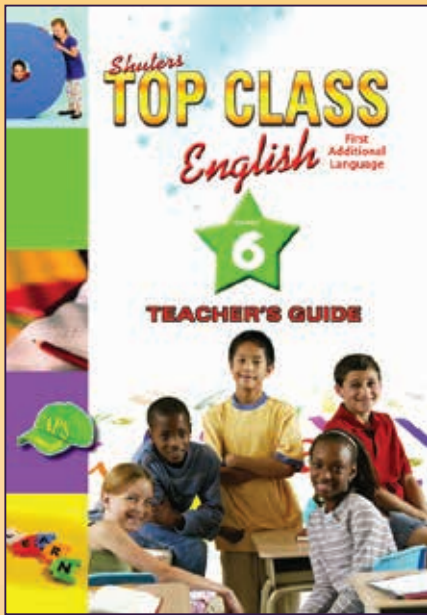
| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 1-2  | <p>Listens and responds to story, e.g., folklore (myth/legend) from a class reader</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Makes predictions</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>Identifies the central idea, plot, setting, atmosphere and characters of a fiction story</li> <li>Distinguishes between realistic and unrealistic events</li> <li>Justifies own opinion</li> <li>Responds sensitively to ideas and suggestions</li> <li>Gives balanced and constructive feedback on plot, theme and setting</li> </ul> | <p>Reads a story, e.g., a folklore (myth/legend) from the textbook or class reader</p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>Uses a range of reading strategies: <ul style="list-style-type: none"> <li>Skimming for main ideas</li> <li>Scanning for supporting details</li> <li>Making predictions</li> <li>Inferring the meaning of unfamiliar words and images</li> </ul> </li> <li>Reviewing to promote understanding</li> <li>Understanding the effect of figurative and rhetorical devices</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Writers use vocabulary and language to describe the setting</li> <li>Reads aloud individually with clear expression</li> <li>Comments on plot, theme, characters and setting</li> <li>Discusses new vocabulary from the read text</li> <li>Uses a dictionary</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of the novelle</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p>Writes a story, e.g., a folklore (myth/legend)</p> <ul style="list-style-type: none"> <li>Uses animal characters</li> <li>Develops plot, characters and setting</li> <li>Selects content appropriate to the audience and purpose of the text</li> <li>Uses language imaginatively, especially a variety of vocabulary</li> <li>Uses figurative language, e.g., similes and metaphors</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Uses appropriate grammar and spelling</li> </ul> <p><b>Writes descriptions of characters</b></p> <ul style="list-style-type: none"> <li>Chooses relevant content</li> <li>Stays on topic</li> <li>Uses descriptive vocabulary, especially a range of adjectives</li> <li>Uses figurative language, e.g., similes and metaphors</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas using mind maps</li> <li>Produces a first draft</li> <li>Revises</li> <li>Proofreads</li> <li>Writes the final draft</li> <li>Presents a neat, legible final draft</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary or word wall.</li> <li>Uses a dictionary for spelling and vocabulary development.</li> <li>Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Noun prefixes, adjectives, adverbs, pronouns, conjunctions</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Subject, object, subject-verb agreement, concord</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>Proverbs, idioms, metaphors</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Dictionary use</li> </ul> |

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| <p>3-4</p> <p><b>Listens and responds to a report, e.g., news/ topical issues</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>• Identifies main ideas and specific details</li> <li>• Relates to own life</li> <li>• Expresses and justifies own opinion with reasons</li> <li>• Asks critical questions which do not have obvious answers</li> <li>• Responds thoughtfully to critical questions</li> <li>• Discusses format, features, language use and structure of the text</li> </ul> <p><b>Presents an oral report</b></p> <ul style="list-style-type: none"> <li>• Uses appropriate structure: Introduction, body and conclusion</li> <li>• Presents central idea and supporting details</li> <li>• Uses appropriate body language and presentation skills, e.g., makes eye contact, volume</li> <li>• Participates in a discussion</li> <li>• Stays on topic</li> <li>• Gives constructive feedback</li> <li>• Maintains discussion</li> <li>• Shows sensitivity to the rights and feelings of others</li> </ul> <p><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>– in preparation for oral presentation</li> </ul> | <p><b>Reads an information text with visuals, e.g., pictures/ diagrams/ maps</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicts from title, headings and pictures</li> </ul> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Uses reading strategies: <ul style="list-style-type: none"> <li>– Skimming for main ideas</li> <li>– Scanning for supporting details</li> <li>– Making predictions</li> <li>– Inferring the meaning of unfamiliar words and images</li> </ul> </li> <li>• Reviewing to promote understanding</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Shares ideas and offers opinion using speculation and hypothesis</li> <li>• Discusses central idea and specific details</li> <li>• Expresses and justifies own opinion with reasons</li> <li>• Asks critical questions which do not have obvious answers</li> <li>• Responds thoughtfully to critical questions</li> <li>• Uses a mind map/ notes to summarise information</li> <li>• Uses a dictionary for vocabulary development [to be repeated with every activity]</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of the novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes a report</b></p> <ul style="list-style-type: none"> <li>• Writes a report using a frame</li> <li>• Orders information logically</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Presents work neatly using the proper format such as headings, spacing for paragraphs, etc.</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Conjunctions, mood</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Noun phrase, adjectival phrase, adverbial phrase, prepositional phrase</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Synonyms, antonyms, homophones, homonyms, polysemy</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Word division, dictionary use, capital letters</li> </ul> |
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| Week                                                                                                                                                                                                    | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>FORMAL ASSESSMENT TASK 7</b><br><ul style="list-style-type: none"> <li>Oral presentation (20 marks)</li> </ul> This task is a continuation from Term 3. It will be completed and recorded in Term 4. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 5-6                                                                                                                                                                                                     | <p><b>Listens to and discusses an information text</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Makes predictions</li> <li>Participates in discussions, explaining own opinion</li> </ul> <p><b>Describes events</b></p> <ul style="list-style-type: none"> <li>Identifies and explains cause and effect</li> <li>Comments on the social, moral and cultural values</li> <li>Asks critical questions</li> <li>Expresses and justifies own opinion with reasons</li> <li>Uses interaction strategies to communicate effectively in group situations</li> </ul> | <p><b>Reads an information text with visuals, e.g., maps/ graphs/ charts/ tables</b></p> <p><b>Reading for meaning:</b></p> <ul style="list-style-type: none"> <li>Uses a range of reading strategies to identify the main and supporting ideas</li> <li>Summarises information</li> <li>Interprets visuals</li> <li>Uses previous knowledge or textual clues to determine meaning</li> <li>Makes inferences</li> <li>Transfers information from the visual to narrative form.</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Retells story or main ideas</li> <li>Expresses emotional response to texts read</li> <li>Relates to own life</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes an information text</b></p> <ul style="list-style-type: none"> <li>Writes 3-4 paragraphs</li> <li>Uses relevant content appropriate to the audience and purpose of the text</li> <li>Expresses information clearly</li> <li>Organises content logically</li> <li>Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>Uses a variety of sentence types</li> <li>Uses appropriate grammar and spelling</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary or a word wall.</li> <li>Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Definite and indefinite articles, adjectives</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Noun clause, verb clause, negative form, question form</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>Metaphors, similes, proverbs, idioms</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Dictionary use, word division</li> </ul> |

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| <b>FORMAL ASSESSMENT TASK 8:</b> <ul style="list-style-type: none"><li>• Transactional writing (10 marks)</li></ul> Written before the controlled test |                                                                                                                                                                                                                                                                                                                                                                                                  |
| 7-8                                                                                                                                                    | <ul style="list-style-type: none"><li>• Revision</li><li>• Formal assessment of the oral presentation</li></ul>                                                                                                                                                                                                                                                                                  |
| 9-10                                                                                                                                                   | <b>FORMAL ASSESSMENT TASK 9: END-OF-THE-YEAR CONTROLLED TEST RESPONSE TO TEXTS (40 marks)</b> <ul style="list-style-type: none"><li>• Question 1: Literary/ non-literary text comprehension (15 marks)</li><li>• Question 2: Visual text comprehension (10 marks)</li><li>• Question 3: Summary writing (5 marks)</li><li>• Question 4: Language structures and conventions (10 marks)</li></ul> |

# 6



| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1-2  | <p>Baseline Assessment (set internally by the school) and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.</p> <p><b>Listens to radio or newspaper reports and discusses current issues</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens for specific details in radio and television programmes</li> <li>• Identifies how stereotypes are created</li> <li>• Asks critical questions that challenge and seek alternative explanations</li> <li>• Listens for information in a variety of oral texts, reports and summarises main ideas</li> <li>• Develops a balanced argument on relevant and challenging issues</li> <li>• Expresses an opinion and supports it with solid evidence</li> <li>• Listens actively and with sensitivity</li> <li>• Acknowledges opinions that conflict with own and responds appropriately in the context</li> <li>• Discusses the validity of information by comparison with other sources</li> </ul> | <p><b>Reads newspaper articles</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-read: Makes predictions based on title and/or graphics</li> <li>• Identifies and discusses both the intended and hidden cultural messages</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skims for main ideas</li> <li>• Scans for supporting details</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Visualises parts of the text</li> <li>• Makes connections to own life</li> <li>• Discusses how the message may be manipulated</li> <li>• Discusses how the techniques used by writers, graphic designers and photographers construct views of the world</li> <li>• Invents and describes preferred results or endings</li> <li>• Hypothesises and offers alternatives when trying to solve a problem</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes a summary of the newspaper article</b></p> <ul style="list-style-type: none"> <li>• Identifies key points/ facts</li> <li>• Sequence points/ facts</li> <li>• Writes in own words</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Writes neatly and legibly</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Common and abstract nouns, personal and demonstrative pronouns</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Subject-verb agreement, simple tenses; past, present and future</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark</li> </ul> |



| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                          |
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| 3-4  | <p>Discusses novelette/ novella/ novel/ reader</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Makes predictions, skims and scans</li> </ul> <p>Listens to teacher read an extract from novelette/ novella/ novel/ reader</p> <ul style="list-style-type: none"> <li>Predicts what is going to happen</li> <li>Explains author and reader's point of view</li> <li>Stays on topic</li> <li>Explains logically</li> <li>Discusses main ideas and specific details</li> <li>Asks relevant questions and responds appropriately</li> </ul> <p><b>Participates in a group discussion</b></p> <ul style="list-style-type: none"> <li>Takes turns</li> <li>Stays on topic</li> <li>Asks relevant questions</li> <li>Maintains discussion</li> <li>Responds to others' ideas with empathy and respect</li> </ul> | <p>Reads a novel</p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>Pre-reading: Predicts from title</li> <li>Discusses related themes/ content</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Infers meaning of unfamiliar words and images</li> <li>Reviews to promote understanding</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Makes predictions about the text</li> <li>Asks questions about the text</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>Identifies and explains the central idea</li> <li>Discusses the characters</li> <li>Identifies and discusses feelings expressed</li> <li>Discusses suspense and twist</li> <li>Relates events and characters to own life</li> <li>Discusses the structure, language use, purpose and audience</li> <li>Uses a dictionary for vocabulary development</li> <li>Reflects on texts read independently</li> </ul> <p><b>Post reading</b></p> <ul style="list-style-type: none"> <li>Retells story or main ideas in 5-10 sentences (summary)</li> <li>Expresses emotional response to texts read</li> <li>Relates to own life</li> <li>Compares books/ texts read</li> </ul> | <p>Writes an essay on characters/ themes of novelette/ novella/ novel/ reader</p> <ul style="list-style-type: none"> <li>Pre-writing: Listens to extracts from a novel</li> <li>Selects content appropriate for the purpose</li> <li>Uses appropriate language and text structure</li> <li>Uses the correct format</li> <li>Organises content logically – uses chronology</li> <li>Uses appropriate grammar, spelling and punctuation, including subject-verb concord</li> <li>Uses a dictionary for spelling and vocabulary development</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary or word wall.</li> <li>Uses a dictionary for spelling and vocabulary development.</li> <li>Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Interrogative, demonstrative and indefinite pronouns</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Simple present, past and future tense</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Dictionary use, word division, synonyms and antonyms</li> </ul> |

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| 3-4<br>(contd)                                                                                                                                                                                                                 | <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"><li>• Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette</li></ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"><li>• Novel/ reader to be read daily for at least 30 minutes.</li></ul>                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>FORMAL ASSESSMENT TASK 1: ORAL</b> <ul style="list-style-type: none"><li>• Read Aloud (20 marks)</li></ul> Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded.                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>FORMAL ASSESSMENT TASK 2: WRITING</b> <ul style="list-style-type: none"><li>• Essay (20 marks)<ul style="list-style-type: none"><li>– Narrative or Descriptive</li><li>– 4-6 paragraphs</li></ul></li></ul> During the term |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 5-6                                                                                                                                                                                                                            | <p><b>Listens to a persuasive text, e.g., radio advertisement</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"><li>• Makes predictions</li><li>• Asks thought-provoking questions using appropriate language</li><li>• Identifies opinions which differ from own</li><li>• Contrasts opposing perspectives and gives reasons</li><li>• Interacts positively during group discussions</li><li>• Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way</li><li>• Develops factual and reasonable arguments to justify opinions</li><li>• Focuses on description</li></ul> | <p><b>Reads a persuasive text</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"><li>• Pre-reading activities, e.g., prediction based on title and or graphics</li></ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"><li>• Skims for main ideas</li><li>• Scans for supporting details</li><li>• Makes predictions using visual cues/ words</li><li>• Determines the impact of visual techniques</li></ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"><li>• Pre-read: Discusses the pictures</li><li>• Evaluates the text</li><li>• Summarises the text</li><li>• Reads and understands graphic media texts, e.g., advertisements and posters</li><li>• Interprets the information</li><li>• Discusses the purpose of the text (continues...)</li></ul> | <p><b>Writes a persuasive text, e.g., a speech with visuals/ advertisement</b></p> <ul style="list-style-type: none"><li>• Evokes emotional responses</li><li>• Makes promises</li><li>• Stirs the audience</li><li>• Brainstorms ideas for a topic and develops ideas</li><li>• Reflects on and evaluates writing and creative work</li><li>• Expresses ideas clearly and logically</li><li>• Shows understanding of style and register</li><li>• Presents work with attention to neatness and enhanced presentation</li><li>• Conveys meaning clearly and appropriately</li></ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"><li>• Planning/ pre-writing</li><li>• Drafting</li><li>• Revising</li><li>• Editing</li><li>• Proofreading</li><li>• Presenting</li></ul> |
|                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Word level work</b></p> <ul style="list-style-type: none"><li>• Conjunctions, articles</li></ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"><li>• Direct and indirect speech</li></ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"><li>• Idioms and proverbs</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| Week           | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 5-6<br>(contd) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><b>Reading comprehension (contd)</b></p> <ul style="list-style-type: none"> <li>Discusses the language used</li> <li>Identifies and discusses design features such as colour and font</li> <li>Discusses the layout</li> <li>Compares different visual texts, e.g., posters and advertisements</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary or word wall.</li> <li>Uses a dictionary for spelling and vocabulary development.</li> <li>Uses reading log/ card to manage reading progress.</li> </ul>                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 7-8            | <p><b>Listens to a short story</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>Makes predictions</li> <li>Recalls events in the correct sequence and using the correct tense</li> <li>Interacts positively during group discussions</li> <li>Identifies how stereotypes are created and their effects on the listener</li> <li>Discusses characters</li> <li>Discusses the plot, conflict and setting</li> <li>Discusses messages in the text</li> </ul> | <p><b>Reads a short story</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>Pre-reading: Makes predictions based on title and/or graphics</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>Skims for main ideas</li> <li>Scans for supporting details</li> <li>Comprehension strategies</li> <li>Makes inferences about the text</li> <li>Asks questions about the text</li> </ul>                                                                                                                                                                                                                                                                         | <p><b>Writes a friendly letter/ diary entry related to the short story</b></p> <ul style="list-style-type: none"> <li>Uses the correct layout</li> <li>Shows awareness of audience and style</li> <li>Uses appropriate tone</li> <li>Focuses on improving language, spelling, tenses and linking sentences into cohesive paragraphs</li> <li>Uses connecting words, e.g., <i>However</i> to link sentences into cohesive paragraphs</li> <li>Uses correct spelling and punctuation</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Connecting words</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Past perfect tense, future perfect tense</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>Ambiguity, multiple meaning</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Word division (syllables), homophones</li> </ul> |

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| 7-8<br>(contd)                                                                                                                                                                                                                                 |  | <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>Examines the text for hidden messages</li> <li>Summarises the main and supporting ideas</li> <li>Explains how the writer manipulates the reader's perceptions, e.g., the techniques used and characterization</li> <li>Critically discusses cultural and social values in text</li> <li>Discusses plot, theme, setting and characterisation</li> <li>Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for at least 30 minutes</li> </ul> | <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary or word wall.</li> <li>Uses a dictionary for spelling and vocabulary development.</li> <li>Uses reading log/ card to manage reading progress.</li> </ul> |  |
| <b>FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (50 marks)</b> <ul style="list-style-type: none"> <li>Literary/ non-literary text (20 marks)</li> <li>Visual text (10 marks)</li> <li>Language structures and conventions (20 marks)</li> </ul> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |

| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 9-10 | <p>Listens to and discusses a dialogue</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens for information in a variety of oral texts with a dialogue</li> <li>• Summarises main ideas and notes specific details</li> <li>• Interacts positively during group discussions</li> <li>• Identifies and discusses key features</li> <li>• Discusses context, speakers' body language, content, register and choice of words</li> <li>• Discusses format of the text</li> </ul> | <p>Reads a simple play or drama</p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities: Makes predictions based on title and/or graphics</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Infers meaning of unfamiliar words and images</li> <li>• Reviews to promote understanding</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Synthesises text</li> <li>• Summarises text</li> <li>• Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p><b>Writes a dialogue</b></p> <ul style="list-style-type: none"> <li>• Reveals characters and motivation</li> <li>• Establishes tone or mood</li> <li>• Creates or adds to existing conflict</li> <li>• Produces a first draft with awareness of the central idea</li> <li>• Shows understanding of style and register</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Uses a variety compound and complex sentences</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning / pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Adverbs (manner, time)</li> <li>• Compound and complex sentences</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Sentence types (Statements, Questions, Commands)</li> <li>• Reported speech</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Synonyms, Antonyms</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Quotation marks</li> </ul> |

| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Language structures and conventions                                                                                                                                                                                                                                                                                                                                           |
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| 1-2  | <p>Listens to and discusses an instructional text, e.g., a recipe/ directions</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Identifies the features of an instructional text</li> <li>• Notes key headings</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> <li>• Recalls procedure</li> </ul> | <p>Reads a recipe or another instructional texts</p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Analyses the characteristics of instructional texts, e.g., organisation and conventions</li> <li>• Orders any jumbled instructions</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skims for main ideas.</li> <li>• Scans for supporting details</li> <li>• Comprehension strategies</li> <li>• Asks questions about the text</li> <li>• Synthesises the text</li> <li>• Shows understanding of the text and how it functions, e.g., literal reading</li> <li>• Recognises and explains the different structures, language use and purposes</li> <li>• Identifies and evaluates the register of a text</li> <li>• Understands and uses instructional texts appropriately</li> <li>• Compares two different recipes or sets of instructions</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p>Writes an instructional text, e.g., on how to make a cup of tea</p> <ul style="list-style-type: none"> <li>• Sequences instructions logically</li> <li>• Lists materials and ingredients</li> <li>• Uses a dictionary</li> <li>• Uses imperatives</li> <li>• Develops a frame for writing</li> <li>• Uses linking phrases and organisational methods</li> <li>• Defines procedures</li> <li>• Organises words and sentences appropriately</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Possessive and reflexive pronouns, stems, prefixes, suffixes</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Subject, object</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Word division, dictionary use</li> </ul> |



| Week                                                                                                                                                                                                | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Language structures and conventions                                                                                                                                                                                                                                                                        |
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| <b>FORMAL ASSESSMENT TASK 1: ORAL</b> <ul style="list-style-type: none"> <li>Read Aloud (20 marks)</li> </ul> This task is a continuation from Term 1. It will be completed and recorded in Term 2. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                            |
| 3-4                                                                                                                                                                                                 | <b>Listens to and discusses a story</b><br><b>Introductory activities</b> <ul style="list-style-type: none"> <li>Makes predictions, skims and scans</li> <li>Identifies themes</li> <li>Asks questions</li> <li>Relates ideas to own life experiences</li> <li>Identifies and discusses how stereotypes are created</li> <li>Discusses response to text</li> <li>Discusses social, moral and cultural values in different texts</li> <li>Comments on how these values are conveyed in the text, e.g. stereotyping</li> <li>Uses presentation skills, e.g., volume, pace, pausing, posture, gesture etc.</li> </ul> | <b>Reads a story</b><br><b>Reading for meaning</b> <ul style="list-style-type: none"> <li>Pre-reading: Makes predictions based on title and/or graphics</li> <li>Reads aloud and silently</li> </ul> <b>Reading strategies</b> <ul style="list-style-type: none"> <li>Infers meaning of unfamiliar words and images</li> <li>Reviews to promote understanding</li> </ul> <b>Comprehension strategies</b> <ul style="list-style-type: none"> <li>Makes predictions about the text</li> <li>Makes inferences about the text</li> </ul> <b>Literature study</b> <ul style="list-style-type: none"> <li>Interprets and discusses the message</li> <li>Shows understanding of the text, its relationship to own life, its purpose and how it functions</li> <li>Summarises the text in 5-10 sentences</li> </ul> <b>Reading methodologies</b> <ul style="list-style-type: none"> <li>Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of</li> <li>novelette</li> </ul> <b>Assessment for Learning</b> – in preparation for Read Aloud<br><b>Reading for enjoyment</b> <ul style="list-style-type: none"> <li>Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <b>Writes a story</b> <ul style="list-style-type: none"> <li>Creates believable characters</li> <li>Shows knowledge of character, plot, setting, conflict and climax</li> <li>Plots main events, using a flow chart: beginning (exposition), middle (rising action, climax) and ending (denouement)</li> <li>Sequences ideas logically</li> <li>Expresses ideas clearly and logically</li> <li>Uses a theme or message</li> </ul> <b>Uses the writing process</b> <ul style="list-style-type: none"> <li>Planning/ pre-writing</li> <li>Drafting</li> <li>Revising</li> <li>Editing</li> <li>Proofreading</li> <li>Presenting</li> </ul> <b>Personal dictionary</b> <ul style="list-style-type: none"> <li>Records words and their meanings in a personal dictionary or word wall.</li> <li>Uses a dictionary for spelling and vocabulary development.</li> <li>Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>Uses reading log/ card to manage reading progress.</li> </ul> | <b>Word level work</b> <ul style="list-style-type: none"> <li>Auxiliary verbs, determiners</li> </ul> <b>Sentence level work</b> <ul style="list-style-type: none"> <li>Present, past and future continuous tenses</li> </ul> <b>Word meaning</b> <ul style="list-style-type: none"> <li>Idioms</li> </ul> |

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| 5-6                                                                                                                                                                        | <p><b>Listens to and discusses a poem</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Expresses emotions in a sensitive way</li> <li>• Interacts positively during group discussions</li> <li>• Comments on sound and visual effects such as rhythm, repetition, alliteration and comparisons</li> <li>• Interprets content of poem</li> <li>• Summarises the poem</li> <li>• Discusses rhythm and rhyme</li> <li>• Discusses different types of poems</li> <li>• Discusses the structures of poems</li> </ul> | <p><b>Reads a simple poem</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Makes predictions based on title and/or graphics</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Reviews to promote understanding</li> <li>• Understands the effect of figurative and rhetorical devices</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Synthesises the text</li> <li>• Evaluates the text</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Identifies the features of the poem</li> <li>• Analyses the poem to understand the meaning</li> <li>• Identifies rhythm, rhyme, personification, metaphor etc.</li> <li>• Shows understanding of the poem and its relationship to own life</li> <li>• Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment for Learning</b> – in preparation for Read Aloud</p> | <p><b>Writes a poem</b></p> <ul style="list-style-type: none"> <li>• Uses alliteration, (consonance and assonance), metaphor and simile</li> <li>• Uses descriptive language</li> <li>• Plans, drafts and refines writing</li> <li>• Produces a first draft with awareness of the central idea</li> <li>• Shows understanding of style and register</li> <li>• Reflects on and evaluates writing and creative work</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Prepositions, adverbs of manner and time</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple sentences, sentence types: commands, statements and questions</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Elements of poetry: alliteration (consonance and assonance), metaphor, personification, simile, onomatopoeia</li> </ul> |
| <p><b>FORMAL ASSESSMENT TASK 4</b></p> <ul style="list-style-type: none"> <li>• Transactional writing (10 marks)</li> </ul> <p>Written before the June controlled test</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Language structures and conventions                                                                                                                                                                                                                                                                                                                                             |
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| 7-8  | <p>Listens to and discusses an information text, e.g., a weather report</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listens for specific details</li> <li>• Discusses usefulness of information</li> <li>• Links information to own life</li> <li>• Discusses possible effects on people</li> <li>• Compares conditions in different places</li> <li>• Indicates preferred destinations with reasons</li> <li>• Participates in discussions, justifying own opinion</li> <li>• Identifies features of weather reports, register and the nature of language used</li> <li>• Uses interaction strategies to communicate effectively in group situations</li> <li>• Interprets and discusses more complex visual texts</li> </ul> | <p>Reads an information text, e.g., a weather report from a newspaper</p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: Predicting from title, headings and pictures/ images</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skims for main ideas</li> <li>• Scans for supporting details</li> </ul> <p><b>Reading comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Summarises text</li> <li>• Asks questions about text</li> <li>• Reads an information text with visuals, e.g., a map</li> <li>• Identifies the way the text is organised</li> <li>• Compares differences and similarities in the weather in different places</li> <li>• Interprets visuals</li> <li>• Uses a dictionary for vocabulary development</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Assessment of Read Aloud</b></p> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p>Writes an information text, e.g., a weather chart</p> <ul style="list-style-type: none"> <li>• Selects appropriate visuals and content for the purpose</li> <li>• Presents information using a map, chart, graph or diagram</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Adjectives: attributive, interrogative and demonstrative</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Noun phrases and clauses</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Dictionary use, homophones</li> </ul> |
| 9-10 | <p><b>FORMAL ASSESSMENT TASK 5: JUNE CONTROLLED TEST RESPONSE TO TEXTS (50 marks)</b></p> <ul style="list-style-type: none"> <li>• Question 1: Literary/ non-literary text (20 marks)</li> <li>• Question 2: Visual text (10 marks)</li> <li>• Question 3: Summary writing (5 marks)</li> <li>• Question 4: Language structures and conventions (15 marks)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                 |

| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                  |
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| 1-2  | <p><b>Listens to and discusses a folklore, e.g., a myth, legend or fable</b></p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Recalls events in the correct sequence and using the correct tense</li> <li>• Interacts positively during group discussions</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Identifies how stereotypes are created and their effects on the listener</li> <li>• Discusses characters</li> <li>• Discusses plot, conflict and setting</li> <li>• Discusses messages in the text</li> <li>• Reflects on cultural customs, values and beliefs</li> <li>• Reflects on the struggle between good and evil</li> </ul> | <p><b>Reads a folklore, e.g., a myth, legend or fable</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g., prediction based on the title and/or graphics</li> </ul> <p><b>Reading for meaning</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skims for main ideas</li> <li>• Scans for supporting details</li> <li>• Comprehension strategies</li> <li>• Visualises parts of the text</li> <li>• Makes connection to own life</li> </ul> <p><b>Literature Study</b></p> <ul style="list-style-type: none"> <li>• Discusses elements, characters and messages of the folklore chosen</li> <li>• Explains interpretation and overall response to text</li> <li>• Invents and describes preferred results or endings</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for a minimum of 30 minutes</li> <li>• Reflects on texts read independently</li> <li>• Relates to own context</li> </ul> | <p><b>Writes a character sketch</b></p> <ul style="list-style-type: none"> <li>• Thinks about characterisation</li> <li>• Uses descriptive words to compare characters</li> <li>• Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs</li> <li>• Shows understanding of setting, plot, conflict and theme</li> </ul> <p><b>Uses correct tenses</b></p> <ul style="list-style-type: none"> <li>• Uses the writing process</li> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Places new vocabulary on a word wall</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Adjectives: builds on the use of adjectives, verbs (gerunds)</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Active and passive voice, negative form</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>• Contractions</li> </ul> |

| Week                              | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 3-4<br>CWP<br>Stage 1<br>Research | <p>Listens to and participates in a short conversation on the creative writing project (CWP) based on the selected genre, e.g., poetry/ folklore/ drama/ short story</p> <ul style="list-style-type: none"> <li>Teacher is to: <ul style="list-style-type: none"> <li>Discuss the research process and timeline</li> <li>Discuss the development of a driving question/ topic</li> <li>Talk about the use of research sources and resources</li> <li>Focus on note-taking</li> <li>Explain referencing and the importance of a bibliography</li> <li>Explain the assessment criteria and descriptors in the rubric/ checklist</li> </ul> </li> <li>Learners are to: <ul style="list-style-type: none"> <li>Divide into groups or work individually</li> <li>Gather information for research</li> <li>Share ideas and opinions, and participate in the discussion</li> <li>Compile a bibliography</li> <li>Keep a record of the research process (Portfolio of Evidence)</li> </ul> </li> </ul> | <p>Reads for information based on the genre selected, e.g., poetry/ folklore/ drama/ short story</p> <ul style="list-style-type: none"> <li>Teacher is to: <ul style="list-style-type: none"> <li>Provide research material</li> <li>Encourage learners to add to research material provided</li> <li>Review the text to promote understanding</li> <li>Discuss the effects of the features/ elements of poetry/ drama/ short story/ folklore</li> <li>Discuss the impact of visual techniques evident in literature (poetry/ drama/ short story/ folklore)</li> </ul> </li> </ul> <p><b>Comprehension and reading strategies</b></p> <ul style="list-style-type: none"> <li>Learners are to: <ul style="list-style-type: none"> <li>Skim for main ideas</li> <li>Scan for supporting details</li> <li>Make predictions</li> <li>Infer the meaning of unfamiliar words and images</li> <li>Synthesise selected information into a graphic organiser, e.g. mind map, sequence chart, Venn diagram, etc.</li> <li>Take notes in preparation for Stage 2: Writing</li> </ul> </li> </ul> | <p>Uses different types of graphic organisers to collate research findings of the CWP</p> <ul style="list-style-type: none"> <li>Teacher is to: <ul style="list-style-type: none"> <li>Demonstrate appropriate frames/ tools to support the type of product to be produced, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>Reiterate referencing and the importance of a bibliography</li> <li>Reiterate the assessment criteria and descriptors in the rubric/ checklist</li> <li>Remind learners to pay attention to respond to the driving question/ topic</li> </ul> </li> </ul> <p><b>Research process</b></p> <ul style="list-style-type: none"> <li>Learners are to: <ul style="list-style-type: none"> <li>Respond to the driving question/ topic of research by selecting relevant information from the sources used</li> <li>Do note-taking in own words and in preparation for Stage 2: Writing</li> <li>Follow a writing frame (if provided)</li> <li>Use suitable language conventions related to literary analysis</li> </ul> </li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Verb tenses, nouns, adverbs</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Simple, compound and complex sentences</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>One word for a phrase</li> </ul> <p><b>Strengthening of language structures and conventions related to the research of the literary genre focused on (poetry/ folklore/ drama/ short story)</b></p> <ul style="list-style-type: none"> <li>Organisation of research findings, e.g., mind map, sequence chart, Venn diagram, etc.</li> <li>Clarity of information</li> <li>Vocabulary related to research</li> <li>Referencing conventions</li> </ul> |

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| <p>5-6<br/>CWP<br/>Stage 2<br/>Writing</p> | <p><b>Focuses on the relevant literature genre, e.g., poetry/ drama/ short story/ folklore</b></p> <ul style="list-style-type: none"> <li>Teacher is to: <ul style="list-style-type: none"> <li>Iterate the driving question/ topic focused on during research</li> <li>Discuss literary features and elements relevant to the genre researched</li> <li>Ensure that all learners are prepared to commence with Stage 2: Writing</li> <li>Discuss with learners how to plan their writing, using their research findings</li> <li>Discuss the writing process</li> <li>Give instructions based on the writing activity</li> <li>Discuss the format of the writing activity to be produced (essay/ report/ poster, etc.)</li> </ul> </li> <li>Learners are to: <ul style="list-style-type: none"> <li>Contribute to the discussion</li> <li>Understand expectations related to the driving question/ topic</li> </ul> </li> </ul> | <p><b>Guides learners to follow the writing process</b></p> <ul style="list-style-type: none"> <li>Teacher is to: <ul style="list-style-type: none"> <li>Provide clarity regarding timelines</li> <li>Guide learners to read and use the research notes</li> <li>Read and discuss the rubric</li> <li>Unpack the criteria and descriptors in the rubric</li> </ul> </li> <li>Learners are to: <ul style="list-style-type: none"> <li>Read the selected genre</li> <li>Read and understand the rubric</li> <li>Read and understand the writing frame</li> <li>Identify the conventions specific to the genre being researched</li> </ul> </li> </ul> | <p><b>Writes / draws / creates the written aspect of the selected topic</b></p> <p>Teacher is to:</p> <ul style="list-style-type: none"> <li>Give the learners a frame to use when writing</li> <li>Guide the learners on how to complete the writing frame</li> <li>Discuss 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</li> <li>Presenting</li> </ul> </li> <li>Discuss the literary elements/ features specific to the selected genre</li> </ul> <p>Learners are to:</p> <ul style="list-style-type: none"> <li>Use a writing frame (if required)</li> <li>Edit the first draft</li> <li>Proofread after editing the first draft</li> <li>Write and present the final draft</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>Stems</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>Simple sentences, complex sentences, verb clause</li> </ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"> <li>Colon</li> </ul> <p><b>Reinforcement of language structures and conventions covered in previous weeks</b></p> <ul style="list-style-type: none"> <li>Punctuation and spelling</li> <li>Vocabulary in context</li> <li>Correct format and features</li> <li>Main and supporting ideas</li> <li>Paragraph/ visual conventions</li> <li>Logical progression of paragraphs/ ideas to ensure coherence</li> <li>Language conventions as required by the selected topics</li> </ul> |
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| FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT (40 marks) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT (20 marks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Week 3-4                                                      | <ul style="list-style-type: none"><li>• Stage 1: Research (Learners do research on their project) (10 marks)</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"><li>• Stage 3: Oral presentation (Learners do the oral presentation of their project) (20 marks)<ul style="list-style-type: none"><li>– Uses appropriate structure: Introduction, body and conclusion</li><li>– Presents central idea and supporting details</li><li>– Shows evidence of research/ investigation</li><li>– Uses appropriate body language and presentation skills, e.g., makes eye contact, volume</li><li>– Participates in a discussion</li><li>– Gives constructive feedback</li><li>– Maintains discussion</li><li>– Shows sensitivity to the rights and feelings of others</li><li>– Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.</li></ul></li></ul>                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Week 5-6                                                      | <ul style="list-style-type: none"><li>• Stage 2: Writing (Learners engage in the write-up of their project) (30 marks)<ul style="list-style-type: none"><li>– Planning/ pre-writing of the creative writing project</li><li>– Drafting</li><li>– Revising</li><li>– Editing</li><li>– Proofreading</li><li>– Presenting</li></ul></li></ul>                                                                                                                                                                                                                                                                                                           | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 7-8                                                           | <p><b>Listens to and discusses a drama</b></p> <ul style="list-style-type: none"><li>• Teacher reads drama to learners, using shared reading activities</li></ul> <p><b>Introductory activities Makes predictions</b></p> <ul style="list-style-type: none"><li>• Listening</li><li>• Discusses key feature of the text</li><li>• Identifies how stereotypes are created and how this affects the listener</li><li>• Identifies themes</li><li>• Asks questions</li><li>• Identifies and discusses values in the text</li><li>• Links content and messages in the text to own life</li><li>• Gives critical comment on messages in the text</li></ul> | <p><b>Reads reviews of play/ drama</b></p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"><li>• Pre-read: Makes predictions based on title and/or graphics</li></ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"><li>• Uses different reading strategies, e.g., skimming and scanning to identify main and supporting ideas</li></ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"><li>• Makes connection to own life</li><li>• Makes inferences</li></ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"><li>• Critically discusses cultural and social values in text</li><li>• Identifies different perspectives and gives own perspective based on evidence in the text</li></ul> | <p><b>Writes a dialogue/ a short play script</b></p> <ul style="list-style-type: none"><li>• Uses characterisation</li><li>• Uses correct layout</li><li>• Establishes tone or mood</li><li>• Shows an understanding of style and register</li></ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"><li>• Planning/ pre-writing</li><li>• Drafting</li><li>• Revising</li><li>• Editing</li><li>• Proofreading</li><li>• Presenting</li></ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"><li>• Records words and their meanings in a personal dictionary</li><li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li><li>• Places new vocabulary on a word wall</li></ul> | <p><b>Language structures and conventions</b></p> <p><b>Word level work</b></p> <ul style="list-style-type: none"><li>• Stems, prefixes, suffixes</li></ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"><li>• Active and passive voice, interrogative form, direct and indirect speech</li></ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"><li>• Colon, semi-colon</li></ul> |

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| 7-8<br>(contd) | <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ Drop all and read/ group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Poetry/ novelette to be read daily for a minimum of 30 minutes</li> <li>• Reflect on texts read independently</li> <li>• Relates to own context</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Reads a cartoon/ comic strip</b></p> <p><b>Reading for meaning</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Understands the effect of figurative and rhetorical devices</li> <li>• Determines the impact of visual techniques</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Makes inferences about the text</li> <li>• Asks questions about the text</li> <li>• Synthesises the text</li> <li>• Follows short, printed instructions and interprets them</li> <li>• Explains a simple comic strip</li> <li>• Examines the text for hidden messages</li> <li>• Summarises the main and supporting ideas</li> <li>• Explains how the writer manipulates the reader's perceptions by the techniques and characterisation used</li> <li>• Critically discusses cultural and social values in text</li> <li>• Identifies different perspectives and gives own perspective based on evidence in the text</li> <li>• Interprets and analyses details in graphical texts</li> <li>• Transfers details from one format to another</li> </ul> | <p><b>Writes a cartoon/ comic script</b></p> <ul style="list-style-type: none"> <li>• Uses a writing frame</li> <li>• Defines the concept</li> <li>• Outlines the script</li> <li>• Uses the correct format</li> <li>• Uses interesting main and supporting characters</li> <li>• Uses an effective plot and conflict</li> <li>• Writes and designs a comic strip using language, pictures and sound effects creatively</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Places new vocabulary on a word wall</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Verbs: participle, mood, adverbs, adjectives</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Active and passive voice, direct and indirect speech</li> </ul> <p><b>Spelling and punctuation</b></p> <p><b>Dictionary use, word division</b></p> |
| 9-10           | <p><b>Listens to cartoon/ comic strips</b></p> <p>Teacher reads text to learners using shared reading methodologies</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Listening</li> <li>• Views and discusses content and messages of the text</li> <li>• Discusses appropriateness of the graphics to the text</li> <li>• Discusses the effectiveness of the graphics and music</li> <li>• Shares ideas on the title and the text</li> <li>• Discusses any new words vital to the understanding of the programme</li> <li>• Discusses the main characters and underlying message</li> <li>• Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker's body language</li> </ul> <p><b>NOTE: Ongoing Assessment for Learning</b></p> | <p><b>Reads a cartoon/ comic strip</b></p> <p><b>Reading for meaning</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Understands the effect of figurative and rhetorical devices</li> <li>• Determines the impact of visual techniques</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Makes inferences about the text</li> <li>• Asks questions about the text</li> <li>• Synthesises the text</li> <li>• Follows short, printed instructions and interprets them</li> <li>• Explains a simple comic strip</li> <li>• Examines the text for hidden messages</li> <li>• Summarises the main and supporting ideas</li> <li>• Explains how the writer manipulates the reader's perceptions by the techniques and characterisation used</li> <li>• Critically discusses cultural and social values in text</li> <li>• Identifies different perspectives and gives own perspective based on evidence in the text</li> <li>• Interprets and analyses details in graphical texts</li> <li>• Transfers details from one format to another</li> </ul> | <p><b>Writes a cartoon/ comic script</b></p> <ul style="list-style-type: none"> <li>• Uses a writing frame</li> <li>• Defines the concept</li> <li>• Outlines the script</li> <li>• Uses the correct format</li> <li>• Uses interesting main and supporting characters</li> <li>• Uses an effective plot and conflict</li> <li>• Writes and designs a comic strip using language, pictures and sound effects creatively</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary</li> <li>• Uses drawings or sentences using the words or explanations to show the meaning, etc.</li> <li>• Places new vocabulary on a word wall</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Verbs: participle, mood, adverbs, adjectives</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Active and passive voice, direct and indirect speech</li> </ul> <p><b>Spelling and punctuation</b></p> <p><b>Dictionary use, word division</b></p> |

| Week            | Listening and speaking | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Writing and presenting | Language structures and conventions |
|-----------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------------------|
| 9-10<br>(contd) |                        | <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read</i>/ group guided/ shared/ paired/ independent reading of novelette</li> <li>• Reads aloud with appropriate pronunciation, expression and tempo</li> <li>• Reflects on texts read during independent/paired reading</li> <li>• Completes a short oral book review using an appropriate frame</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Poetry/ reader to be read daily for a minimum of 30 minutes</li> <li>• Reflects on texts read independently</li> <li>• Relates to own context</li> </ul> |                        |                                     |

| Week | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Language structures and conventions                                                                                                                                                                                                                                                                                                                                                                                           |
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| 1-2  | <p>Listens to and discusses a folklore, e.g., a myth or a legend</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Teacher uses shared reading to read text</li> <li>• Discusses characters</li> <li>• Discusses plot, conflict and setting</li> <li>• Discusses messages in the text</li> <li>• Reflects on cultural customs, values and beliefs</li> <li>• Reflects on the struggle between good and evil</li> <li>• Recalls events in the correct sequence, using the correct tense</li> <li>• Interacts positively during group discussions</li> <li>• Identifies how stereotypes are created and their effects on the listener</li> </ul> <p><b>Role-play an interview in class</b></p> <ul style="list-style-type: none"> <li>• Makes an oral presentation facing the audience</li> <li>• Shows awareness of different audiences</li> <li>• Varies the volume, tone and tempo of voice</li> <li>• Reflects sensitively on own and others' presentations and skills</li> <li>• Gives balanced and constructive feedback</li> </ul> <p><b>Assessment for Learning</b><br/>– in preparation for Oral Presentation</p> | <p>Reads a folklore, e.g., a myth or a legend</p> <p><b>Reading for meaning</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities</li> <li>• Skims, scans and predicts using visual cues</li> </ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Skims for main ideas</li> <li>• Scans for supporting details</li> <li>• Comprehension strategies</li> <li>• Visualises parts of the text</li> <li>• Makes connection to own life</li> </ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"> <li>• Discusses elements of folklore, e.g., characters, characterisation, plot, conflict, background, setting, narrator, theme and messages</li> <li>• Discusses alternate endings, specific events etc.</li> <li>• Understands the text</li> <li>• Uses a dictionary for vocabulary development</li> <li>• Summarises the text in 5-10 sentences</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p>Writes a folklore, e.g., a myth or legend</p> <ul style="list-style-type: none"> <li>• Writes for personal, exploratory, playful, imaginative and creative purposes</li> <li>• Includes a moral lesson</li> <li>• Uses superhuman characters</li> <li>• Uses appropriate vocabulary</li> <li>• Brainstorms ideas for a topic and develops ideas</li> <li>• Expresses ideas clearly and logically</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Produces a text with awareness of the central idea and appropriate language and conventions for the specific purpose and audience</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"> <li>• Adjectives: descriptive and quantitative, degrees of comparison</li> </ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"> <li>• Simple and complex sentences, sentence types: statements, questions and commands</li> </ul> <p><b>Word meaning</b></p> <ul style="list-style-type: none"> <li>• Antonyms and synonyms</li> </ul> |

| Week                                                                                                                                                                                                                 | Listening and speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Reading and viewing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Writing and presenting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Language structures and conventions                                                                                                                                                                                    |
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| 3-4                                                                                                                                                                                                                  | <p>Listens to and discusses an instructional text, e.g., instructions to make a paper boat/ gift or toy using recycled materials etc.</p> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"> <li>• Makes predictions</li> <li>• Teacher reads instructions, using shared reading</li> <li>• Identifies the features of instructional text</li> <li>• Notes key headings</li> <li>• Show understanding of instruction by asking clarifying questions</li> <li>• Recalls procedure</li> <li>• Gives a summary of instructions</li> <li>• Makes notes and applies instructions read</li> <li>• Comments on clarity of instructions</li> </ul> <p><b>Assessment for Learning</b><br/>– in preparation for oral presentation</p> | <p>Reads an instructional text e.g., recipe/ directions</p> <p><b>Reading for meaning</b></p> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"> <li>• Makes predictions using visual cues/ words</li> <li>• Infers meaning of unfamiliar words and images</li> </ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>• Makes predictions about the text</li> <li>• Makes inferences about the text</li> <li>• Analyses the characteristics of the text, e.g., organisation and conventions of instructional texts</li> <li>• Sequences jumbled instructions</li> <li>• Shows understanding of the text and how it functions: Literal reading</li> <li>• Recognises and explains the different structures, language use and purposes</li> <li>• Identifies and evaluates the register of a text</li> <li>• Understands and uses instructional texts appropriately</li> <li>• Compares two different sets of instructions</li> </ul> <p><b>Reading methodologies</b></p> <ul style="list-style-type: none"> <li>• Read aloud/ <i>Drop all and read/</i> group guided/ shared/ paired/ independent reading of novelette</li> </ul> <p><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"> <li>• Novel/ reader to be read daily for at least 30 minutes.</li> </ul> | <p>Writes a summary of an instructional text</p> <ul style="list-style-type: none"> <li>• Uses dictionaries</li> <li>• Summarises the instructions of the text in point form/ paragraph form</li> <li>• Uses conventions like <i>first, then</i></li> <li>• Uses a frame for writing</li> <li>• Uses linking phrases</li> <li>• Organise words and sentences appropriately</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Planning/ pre-writing</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Proofreading</li> <li>• Presenting</li> </ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Records words and their meanings in a personal dictionary or word wall.</li> <li>• Uses a dictionary for spelling and vocabulary development.</li> <li>• Uses reading log/ card to manage reading progress.</li> </ul> | <ul style="list-style-type: none"> <li>• Word level work</li> <li>• Adverbs of manner, time, place, degree, duration and frequency</li> <li>• Sentence level work</li> <li>• Compound and complex sentences</li> </ul> |
| <p><b>FORMAL ASSESSMENT TASK 7</b></p> <ul style="list-style-type: none"> <li>• Oral presentation (20 marks)</li> </ul> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                        |

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| 5-6                                                                                                                                                                | <p><b>Listens to and discusses poems</b></p> <ul style="list-style-type: none"><li>Teacher reads poem, using shared reading strategy</li></ul> <p><b>Introductory activities</b></p> <ul style="list-style-type: none"><li>Skims through the text and identifies the stanzas, rhyme scheme, rhyming words etc.</li><li>Listens to poem for specific information</li><li>Identifies poetic devices</li><li>Summarises main ideas and notes specific details</li><li>Discusses social, moral and cultural values in the text</li><li>Comments on how values and messages are conveyed in the text</li><li>Sensitively gives balanced and constructive feedback</li></ul> <p><b>Assessment for Learning</b><br/>– in preparation for oral presentation</p> | <p><b>Reads a poem</b></p> <ul style="list-style-type: none"><li>Pre-reading: Makes predictions based on title and/or graphics</li></ul> <p><b>Reading strategies</b></p> <ul style="list-style-type: none"><li>Understands the effect of figurative and rhetorical devices</li><li>Infers the meaning of unfamiliar words and images</li></ul> <p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"><li>Makes inferences about the text</li><li>Asks questions about the text</li></ul> <p><b>Literature study</b></p> <ul style="list-style-type: none"><li>Identifies and comments on the use of poetic devices, e.g., alliteration, repetition, simile and onomatopoeia</li><li>Discusses the structure of the poem</li><li>Interprets and discusses figurative meaning/ message</li><li>Shows understanding of the poem and its relationship to own life</li></ul> <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><b>Reading for enjoyment</b></p> <ul style="list-style-type: none"><li>Novel/ reader to be read daily for at least 30 minutes.</li></ul> | <p><b>Writes a poem</b></p> <ul style="list-style-type: none"><li>Uses alliteration, metaphor, onomatopoeia, simile, symbol and theme</li><li>Reflects on and evaluates writing and creative work</li><li>Develops and organises ideas through a writing process</li></ul> <p><b>Use the writing process</b></p> <ul style="list-style-type: none"><li>Planning/ pre-writing</li><li>Drafting</li><li>Revising</li><li>Editing</li><li>Proofreading</li><li>Presenting</li></ul> <p><b>Personal dictionary</b></p> <ul style="list-style-type: none"><li>Records words and their meanings in a personal dictionary</li><li>Uses drawings or sentences using the words or explanations to show the meaning, etc.</li><li>Uses reading log/ card to manage reading progress.</li></ul> | <p><b>Word level work</b></p> <ul style="list-style-type: none"><li>Simile, personification, metaphor, onomatopoeia, symbol, direct and indirect speech</li></ul> <p><b>Sentence level work</b></p> <ul style="list-style-type: none"><li>Subject, object</li></ul> <p><b>Spelling and punctuation</b></p> <ul style="list-style-type: none"><li>Parenthesis</li></ul> |
| <p><b>FORMAL ASSESSMENT TASK 8:</b></p> <ul style="list-style-type: none"><li>Transactional writing (10 marks)</li></ul> <p>Written before the controlled test</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                        |
| 7-8                                                                                                                                                                | <ul style="list-style-type: none"><li>Revision</li><li>Formal assessment of the oral presentation</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                        |
| 9-10                                                                                                                                                               | <p><b>FORMAL ASSESSMENT TASK 9: END-OF-THE-YEAR CONTROLLED TEST RESPONSE TO TEXTS (50 marks)</b></p> <ul style="list-style-type: none"><li>Question 1: Literary/ non-literary text comprehension (20 marks)</li><li>Question 2: Visual text comprehension (10 marks)</li><li>Question 3: Summary writing (5 marks)</li><li>Question 4: Language structures and conventions (15 marks)</li></ul>                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                        |



# LANGUAGE STRUCTURES AND CONVENTIONS

Where to find Language Structures and Conventions in *Top Class English First Additional Language Grade 4*

| Concept                                                                     | Learner's Book page |
|-----------------------------------------------------------------------------|---------------------|
| <b>Nouns</b>                                                                |                     |
| Common nouns: Countable nouns                                               | 6, 35               |
| Common nouns: Uncountable nouns                                             | 6, 53               |
| Nouns that only have plurals                                                | 42                  |
| Possessive form                                                             | 136                 |
| Singular and plural                                                         | 24, 42, 52          |
| Proper nouns                                                                | 43                  |
| Gender forms                                                                | 45                  |
| <b>Pronouns</b>                                                             |                     |
| Personal pronouns                                                           | 35, 77, 129         |
| Demonstrative pronouns                                                      | 78                  |
| <b>Determiners/Articles</b>                                                 |                     |
| With nouns                                                                  | 52                  |
| Uncountable nouns                                                           | 53, 120             |
| <b>Conjunctions</b>                                                         |                     |
| Joining words                                                               | 11, 19              |
| Adjectives                                                                  | 11, 45              |
| <b>Verbs</b>                                                                |                     |
| Subject-verb agreement (concord)                                            | 18, 44              |
| Command form                                                                | 26                  |
| Regular forms                                                               | 6, 12               |
| Irregular forms                                                             | 6, 45               |
| Forms of the verb 'to be' / linking verbs                                   | 44                  |
| Phrasal verbs                                                               | 62                  |
| Negative concord                                                            | 25                  |
| <b>Tenses</b>                                                               |                     |
| Simple past tense                                                           | 6                   |
| Simple present tense                                                        | 5, 53               |
| Present progressive tense                                                   | 9, 144              |
| Present perfect tense                                                       | 28                  |
| Simple future tense                                                         | 46                  |
| <b>Modals</b>                                                               |                     |
| Modals (ability, permission, obligation, necessity, possibility, certainty) | 26, 67, 101         |
| <b>Adverbs</b>                                                              |                     |
| Adverbs of time                                                             | 19, 109             |
| Adverbs of place                                                            | 69, 143             |
| Adverbs of manner                                                           | 68, 143             |
| Adverbs of degree                                                           | 61, 96              |
| <b>Prepositions</b>                                                         |                     |
| Prepositions (position, direction, time, possession)                        | 18, 102             |

# LANGUAGE STRUCTURES AND CONVENTIONS

| Concept                                                                        | Learner's Book page |
|--------------------------------------------------------------------------------|---------------------|
| <b>Connecting words</b>                                                        |                     |
| Connecting words (addition), conjunctions, sequences, contrast, reason, choice | 11, 54, 128, 136    |
| <b>Sentence structure</b>                                                      |                     |
| Simple sentences                                                               | 76                  |
| Command form                                                                   | 26                  |
| Negative form                                                                  | 25                  |
| Direct speech                                                                  | 75                  |
| Reported speech                                                                | 85, 100, 136, 143   |
| <b>Punctuation</b>                                                             |                     |
| Capital letters, full stops, commas                                            | 4                   |
| Question marks and exclamation marks                                           | 4, 36, 117          |
| Apostrophes                                                                    | 136                 |
| Quotation marks (inverted commas)                                              | 75                  |
| Colon                                                                          | 75, 105             |
| <b>Vocabulary development</b>                                                  |                     |
| Syllables                                                                      | 32                  |
| Synonyms                                                                       | 3                   |
| Antonyms                                                                       | 12, 66              |
| Compound words                                                                 | 118                 |
| Prefixes and suffixes                                                          | 16, 142             |
| Abbreviations, truncation, clipped                                             | 9, 20, 87           |
| Onomatopoeia                                                                   | 90                  |

## Where to find Language Structures and Conventions in *Top Class English First Additional Language Grade 5*

| Concept                          | Learner's Book page           |
|----------------------------------|-------------------------------|
| <b>Nouns</b>                     |                               |
| Countable nouns                  | 5, 44, 58, 71, 116            |
| Proper nouns                     | 5, 44, 50, 58                 |
| Uncountable nouns                | 22, 44, 45, 58, 116           |
| Plurals                          | 106, 125, 132                 |
| <b>Adjectives</b>                |                               |
| Comparative adjectives           | 28, 73                        |
| Descriptive adjectives           | 36, 45, 55, 77, 117, 124, 125 |
| <b>Pronouns</b>                  |                               |
| Personal pronouns                | 7, 72, 116                    |
| Possessive pronouns              | 29, 78                        |
| Demonstrative pronouns           | 123                           |
| <b>Determiners/Articles</b>      |                               |
| Definite and indefinite articles | 8, 106                        |
| <b>Conjunctions</b>              |                               |
| Connecting words                 | 45, 106                       |

# LANGUAGE STRUCTURES AND CONVENTIONS

| Concept                           | Learner's Book page     |
|-----------------------------------|-------------------------|
| <b>Verbs</b>                      |                         |
| Auxiliary verbs                   | 14, 58, 59, 133         |
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# LANGUAGE STRUCTURES AND CONVENTIONS

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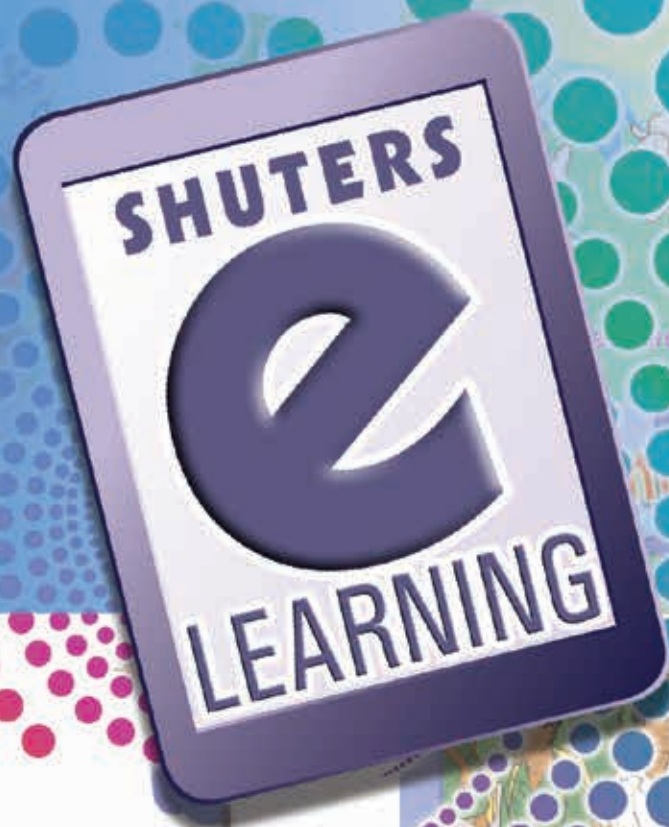
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|                 | Amanda Mamabolo       | 083 287 6855 | amanda@shuters.com    |
|                 | Eugenia Sibeko        | 083 287 6899 | eugenia@shuters.com   |
| KwaZulu-Natal   | Khanyo Cele           | 083 281 0849 | khanyo@shuters.com    |
|                 | Phumzile Ngcobo       | 083 272 9029 | phumzile@shuters.com  |
|                 | Gloria Mthethwa       | 081 046 1735 | gloria@shuters.com    |
| Limpopo         | Dimakatso Makhurane   | 083 215 6835 | dimagatso@shuters.com |
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| Thandeka Ngcobo  | +27 (0) 33 846 8724 | thandeka@shuter.co.za |
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| Sylvie Doarsamy  | +27 (0) 33 846 8723 | sylvie@shuter.co.za   |

**HEAD OFFICE**

Tel: +27 (0) 33 846 8721 / 22 / 23 / 24 / 79

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