

PSRIP
MANAGEMENT DOCUMENT
TERM 1 2021
GRADE 6

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Introduction: Returning to school during a pandemic

The PSRIP team welcomes new and returning colleagues to this programme. We also offer sincere condolences to colleagues who have lost family or friends to Covid.

In June 2020, the PSRIP training centred around the stories, 'Rupa Gets Ready' and 'Mr Bhatt's Visit', about a school adjusting to social distancing, rotational teaching and at-home learning. At the time, we expected the need for this kind of input to be short lived. Unfortunately, the pandemic continues, and so must our efforts to improve literacy teaching and learning, whatever the circumstances.

As a result, the PSRIP has included some guidelines for Grade 4-6 EFAL learning under pandemic circumstances. These guidelines include some of the latest updates from the DBE.

We wish all teachers, SMT members and district officials a safe and productive term.

And let's use our influence as educators to teach learners the social behaviours that are so important in preventing the spread of this virus.

Our very best wishes

The NECT PSRIP team

Guidelines for Implementing the PSRIP in 2021

Focus on technical reading skills

- The PSRIP Gr 4-6 programme has always included activities and texts for the development of technical reading skills.
- However, because many learners have fallen behind as readers due to lockdowns and rotational teaching, the development of technical reading skills must now be elevated in the IP programme.
- This has been done by strengthening the decoding programme that forms part of the lesson plans and the Reading Worksheets.
- Teachers are asked to please not neglect this aspect of teaching reading, and to move through the programme methodically and systematically.

Ensure that every learner has access to a 'PSRIP Reading Worksheet Pack' and a DBE Workbook.

- The PSRIP distributes a 'Worksheet Pack' to participating teachers.
- This contains 20 copies of the reading worksheets for the term.
- Schools should, wherever possible, please try to duplicate the 'Worksheet Pack' to ensure that every learner can take home a pack of reading worksheets, together with a DBE Workbook, should there be another lockdown, or for use during rotational teaching.
- The PSRIP will distribute a series of WhatsApp PSRIP@Home reading videos, that can be sent home to parents to support at home learning.

Adjust core methodologies for social distancing

Adjust the following core methodologies to comply with social distancing protocols:

1. **Song/Rhyme** – either ask learners to remain seated at their desks, or ensure that they do not touch each other whilst standing to sing.
2. **Question of the Day** – rather than calling learners to line up at the board to write their answers, tell them to answer from their desks, whilst you document their answers.
3. **Small Group Discussions** – this involves 3-4 learners holding a discussion. Either ensure that learners can sit in socially distanced groups, preferably outside, or else change the activity to have learners working in pairs. This should not involve them moving from their places in class.

4. **Post-Read: Dramatise the story:** This methodology is used infrequently in the intermediate phase. If it does occur, replace it with a different post-read activity, such as a written comprehension.

Work through the SLP in a systematic fashion, do not skip themes.

At the end of January 2021, the DBE released the following guidelines for school attendance:

- Grade 6 to attend school daily
- Grades 4-5 to attend school on a rotational basis

This makes it impossible to standardise curriculum coverage and assessment across schools, since rotational teaching has many forms, depending on the circumstances of each school.

- The PSRIP technical reading programme is carefully structured as an accumulative, incremental programme. It is important that this be followed systematically, in order to help learners improve decoding skills and oral reading fluency.
- In addition, the PSRIP theme vocabulary programme is also accumulative, meaning that theme words taught in a previous theme may appear in a current theme, in order to revise and consolidate learners' understanding of such words.
- All themes include all components of language as prescribed by CAPS, which means that regardless of the theme, learners acquire Listening & Speaking, Reading & Viewing, Writing & Presenting and LSC skills.

As a result, the PSRIP team requests that teachers DO NOT skip themes during the course of the year.

- Teachers must please track the curriculum coverage of every rotational group using the tracker in this document.
- All groups must work through the PSRIP themes systematically.
- The PSRIP has provided sample Term 1 Assessment Tasks and Tools in this document.
- These should be adjusted to ensure that learners are only assessed on work that has been taught.

Orientation to the use of a Structured Learning Programme (SLP)

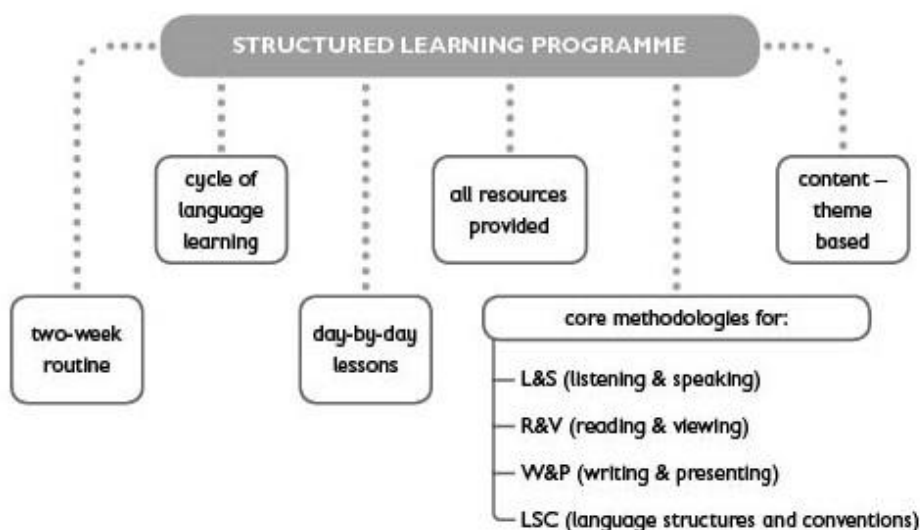
This structured learning programme is designed to teach EFAL at intermediate phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

As per policy, the programme is text-based, communicative, integrated and process orientated. In addition, the programme is designed to support the development of technical reading skills and comprehension skills in a structured, explicit manner.

It is important to fully understand the concepts embedded in this approach as follows:

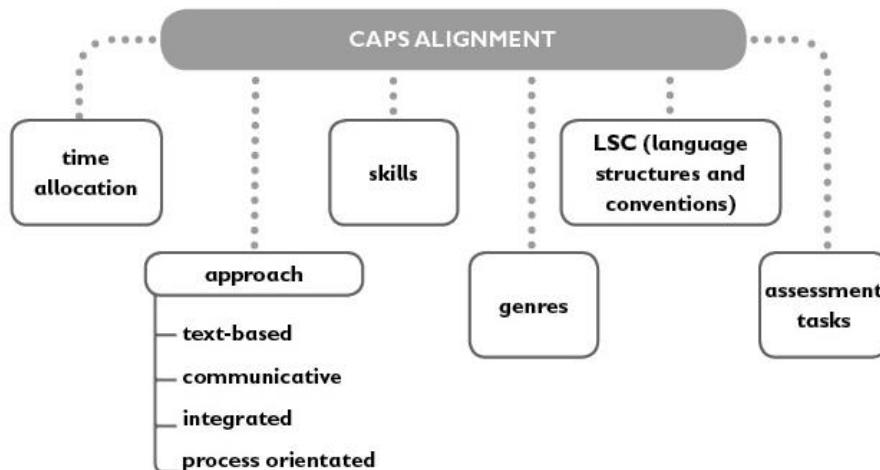
Structured learning programme

A structured learning programme provides day-by-day lesson plans, together with all the required resources. This is sometimes referred to as a 'structured pedagogical programme' or as 'direct instruction'. For this IP EFAL programme, a routine has been designed to effectively teach each component of language in a 10 hour cycle, that extends across two weeks. Within this routine, selected pedagogies, or 'core methodologies' have been included to teach different aspects of literacy and language. This allows both the teacher and learners to master the routine and activities, and to ultimately engage with them in a confident, expert manner. Once teachers and learners are familiar with the routine and activities, energy can be focused on the content. Content is developed around a theme, and each theme runs for two-weeks, as per the cycle routine.



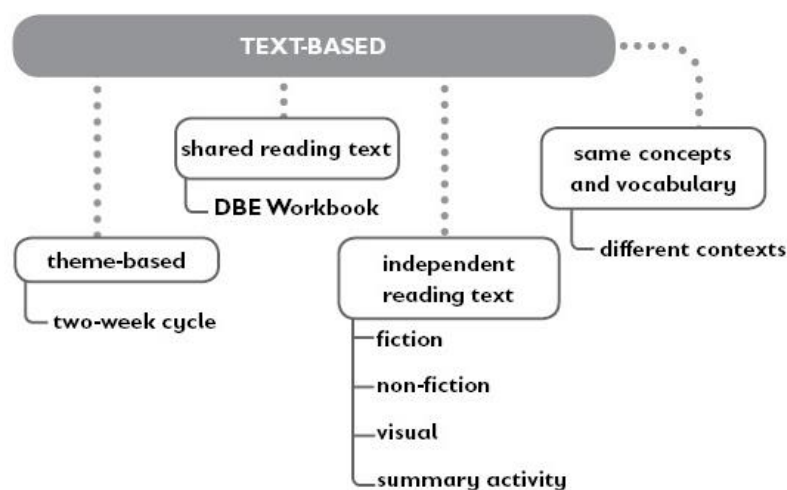
CAPS (Curriculum Assessment Policy Statement) aligned

The programme complies with policy in terms of time allocations, the approach to teaching, the specific skills and genres to be taught, the language structures and conventions to be taught, and the assessment tasks to be implemented.



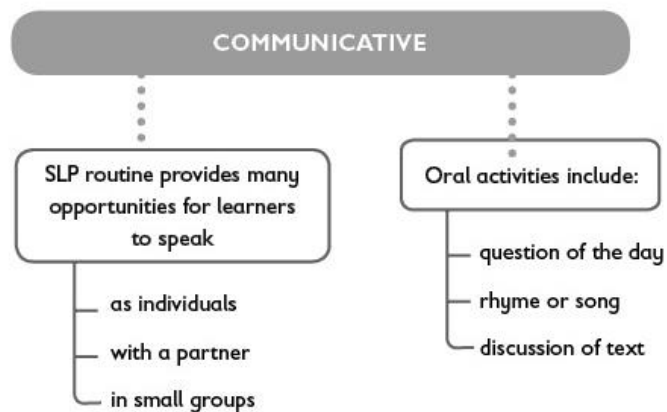
Text-based

A text-based approach relies on the continual use and production of texts. In this programme, learners critically engage with a series of theme-based texts in every cycle. The Shared Reading Text is selected from the **DBE Workbook**, and a variety of independent reading texts are provided in the **Reading Worksheets**. The independent reading texts always include a fiction text, a non-fiction text, a visual text, and summary activity. This gives learners multiple opportunities to engage with texts of different genres in every cycle. Learners also see the same concepts and vocabulary presented in different contexts.



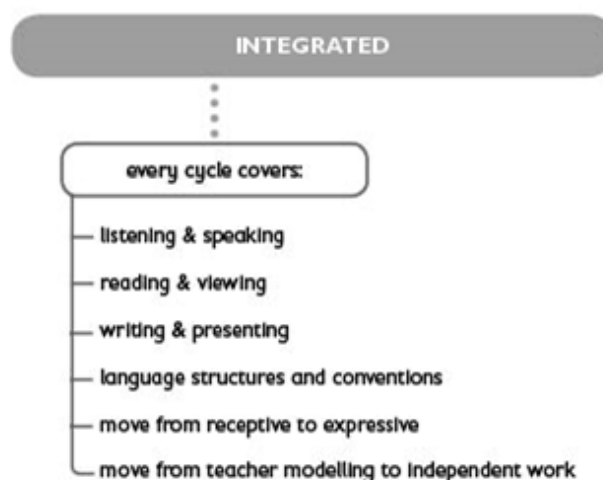
Communicative

The communicative approach relies on learners having many opportunities to hear, practice and produce the targeted language, for social or practical purposes. The routine of this programme includes many opportunities for learners to use new language and vocabulary as individuals, with partners, and in small groups.



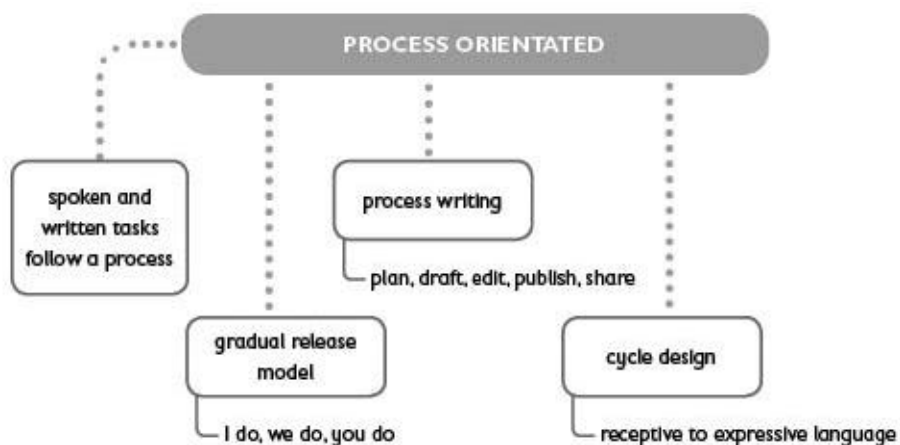
Integrated

The two-week cycle includes an integrated approach to language development by routinely covering all components of language development, moving from the receptive skills of listening and reading, to the expressive skills of writing and speaking. Another aspect of integrated learning that is accounted for is that all lessons move from the teacher first modelling good practice, to learners practicing the skills with a partner or in a group, to finally working independently.



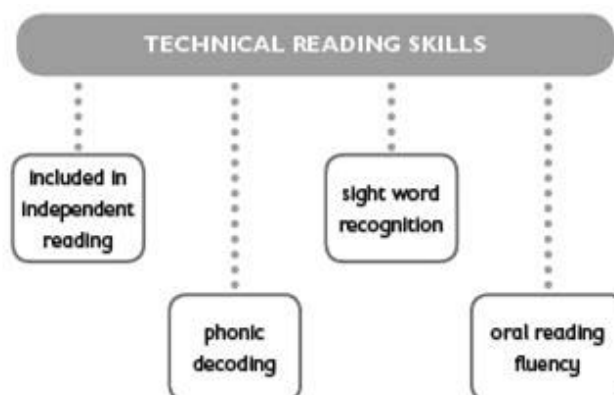
Process orientated

In this programme, the production of spoken and written language is process orientated, and often includes the use of the gradual release method (I do, we do, you do). In terms of writing, process writing is used to produce a text for every cycle. The more significant speaking and writing tasks happen towards the end of the cycle, once learners have had the opportunity to hear and read theme related language.



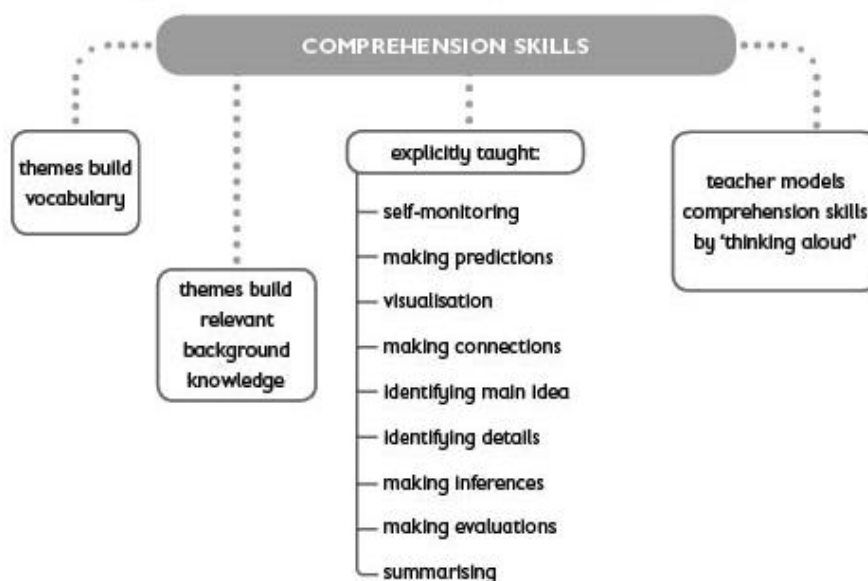
Support technical reading skills

This programme acknowledges that many learners in the intermediate phase have not yet achieved proficiency in terms of reading skills. Because of this, a decoding programme is included as part of the independent reading. This programme focuses on developing phonics, sight word recognition, and oral reading fluency.



Support reading comprehension skills

Research has shown that vocabulary and background knowledge are key factors in reading comprehension. Because of this, themes include a wide range of content and concepts. Related vocabulary is explicitly taught and then used in context. Vocabulary from previous themes is reused where appropriate, and learners are encouraged to build and use a personal dictionary. Another key factor that is addressed in this programme is that comprehension skills should be explicitly taught. This is done in every cycle, and during shared reading, the teacher models the use of the comprehension skill by 'thinking aloud'.



At first the implementation of this SLP may feel a little overwhelming. It is important to remember that the same routine is followed every two weeks, and the same activities are done every two weeks. Once this is mastered, it becomes easy to focus on the content of the cycle, and to really engage with learners in a meaningful way.

Term 1 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
1. Say or sing 4 new rhymes or songs					
2. Discuss the listening text using a conversation frame					
3. Orally summarise the text that has been read					
4. Talk about their writing					
VOCABULARY					
Learners should be able to understand and use some of the following vocabulary:					
convince	surface	safety	global	lifeguard	connected
current	formal	nature	informal	shore	experience
wave	microscope	tide	algae	spray	krill
crashing	creature	joke	humorous	hurtful	hilarious
remind	comedy	prank	sneakily	guinea pig	synonym
foolish	comedian	beg	creeps	giggle	fake
solemnly	punished	astonished	eventually	Teaspoon	fertilizer
keen	toothache	encouraged	cavity	immediately	dentist
habit	filling	lifestyle		struggle	constantly
depression	obsess	chemical	sweat	balanced	prepare
teaspoon	research	passion	overheat	parachute	surround
skydive	universe	victory	bolt	government	planet
alien	hyperbole	spaceship	exaggerate	wobbly	rocket
barely	fuel	nearly	engine		
READING & VIEWING: Phonic decoding					
Learners should be able to decode the following words, as well as other phonic words:					
ram	rap	red	stamp	black	tap
ox	fox	up	stun	cop	cost
luck	deck	top	pocket	rush	shot
block	blob	blink	star	sharp	cards

Sight & High Frequency Word Recognition

Learners should be able to read the following words by sight:

ocean	beach	swim	water	want	where
who	again	find	time	new	play
think	how	other	through	need	laugh
challenges	things	exercise	healthy	doctor	feel/feelings
exercise	healthy	doctor	feel/feelings	know	food
sky	night	earth	fast	only	home
going	way	must	found		

COMPREHENSION

Learners should be able to:

1. Make predictions about a text by skimming and scanning a text and identifying key words
2. Monitor their own understanding of a text
3. Recall details from a text
4. Identify the main idea in a text
5. Sequence events from a story
6. Visualise, make connections, make inferences, make evaluations, and wonder about the text
7. Summarise and retell the text
8. Use sentence starters to answer comprehension questions in writing
9. Engage with and understand visual texts including a map, bar graph, diagram

LANGUAGE STRUCTURES AND CONVENTIONS

Learners should be able to:

1. Recall and use new vocabulary in the correct context
2. Understand and be able to use determiners, adverbs, direct speech and alliteration
3. Practice the identification and use of theme vocabulary, register, compound nouns, idioms, comparative adjectives, antonyms, synonyms, future continuous, adverbs, direct speech and similes

WRITING

Learners should be able to:

1. Record new vocabulary together with own definitions in their personal dictionaries
2. Plan, draft, edit, publish and present their writing
3. Use their plans to complete 3 paragraphs
4. Know the format, register and style to write:
 - Factual recount
 - Personal recount
 - Poster
 - Poem

Term 1 2021 ATP / PSRIP alignment

The table below shows the Revised 2021 DBE ATP on the left and the PSRIP programme on the right.

Please also note that whilst the PSRIP is compliant in terms of all Listening & Speaking, Reading & Viewing, and Writing & Presenting activities, not all ATP listed Language Structures & Conventions are explicitly taught in the PSRIP. This would require more time than the one hour per cycle allocated to LSC. Only one LSC is explicitly taught per cycle, but in independent reading cycles, learners are required to identify and use additional LSC in context. Finally, teachers are encouraged to incidentally revise and teach LSC in context as they teach reading and writing lessons.

	DBE ATP WEEK 1	PSRIP WEEK 1: ORIENTATION
	<ul style="list-style-type: none"> • Baseline assessment • Orientation 	<ul style="list-style-type: none"> • Baseline assessment • Week 1: Orientation
	DBE ATP WEEK 2	PSRIP WEEK 2: ORIENTATION
L&S	<ul style="list-style-type: none"> • Listens to story • Answers questions • Gives a personal response • Play language games 	<ul style="list-style-type: none"> • Week 2: Orientation <p><i>The focus of the orientation programme is to teach learners the routines and procedures of the programme, and to establish and practice using class rules. However, the orientation also includes activities related to:</i></p> <ul style="list-style-type: none"> - Answering simple questions - Giving a simple recount - Reading a story - Writing a personal recount - Creating a personal dictionary
R&V	<ul style="list-style-type: none"> • Reads a story • Does comprehension activity on the text (oral or written) • Does a word puzzle • Reflects on texts 	
W&P	<ul style="list-style-type: none"> • Writes a simple story using the writing process • Records words and their meanings in a personal dictionary 	
LSC	<ul style="list-style-type: none"> • Common, proper and abstract nouns • Countable nouns • Gender • Subject verb concord • Verbs • Connecting words 	

	DBE ATP WEEKS 3-4	PSRIP WEEKS 3-4: THE BEACH
L&S	<ul style="list-style-type: none"> • Listens to a factual recount • Expresses opinion & explains opinion during a discussion • Sustains a conversation on a familiar topic 	<ul style="list-style-type: none"> • Week 3 Listening: Best Beach Cities • Week 3 Speaking: Best Beach Cities • Weeks 3-4 Oral: Rhyme/song
R&V	<ul style="list-style-type: none"> • Reads simple factual recount • Reading comprehension • Reads media texts • Reflects on texts 	<ul style="list-style-type: none"> • Week 3 Teach the Genre: Spinning a web • Week 3-4 Worksheet: A Fisherman's Life on the West Coast
W&P	<ul style="list-style-type: none"> • Writes simple factual recount • Uses the writing process 	<ul style="list-style-type: none"> • Week 4 Process Writing: Factual recount in the form of a newspaper article
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Revises 'a' and 'the' with nouns. • Articles • Adjectives (descriptive & quantity) • Adjectives (degrees of comparison) • Punctuation (capital letter, comma, full stop, question mark) • Simple present, past future tense • Vocabulary in context: homonyms 	<ul style="list-style-type: none"> • Week 3: Theme vocabulary • Week 4: Theme vocabulary • Week 3-4 Worksheet:
	DBE ATP WEEKS 5-6	PSRIP WEEKS 5-6: JOKES
L&S	<ul style="list-style-type: none"> • Listens to a personal recount • Understands and uses questions • Recalls experiences and events in the right sequence • Practices one daily Listening and Speaking activity 	<ul style="list-style-type: none"> • Week 5 Listening: Cebisa's lesson • Week 5 Speaking: Cebisa's lesson • Week 5 Teach the genre: Painting the Grade 5 classroom • Weeks 5-6 Oral: Use personal dictionaries
R&V	<ul style="list-style-type: none"> • Reads a story • Reading comprehension • Reads aloud • Reads personal recounts • Reflects on texts 	<ul style="list-style-type: none"> • Week 5 Shared Reading: Michael gets a pet • Week 5-6 Worksheets: Stopping the Bullies
W&P	<ul style="list-style-type: none"> • Writes for personal reflection (e.g. a diary entry using a frame) • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 6 Process Writing: Personal recount • Weeks 5-6 Oral: Use personal dictionaries
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Builds on use of personal pronouns (e.g. I, you, it, us, them) • Understands and uses verbs to describe actions • Builds on use of prepositions that show position (on, under, above) • Uses question forms, e.g. who, what, when, which, why, how • Capital letters for proper nouns, for titles and initials of people 	<ul style="list-style-type: none"> • Week 5: Theme vocabulary • Week 6: Theme vocabulary • Week 6 LSC: Past progressive tense • Week 5-6 Worksheet: Verbs

	DBE ATP WEEKS 7-8	PSRIP WEEKS 7-8: HEALTHY LIVING
L&S	<ul style="list-style-type: none"> • Listens to and gives a sequence of instructions 	<ul style="list-style-type: none"> • Week 7 Shared reading: Our vegetable garden • Weeks 7-8 Oral: Rhyme/song • Week 7 Teach the Comprehension Strategy: Our vegetable garden
R&V	<ul style="list-style-type: none"> • Reads information text with visuals • Reads aloud • Comprehension activity • Word puzzle • Reflects on texts 	<ul style="list-style-type: none"> • Week 7 Teach the Genre: Don't have a job?
W&P	<ul style="list-style-type: none"> • Writes a description of a simple process • Designs, draws, and completes a visual text • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 8 Process Writing: Poster • Weeks 7-8 Oral: Use personal dictionaries
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Command form • Prepositions • Adverbs of manner & time • Negative concord • Question form • Vocabulary in context 	<ul style="list-style-type: none"> • Week 7: Theme vocabulary • Week 8: Theme vocabulary • Week 7 LSC: Adverbs
	DBE ATP WEEKS 9-10	PSRIP WEEKS 9-10: SPACE TRAVEL
L&S	<ul style="list-style-type: none"> • Listens to a poems/songs • Plays a language game 	<ul style="list-style-type: none"> • Week 9 Teach the Genre: Space Haikus
R&V	<ul style="list-style-type: none"> • Reads poem/s • Discusses topic and features of the poem • Reading comprehension • Reads aloud • Reflects on texts 	<ul style="list-style-type: none"> • Week 9 Teach the Comprehension Strategy: There's an alien in my bedroom • Week 9-10 Worksheet: Poem – There's a dragon in my garden
W&P	<ul style="list-style-type: none"> • Writes a description of a person or of an object/animal/plant/place • Uses the writing process • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 10 Process Writing: Write a poem describing something • Weeks 9-10 Oral: Use personal dictionaries
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Possessive form • Simple present • Simple and compound sentences • Figures of speech (simile, alliteration, personification, onomatopoeia) 	<ul style="list-style-type: none"> • Week 9: Theme vocabulary • Week 10: Theme vocabulary • Week 10 LSC: Simile & hyperbole

Term 1 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 1–2	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Answers literal questions to show understanding Gives a personal response to the story, connecting it to own life <p>Plays language game/s</p> <ul style="list-style-type: none"> Follows and gives instructions correctly Uses a range of vocabulary Takes turns, giving others a chance to speak 	<p>Reads a story</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies, e.g. making predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Discusses the title, plot and where the story takes place (setting) Answers questions on the story <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Does a word puzzle</p> <ul style="list-style-type: none"> Uses relevant vocabulary Spells words correctly Explains meanings of words/uses them in a sentence <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Does a short oral book review Relates text to own life 	<p>Writes a simple story</p> <ul style="list-style-type: none"> Uses a frame only if necessary Uses a mind map or flowchart to plan Selects appropriate topic and content Writes an appropriate opening sentence Uses connecting words Writes an appropriate ending Uses appropriate grammar, vocabulary, spelling, and punctuation <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas Writes a first draft Revises Edits Writes final draft Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Builds on phonic knowledge to spell words, e.g., builds word families based on how they sound or look. Builds on knowledge of sight words and high frequency words <p>Working with words and sentences</p> <ul style="list-style-type: none"> Common, proper, abstract nouns Understands and uses countable nouns Gender Builds on use of subject verb concord, e.g. There is one book/There are two books ... Verbs Uses connecting words to show addition (and) and sequence (then, before), <p>Vocabulary in context Words taken from shared or</p> <ul style="list-style-type: none"> individually read texts

Weeks 3-4 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
WEEK 3-4	<p>Listens to a factual recount, e.g. news report, factual account</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Understands concepts and uses vocabulary relating to other subjects Expresses and explains own opinion Discusses the text <p>Sustains a conversation on a familiar topic</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners by listening to them and encouraging them to speak 	<p>Reads a simple factual recount, e.g. a news article or factual account</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies, e.g. making predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Answers questions on text Expresses cause and effect <p>Does comprehension activity on the text (oral or written)</p> <p>Reads media texts, e.g. advertisements/pamphlets/posters</p> <ul style="list-style-type: none"> Identifies the main message Discusses the use of layout, colour, typeface and images Understands how pictures and words are used to persuade <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Summarises the text in a few sentences Shares opinions on the text 	<p>Writes a simple factual recount</p> <ul style="list-style-type: none"> Uses a frame if necessary Selects appropriate information Organises main idea and supporting details Uses connecting words, pronouns appropriately <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas Writes a first draft Revises Edits Writes final draft Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce <p>Working with words and sentences</p> <ul style="list-style-type: none"> Revises 'a' and 'the' with nouns. Articles Adjectives (descriptive & quantity) Adjectives (degrees of comparison) Punctuation (capital letter, comma, full stop, question mark) Simple present, past future tense <p>Vocabulary in context</p> <ul style="list-style-type: none"> Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)

Week 3: The beach

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: The beach • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> • Listening Text: Best Beach Cities • Genre: Factual recount • Three read • Model comprehension skill: Make inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Best Beach Cities • Genre: Factual recount • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /r/ /a/ 	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 26: News from the sea • Genre: Friendly letter • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 26: News from the sea • Genre: Friendly letter • Model comprehension skill: Make inferences • Oral comprehension 	
Thursday	Activity 1: Shared reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 26: News from the sea • Genre: Friendly letter • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 26: News from the sea • Genre: Friendly letter • Teach: Make inferences 	

Friday	Activity 1: Shared reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 26: News from the sea • Genre: Friendly letter • Written recount • Comprehension strategy: Summarise 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Newspaper article / Factual recount • Sample text: A Fisherman's Life on the West Coast 	

WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity:	Date Completed
	Reads a simple factual recount. Reads media texts, e.g. advertisements/ pamphlets/posters.	
SUCCESSFUL OXFORD Oxford	Read and view a report, 19 Read a view a personal letter, 23	
STUDY & MASTER Cambridge	Read about some of the best football players, 23 Study the advertisement, 30	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a factual account, 22 Read a personal letter, 25 Read advertisements, 26	
VIA AFRICA Via Africa	Read a news article about the tiger, 17 Read a personal (friendly) letter, 18 Read an advertisement for a beautiful place, 22	
HEAD START Oxford	Read a news report, 14 Read the pamphlet, 19 Read the letter, 20	
SOLUTIONS FOR ALL Macmillan Education	Read advertisement, 100, answer questions, 14	
PLATINUM Pearson	Read a newspaper article, 14 Read an advertisement, 16	
TOP CLASS Shuter & Shooter	Read the newspaper story, 9 Read the advertisement, 11 Read a personal letter, 12	

Week 4: The beach

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Factual recount in the form of a newspaper article • Topic: Write a newspaper article about a Tourism Fair in Cape Town • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Informal language (register) • Use plan to draft factual recount 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit personal factual recount using checklist • Publish and share factual recount 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 4 TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Supplementary Writing Activity: Writes a simple factual recount.	Date Completed
SUCCESSFUL OXFORD Oxford	Write a real-life story, 12	
STUDY & MASTER Cambridge	Write a paragraph about one of the famous soccer players, 25	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a factual recount, 31	
VIA AFRICA Via Africa	Write a factual recount, 24	
HEAD START Oxford	Write a factual recount, 16	
SOLUTIONS FOR ALL Macmillan Education	Write a letter to a friend, 19	
PLATINUM Pearson	Write a thank you letter, 19	
TOP CLASS Shuter & Shooter	Write a summary for the comic strip, 14 Write a letter, 15	

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

Weeks 5-6 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Listens to a personal recount (Choose from contemporary realistic fiction/ traditional stories /personal accounts /adventure/funny/fantasy / real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <p>Summarises story with support</p> <ul style="list-style-type: none"> Understands and uses questions, e.g. Why do you think...? Why doesn’t ...? Recalls experiences and events in the right sequence <p>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a poem Plays a language game Gives and follows instructions/directions Discusses a topic 	<p>Reads a story (Choose from contemporary realistic fiction/traditional stories/personal accounts /adventure /funny /fantasy/ real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, pacing and expression <p>Reads personal recounts, e.g. a diary/diary entries</p> <ul style="list-style-type: none"> Discusses main idea and specific details Identifies features, e.g. format, salutation, etc. <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Expresses own opinion 	<p>Writes for personal reflection, e.g. a diary using a frame</p> <ul style="list-style-type: none"> Uses the frame correctly Uses an informal style Selects appropriate content for the topic Tells the events in the correct order Uses connecting words Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ <p>Working with words and sentences</p> <ul style="list-style-type: none"> Builds on use of personal pronouns (e.g. I, you, it, us, them) Understands and uses verbs to describe actions Builds on use of prepositions that show position (on, under, above) Uses connecting words to show addition (and) and sequence (then, before) Uses question forms, e.g. who, what, when, which, why, how Capital letters for proper nouns, for titles and initials of people <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)

Week 5: Jokes

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Jokes • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> • Listening Text: Cebisa's lesson • Genre: Story with dialogue • Three read • Model comprehension skill: Make connections • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: Cebisa's lesson • Genre: Story with dialogue • Individual discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /c//u/ and /x/ 	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Michael gets a pet • Genre: Story with dialogue • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Michael gets a pet • Genre: Story with dialogue • Model comprehension skill: Make connections • Oral comprehension 	
Thursday	Activity 1: Shared reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Michael gets a pet • Genre: Story with dialogue • Model comprehension skill: Make connections • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Michael gets a pet • Genre: Story with dialogue • Teach: Make connections 	

Friday	Activity 1: Shared reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Michael gets a pet • Genre: Story with dialogue • Oral recount • Comprehension strategy: Make connections 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Personal recount • Sample text: Cebisa, Musa and mom's socks! 	

WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity: Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	Read a story, 29 Read a diary, 35	
STUDY & MASTER Cambridge	Read a story, 32 Read a page from Danny's diary, 36	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a story, 37 Read diary entries, 40	
VIA AFRICA Via Africa	Read a story about Anansi, the spider, 27 Read a diary entry, 31	
HEAD START Oxford	Read a journal entry, 24 Read diary entries, 27	
SOLUTIONS FOR ALL Macmillan Education	Read a poem, 22	
PLATINUM Pearson	Read a story, 24 Read a diary entry, 26	
TOP CLASS Shuter & Shooter	Read a story, 20 Read a diary entry, 22	

Week 6: Jokes

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Personal recount • Topic: Write about a time someone made you laugh OR write about a time you made someone else laugh • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 5&6 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 5&6 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Past progressive tense • Use plan to draft personal recount 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 5&6 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 5&6 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit personal recount using checklist • Publish and share personal recount 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 5&6 • Group 5 	

WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	Supplementary LSC Activity: Past progressive tense	Date Completed
SUCCESSFUL OXFORD Oxford	Past progressive tense, 21, 176	
STUDY & MASTER Cambridge	Past progressive tense, 29, 51	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Past progressive tense, 170	
VIA AFRICA Via Africa	Past progressive tense, 43, 166, 167	
HEAD START Oxford	Past progressive tense, 9, 37	
SOLUTIONS FOR ALL Macmillan Education		
PLATINUM Pearson	Past progressive tense, 36	
TOP CLASS Shuter & Shooter	Past progressive tense, 31	

WEEK 6 TEXTBOOK ACTIVITIES: WRITING

Week 6		
Textbook	Supplementary Writing Activity: Write a personal recount for personal reflection	Date Completed
SUCCESSFUL OXFORD Oxford	Write a paragraph about the story's facts, 33 Write a diary entry about what happened to you, 35	
STUDY & MASTER Cambridge	Summarise what the story was about, 32 Write an extract as Danny, for his diary entry, 38	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write diary entries, 43	
VIA AFRICA Via Africa	Write a diary entry, 31	
HEAD START Oxford	Write a diary entry, 27	
SOLUTIONS FOR ALL Macmillan Education	Write a recount, 25	
PLATINUM Pearson	Write a diary entry, 26	
TOP CLASS Shuter & Shooter	Write your own diary entry, 23	

Theme Reflection: Jokes

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

Weeks 7-8 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Listens to and gives a sequence of instructions</p> <ul style="list-style-type: none"> • Responds physically to complex sequence of instructions • Instructions given make sense • Uses connecting words • Uses the correct order <p>Describes a process</p> <ul style="list-style-type: none"> • Information given in the description makes sense • Uses connecting words • Uses the correct order • Understands concepts and uses vocabulary relating to other subjects 	<p>Reads information text with visuals</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title, pictures and headings • Uses reading strategies: scans for information • Understands visual features • Interprets information in the visual text • Follows instructions <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency, pacing and expression <p>Does comprehension activity on the text (oral or written)</p> <p>Does a word puzzle</p> <ul style="list-style-type: none"> • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Summarises the text in a few sentences • Shares opinions on the text 	<p>Writes a description of a simple process</p> <ul style="list-style-type: none"> • Information given in the description makes sense • Uses connecting words • Writes in the correct sequence • Uses formal language • Uses vocabulary from other subjects <p>Designs, draws and completes visual text, e.g. charts /tables/diagrams /mindmaps / maps/ pictures/graphs /plans</p> <ul style="list-style-type: none"> • Adds correct labels • Includes relevant information • Uses key words • Writes simple definitions using a frame <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning. 	<p>Spelling</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words • Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, City <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Uses the command form of the verb • Begins to use prepositions that show direction (towards), position (on, under above) time (on, during), possession (with) • Adverbs of manner & time • Uses negative concord (e.g. ‘I don’t have’, ‘she doesn’t have’) • Question form <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts • Synonyms (words that are similar in meaning, e.g. soft/gentle) •

Week 7: Healthy living

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Healthy living • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> • Listening Text: A big change • Genre: Story • Three read • Model comprehension skill: Make inferences • Oral comprehension 	
Tuesday	Activity 1: SPEAKING <ul style="list-style-type: none"> • Re-read Text: A big change • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /ck/ /o/ and /sh/ 	
Tuesday	Activity 3: Shared reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 10: Our vegetable garden • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 10: Our vegetable garden • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension 	
Thursday	Activity 1: Shared reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 10: Our vegetable garden • Genre: Story • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 10: Our vegetable garden • Genre: Story • Teach: Make inferences 	

Friday	Activity 1: Shared reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 10: Our vegetable garden • Genre: Story • Written recount • Comprehension strategy: Summarise 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Advertisement / poster / notices • Sample text: Don't have a job? 	

WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Supplementary Reading Activity: Reads information text with visuals.	Date Completed
SUCCESSFUL OXFORD Oxford	Read an information text, 40 Read and discuss the photographs with titles, 45 Read a word puzzle, 47	
STUDY & MASTER Cambridge	Read about how people extract energy from coal and wind, 46 Read extract about solar power, 48	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read an information text, 50	
VIA AFRICA Via Africa	Read an information text and a map, 39 Read definitions and do a word puzzle, 45	
HEAD START Oxford	Read information text with visuals, 34 Describe a process, 37	
SOLUTIONS FOR ALL Macmillan Education	Read a newspaper story, 33	
PLATINUM Pearson	Read an information text, 34 Follow instructions, 35 Do a word puzzle, 36	
TOP CLASS Shuter & Shooter	Reading a map, 28 Complete a word puzzle, 30	

Week 8: Healthy living

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Poster which includes a procedural text • Topic: Create a poster that shows the steps to take towards better health • Planning Strategy: Make a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7-8 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 7-8 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Adverbs • Use plan to draft poster 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 7-8 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit poster using checklist • Publish and share poster 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 7-8 • Group 5 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Review word find • Conclusion 	

WEEK 8 TEXTBOOK ACTIVITIES: LSC

Week 8		
Textbook	LSC Activity: Adverbs	Date Completed
SUCCESSFUL OXFORD Oxford	Adverbs of degree, 99 Adverbs of place, 142	
STUDY & MASTER Cambridge	Choose the adverb that best suits the sentence, 99	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adverbs, 30	
VIA AFRICA Via Africa	Adverbs of manner and frequency, 79	
HEAD START Oxford	Identify adjectives and adverbs, 45	
SOLUTIONS FOR ALL Macmillan Education	Using adverbs, 48	
PLATINUM Pearson	Adverbs of degree, 90 Adverbs, 148	
TOP CLASS Shuter & Shooter	Adverbs of time, 17 Adverbs of frequency, 71	

WEEK 8 TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Supplementary Writing Activity: Writes a description of a simple process. Writes simple definitions using a frame.	Date Completed
SUCCESSFUL OXFORD Oxford	Write simple definitions for the photograph, 48	
STUDY & MASTER Cambridge	Write a dictionary definition, 50 Write steps of your demonstration, 55	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a description of a process, 57 Design a visual text, 58 Write simple definitions, 58	
VIA AFRICA Via Africa	Design, draw and label a map, 42 Write a description of a process, 47 Write definitions, 47	
HEAD START Oxford	Write a description of a process, 37 Write definitions, 38	
SOLUTIONS FOR ALL Macmillan Education	Write a paragraph describing your partner, 36	
PLATINUM Pearson	Write a description of a process, 38 Write definitions, 38 Design and draw a collage, 39	
TOP CLASS Shuter & Shooter	Write simple definitions, 30 Design your own map, 31 Explaining directions, 32	

Theme Reflection: Healthy living

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

Weeks 9-10 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	<p>Listens to poems/songs</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Uses an oral description to identify people or objects <p>Plays a language game</p> <ul style="list-style-type: none"> • Gives and follows instructions correctly • Takes turns • Completes the game in the time allocated 	<p>Reads poems</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Discusses topic and main idea • Understands in a simple way some elements of poetry, e.g. rhyme, alliteration, onomatopoeia, comparisons, personification • Discusses new vocabulary from the read text • Uses a dictionary <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares texts read • 	<p>Writes a description of a person</p> <ul style="list-style-type: none"> • Selects appropriate content • Focuses on physical description • Writes creatively, using adjectives and adverbs • Edits own writing, correcting spelling errors <p style="text-align: center;">OR</p> <p>Writes a description of an object/animal/plant/place</p> <ul style="list-style-type: none"> • Selects appropriate content • Focuses on physical description • Writes creatively, using adjectives and adverbs • Edits own writing, correcting spelling errors <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft <ul style="list-style-type: none"> • Presents neat, legible final draft 	<p>Spelling</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary • Words starting with a k sound and followed by e or i: use a k to spell the word <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Understands and uses of the possessive form of the noun (e.g. Bongi's eyes) • Simple present to describe regular actions, e.g. 'I brush my teeth every day' or universal truths e.g. 'The sun sets in the west.' • Simple and compound sentences • Figures of speech (simile, alliteration, personification, onomatopoeia) <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <ul style="list-style-type: none"> • Antonyms

Week 9: Space Travel

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Space travel • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening activity <ul style="list-style-type: none"> • Listening Text: First woman in space • Genre: Informational text • Three read • Model comprehension skill: Visualise/ Evaluate • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: First woman in space • Genre: Information text • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review Word find with /bl/ and /ar/	
Tuesday	Activity 2: Shared reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 44: There's an alien in my bedroom • Genre: Poem • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 44: There's an alien in my bedroom • Genre: Poem • Model comprehension skill: Visualise / Evaluate • Oral comprehension 	
Thursday	Activity 1: Shared reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 44: There's an alien in my bedroom • Genre: Poem • Model comprehension skill: Visualise / Evaluate • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 44: There's an alien in my bedroom • Genre: Poem • Teach: Visualise / Evaluate 	

Friday	Activity 1: Shared reading Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 44: There's an alien in my bedroom • Genre: Poem • Text illustration • Comprehension strategy: Visualise 	
Friday	Activity 2: Writing Teach the genre <ul style="list-style-type: none"> • Poem (Haiku) • Sample text: Space Haikus 	

WEEK 9 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 9		
Textbook	Supplementary Reading Activity: Reads poems	Date Completed
SUCCESSFUL OXFORD Oxford	Read a poem, 50, 56 Read a description, 58	
STUDY & MASTER Cambridge	Read two verses from the poems, 59, 60 Read a poem, 65	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a poem, 63	
VIA AFRICA Via Africa	Read a poem about the night, 49	
HEAD START Oxford	Listen to and read a poem, 42	
SOLUTIONS FOR ALL Macmillan Education	Read a poem, 47	
PLATINUM Pearson	Read poems, 44	
TOP CLASS Shuter & Shooter	Read poems, 36, 37	

Week 10: Space Travel

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> • Genre: Poem (Haiku) Topic: Write a poem describing one of the following: <ul style="list-style-type: none"> ○ outer space ○ an alien ○ a spaceship <ul style="list-style-type: none"> • Planning Strategy: Use a mind-map 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 9-10 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 9-10 • Group 2 	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> • LSC: Simile & hyperbole • Use plan to write a draft of a poem (Haiku) 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 9-10 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 9-10 • Group 4 	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> • Edit poem (haiku) using checklist • Publish and share poem (haiku) 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Weeks 9-10 • Group 5 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Review word find • Conclusion 	

Week 10

Textbook	Supplementary Writing Activity: Writes a description of a person. Writes a description of an object/ animal/plant/place.	Date Completed
SUCCESSFUL OXFORD Oxford	Write a description, 54 Write a description, 58	
STUDY & MASTER Cambridge	Write a verse in the opposite meaning, 61 Write a description of someone you know well, 62	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a description of a person, 67 Write a description of an object, 68	
VIA AFRICA Via Africa	Write a description of a person, 55 Write a description of something in nature, 56	
HEAD START Oxford	Write a description of someone, 47	
SOLUTIONS FOR ALL Macmillan Education	Write a plan or mind-map, 46	
PLATINUM Pearson	Write about a person, 48 Write about your favourite food, 49	
TOP CLASS Shuter & Shooter	Write a description, 40	

Theme Reflection: Space Travel

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

Term 1 2021 Programme of Formal Assessment

1. There are three formal assessment tasks for Grade 6 Term 1 2021.
2. Please complete these tasks as detailed below.

GRADE 6 TERM 1 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Read aloud <i>(see rubric below)</i>	20	Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded. Listen to individual learners read aloud throughout the term during group guided reading lessons.			
2	Writes an essay: 4 paragraphs <i>(see rubric below)</i>	20	6	Mon, Wed, Fri	Writing	
3	Response to text <i>(see assessment task and memorandum below)</i>	50	8	Mon - Fri	Group Guided Reading	
Total		90				

Term 1 Assessment Tasks, Tools & Memoranda

TASK 1 READ ALOUD				
MARKS	Maximum total of 20			
OBJECTIVE	Demonstrates oral reading fluency			
IMPLEMENTATION	<ul style="list-style-type: none"> Listen to individual learners read aloud throughout Term 1 Do this during Group Guided Reading 			
ACTIVITY	<ol style="list-style-type: none"> During Group Guided Reading, settle the group to read a text silently. Next, listen to each learner read aloud from DBE Workbook 1, page 2, Joe plays soccer after all. Explain that the learner will have 1 minute to read. Instruct the learner to read this text out loud to you. Time the learner. Take note of the number and type of errors made. When 1 minute is up, instruct the learner to stop reading and assess using the rubric below. 			
	1-2	3-4	5-6	7-8
FLUENCY	The learner reads less than 80 words correctly in a minute.	The learner reads 80 - 100 words correctly in a minute.	The learner reads 100 - 120 words correctly in a minute.	The learner reads 120 words or more correctly in a minute.
	1	2	3	4
DECODING SKILLS	The learner struggles to decode phonetically regular words and common sight words independently.	The learner decodes some phonetically regular words and common sight words independently.	The learner comfortably decodes many phonetically regular words and common sight words independently.	The learner comfortably decodes most phonetically regular words and common sight words independently.
	1	2	3	4
VOLUME & EXPRESSION	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.

	1	2	3	4
PHRASING	The learner reads word-by-word in a monotone voice.	The learner reads in two or three word phrases, not adhering to punctuation, stress and intonation.	The learner reads with a mixture of run-on sentences, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	The learner reads with good phrasing; adhering to punctuation, stress and intonation.

TASK 2 PERSONAL RECOUNT					
MARKS	Maximum total of 20				
OBJECTIVE	Writes a personal recount of 3 or 4 paragraphs				
IMPLEMENTATION	<ul style="list-style-type: none"> In Week 6 the process writing task requires learners to write a personal recount 4 paragraphs 				
ACTIVITY	<ol style="list-style-type: none"> Write a personal recount about the time someone made you laugh, OR about the time you made someone laugh. Work through the process writing lessons as per the lesson plan. Collect learners' personal recounts at the end of the week for formal assessment. 				
CONTENT	1	2	3	4	5
	The learner's response is irrelevant to the topic.	The learner's response is not totally relevant to the topic.	The learner's response is relevant to the topic.	The learner's response is interesting and relevant to the topic. The learner concludes the recount well.	The learner's response is interesting and exceeds expectations. The learner says how they felt and what they learnt.
STRUCTURE	1	2	3	4	5
	The personal recount is not organised into 3 or 4 paragraphs. There is no connection in the ideas presented.	The personal recount has attempted to use paragraphs. But many ideas seem to be missing. The ideas are not connected.	The personal recount has 3 or 4 paragraphs but they are not fully developed. The ideas are not totally connected.	The personal recount is organised, and has 3- 4 paragraphs. The ideas are connected and the essay flows well.	The personal recount is well organised, and has used 3 or 4 paragraphs. The ideas are well connected and the essay flows very well.

PLANNING	1	2	3	4	5
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting, and expands on the plan with creativity.
EDITING / LSC	1	2	3	4	5
	The learner has not used the correct tenses or the first person. The learner does not edit their own work.	The learner has tried unsuccessfully to use the past tense and the past progressive. The learner has not understood the first person. The learner attempts to edit their own work, but there are many errors remaining.	The learner attempts to use the past tense and the past progressive and the first person – but there are errors. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner uses the past and the past progressive tenses mostly correctly. The learner writes in the first person. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses the past and the past progressive tenses and writes in the first person. The learner successfully edits their own work to correct grammar, spelling and punctuation.

TASK 3 RESPONDS TO TEXT	
MARKS	Maximum total of 50
OBJECTIVE	<ul style="list-style-type: none"> • Literary/Non- literary text (20 marks) • Visual text (10 marks) • Language Structures and Conventions (20 marks)
IMPLEMENTATION	<ul style="list-style-type: none"> • These assessments do not have to be written in one session. • The assessments can be administered during group guided reading time in Week 8.
ACTIVITY	<ol style="list-style-type: none"> 1. Hand out the assessment tasks to learners. 2. Read through the texts and papers once and explain what is required of learners. 3. Collect the assessments after each session and mark them using the memorandum provided.

TERM 1 TASK 3 RESPONDS TO TEXTS

QUESTION 1: READING COMPREHENSION TEXT

Instructions:

- *Read the story below twice.*
- *The numbers on the left side are the paragraph numbers.*
- *Answer the questions that follow.*



Getting Musa Back

Cebisa walked to Pick 'n Pay. She had been saving all her money for a beautiful dress however something had happened and she had to make a plan. Now she needed to spend some of her money on something else!

In the shop, she looked carefully at the toys and games and chose a toy spider. The spider was fake, but it looked very real. The fake spider had long furry legs, a big round body and small yellow eyes. The spider looked so real that it gave Cebisa the creeps. Yes, this was perfect for what she needed!

In maths class the next day, Cebisa looked round and made sure no one was watching. She sneakily opened Musa's schoolbag and put the fake spider on top of his books. During English, Musa opened his schoolbag to get his English book. When he saw the fake spider, he screamed very loudly, and fell off his chair! Everyone looked at him and then looked at the fake spider on the floor and laughed.

Cebisa laughed so hard that it hurt her stomach. When she finished laughing, she looked at Musa seriously, 'That was for pinching me yesterday. When I say stop, I mean stop. I like you Musa, but I want you listen to me, and to other girls!'

Musa looked at Cebisa with embarrassment, 'I'm sorry, Cebisa. It won't happen again.'
Cebisa nodded her head, 'Good.'

QUESTIONS:

- 1. What had Cebisa been saving up to buy? (1)**

Cebisa had been saving up _____.

- 2. What did she buy instead? (1)**

She bought _____.

- 3. Describe the spider look like? (2)**

The spider had _____

- 4. 'It gave Cebisa the creeps.' What does this mean? Explain in your own words. (2)**

It means _____

5. Why did Cebisa check that no one was watching her put the spider in Musa's bag? (2)

She checked because _____

6. How do you think Musa felt after the prank Cebisa played on him? (2)

I think he must have felt _____ because _____

7. What would you do if you found a scary spider in your bag? (1)

If I found a spider in my bag, I would _____

8. Why did Cebisa play this trick on Musa? (2)

Cebisa played this trick because _____

9. What kind of person is Cebisa? Choose the adjective that describes her and say why you chose it. (2)

Cebisa is naughty / bold because _____

10. Do you think Cebisa did the right thing? Why or why not? (2)

I think she did the right thing / did not do the right thing because _____

11. Should Cebisa get into trouble for what she did to Musa? (2)

I think Cebisa should / should not get into trouble because _____

12. Give this story another title. (1)

20 MARKS

TERM 1 TASK 3 RESPONDS TO TEXTS

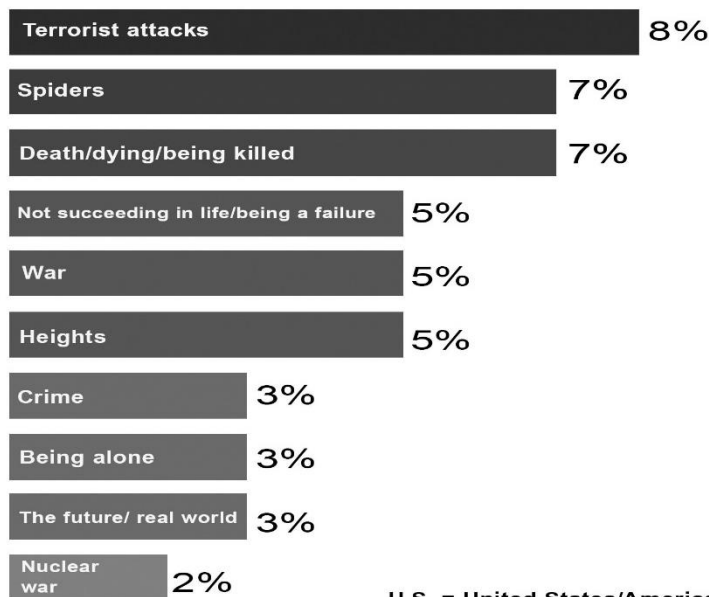
QUESTION 2: VISUAL COMPREHENSION

NAME: _____

TOP 10 FEARS

Thinking about common fears, what would you say you are most afraid of?

Asked of U.S. teens aged 13-17



U.S. = United States/America

Questions:

1. What is the fear most American teenagers have? (1)

The fear most American teenagers have is _____.

2. What fear do the fewest American teenagers have? (1)

The fear fewest American teenagers have is _____.

3. List the fears that 3% of American teenagers have. (3)

_____, _____ and _____.

- 4. Fear of spiders is second on the list. Why do you think so many people are afraid of spiders? (1)**

I think so many people are scared of spiders because _____
_____.

- 5. If South African teenagers were asked what they are afraid of, what do you think would be their two main fears? (2)**

I think South African teenagers are afraid of _____
and _____.

- 6. What are you most afraid of? Why? (2)**

I am most afraid of _____ because ____
_____.

10 Marks

TERM 1 TASK 3 RESPONDS TO TEXTS

QUESTION 3: LANGUAGE STRUCTURES AND CONVENTIONS

NAME: _____

Instructions:

- *Read the story 'Jokes and Tricks'.*
- *Complete the questions that follow:*

1	Many people love telling jokes and playing tricks. April Fool's Day is celebrated on April 1 around the world. This is a day to plan and do harmless practical jokes on your family and friends. With the Internet and social media, April Fool's jokes are now also online and many more people can be involved and fooled. Many countries around the world have different traditions and ways of playing jokes and tricks.
2	No one is completely sure where the tradition started or when the first April Fool's Day joke was played. Some historians think that April Fools' Day started in 1582, when France changed calendars, and many people were confused about the new arrangement of months and days.
3	Often people do practical jokes to others on April Fool's Day. A practical joke is practical because it someone does something that is physical, not like telling a joke. Often siblings or friends play jokes on each other or people at work will trick each other.
4	Once, a group of friends went away on holiday together. One morning, Jonathan got up very early, when everyone was still asleep. He opened the showerhead and put blue paint inside. A bit later, when his friend, Sam got into the shower, the water came out blue! You are meant to shower so you can be clean, but Sam got the opposite! He was not happy! Practical jokes are not funny for everyone!

QUESTIONS:

1. Find an example of the following parts of speech:

- a. a verb (paragraph 1) _____ (1)
- b. a proper noun (paragraph 2) _____ (1)
- c. a common noun (paragraph 2) _____ (1)
- d. an adjective (paragraph 4) _____ (1)
- e. a pronoun (paragraph 4) _____ (1)
- f. a preposition showing position (paragraph 4) _____ (1)

2. Rewrite this sentence – fill in all the punctuation marks. (6)

while they were on holiday in durban, jonathan and sam kept playing tricks on each other until they couldnt think of any more ideas

3. Join the sentences using one of these connecting words: to, so that, in order to.

Remember, you may leave some words out. Example:

My mother baked a cake. She baked it to celebrate my birthday.

My mother baked a cake in order to celebrate my birthday.

- a. I'm always watching my brother. He can't play tricks on me. (2)

- b. I collected lots of fake spiders. I wanted to frighten all my friends at school.

4. **Change the following into the past progressive:** (2)

My sister planned all sorts of sneaky tricks, but we planned some of our own!

5. **a. Choose the correct one.** (1)

A synonym for a fool is a clown / a faker / a companion.

- b. Choose the correct one.** (1)

An antonym for friend is a comrade / a foe / a supervisor.

MARKS 20

TERM 1 TASK 3 RESPONDS TO TEXTS MEMORANDA

QUESTION 1: READING COMPREHENSION MEMORANDUM

1. She was saving up to buy a new dress. (1)
2. Sshe bought a fake spider. (1)
3. The spider had long fury legs, a big round body and small yellow eyes. It was fake but it looked real. (Any 2 points) (2)
4. It means the fake spider made Cebisa feel nervous, afraid, disgusted or uncomfortable. (2)
5. She checked because she didn't want anyone to tell him and warn him about what she was doing. She wanted to surprise him and get him back for what he did to her. (2)
6. I think he must have felt embarrassed or shocked or surprised because he got such a fright and screamed and fell off his chair when it was only a fake spider. (2)
7. If I found a spider in my bag, I would also scream / run away / throw my bag far away! (own response) (1)
8. Cebisa played this trick because Musa hurt her and wouldn't listen when she told him to stop. She wanted to get him back and she wanted to make him feel bad because he had made her feel bad. (2)
9. Cebisa is naughty because she was playing tricks in class and disrupting the lesson.
10. Cebisa is bold because she wasn't afraid of Musa and she wasn't going to let him get away with hurting her. (2)
11. I think she did the right thing because Musa hurt her and she got revenge.
12. I think she did not do the right thing because she should have reported Musa to the teacher / two wrongs don't make a right / you should never laugh at other people / (own answers with reason) (2)
13. I think Cebisa should / should not get into trouble because _____ (own answer with reason) (2)
14. Learner's own answer that shows an understanding of the story. (1)

20 MARKS

QUESTION 2: VISUAL COMPREHENSION MEMORANDUM

1. The fear most American teenagers have is terrorist attacks. (1)
2. The fear fewest American teenagers have is nuclear war.(1)
3. Crime/Criminals/Gang violence, Being alone, the real world/the future. (3)
4. I think so many people are scared of spiders because they have so many legs / they can crawl on you when you sleep / they are hairy / learner's own reasonable answer. (1)
5. I think South African teenagers are afraid of ___ and _____. Learner's own reasonable answers. (3)
6. I am most afraid of _____ because _____. Own answer with reason. (2)

10 MARKS

QUESTION 3: LANGUAGE STRUCTURES AND CONVENTION MEMORANDUM

1. Question 1
 - a. A verb (paragraph 1) love / is celebrated / is / to plan / do / are / can be involved fooled / have (1)
 - b. A proper noun (paragraph 4) Jonathan / Sam (1)
 - c. A common noun (paragraph 3) people / jokes / siblings / friends / (1)
 - d. An adjective (paragraph 4) blue / clean / happy / funny (1)
 - e. A pronoun (paragraph 4) he / his / you (1)
 - f. A preposition showing position (paragraph 4) inside (1)
2. While they were on holiday in Durban, Jonathan and Sam kept playing tricks on each other until they couldn't think of any more idea. (6)
3. a. I'm always watching my brother so that he can't play tricks on me. (2)
c. I collected lots of fake spiders to / in order to frighten all my friends at school. (2)
4. My sister was planning all sorts of sneaky tricks, but we were planning some of our own! (2)
5. a. A synonym for a fool is a clown. (1)
b. An antonym for friend is a foe. (1)

20 MARKS

Term 1 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: THE TEN MEN

1. How many men were out there in the wind?
There were ten men out there in the wind.
2. What were two of the objects that the men had with them?
Two objects that the men had with them were vests and nets.
3. What did the person in the story give the men?
The person in the story gave the men a bell in a tin.

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: A BEACH DAY

1. Where do the children want to go?
The children want to go to the beach.
2. At first, mum and dad say that the children can't go to the beach. Why is this?
Mum and dad say that the children can't go to the beach because they don't have time.
3. Name three things the children want to do at the beach.
At the beach, the children want to be in the water and see the ocean and swim in the crashing waves.

GROUP GUIDED READING TEXT: MAMA DUBE'S TRIP TO THE BEACH

1. Where does Mama Dube live?
Mama Dube lives in a town called Ladysmith.
2. Which beach city will they visit?
They will visit the beach city of Durban.
3. Have you ever been to the beach? Would you like to go/go again? Give a reason for your answer.
Yes, I have been to the beach and... because...
OR
No, I have not been to the beach... because...(See learners' answers).
4. Read the last 4 lines of the story again. From this, why do you think Mama Dube had not taken her family to the beach before?
I can infer that they had not been to the beach before because they did not have enough money to go to the beach.
5. Write the sentences below in the past tense:
 - a. *Mama Dube and her family went to the beach for the first time.*
 - b. *They ate ice-creams and swim in the sea.*

6. Look at the examples below and say whether it is an example of formal or informal language.
 - a. 'Hey dog! How you doin?'' – Informal
 - b. 'How are you today?'' – Formal
 - c. 'I'm looking forward to going to the beach.' – Informal

FICTION TEXT: SNE'S BEACH EXPERIENCE

1. How many times had Sne been to the beach before this trip?
Sne had never been to the beach before.
2. Explain how the beach is different at high tide compared to low tide?
At high tide the water is much closer and there is less space on the beach and at low tide the water is much further away and there is more space on the beach.
3. Rewrite the sentence below, selecting the correct word in brackets to make the sentence true:
Sne is writing a friendly letter, so her language is informal.
4. A compound noun is a noun made up of two words. An example is sea + gull to make seagull. Match words from two columns below to make compound nouns:

<i>sea</i>	<i>shell</i>
<i>sun</i>	<i>glasses</i>
<i>jelly</i>	<i>fish</i>
<i>life</i>	<i>guard</i>
<i>surf</i>	<i>board</i>

NON-FICTION TEXT: THE OCEAN

1. 1. What can you infer would happen if there were no more krill in the ocean?
I can infer that if there were no more krill in the ocean whales would die because they have no food to eat.
2. Which sea creature would you like to learn more about? Give a reason for your answer.
The sea creature I would like to learn more about is... because...(See learners' answers)
3. Why do you think it is important to protect the oceans and keep them clean?
I think it is important because they are part of our Earth and keep the Earth healthy (See learners' answers)
4. An idiom is an expression or a saying where the words don't mean exactly what they say, but there is an extra, hidden meaning. Look at the idioms below and match them with their meanings:

<i>having a whale of a time</i>	<i>to have a very enjoyable time</i>
<i>plain sailing</i>	<i>everything is going as smoothly as planned</i>
<i>to make waves</i>	<i>to shock or upset people by doing something different</i>
<i>something's fishy</i>	<i>something is suspicious or not what it seems</i>
<i>A fish out of water</i>	<i>to be in an uncomfortable/awkward situation</i>

VISUAL TEXT: OCEANS OF THE WORLD

1. What oceans are to the east and west of Africa?
The ocean to the east of Africa is the Indian Ocean and the ocean to the west of Africa is the Pacific Ocean
2. What ocean is above Asia?
The ocean above Asia is the Arctic Ocean.
3. What ocean is between Australia and South America?
The ocean between Australia and South America is the Pacific Ocean.
4. Look at the poster. Which ocean is the largest?
The largest ocean is the Pacific Ocean.
5. Complete the sentence below using the correct comparative adjective:
The Indian Ocean is large but the Atlantic Ocean is larger, and the Pacific Ocean is the largest.

SUMMARY: MAMA DUBE'S TRIP TO THE BEACH

1. *First, Mama Dube's daughter asked her why they had never visited the beach.*
2. *Then, Mama Dube decided it was time to visit the beach.*
3. *Next, Mama Dube and her partner saved up as much money as possible for their trip to the beach.*
4. *Then, the family went to the beach and had the best day ever.*

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: MR JONES NEEDS HELP

1. Why does Mr. Jones need help?
Mr. Jones needs help because he has challenges and is down.
2. How can comedy help people?
Comedy can help people to see things in a new way.
3. What can Mr. Jones do to make his challenges go away?
To make his challenges go away, Mr. Jones can find things humorous/laugh/see things in a new way.

NON-FICTION TEXT: THE CLASS CLOWN

1. Why was Themba known as 'that funny guy'?
Themba was known as 'that funny guy' because he made people laugh and liked to play tricks and tell jokes.
2. How did Themba make people laugh? Name two examples.
Themba made people laugh by playing tricks and telling jokes.
3. Why do you think looked at his feet when Mr Nkosi was speaking to him?
I think he looked at his feet because he felt ashamed of what he had done. (or own answer).

4. Why do you think Mr Nkosi called Themba aside?
I think Mr Nkosi called Themba aside because he did not want the other learners' to hear/it was a private conversation. (or own answer).
5. Find antonyms in the text for the words below:
respectful – disrespectful
unpopular – popular
wrong – right
past – future
6. Find one word in the text that means the same as 'silly and foolish behaviour'.
The word in the text that means 'silly, foolish behaviour' is antics.

FICTION TEXT: BE GLAD YOUR NOSE IS ON YOUR FACE!

1. What would happen if your nose was stuck between your toes?
If your nose was stuck between your toes you would smell feet.
2. Name three silly places the poet says your nose could be.
The three silly places the poet says your nose could be are between your feet, behind your ear and on your ear.
3. What five kinds of noses does the poet talk about in the last stanza of the poem?
The five kinds of noses the poet talks about in the last stanza of the poem are: big, flat, crooked, fat or long.
4. Find synonyms (words with the same meanings) in the text for the words below:
very special – precious
disaster – catastrophe
happy – glad
think about – imagine
5. Find two words that rhyme with 'nose' in the poem.
Two words in the poem that rhyme with 'nose' are toes and rose.

NON-FICTION TEXT: TREVOR NOAH

1. Where was Trevor Noah born?
Trevor Noah was born in Soweto.
2. Why do you think his autobiography is called 'Born A Crime'?
I think his autobiography is called 'Born A Crime' because his parents relationship was illegal under Apartheid laws.
3. What does Trevor Noah use his comedy for?
Trevor Noah uses his comedy to teach us all how to think.
4. Find antonyms from the text for the words below.
unimportant – important
weak – strong
legal – illegal
wealth – poverty
old – young

5. Change the sentence below into the future continuous tense:
Trevor Noah will be 'born a crime'.

VISUAL TEXT: WHAT TYPES OF TV SHOWS & MOVIES DO KIDS SPEND THE MOST TIME WATCHING?

1. How many kids took part in this survey?
5564 kids took part in this survey.
2. What two things do kids watch the least?
The two things kids watch the least are drama and horror.
3. What kind of shows do kids watch the most?
The shows that kids watch the most are comedy.
4. Why do you think kids watch comedy the most?
I think kids watch comedy the most because they like to laugh (or own answer).
5. What do you like to watch the least? Give a reason for your answer.
I like to watch.... the least because... (See learners' answers)

SUMMARY: WHAT DO KIDS WATCH?

1. *Favourite: comedy*
2. *Second favourite: action*
3. *Third favourite: cartoons*

WEEKS 7 & 8 MEMORANDUM

DECODABLE TEXT: MUM WANTS TO BE HEALTHY

1. What is mum busy with at work?
At work, mum is busy with helping others and thinking through challenges.
2. How is mum feeling at work?
Mum is feeling down and not well.
3. Who do Mum and her child ask for help?
They ask for help from a doctor.

FICTION TEXT: LINDIWE'S TRIP TO THE DENTIST

1. Why did Lindiwe's father take her to the dentist?
He took her to the dentist because Lindiwe had a very bad toothache.
2. Why do you think Lindiwe was nervous to see the dentist?
I think she was nervous because she was scared the dentist would hurt her.
3. What were the steps the dentist followed in fixing Lindiwe's tooth?
 - a. *First the dentist gave Lindiwe an injection to numb the pain*
 - b. *Then, the dentist used a drill to clean out Lindiwe's cavity.*
 - c. *Finally, she put a filling in Lindiwe's tooth.*

4. The text says that the dentist told Lindiwe to stop eating sugary foods. What can you infer from this?
From this information, I can infer that sugary foods are bad for your teeth and will make holes in your teeth.
5. Find a word in the text that means the same as 'scared'.
A word from the text that means the same as scared is petrified.

FICTION TEXT: OLWETHU'S SADNESS

1. What were the good things in Olwethu's life?
The good things in Olwethu's life were that he had many friends, a nice family and good marks at school.
2. How do you think depression is different from flu or a stomach ache?
I think depression is different because it is in your mind and not your body.
3. Why do you think Peter told Olwethu he was brave for coming to talk to him?
I think Peter told Olwethu he was brave because it is scary to talk about your feelings 9or own answer).
4. Complete the sentences below using adverbs of manner. Remember that an adverb of manner describes how the verb is done.
 - a. *Sadly, Olwethu did not speak about his problems for a long time.*
 - b. *Then, he nervously spoke to his cousin, Peter.*
 - c. *When he told his mom how he felt, she hugged him lovingly.*
 - d. *Olwethu proudly finished a 5 kilometer run...*

NON-FICTION TEXT: KEEPING CHICKENS IN THE GARDEN

1. What did Zanele want to keep in the garden?
Zanele wanted to keep chickens in the garden.
2. Find and write down three adverbs of manner from the story.
Three adverbs of manner from the story are: proudly, thoughtfully
3. Rewrite the sentence below and underline the correct answer:
If someone calls you a chicken, it means they think you are scared.

VISUAL TEXT: HOW MUCH SUGAR IS THERE IN POPULAR COLDDRINKS

1. Which cold drink has the most teaspoons of sugar in it?
The Fanta Grape has the most teaspoons of sugar.
2. How many teaspoons of sugar does Coca-Cola have in it?
Coca-Cola has 7 teaspoons of sugar in it.
3. Which drink do you think is the healthiest? Give a reason for your answer.
I think the healthiest drink is the mineral water because there is no sugar in it.

4. A kind, thoughtful, generous person can be called a sweet person. What can you call a person who is not sweet?
If someone is not sweet, you can call them sour.

SUMMARY: THREE GOOD REASONS TO KEEP CHICKENS IN THE GARDEN ARE:

1. *They lay fresh eggs everyday*
2. *Their poop is very good fertilizer*
3. *They will be treated better than they are in the big factories.*

WEEKS 9 & 10 MEMORANDA

DECODABLE TEXT: OUR HOME

1. Where is our home?
Our home is Earth.
2. What could be out there in the universe?
Out there in the universe there could be aliens.
3. What can we ride in if we want to see the stars?
If we want to see the stars, we can ride in a spaceship.

NON-FICTION TEXT: A SPACESHIP IN THE SKY!

1. Why was Faith lying on the grass?
Faith was lying on the grass because she was looking at the sky.
2. Do you think the word 'bolted' means 'moved very fast' or 'moved very slowly'?
I think the word bolted means moved very fast.
3. Why does Faith believe in aliens now?
Faith believes in aliens now because she saw something in the sky that looked just like a spaceship.
4. Close your eyes and visualise a spaceship. Describe your spaceship.
My spaceship...(See learners' answers).
5. Punctuate the sentence below to show direct speech:
Faith ran into the house shrieking, 'I saw a real alien spaceship! It was incredible!'
6. Complete the sentence below with your own ending:
If I saw a spaceship, I would... (see learners' answers)

NON-FICTION TEXT: FIRST DOG IN SPACE!

1. What was the first living thing to go into space?
The first living thing to go into space was a dog.
2. How does it make you feel that Laika died in space?
It makes me feel... because... (See learners' answers).

3. Do you think it is important for humans to explore space? Give reasons for your answer.
I think it is/is not important for humans to explore space... because... (See learners' answers)
4. Find synonyms in the text for the words below:
homeless – stray
evidence – proof
anxiety – stress

NON-FICTION TEXT: FACTS ABOUT MARS

1. How many planets are there in our solar system?
There are eight planets in our solar system.
2. Give three facts to describe Mars.
 - a. *Mars is known as the 'Red Planet'*
 - b. *Mars is the second smallest planet in our solar system.*
 - c. *The highest mountain in our solar system is on Mars.*
3. Why is Mars known as the 'Red Planet'?
Mars is known as the 'Red Planet' because it has a bright red colour to it.
4. Find antonyms in the text for the words below:
furthest – closest
double – single
low – high
biggest – smallest
different – same

VISUAL TEXT: THE SATURN V ROCKET

1. What was the Saturn V rocket used for?
The Saturn V Rocket was used to take the first astronauts to the moon.
2. If an astronaut needed to escape, which part of the rocket would they use?
If an astronaut needed to escape, they would use the escape tower.
3. Would you like to travel into space? Give a reason for your answer.
I would like to travel into space because...
OR
I wouldn't like to travel into space because... (See learners' answers).
4. Complete the similes below:
 - a. *The astronaut moved as slowly as a tortoise through space.*
 - b. *On Mars, it is as cold as ice.*
 - c. *The soil on Mars is as red as a rose.*

SUMMARY: INTERESTING FACTS ABOUT MARS

1. *Mars is one of the eight planets in our solar system.*
2. *It is the fourth closest planet to the sun.*
3. *It is the second smallest planet in our solar system.*
4. *It has the highest mountain in our solar system*
(Can choose any of the facts)