

# PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023



**ENGLISH FIRST ADDITIONAL LANGUAGE**

**GRADE 6 TERM 2**

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.



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- Please note that a EFAL English structured learning programme that includes daily lesson plans, big books, reading worksheets and classroom resources is available for download from [www.nect.org.za](http://www.nect.org.za)
- This is a zero-rated website, so there are no data costs for downloads.
- This document can be used independently of the structured learning programme.

**PSRIP**  
**MANAGEMENT DOCUMENT**  
**TERM 2 2021 - 2023**  
**GRADE 6**

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# Introduction

Welcome colleagues,

We hope that Term 1 proceeded safely and smoothly for you, despite pandemic restrictions, and that your learners have made good progress. We also hope that the routine and core methodologies are feeling more familiar to you at this stage.

Please ensure that, should social distancing protocols continue, you continue to follow the guidelines that follow.

Wishing you a healthy, safe and productive term.

**The NECT PSRIP team**

# Guidelines for Implementing the PSRIP

## Continue to focus on technical reading skills

- Please continue to focus on developing your learners' phonic decoding skills, recognition of sight and high frequency words, and oral reading fluency.
- Use Group Guided Reading times to listen to each learner read individually, and to build his or her decoding and comprehension skills.
- Also remember the importance of building learners' extended English vocabulary – a critical aspect of technical reading and comprehension.

## Ensure that every learner has access to the Term 2 'PSRIP Reading Worksheet Pack' and a DBE Workbook.

- Wherever possible, schools should try to duplicate the 'Worksheet Pack' to ensure that every learner can take home a pack of Term 2 reading worksheets.
- This, together with the DBE Workbook, will give learners the opportunity to develop their reading skills should rotational teaching continue .

## 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.**

Please continue to follow the PSRIP approach of working through all themes systematically.

- Teachers must please track the curriculum coverage of the class, or 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 2 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)

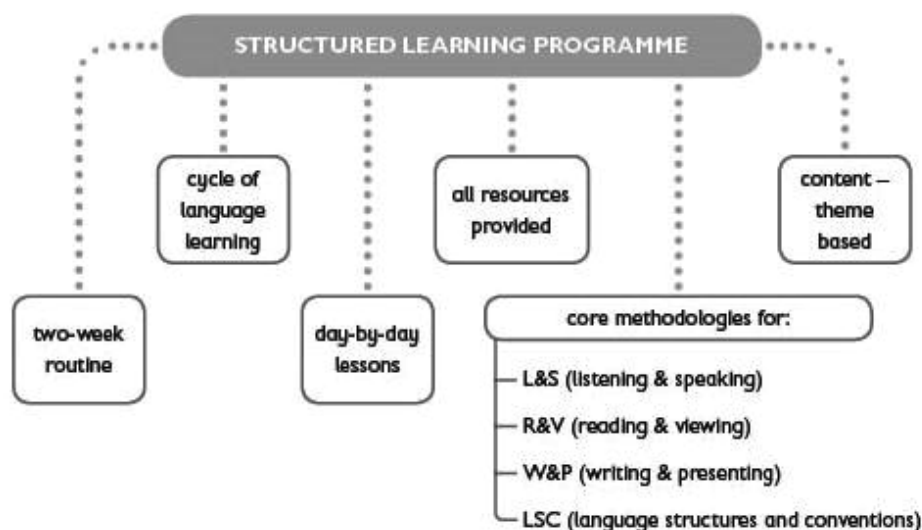
This structured learning programme is designed to teach EFAL at intermediate phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

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

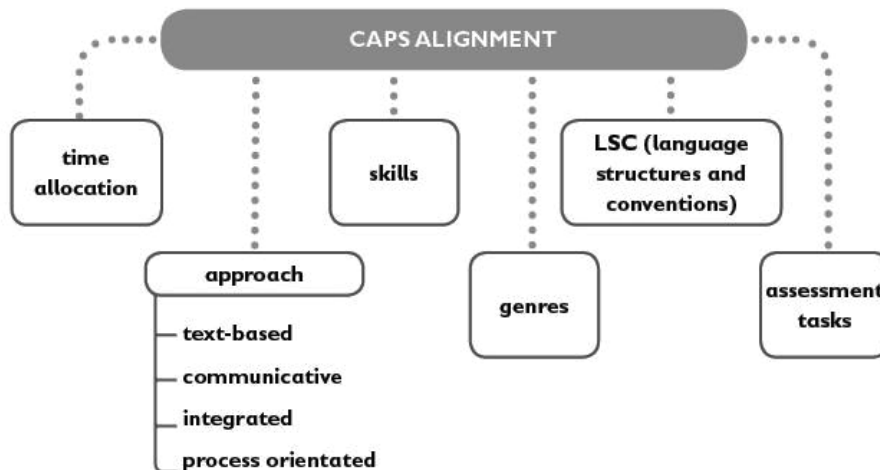
A structured learning programme provides day-by-day lesson plans, together with all the required resources. This is sometimes referred to as a 'structured pedagogical programme' or as 'direct instruction'. For this IP EFAL programme, a routine has been designed to effectively teach each component of 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.





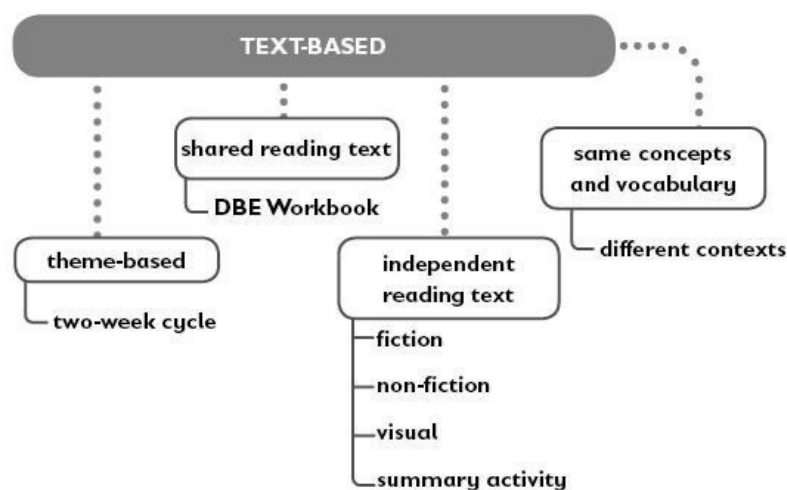
## CAPS (Curriculum Assessment Policy Statement) aligned

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.



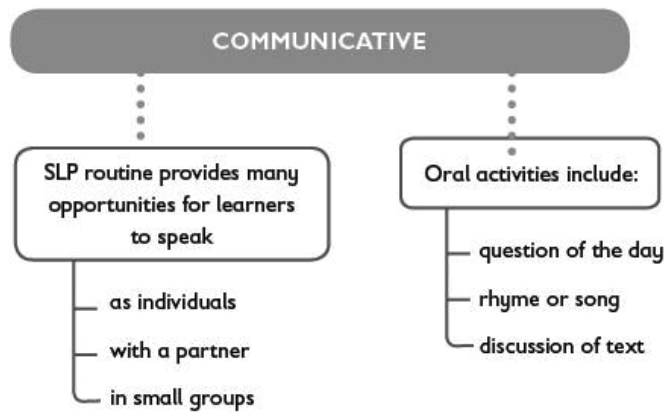
## Text-based

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.



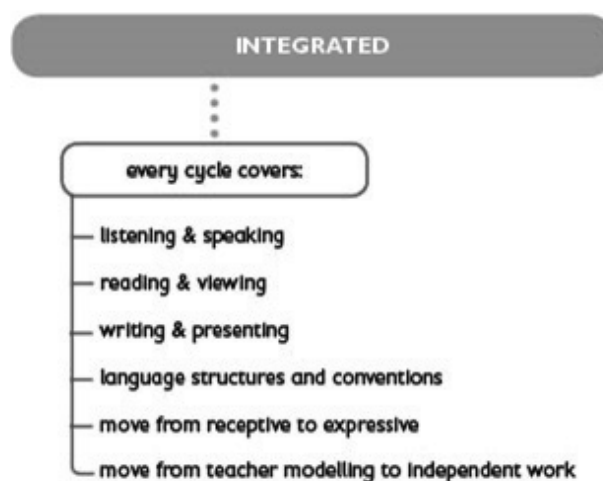
## Communicative

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.



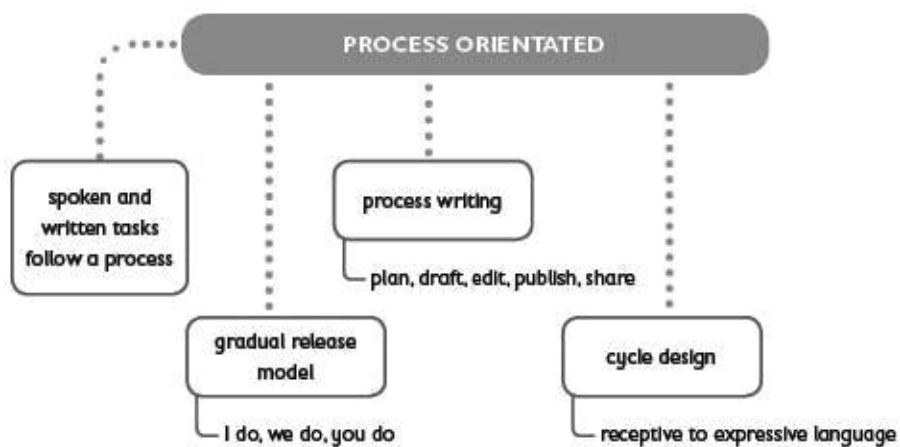
## Integrated

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.



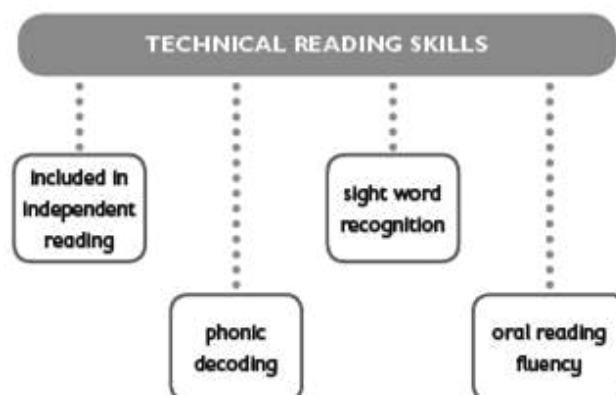
## Process orientated

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.



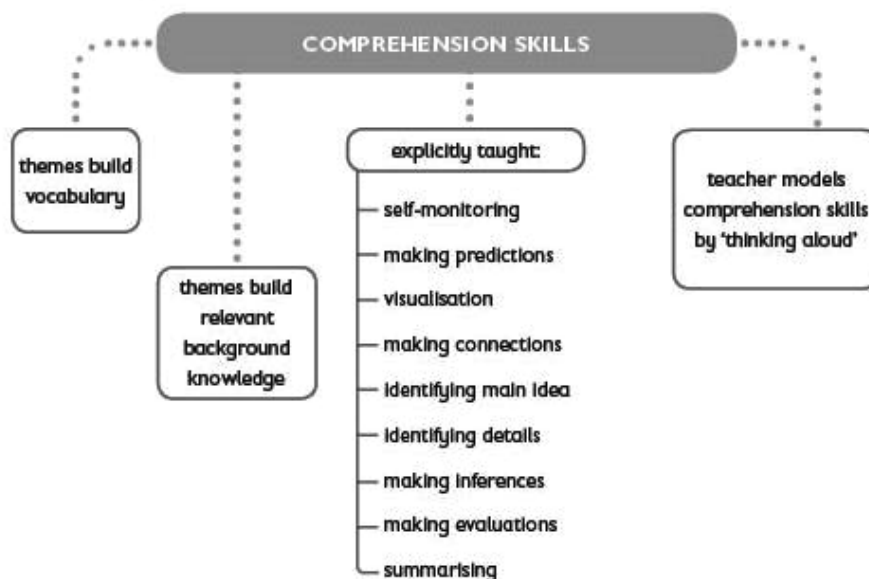
## Support technical reading skills

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 2 Learning Outcomes

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

<b>LEARNING OUTCOMES</b>					
<b>LISTENING &amp; SPEAKING</b>					
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 a text that has been read					
4. Talk about their writing					
<b>VOCABULARY</b>					
Learners should be able to understand and use some of the following theme vocabulary:					
adventure	overseas	adventurous	roller coaster	contrast	theme park
homesick	gallery	similar	capital	familiar	landscape
unfamiliar	coastline	beyond	desert	nonsense	forest
explore	swamp	musician	guitar	composer	idol
career	pamphlet	concert	rhythm	fan	beat
interview	decrease	interviewer	increase	prestigious	release
perform	depression	passionate	crowd	urban	subsistence
rural	exchange	country	grocery store	city	purpose
comfortable	daily	shocked	overweight	struck	fashion
used to	wealthy	peace	bustling	internet	questionnaire
knowledge	frequently	fall behind	frequency	research	overweight
resource	chemicals	information	healthy	basic	unhealthy
detailed	reason	section	fizzy	useful	sugary
knowledge	frequently	fall behind	frequency	research	
<b>READING &amp; VIEWING: Phonic Decoding</b>					
Learners should be able to decode the following words, as well as other phonic words:					
chain	lunch	chop	rain	main	train
trill	trust	trend	bird	first	shirt
thick	throw	with	away	stay	way
sending	bring	thinking	brain	brand	brim

**Sight & High Frequency Word Recognition**

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

visit	next	live	gave	more	away
journey	change	place	home	well	happy
dance	rhythm	healthy	time	challenges	good
after	everyone	animals	different	school	far
been	never	soon	car	space	garden
full	important	books	internet	thought	head
every	something	lots	curious		

**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 bar graph, flyer and a poster

**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 adjectives, personification, connecting words, adverbs of degree
3. Practice the identification and use of theme vocabulary, adjectives, connectors, antonyms, homonyms, plural forms, adverbs, prefixes, abbreviations and contractions

**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:
  - Story
  - Descriptive essay
  - Friendly (informal) letter
  - Questionnaire

## Term 2 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 1-2	PSRIP WEEK 1-2: EXPLORING NEW PLACES
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>• Listens to story</li> <li>• Takes part in a class discussion</li> <li>• Tells and retells stories</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1 Listening: Visiting the City of Gold</li> <li>• Week 1 Speaking: Visiting the City of Gold</li> <li>• Weeks 1-2 Oral: Rhyme/song</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>• Reads a story</li> <li>• Does comprehension activity on the text (oral or written)</li> <li>• Reflects on text</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1 Shared Reading: The brave little fish</li> <li>• Week 1 Teach the Comprehension Strategy: The brave little fish</li> <li>• Week 1-2 Worksheet: A Trip to America</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>• Writes a simple story with a frame</li> <li>• Record words and their meanings in a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Week 2 Process Writing: Story</li> <li>• Week 1-2 Oral: Use personal dictionaries</li> <li>•</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>• Spelling and punctuation</li> <li>• Demonstrative and personal pronouns</li> <li>• Regular and irregular verbs</li> <li>• Simple present tense</li> <li>• 'must', 'should' and 'have to' to show obligation</li> </ul>	<ul style="list-style-type: none"> <li>• Week 1: Theme vocabulary</li> <li>• Week 2: Theme vocabulary</li> </ul>
	DBE ATP WEEKS 3-4	PSRIP WEEKS 3-4: SPIDERS
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>• Listens to oral descriptions of objects/ animals/ plants/ places</li> <li>• Classifies items according to criteria</li> <li>• Practices one Daily Listening and Speaking practice activity</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3 Listening: Litha's first concert!</li> <li>• Week 3 Speaking: Litha's first concert!</li> <li>• Weeks 3-4 Oral: Rhyme/song</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>• Reads informational text</li> <li>• Reflects on texts</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3 Shared Reading: A radio interview</li> <li>• Week 3-4 Worksheet: Interesting Facts About Music</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>• Writes a short description</li> <li>• Uses the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 Process Writing: Descriptive essay</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>• Spelling and punctuation</li> <li>• Possessive pronouns</li> <li>• Adjectives</li> <li>• Comparative and superlative pronouns</li> <li>• Connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3: Theme vocabulary</li> <li>• Week 4: Theme vocabulary</li> <li>• Week 3-4 Worksheet: Prepositions indicating direction</li> </ul>

	<b>DBE ATP WEEKS 5-6</b>	<b>PSRIP WEEKS 5-6: URBAN AND RURAL</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>• Listens to a personal recount</li> <li>• Listens to a story</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5 Listening: A personal letter from Simphiwe to Unathi</li> <li>• Week 5 Speaking: A personal letter from Simphiwe to Unathi</li> <li>• Weeks 5 Shared Reading: Country mouse and city mouse</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>• Reads stories</li> <li>• Reading personal or social text</li> <li>• Reads aloud</li> <li>• Reflects on text</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5 Shared Reading: Country mouse and city mouse</li> <li>• Week 5 Teach the Genre: A letter from Fatima to Bongwiwe</li> <li>• Week 5-6 Worksheet: Our Subsistence Farm</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>• Writes a simple personal letter</li> <li>• Records words and their meanings in a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Week 6 Process Writing: Personal letter</li> <li>• Week 6-7 Oral: Use personal dictionaries</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>• Spelling and punctuation</li> <li>• Verb 'to be'</li> <li>• Present perfect tense</li> <li>• Adverbs of frequency</li> <li>• Connecting words</li> <li>• Vocabulary in context</li> <li>• Antonyms</li> <li>• Phrasal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Week 5: Theme vocabulary</li> <li>• Week 6: Theme vocabulary</li> <li>• Week 6 LSC: Connecting words</li> <li>• Weeks 5-6 Worksheets: connecting words</li> </ul>
	<b>DBE ATP WEEKS 7-8</b>	<b>PSRIP WEEKS 7-8: LEADERSHIP</b>
<b>L&amp;S</b>	<ul style="list-style-type: none"> <li>• Carry out a class survey</li> </ul>	<ul style="list-style-type: none"> <li>• Week 8 Writing: Questionnaire</li> </ul>
<b>R&amp;V</b>	<ul style="list-style-type: none"> <li>• Reads a simple book review</li> <li>• Reads aloud</li> <li>• Reflects on texts</li> </ul>	<ul style="list-style-type: none"> <li>• Week 7 Shared Reading: What are 21<sup>st</sup> Century skills?</li> </ul>
<b>W&amp;P</b>	<ul style="list-style-type: none"> <li>• Writes a paragraph to express an opinion/writes a book review</li> <li>• Records words and their meanings in a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Week 8 Process Writing: Questionnaire / Review</li> <li>• Weeks 7-8 Oral: Use personal dictionaries</li> </ul>
<b>LSC</b>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Verb 'to be'</li> <li>• Perfect past tense</li> <li>• 'Must', 'should', or 'have' to show obligation</li> <li>• Vocabulary in context</li> <li>• Antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Week 7: Theme vocabulary</li> <li>• Week 8: Theme vocabulary</li> <li>• Week 7-8 Worksheet: adverbs of degree</li> </ul>



# Term 2 Curriculum Tracker & Textbook Activities

## Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES &
<b>WEEK 1–2</b>	<p><b>Listens to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories /historical fiction)</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Answers literal questions</li> <li>• Notes relevant information</li> <li>• Tells and retells stories</li> </ul>	<p><b>Reads a story</b></p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: reads and discusses title and looks at pictures</li> <li>• Uses reading strategies, e.g. makes predictions, using contextual clues</li> <li>• Discusses new vocabulary</li> <li>• Identifies sequence of events, setting and characters (e.g. describes characters’ feelings, and talks about reasons for their actions)</li> <li>• Expresses cause and effect</li> <li>• Uses a dictionary</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency and expression</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Gives opinions and relates books to own life</li> </ul>	<p><b>Writes a simple story using a frame</b></p> <ul style="list-style-type: none"> <li>• Uses story structure as a frame</li> <li>• Writes an appropriate opening sentence</li> <li>• Uses connecting words</li> <li>• Uses some adjectives</li> <li>• Writes an appropriate ending</li> <li>• Stays on the topic</li> <li>• Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation</li> <li>• Uses appropriate grammar, spelling and punctuation</li> <li>• Uses the dictionary to check spelling and meanings of words</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning, etc.</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas</li> <li>• Writes a first draft</li> <li>• Revises</li> <li>• Edits</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Spells familiar words correctly, using a personal dictionary</li> <li>• Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Builds on use of demonstrative</li> <li>• pronouns and personal pronouns</li> <li>• Builds on use of adjectives (demonstrative &amp; interrogative)</li> <li>• Regular and irregular verbs</li> <li>• Builds on understanding and use of simple present</li> <li>• Begins to use ‘must’, ‘should’ and</li> <li>• ‘have to’ to show obligation.</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or</li> </ul>

<b>Week 1: Exploring new places</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Exploring New Places</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 1: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: Visiting the City of Gold</li> <li>• Genre: Story</li> <li>• Three read</li> <li>• Model comprehension skill: Making inferences</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: Visiting the City of Gold</li> <li>• Genre: Story</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /ch/ and /ai/</li> </ul>	
Tuesday	Activity 3: Shared Reading Pre-Read <ul style="list-style-type: none"> <li>• Introduce theme: Exploring new places</li> <li>• DBE Workbook 1 page 70: The brave little fish</li> <li>• Genre: Story</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 70: The brave little fish</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Making inferences</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 70: The brave little fish</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Making inferences</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 70: The brave little fish</li> <li>• Genre: Story</li> <li>• Teach: Making inferences</li> </ul>	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 70: The brave little fish</li> <li>• Genre: Story</li> <li>• Oral recount</li> <li>• Summarise / Making inferences</li> </ul>	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> <li>• Story (narrative essay)</li> <li>• Sample text: Thuli's trip to the mountains</li> </ul>	

### WEEK 1 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 1		
Textbook	Supplementary Reading Activity: Read a story	Date Completed
SUCCESSFUL OXFORD Oxford	Deucalion's Flood, 63	
STUDY & MASTER Cambridge	Hot Air, 70	
INTERACTIVE ENGLISH St Mary's Interactive Learning	How fire came to Earth, 76	
VIA AFRICA Via Africa	The snake charmer, 62	
HEAD START Oxford	The rhino warriors who walked from Musina to Cape Town, 50	
SOLUTIONS FOR ALL Macmillan Education	There's a crocodile in the river, 52	
PLATINUM Pearson	Why monkeys have flat tummies, 54	
TOP CLASS Shuter & Shooter	The power of words, 45	

## Week 2: Exploring new places

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> <li>• Genre: Story</li> <li>• Topic: A story about somebody who explores a new place!</li> <li>• Planning Strategy: Write a list</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 2</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 2</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> <li>• LSC: Adjectives</li> <li>• Use plan to draft story</li> </ul>	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 2</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 2</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> <li>• Edit story using checklist</li> <li>• Publish and share story</li> </ul>	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 2</li> <li>• Group 5</li> </ul>	
Friday	Activity 3: <ul style="list-style-type: none"> <li>• Review word find</li> <li>• Conclusion</li> </ul>	

## WEEK 2 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

<b>Week 2</b>		
Textbook	Supplementary LSC Activity: Adjectives	Date Completed
SUCCESSFUL OXFORD Oxford	Adjectives word game, 72	
STUDY & MASTER Cambridge	Choose the correct adjectives, 72	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adjectives, 92	
VIA AFRICA Via Africa	Adjectives, 52	
HEAD START Oxford	Practise using adjectives, 62	
SOLUTIONS FOR ALL Macmillan Education	Adjectives, 56	
PLATINUM Pearson	Adjectives, 56	
TOP CLASS Shuter & Shooter	Finding and adding adjectives, 41	

## WEEK 2 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

<b>Week 2</b>		
Textbook	Supplementary Writing Activity: Writes a simple story using a a paragraph	Date Completed
SUCCESSFUL OXFORD Oxford	Write about your favourite season, use the writing frame, 67	
STUDY & MASTER Cambridge	Write a paragraph about the story, use the writing frame, 72	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph to explain your opinion of the story, 82	
VIA AFRICA Via Africa	Write a paragraph giving an opinion, 70	
HEAD START Oxford	Write a paragraph to express your opinion, 54	
SOLUTIONS FOR ALL Macmillan Education	Write a story called 'The day I saw a crocodile', 60	
PLATINUM Pearson	Write a story using a frame, 59	
TOP CLASS Shuter & Shooter	Write a story called 'Words that changed my life', 49 Express an opinion, 49	

### Theme Reflection: Exploring new places

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 3-4 CAPS / ATP Reference

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

### Week 3: Music

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Introduce theme: Music</li> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 1: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: Litha's first concert!</li> <li>• Genre: Story</li> <li>• Three read</li> <li>• Model comprehension skill: I wonder / Search the text</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: Litha's first concert!</li> <li>• Genre: Story</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /tr/ and /ir/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Introduce theme: Music</li> <li>• DBE Workbook 1 page 94: A radio interview</li> <li>• Genre: Information text</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 94: A radio interview</li> <li>• Genre: Information text</li> <li>• Model comprehension skill: I wonder / Search the text</li> <li>• Oral comprehension</li> </ul>	



Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 94: A radio interview</li> <li>• Genre: Information text</li> <li>• Model comprehension skill: I wonder / Search the text</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 94: A radio interview</li> <li>• Genre: Information text</li> <li>• Teach: I wonder / Search the text</li> </ul>	
Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 94: A radio interview</li> <li>• Genre: Information text</li> <li>• Written Comprehension</li> <li>• Comprehension strategy: Summarise / Search the text</li> </ul>	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> <li>• Descriptive essay</li> <li>• Sample text: Enjoying records with my granny!</li> </ul>	

### WEEK 3 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Reads information texts / Reflects on texts read independently	Date Completed
SUCCESSFUL OXFORD Oxford	Different clothes from different climates, 75	
STUDY & MASTER Cambridge	Computers, 81	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Moon landing, 87	
VIA AFRICA Via Africa	The origins of transport, 72	
HEAD START Oxford	Looking beyond the Earth, 58	
SOLUTIONS FOR ALL Macmillan Education	Rosa's duties, 63	
PLATINUM Pearson	Read about paper, 64	
TOP CLASS Shuter & Shooter	Read the information text: the value of trees, 54	

## Week 4: Music

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> <li>• Genre: Descriptive essay</li> <li>• Topic: Write a descriptive essay about a time you enjoyed music in some way!</li> <li>• Planning Strategy: Write a list</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> <li>• LSC: Personification</li> <li>• Use plan to draft descriptive essay</li> </ul>	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 4</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> <li>• Edit descriptive essay using checklist</li> <li>• Publish and share descriptive essay</li> </ul>	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 4</li> <li>• Group 5</li> </ul>	
Friday	Activity 3: <ul style="list-style-type: none"> <li>• Review word find</li> <li>• Conclusion</li> </ul>	

## WEEK 4 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Supplementary Writing Activity: Writes a short description	Date Completed
SUCCESSFUL OXFORD Oxford	Write a description of your outfit, 80	
STUDY & MASTER Cambridge	Write a description of a pieces of technology you love, or would love to have, 86	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a paragraph describing an object or place you find interesting, 94	
VIA AFRICA Via Africa	Write a description of an object, 75	
HEAD START Oxford	Write a paragraph and description, 61	
SOLUTIONS FOR ALL Macmillan Education	Compare and describe two of the pictures, 67	
PLATINUM Pearson	Write a description of a plant product, 68	
TOP CLASS Shuter & Shooter	Write a description of a wooden household item, 56	

Theme Reflection: Music	
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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 5-6 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 5-6</b>	<p><b>Listens to a personal recount of an event</b></p> <ul style="list-style-type: none"> <li>Identifies most important ideas and people</li> <li>Answers questions about what happened first, second, etc., recounting the same event</li> </ul> <p><b>Listens to a story</b> (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Answers literal questions</li> <li>Gives a personal response, relating story to own life</li> <li>Expresses and explains own opinion</li> <li>Asks and answers questions, giving an opinion, e.g. Why do you think...? Why doesn't ...?</li> </ul>	<p><b>Reads stories</b></p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> <li>Pre-reading: predicts from title and pictures</li> <li>Reads for detail and uses contextual clues to find meaning</li> <li>Identifies and comments on the plot</li> <li>Gives reasons for action</li> <li>Understands the vocabulary</li> <li>Answers questions on the story</li> </ul> <p><b>Does comprehension activity on the text (oral or written)</b></p> <p><b>Reads personal and social texts, e.g. a personal diary or letter</b></p> <ul style="list-style-type: none"> <li>Comments on main ideas</li> <li>Reads for detail and notices informal style</li> <li>Comments on format and salutation</li> </ul> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>Reads aloud with appropriate pronunciation, fluency and expression</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>Expresses emotional response to texts read</li> <li>Relates reading to own life</li> </ul>	<p><b>Writes a simple personal letter</b></p> <ul style="list-style-type: none"> <li>Uses a frame</li> <li>Uses an informal style</li> <li>Writes at least two paragraphs</li> <li>Uses new vocabulary and punctuation learnt</li> <li>Uses appropriate grammar, spelling, punctuation, and spaces between paragraphs</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>Brainstorms ideas</li> <li>Writes a first draft</li> <li>Revises</li> <li>Edits</li> <li>Writes final draft</li> <li>Presents neat, legible final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spells familiar words correctly, using a personal dictionary</li> <li>Words ending in -l : double the l when you add a suffix, e.g. travel, travelling</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>Uses forms of the verb 'to be', e.g. be/been/being; am/ is/ are; was/ were</li> <li>Present perfect tense (e.g. 'I have finished.')</li> <li>Uses adverbs of frequency (e.g. 'She hardly ever visits me.').</li> <li>Begins to use connecting words to</li> <li>show contrast (but), reason (because) and purpose (so that).</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>Words taken from shared or individually read texts</li> <li><b>Antonyms</b> (words that are opposite in meaning, e.g. loud/soft)</li> <li><b>Phrasal verbs</b>, e.g. divide up, move in</li> </ul>

### Week 5: Urban and rural

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 1: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: A personal letter from Simphiwe to Unathi</li> <li>• Genre: Personal letter</li> <li>• Three read</li> <li>• Model comprehension skill: Making connections</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> <li>• Re-read Text: A personal letter from Simphiwe to Unathi</li> <li>• Genre: Personal letter</li> <li>• Small group discussions to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /th/ and /ay/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Introduce theme: Urban and rural</li> <li>• DBE Workbook 1 page 112: Country mouse and city mouse</li> <li>• Genre: Story</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 112: Country mouse and city mouse</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Making connections</li> <li>• Oral comprehension</li> </ul>	

Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 112: Country mouse and city mouse</li> <li>• Genre: Story</li> <li>• Model comprehension skill: Making connections</li> <li>• Oral comprehension</li> <li>• Formulate a question about the text</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 112: Country mouse and city mouse</li> <li>• Genre: Story</li> <li>• Teach: Making connections</li> </ul>	
Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 112: Country mouse and city mouse</li> <li>• Genre: Story</li> <li>• Oral recount</li> <li>• Comprehension strategy: Summarise / Make connections</li> </ul>	
Friday	Activity 2: Writing Teach the genre <ul style="list-style-type: none"> <li>• Personal letter</li> <li>• Sample text: A letter from Fatima to Bongwiwe</li> </ul>	

### WEEK 5 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity: Reads stories / Reads personal and social texts	Date Completed
SUCCESSFUL OXFORD Oxford	Read a personal letter, 86	
STUDY & MASTER Cambridge	Read this letter Gavin wrote to his friend, 96	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a formal letter, 104	
VIA AFRICA Via Africa	Read a simple personal letter, 85	
HEAD START Oxford	Read a personal email, 72	
SOLUTIONS FOR ALL Macmillan Education	Read a letter, 73	
PLATINUM Pearson	Read a diary extract, 74	
TOP CLASS Shuter & Shooter	Read a personal letter, 62	

## Week 6: Urban and rural

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> <li>• Genre: Personal letter</li> <li>• Topic: Pretend that you are either Mathilda Mouse or Missy Mouse. Write a letter describing how life is at home to your cousin!</li> <li>• Planning Strategy: Write a list</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> <li>• LSC: Connecting words and phrases to show purpose</li> <li>• Use plan to draft personal letter</li> </ul>	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 6</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> <li>• Edit personal letter using checklist</li> <li>• Publish and share personal letter</li> </ul>	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 6</li> <li>• Group 5</li> </ul>	
Friday	Activity 3: <ul style="list-style-type: none"> <li>• Review word find</li> <li>• Conclusion</li> </ul>	

## WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

<b>Week 6</b>		
Textbook	Supplementary LSC Activity: Begins to use connecting words to show purpose 'so that'	Date Completed
SUCCESSFUL OXFORD Oxford	Using connecting words, 'because' and 'so that', 93	
STUDY & MASTER Cambridge	Connecting words, 85	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Connecting words, 'because', 'so that' and 'but', 103	
VIA AFRICA Via Africa	Connecting words, 117	
HEAD START Oxford	Connecting words, 52	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Connecting words, 'because', 'so that' and 'but', 78	
TOP CLASS Shuter & Shooter	Use connecting words, 57	

## WEEK 6 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

<b>Week 6</b>		
Textbook	Supplementary Writing Activity: Writes a simple personal letter	Date Completed
SUCCESSFUL OXFORD Oxford	Write a letter to your friend, 89	
STUDY & MASTER Cambridge	Write back to Gavin as if you were his friend, 97	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write a letter, 109	
VIA AFRICA Via Africa	Write a personal letter, 86	
HEAD START Oxford	Write a letter, 73	
SOLUTIONS FOR ALL Macmillan Education	Write a letter to John, 75	
PLATINUM Pearson	Write a letter, 79	
TOP CLASS Shuter & Shooter	Write a letter, 65	



### Theme Reflection: Urban and rural

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Weeks 7-8 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	Writing: & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<b>WEEK 7-8</b>	<p><b>Carries out a class survey,</b> e.g. interviews class mates), recording responses on a chart or graph</p> <ul style="list-style-type: none"> <li>• Asks and answers questions</li> <li>• Handles interviews politely</li> <li>• Records information accurately</li> <li>• Uses the structure correctly</li> <li>• Uses key words and phrases</li> <li>• Sustains a conversation on a familiar topic</li> <li>• Listens to and gives other learners a chance to speak</li> <li>• Asks and answers questions</li> <li>• Gives an opinion, e.g. Why do you think...?</li> </ul>	<p><b>Reads a simple book review</b></p> <ul style="list-style-type: none"> <li>• Identifies key features, e.g. title, list of characters, brief summary and rating</li> <li>• Identifies the language used to give facts and to give opinions</li> </ul> <p><b>Practises reading</b></p> <ul style="list-style-type: none"> <li>• Reads aloud with appropriate pronunciation, fluency and expression</li> </ul> <p><b>Reflects on texts read during independent/pair reading</b></p> <ul style="list-style-type: none"> <li>• Compares books and texts read</li> </ul>	<p><b>Writes a paragraph to express and explain an opinion/ writes a book review</b></p> <ul style="list-style-type: none"> <li>• Writes 4 to 5 sentences</li> <li>• Selects relevant information</li> <li>• Gives own personal opinion</li> <li>• Gives a sensible explanation</li> </ul> <p><b>Uses the writing process</b></p> <ul style="list-style-type: none"> <li>• Brainstorms ideas</li> <li>• Writes a first draft</li> <li>• Revises</li> <li>• Edits</li> <li>• Writes final draft</li> <li>• Presents neat, legible final draft</li> </ul> <p><b>Records words and their meanings in a personal dictionary</b></p> <ul style="list-style-type: none"> <li>• Writes sentences using the words or explanations to show the meaning, etc.</li> </ul>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Uses the dictionary to check spelling and meanings of words</li> <li>• Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</li> </ul> <p><b>Working with words and sentences</b></p> <ul style="list-style-type: none"> <li>• Extends use of forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</li> <li>• Builds on understanding and use of Perfect tense (past, present, future)</li> <li>• Begins to use ‘must’, ‘should’ and ‘have to’ to show obligation.</li> </ul> <p><b>Vocabulary in context</b></p> <ul style="list-style-type: none"> <li>• Words taken from shared or individually read texts</li> <li>• Antonyms (words that are opposite in meaning, e.g. loud/soft)</li> </ul>

## Week 7: Researching

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Monday	Activity 1: Listening Activity <ul style="list-style-type: none"> <li>• Listening Text: What are 21<sup>st</sup> Century skills?</li> <li>• Genre: Story</li> <li>• Genre: Story</li> <li>• Three read</li> <li>• Model comprehension skill: Making evaluations</li> <li>• Oral comprehension</li> </ul>	
Tuesday	Activity 1: Speaking <ul style="list-style-type: none"> <li>• Re-read Text: What are 21<sup>st</sup> Century skills?</li> <li>• Genre: Story</li> <li>• Small group discussion to respond to text</li> </ul>	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> <li>• Word find with /br/ and /ng/</li> </ul>	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Introduce theme: Researching</li> <li>• DBE Workbook 1 page 128: Workbookpedia</li> <li>• Genre: Information text</li> <li>• Discuss and predict</li> </ul>	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 128: Workbookpedia</li> <li>• Genre: Information text with visuals</li> <li>• Model comprehension skill: Making evaluations</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 128: Workbookpedia</li> <li>• Genre: Information text</li> <li>• Model comprehension skill: Making evaluations</li> <li>• Oral comprehension</li> </ul>	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 128: Workbookpedia</li> <li>• Genre: Information text with visuals</li> <li>• Teach: Making evaluations</li> </ul>	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> <li>• DBE Workbook 1 page 128: Workbookpedia</li> <li>• Genre: Information text</li> <li>• Oral recount</li> <li>• Comprehension strategy: Summarise / Making evaluations</li> </ul>	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Sample text: Mr Khosa's questionnaire on using the Internet</li> </ul>	

### WEEK 7 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

<b>Week 7</b>		
<b>Textbook</b>	<b>Supplementary Reading Activity: Reads a book review</b>	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Read a book review, 102	
STUDY & MASTER Cambridge	Read a book review, 109	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a book review, 119	
VIA AFRICA Via Africa	Read a simple book review, 97	
HEAD START Oxford	Read a book review, 79	
SOLUTIONS FOR ALL Macmillan Education	The long journey, 83	
PLATINUM Pearson	Read a book review, 85	
TOP CLASS Shuter & Shooter	Read a book review, 74	

## Week 8: Research

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing Planning <ul style="list-style-type: none"> <li>• Genre: Questionnaire</li> <li>• Topic: Write a questionnaire to find out more information about your friends in the class. Your questionnaire must have at least 4 questions.</li> <li>• Planning Strategy: Mind map</li> </ul>	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: LSC & Writing Drafting <ul style="list-style-type: none"> <li>• LSC: Adverbs of degree</li> <li>• Use plan to draft questionnaire</li> </ul>	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet 8</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> <li>• Teach song/rhyme/poem</li> <li>• Teach theme vocabulary</li> <li>• Question of the day</li> <li>• Use personal dictionaries</li> </ul>	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 4</li> </ul>	
Friday	Activity 1: Writing Editing and Publishing <ul style="list-style-type: none"> <li>• Edit questionnaire using checklist</li> <li>• Publish and share questionnaire</li> </ul>	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Worksheet Week 8</li> <li>• Group 5</li> </ul>	
Friday	Activity 3: <ul style="list-style-type: none"> <li>• Review word find</li> <li>• Conclusion</li> </ul>	

## WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

<b>Week 8</b>		
<b>Textbook</b>	<b>Supplementary LSC Activity:</b> Begins to use adverbs of degree, e.g.: very, really, almost, too	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Language: adverbs of degree, 99	
STUDY & MASTER Cambridge	Adverbs of degree, 'very', really, 'so' and 'too', 108	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adverbs of degree, 123	
VIA AFRICA Via Africa	Adverbs of degree language game, 99	
HEAD START Oxford	Adverbs of degree, 80	
SOLUTIONS FOR ALL Macmillan Education	-	
PLATINUM Pearson	Adverbs of degree, 90	
TOP CLASS Shuter & Shooter	Adverbs of degree, 78	

## WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

<b>Week 8</b>		
<b>Textbook</b>	<b>Supplementary Writing Activity:</b> Writes simple definitions / Develops a simple questionnaire	<b>Date Completed</b>
SUCCESSFUL OXFORD Oxford	Write a questionnaire, 99	
STUDY & MASTER Cambridge	Write a paragraph giving your opinion, 109	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write simple definitions, 125 Develop a questionnaire, 125	
VIA AFRICA Via Africa	Write simple definitions, 97 Develop a simple questionnaire, 98	
HEAD START Oxford	Write a questionnaire, 81	
SOLUTIONS FOR ALL Macmillan Education	Add questions to a survey, 89	
PLATINUM Pearson	Develop a questionnaire, 91	
TOP CLASS Shuter & Shooter	Write a questionnaire, 71	

### Theme Reflection: Researching

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Term 2 2021 Programme of Formal Assessment

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

GRADE 6 TERM 2 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Read aloud (see rubric below)	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.			
4	Write a transactional text (see rubric below)	10	6	Mon, Wed, Fri	Writing	
5	Controlled Test: Response to text (see assessment task and memorandum below)	50	9	Mon - Fri	Group Guided Reading	
<b>Total</b>		<b>80</b>				



## Term 2 Assessment Tasks, Tools & Memoranda

TASK 1 READ ALOUD				
<b>MARKS</b>	<b>Maximum total of 20</b>			
<b>OBJECTIVE</b>	<b>Demonstrates oral reading fluency</b>			
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>Listen to individual learners read aloud throughout Term 1</li> <li>Do this during Group Guided Reading</li> </ul>			
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>During Group Guided Reading, settle the group to read a text silently.</li> <li>Next, listen to each learner read aloud from <b>DBE Workbook 1, page 118, Caring for the environment.</b></li> <li>Explain that the learner will have <b>1 minute</b> to read.</li> <li>Instruct the learner to read this text out loud to you.</li> <li>Time the learner. Take note of the number and type of errors made.</li> <li>When 1 minute is up, instruct the learner to stop reading and assess using the rubric below.</li> </ol>			
	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7-8</b>
<b>FLUENCY</b>	The learner reads less than 90 words correctly in a minute.	The learner reads 90 - 110 words correctly in a minute.	The learner reads 110 - 130 words correctly in a minute.	The learner reads 130 words or more correctly in a minute.
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>DECODING SKILLS</b>	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.
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>VOLUME &amp; EXPRESSION</b>	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.

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PHRASING</b>	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.

<b>TASK 4 TRANSACTIONAL WRITING: REVIEW</b>			
<b>MARKS</b>	<b>Maximum total of 10</b>		
<b>OBJECTIVE</b>	<b>Writes a friendly letter</b>		
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>In Week 6 the process writing task requires learners to write a friendly letter</li> </ul>		
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>Write a friendly letter pretending that you are either Mathilda Mouse or Missy Mouse describing how life is at home to your cousin.</li> <li>Work through the process writing lessons as per the lesson plan.</li> <li>Collect learners' letters at the end of the week for formal assessment.</li> </ol>		
<b>CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. It includes the writer's thoughts and feelings.
<b>STRUCTURE</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner's letter has not followed the correct structure.	The learner has attempted to structure the letter correctly.	The learner has used the correct structure and layout of a friendly letter.
<b>PLANNING</b>	<b>0</b>	<b>1</b>	<b>2</b>
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
<b>EDITING / LSC</b>	<b>1</b>	<b>2</b>	<b>3</b>
	The learner has not written in a suitable style. The appropriate greetings have not been used. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.	The learner's style of language is mostly correct. The learner has attempted to use the correct greeting and farewell. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has used informal language with the correct greeting and farewell. included all the necessary information about the text. The learner successfully edits their own work to correct grammar, spelling and punctuation.

<b>TASK 5 RESPONDS TO TEXT</b>	
<b>MARKS</b>	<b>Maximum total of 50</b>
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• <b>Literary/Non- literary text (20 marks)</b></li> <li>• <b>Visual text (10 marks)</b></li> <li>• <b>Summary (5)</b></li> <li>• <b>Language Structures and Conventions (15 marks)</b></li> </ul>
<b>IMPLEMENTATION</b>	<ul style="list-style-type: none"> <li>• These assessments do not have to be written in one session.</li> <li>• The assessments can be administered during group guided reading time in Week 9.</li> </ul>
<b>ACTIVITY</b>	<ol style="list-style-type: none"> <li>1. Hand out the assessment tasks to learners.</li> <li>2. Read through the texts and papers once and explain what is required of learners.</li> <li>3. Collect the assessments after each session and mark them using the memorandum provided.</li> </ol>

## TERM 2 TASK 5 CONTROLLED TEST: RESPONDS TO TEXTS

### QUESTION 1: READING COMPREHENSION

NAME: \_\_\_\_\_

#### **Instructions:**

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



#### **The Best in the World!**

1 The Rugby World Cup is a men's rugby tournament held every four years between the best international teams. The tournament was first held in 1987. The winners get the Webb Ellis Cup, named after William Webb Ellis. It is said that during a school soccer match in 1823, William Ellis 'invented' rugby by picking up the ball and running with it. Four countries have won the trophy: South Africa and New Zealand three times each, Australia twice, and England once. South Africa are the current champions, having impressively beaten England 32-12 in the final of the 2019 tournament in Japan.

<b>2</b>	With this victory, the Springboks won more than just a rugby tournament. This team represented the whole country. When the Springboks won, the whole country cheered and celebrated together. Siya Kolisi was the first black Springbok captain. His humble manner and true leadership became a symbol of hope and transformation for the country. Kolisi grew up in the poor <u>Zwide</u> township outside <u>Port Elizabeth</u> and he had a tough upbringing. For him to come from such hard beginnings and go on to captain the winning national team really shows that everyone can achieve something great!
<b>3</b>	But we can't just leave it to the rugby players to do the work. We all need to work together to make our country a better place where everyone can succeed and achieve their dreams.
<b>4</b>	Nelson Mandela said: "Sport has the power to change the world, the power to inspire and unite people. Sport can create hope".

**QUESTIONS:**

- 1. How many times has the Rugby World Cup been played? (1)**

The Rugby World Cup has been played \_\_\_\_\_.

- 2. Who has won the tournament the most times? (2)**

\_\_\_\_\_ and \_\_\_\_\_ have won it the most times.

- 3. Why was it so important for South Africa that the Springboks won the Rugby World Cup in 2019? (3)**

Winning the World Cup was so important because \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_.

- 4. Where did Siya Kolisi grow up? (1)**

Siya Kolisi grew up \_\_\_\_\_.

5. **What was his life like when he was growing up?** (2)

When Siya Kolisi was growing up \_\_\_\_\_  
\_\_\_\_\_.

6. **Give two adjectives to describe Siya Kolisi.** (2)

\_\_\_\_\_ and \_\_\_\_\_

7. **What can we all learn from the Springboks?** (2)

We can learn \_\_\_\_\_  
\_\_\_\_\_.

8. **Do you agree with what Nelson Mandela said about sport? Why or why not?** (3)

I do/ do not agree with Mandela, because \_\_\_\_\_  
\_\_\_\_\_.

9. **How do you feel when your team wins a match? How do you feel when your team loses a match?** (2)

When my team wins I feel \_\_\_\_\_.

When my team loses I feel \_\_\_\_\_.

10. **How did you feel when the Springboks won in 2019?** (2)

I felt \_\_\_\_\_  
\_\_\_\_\_.

**20 MARKS**

## TERM 2 TASK 5 CONTROLLED TEST: RESPONDS TO TEXTS

### QUESTION 2: VISUAL COMPREHENSION

NAME: \_\_\_\_\_

RUGBY WORLD RANKING 2019

POSITION	TEAMS	POINTS
1	(2) SOUTH AFRICA	94.19
2	(3) NEW ZEALAND	92.11
3	(1) ENGLAND	88.82
4	(4) WALES	85.02
5	(5) IRELAND	84.45
6	(6) AUSTRALIA	81.90
7	(7) FRANCE	80.88
8	(8) JAPAN	79.28
9	(9) SCOTLAND	79.23
10	(10) ARGENTINA	78.31

RUGBY WORLD RANKING 2018

POSITION	TEAMS	POINTS
1	(1) NEW ZEALAND	93.99
2	(2) ENGLAND	90.87
3	(3) IRELAND	86.39
4	(4) AUSTRALIA	85.49
5	(5) SCOTLAND	84.11
6	(6) SOUTH AFRICA	83.81
7	(7) WALES	82.08
8	(8) ARGENTINA	78.22
9	(9) FRANCE	78.09
10	(10) FIJI	77.93



**QUESTIONS:**

1. **Where were South Africa ranked in world rugby in 2018 and where were they ranked in 2019?** (2)

In 2018 SA were ranked \_\_\_\_\_. Now we are \_\_\_\_\_.

2. **Who fell the most positions from 2018 to 2019?** (1)

\_\_\_\_\_

3. **Who went up the most positions from 2018 to 2019?** (1)

\_\_\_\_\_

4. **Which country made it into the Top 10 in 2019 and had not been in the Top 10 before?** (1)

\_\_\_\_\_

5. **What do you think is a reason that Fiji was no longer in the Top 10 in 2019?** (2)

Fiji was no longer in the Top 10 because \_\_\_\_\_

\_\_\_\_\_.

6. **If you were the Springbok coach, what would be your ideas to keep the Springboks in first position?** (2)

I would \_\_\_\_\_

\_\_\_\_\_.

7. **If you play for a national team, are you always playing for the country or can you play for your own personal success?** (1)

If you play for a national team, you \_\_\_\_\_

\_\_\_\_\_.

**10 MARKS**

## TERM 2 TASK 5 RESPONDS TO TEXTS

### QUESTION 3: SUMMARY

NAME: \_\_\_\_\_

Read the text *The Best in the World* again.

Complete the summary:

1. The Rugby World is held \_\_\_\_\_
2. The countries who have won the tournament are \_\_\_\_\_
3. When the Springboks won in 2019, \_\_\_\_\_
4. Siya Kolisi \_\_\_\_\_
5. Nelson Mandela said sport can \_\_\_\_\_

**5 MARKS**

## TERM 2 TASK 5 RESPONDS TO TEXTS

### QUESTION 4: LANGUAGE STRUCTURE AND CONVENTIONS

NAME: \_\_\_\_\_

#### **Instructions:**

- Read the story 'The Best in the World!' once again.
- Complete the following:

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

- a proper noun (paragraph 1) \_\_\_\_\_ (1)
- a pronoun (paragraph 3) \_\_\_\_\_ (1)
- an adjective (paragraph 2) \_\_\_\_\_ (1)
- an adverb (paragraph 1) \_\_\_\_\_ (1)
- A determiner (paragraph 4) \_\_\_\_\_ (1)

#### **2. Rewrite this sentence – filling in all the punctuation marks. (5)**

When Kolisis team brought the webb ellis Cup home, the whole of south Africa  
celebrated

\_\_\_\_\_

#### **3. Join the sentences using one of these connecting words: and / because / then /**

**however (2)**

- The Springboks started the tournament badly. They won it in the end!

\_\_\_\_\_.

- They made it to the final. They worked incredibly hard together as a team.

\_\_\_\_\_.

4. There are lots of ideas from sport that we can use in life as well. Match these idiomatic expressions with their meaning: The first has been done for you. (3)

to be on the ball	something started well and is going well
off to a flying start	someone who works well with others
level playing field	to know what is happening and to be focused
a team player	everyone has an equal chance

**15 MARKS**

## TERM 1 TASK 3 RESPONDS TO TEXTS MEMORANDA

### QUESTION 1: READING COMPREHENSION MEMORANDUM

1. The Rugby World Cup has been played nine times. (1)
2. South Africa and New Zealand have both won it three times each. (2)
3. The Springboks' victory made the country proud and happy. Winning the World Cup showed South Africans that our country is changing for the better. Many of the players overcame hard challenges to get there and this gave South African hope and joy. (any suitable answers) (3)
4. He grew up in Zwide township, outside Port Elizabeth. (1)
5. He had a hard life. He was poor and life was tough. (2)
6. humble, brave, determined, hard-working (any suitable adjectives)(2)
7. We can learn we need to work together. We can learn that you need to work hard to achieve. We can learn you can overcome hardships. We can learn team members need to respect each other. (learners' own suitable responses)(2)
8. I agree with Mandela because sport can bring people together. Sport is powerful and we can learn from winners and losers. If your country or team wins, it does give you hope. Or, I disagree with Mandela. Sport is fun to watch and play, but it doesn't really change anything. After you cheer together, life is still the same and all the challenges are still there. (learners' own responses with reasons) (3)
9. When my team wins, I feel so happy / thrilled / like celebrating and dancing and singing. When my team loses, I feel sad and depressed. (Learners' own ideas and answers) (2)
10. I felt so happy and proud. I couldn't believe we won! I was so happy for Kolisi and his team. The Springboks showed me I can achieve my dreams and I must work hard and never give up. (learners' own responses and memories) (2)

**20 MARKS**

### QUESTION 2: VISUAL COMPREHENSION MEMORANDUM

1. In 2018, SA was ranked six and in 2019 we were number one. (2)
2. Wales fell from position seven to four.(1)
3. South Africa went up the most from number six to number one. (1)
4. Japan made it to the Top 10 in 2019.(1)
5. They didn't play well / they lost their good players / they lost their good coach / any suitable response. (2)
6. They keep all the great players / keep the team strong and fit / make sure they train together / keep their attitude positive / any suitable answers. (2)
7. Learners' own ideas.(1)

**10 MARKS**

**QUESTION 3: SUMMARY MEMORANDUM**

1. **The Rugby World is held** every four years.
2. **The countries who have won the tournament are** South Africa, New Zealand, Australia and England.
3. **When the Springboks won in 2019**, the whole of South Africa cheered and celebrated together.
4. **Siya Kolisi** was the first black Springbok captain.

**Nelson Mandela said sport can** change the world, unite people and bring hope.

**5 MARKS**

**QUESTION 4: LANGUAGE STRUCTURES AND CONVENTION MEMORANDUM**

1. **Find and copy the following words:**
  - a. A proper noun (paragraph 1) South Africa / New Zealand / Australia /England / Rugby World Cup / William Webb Ellis (1)
  - b. A pronoun (paragraph 3) we / our / their (1)
  - c. An adjective (paragraph 2) whole / black / humble / true / poor / tough / hard / national / great (1)
  - d. An adverb (paragraph 1) impressively (1)
  - e. A determiner (paragraph 4) the (1)
2. **Rewrite this sentence – filling in all the punctuation marks. (5)**

When Kolisi's team brought the Webb Ellis Cup home, the whole of South Africa celebrated.
3. **Join the sentences using one of these connecting words: and / because / then / however (2)**
  - a. The Springboks started the tournament badly, **however** they won it in the end!
  - b. They made it to the final **because** they worked incredibly hard together as a team.
4. **There are lots of ideas from sport that we can use in life as well. Match these idiomatic expressions with their meaning: The first has been done for you. (3)**

to be on the ball	something started well and is going well
off to a flying start	someone who works well with others
level playing field	to know what is happening and to be focused
a team player	everyone has an equal chance

**15 MARKS**

# Term 2 Reading Worksheet Memoranda

## WEEKS 1 & 2 MEMORANDUM

### DECODABLE TEXT: AWAY FROM HOME

1. Where did they go on a journey to?  
*They went on a journey to a new place.*
2. How did the person in the story feel to be away from home?  
*The person felt down to be away from home.*
3. What did the person in the story find from mum?  
*The person in the story found the food from mum.*

### GROUP GUIDED REDAING TEXT: FACTS ABOUT JOHANNESBURG

1. Name two facts about Johannesburg from the text.  
*Two facts about Johannesburg are that Joburg has so many trees that it is called a man-made forest and that it is Africa's largest city.*
2. Which is the tallest building in Johannesburg?  
*The tallest building in Johannesburg is The Leonardo.*
3. 'Although she loved her home in the Free State, she also loved the excitement and bright lights of Johannesburg.' What can you infer about Lefa's hometown based on her comment about Johannesburg?  
*I can infer that Lefa's hometown is a small town, quiet town.*
4. Why do you think Johannesburg is called 'The City of Gold'?  
*I think it is called 'The City of Gold' because it is where gold was discovered and mined.*
5. Adjectives describe nouns. Find four adjectives in the above text.  
*Four adjectives from the text are: busy, beautiful, interesting, bright etc.*
6. Rewrite the sentences below using the correct form of the adjective that is in brackets:
  - a. Lefa has an older sister, but she is the tallest of the two.
  - b. Cape Town is the most beautiful city in South Africa.
  - c. Port Elizabeth has better beaches than Durban.

### FICTION TEXT: A TRIP TO AMERICA

1. Where do the Mahleki family live? How do you know this?  
*The Mahleki family live in Nelspruit I know this because they flew from Nelspruit, their hometown, to Johannesburg.*
2. Would you like to visit Disney World? Give a reason for your answer.  
*I would like to visit Disney World because...*  
OR  
*I would not like to visit Disney World because...(See learners' answers)*

3. Choose one of the following connectors to join the sentences below: *but / and / because*. You may only use each connector once.
  - a. *The Mahleki family had the greatest holiday because they all love theme park rides.*
  - b. *Lindiwe ate her meals on the aeroplane and she could watch her own tv.*
  - c. *The family had a wonderful time, but they had to go home to get back to school and work.*

#### **NON-FICTION TEXT: GETTING TO KNOW KENYA**

1. Where is Kenya located?  
*Kenya is located in East Africa.*
2. What can you infer about a country where schooling is free?  
*I can infer that the government look after the people in Kenya (or own answer).*
3. Which fact in the above text about Kenya did you find the most interesting, and why?  
*The fact about Kenya that I find the most interesting is... because... (See learners' answers)*
4. The word 'game' has two meanings. Write two different sentences to show that you understand the two different meanings.  
*Game: I like to play a game with my friend.*  
*Game: We went on a game drive to see all the different animals.*

#### **VISUAL TEXT: MOST VISITED CITIES IN THE WORLD**

1. Which city had the most visitors in 2018?  
*Bangkok had the most visitors in 2018.*
2. How many visitors did New York have in 2018?  
*New York had 13.1 million visitors in 2018.*
3. Which city had more visitors in 2018 Tokyo or Paris?  
*Paris had more visitors in 2018.*
4. When a word ends in **-y**, it can be difficult to form the plural of that word.  
The rule is:  
If the letter before the **-y** is a vowel, just add 's'. Example: *day-days*  
If the letter before the **-y** is a consonant, change the -y to -ies. Example: *baby-babies*  
Thinking about this rule, write the plural form of the nouns below:
  - a. *story – stories*
  - b. *boy – boys*
  - c. *city – cities*
  - d. *holiday - holidays*
  - e. *factory – factories*
  - f. *party – parties*
  - g. *monkey – monkeys*
  - h. *family – families*



### **SUMMARY: A TRIP TO AMERICA**

1. *The Mahleki family visited Disney World in Florida*
2. *They flew from Nelspruit to Johannesburg to Atlanta.*
3. *On the aeroplane to Atlanta they had their own TV screens and ate breakfast and dinner.*
4. *In Florida they went to Disney World.*
5. *They went on the most exciting rides.*
6. *10-year-old Lindiwe liked flying in an aeroplane.*

### **WEEKS 3 & 4 MEMORANDUM**

#### **DECODABLE TEXT: THE BIRD'S MUSIC**

1. Where did the bird sit?  
*The bird sat on my shirt.*
2. What did the bird make?  
*The bird made music all day.*
3. What did the bird help the person trust?  
*The bird helped the person trust that there will be a healthy time after the challenges.*

#### **GROUP GUIDED REDAINING TEXT: MIRIAM MAKEBA – A SOUTH AFRICAN STAR**

1. What happened when Miriam Makeba was 18 days old?  
*When Miriam Makeba was 18 days old her mother was arrested and taken to prison.*
2. Who was Miriam supposed to sing her first solo for? Did she sing for them?  
*Miriam was supposed to sing her first solo for the King and Queen of England. She did not sing for them.*
3. Do you think Miriam's mom was wrong to brew beer when it was illegal? Give a reason for your answer.  
*I think Miriam's mom was... because... (See learners' answers)*
4. Who is your favourite South African musician/band? Why do you like their music?  
*My favourite South African musician/band is ... I like their music because... (See learners' answers).*
5. Punctuate the 3 sentences below correctly.  
*Miriam Makeba was born near Johannesburg. She later lived near Sophiatown and then in New York. She was famous for her African jazz music.*
6. Adverbs tell us more about the verb. Rewrite the sentences below with the correct form of the adverb in brackets:
  - a. *Miriam's mother brewed beer illegally.*
  - b. *She began singing professionally in the 1950s.*

### FICTION TEXT: TSEKO'S DREAM

1. What was Tseko's dream?  
*Tseko's dream was to learn to play the guitar and win South African Idols.*
2. Who made Tseko doubt himself?  
*His classmates made Tseko doubt himself.*
3. Even though Tseko didn't win the church talent show, he was still very proud of himself. Why do you think this is so?  
*I think he was proud of himself because he did very well in the competition even though he was nervous. (or own answer)*
4. An idiom is an expression/saying where the words don't mean exactly what they say. There is an extra, hidden meaning. Choose the correct meaning below for the idiom 'to sing your heart out':
  - *To sing loudly and with great passion*

### NON-FICTION TEXT: INTERESTING FACTS ABOUT MUSIC

1. What chemical does your brain release when you listen to music that you like?  
*The chemical that your brain releases is called Dopamine.*
2. What is a premature baby?  
*A premature baby is a baby that is born too early.*
3. Change the sentences below into the present progressive tense:
  - a. *She is listening to music while she exercises.*
  - b. *My plants are growing faster because I play music to them.*
4. Look at the following words: *premature, prefix, predict, prejudice, prevent, precaution*. What do you think the prefix *pre-* means?  
*I think pre- means before.*

### VISUAL TEXT: MUSIC FESTIVAL

1. What date is the music festival and why is this date special?  
*The music festival is on the 21<sup>st</sup> of March. This date is special because it's Heritage Day.*
2. How much are the tickets for the festival?  
*The tickets cost nothing; it is free.*
3. Where is this festival taking place?  
*The festival is taking place in People's Park in Pretoria.*
4. What is the noun form of the verb 'celebrate'? Use the noun form in a sentence.  
*The noun form of the verb 'celebrate' is celebration.  
My sentence using this noun is: We were at the Heritage Day celebration.*

## **SUMMARY: INTERESTING FACTS ABOUT MUSIC**

1. *When you listen to music you like, your brain releases Dopamine.*
2. *Dopamine is a chemical that makes you feel happy.*
3. *When premature babies listen to music it helps them feel happier and healthier.*
4. *Listening to music can decrease depression.*
5. *Music can help you to get a good workout!*
6. *Your favourite song is probably your favourite because you connect that song to something good in life.*
7. *Plants grow faster when music is playing.*

## **WEEKS 5 & 6 MEMORANDUM**

### **DECODABLE TEXT: HULISANI'S CHALLENGE**

1. What is Hulisani's big challenge?  
*Hulisani's big challenge is that she cannot swim in water.*
2. Where does Hulisani live now?  
*Now, Hulisani lives in a rural place next to the ocean.*
3. What are three things that Hulisani cannot do now that she lives in this new place?  
*Hulisani cannot go in the car and she cannot dance to music.*

### **GROUP GUIDED READING TEXT: OUR SUBSISTENCE FARM**

1. How were Kamo and Buhle's lives very different?  
*Kamo and Buhle's lives were very different because Kamo lived in a small village and Buhle lived in a bustling town.*
2. How did Buhle's family get food?  
*Buhle's family got food at the grocery store.*
3. How did Kamo's family get food?  
*Kamo's family got food from their farm.*
4. Which type of life do you think you would prefer, urban or rural? Give a reason for your answer.  
*I think I would prefer... because... (See learners' answers)*
5. Choose the best connectors that show purpose, to complete the sentences below: *in order to / so that*
  - a. *Kamo milked the cows so that the family could have milk daily.*
  - b. *Buhle and Kamo wrote regularly in order to stay in touch with one another.*
6. Change the sentences below into the negative form:
  - a. *Kamo didn't go to the city.*
  - b. *Buhle hadn't milked the cows.*

### FICTION TEXT: GETTING TO SCHOOL

1. What time did Babalwa and her mother wake up in the morning?  
*Babalwa and her mother woke up at 5am.*
2. Why did Babalwa live so far away from her school?  
*Babalwa lived such a long way from her school because her family could not afford to live in the neighbourhood where her school was.*
3. What did Babalwa see on the way to school? List three things.  
*On the way to school Babalwa saw people in their cars, traffic lights that did not work and car accidents.*
4. Join the sentences below using suitable connectors:
  - a. *The people in the cars were anxious because they were going to be late for work.*
  - b. *Babalwa's mother was not wealthy but she sent Babalwa to a good school.*
  - c. *Babalwa's mother worked very hard so that she could send Babalwa to a good school.*

### NON-FICTION TEXT: TOKYO

1. What is the capital city of Japan?  
*The capital city of Japan is Tokyo.*
2. What can you buy from vending machines in Tokyo?  
*You can buy clothes and hamburgers.*
3. Tokyo is described as one of the 'biggest, busiest, most bustling' cities in the world. Write down three adjectives that describe where you live.  
*Three adjectives that describe where I live are: ... and... and... (See learners' answers).*
4. There are many Japanese words that we use in English. Match the meanings to the Japanese words below:

<i>sushi</i>	<i>rice combined with seaweed, raw fish and/or vegetables</i>
<i>tsunami</i>	<i>extremely large, destructive wave caused by an earthquake</i>
<i>emoji</i>	<i>pictures/graphics used for electronic or phone messages</i>
<i>karate</i>	<i>a fighting style that uses hands and feet</i>

### VISUAL TEXT: VISIT TOKYO

1. From this poster, what are four tourist experiences that Tokyo says it has?  
*The four tourist experiences Tokyo says it has are shopping, scenery, food and friendly people.*
2. Which tourist experience would make you want to visit Tokyo?  
*The tourist experience that would make me want to visit Tokyo is the... (See learners' answers).*
3. Punctuate the sentence below to show direct speech:  
*'I'd love to travel to new places and experience unusual food and new traditions.' she told her friend.*

## **SUMMARY: TOKYO**

1. *One of the biggest cities in the world is Tokyo, in Japan.*
2. *35 million live in the city suburbs of Tokyo.*
3. *People visit Tokyo to see fashion and to eat sushi.*
4. *One of the tallest buildings in the world is the Tokyo Skytree in Tokyo. It is 640 metres high.*
5. *On the streets there are many vending machines.*
6. *You can buy nearly everything from these vending machines.*
7. *Tokyo is a very safe city.*

## **WEEKS 7 & 8 MEMORANDUM**

### **DECODABLE TEXT: LISA'S RESEARCH ABOUT STARS**

1. What is Lisa curious about?  
*Lisa is curious about the stars.*
2. Where does Lisa find out more information about stars?  
*Lisa finds out more information about stars in books and on the internet.*
3. Name two things that Lisa wants to find out about stars.  
*Lisa wants to know how stars stay in the night sky and how far they are from Earth.*

### **GROUP GUIDED READING TEXT: LOSING WEIGHT**

1. What did Mpho and Puleng decide to do together?  
*They decided they wanted to lose weight and become fit and healthy.*
2. What did each girl try for a week?  
*For one week, Mpho tried gave up on all sugar and bread and Puleng tried to exercise every day.*
3. Do you think it was a good plan to do some research into which method would be best? Give a reason for your answer.  
*I think it was/was not a good plan because... (See learners' answers)*
4. What would you do to get fit and healthy? Explain your answer.  
*I have/would like to... because... (See learners' answers)*
5. Put the adverbs below in order of degree, from most to least:  
*Slightly, quite, hardly, very, extremely*
6. Complete the sentences below using the correct adverb of degree from the following options (you may only use each one once): *very, quite, extremely, hardly, slightly*
  - a. *Eating healthy food is extremely important in losing weight.*
  - b. *Exercising regularly is very important in keeping fit.*
  - c. *Taking vitamins is quite important for being healthy.*
  - d. *Cutting your hair is hardly important for losing weight.*

### FICTION TEXT: A CLASS RESEARCH PROJECT

1. What was the research project that the Grade 6 class had to do?  
*The Grade 6 class had to find out about their family, where they were from, their languages and traditions.*
2. What do you think would have happened if Asa's mother had not read the letter from the teacher?  
*If Asa's mother had not read the letter, I think... (See learners' answers)*
3. What is the last research project you had to do for school?  
*The last research project I had to do for school was... (See learners' answers)*
4. Rewrite the sentences below. Then, underline the verb in each sentence. Next, circle the adverb in each sentence.
  - a. *I absolutely (adverb) loved (verb) this project.*
  - b. *I listened (verb) carefully (adverb) to every word.*
  - c. *She accurately (adverb) copied (verb) her granny's letter onto her project.*
5. What kind of adverbs are used in the sentences above?  
*Adverbs of manner*

### NON-FICTION TEXT: RESEARCHING ONLINE

1. Why was the internet first built?  
*The original purpose of the Internet was for research computers to talk to each other.*
2. List 4 things that you can use the Internet for.  
*Communication, shopping, research and social media.*
3. 'The Internet is vast, and you can get 'lost' ...'. Can a person really get 'lost' on the Internet? Explain what this means.  
*'Getting lost on the Internet' means getting distracted and ending up on sites that are not relevant to your work or purpose.*
4. An abbreviation is the shortened form of a longer word. 'The net' is an abbreviation for the word Internet. Write abbreviations for the words below:
  - a. *January – Jan*
  - b. *Wednesday – Wed*
  - c. *Refrigerator – Fridge*
  - d. *Telephone – Phone*
  - e. *electronic mail – E-mail*
  - f. *mister – Mr*

### VISUAL TEXT: HOW MUCH DO CHILDREN USE THE INTERNET EVERYDAY

1. How many children use the internet for up to one hour a day?  
*47 children use the internet for up to one hour a day.*
2. What percentage of the surveyed children do not use the internet?  
*The percentage of surveyed children who do not use the internet is 12%.*

3. Do you have access to the internet and if so, how do you access it (phone, laptop, computer, tablet)?

*I do/do not have access to the internet. I access it on... (See learners' answers)*

4. 'Don't' is a contraction for do not. Write the contractions for the words below:

- a. *will not – won't*
- b. *I will – I'll*
- c. *shall not – shan't*
- d. *is not – isn't*
- e. *he is – he's*
- f. *I have – I've*
- g. *let us – Let's*

#### **SUMMARY: LOSING WEIGHT**

1. *Mpho and Puleng decided that they wanted to lose weight and become fit and healthy.*
2. *Mpho stopped eating sugar and bread.*
3. *Puleng started exercising every day.*
4. *After a week they weighed themselves.*
5. *Their research showed that the best way to lose weight is to change your diet.*







