

### SECTION 3:

#### OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

#### 3.1 Content overview

##### TERM 1

TOPIC/SKILLS	Year 1	Year 2	Year 3	Year 4
Listening & Speaking	<p>Introduce and build theme-specific vocabulary and demonstrates this.</p> <p>Understand meaning of newly introduced vocabulary found in the picture, dialogue, photos and discussion.</p> <p>Look at a word and say it. (Phonemic awareness = the ability to hear and manipulate the sounds in spoken words-</p> <p>Participates in a discussion on a picture.</p> <p>Demonstrate understanding of new vocabulary</p>	<p>Taking part in discussions organizing an event.</p> <p>Make suggestions?? To add to planning of an event.</p> <p>Present a poster in class with a friend.</p> <p>Building oral vocabulary.</p> <p>Obtain meaning of newly introduced vocabulary found in pictures, dialogues, photos</p> <p>Follows instructions.</p> <p>Participate in discussion on a picture, fable and text.</p> <p>Introduce, understand and use an "Index".</p>	<p>Building theme specific oral vocabulary.</p> <p>Understand meaning of and use newly introduced vocabulary found in the informational text.</p> <p>Have a discussion on: communication and body language.</p> <p>Demonstrate body language.</p> <p>Mime: body language and greetings.</p> <p>Play the telephone game.</p> <p>Give own opinion and examples.</p>	<p>Introduce and build on oral vocabulary.</p> <p>Understand meaning of and use newly introduced vocabulary found in informational text.</p> <p>Take part in discussions.</p> <p>Answer questions orally.</p> <p>Listen to and grasp how a mind map works.</p> <p>Listen to and take part in memorising key words/phrases.</p> <p>Give ideas how to memorise mind map done in class.</p>

	<p>Acts out (role plays) dialogue.</p> <p>Describes an athletic event.</p> <p>Matches words with opposite meanings. = Antonyms</p> <p>Retells a story in the correct sequence.</p>	<p>Listen to a story read.</p>	<p>Answer questions orally.</p> <p>Use different facial expressions.</p> <p>Listen attentively.</p> <p>Apologise for being late.</p> <p>Body language mistakes in an interview.</p> <p>Communication styles.</p> <p>Levels of communication.</p>	<p>Tell a “story” (fairy tale) on the mind map as a method of memorising.</p> <p>Listen to friends’ stories and make suggestions how to better it.</p> <p>Listening to a Poem</p> <p>Listening to a dialogue</p> <p>Listening and discussing fairy tales.</p>
<p>Reading, Viewing &amp; Phonics</p>	<p>Shared reading using: dialogue, narrative text, and story.</p> <p>Group guided reading using: dialogue.</p> <p>Phonemic awareness.</p> <p>Read and interpret: a chart.</p> <p>Number sentences to place them in the correct order.</p>	<p>Shared reading using: advertisement, comprehension questions, text, and index.</p> <p>Individual reading using: advertisement, instructions, text and index.</p> <p>Group reading using: text and index.</p>	<p>Shared reading using: information text and questions.</p> <p>Individual reading using: information text, activities.</p> <p>Identify 4 things to keep in mind when choosing own style of communication.</p> <p>Body language mistakes during an interview.</p> <p>Communication styles.</p> <p>Levels of communication.</p>	<p>Shared reading using: informational text, summary, mind map and methods of memorising.</p> <p>Individual reading using: informational text, summary, mind map and methods of memorising.</p> <p>Reading of a Poem</p> <p>Reading of a dialogue</p> <p>Reading of a fairy tale.</p>

<p>Writing &amp; Presentation</p>	<p>Builds own word bank and personal dictionary.</p> <p>Pair words to: pictures.</p> <p>Use word bank to complete sentences.</p> <p>Complete column on past tense verb.</p> <p>Match the words on opposites.</p> <p>Describe meaning of new vocabulary in own words.</p> <p>Answer questions based on a chart.</p> <p>Underline the correct homophone.</p>	<p>Build vocabulary.</p> <p>Make notes</p> <p>Work in pairs: design a poster,</p> <p>Present paper hats.</p> <p>Write answers to comprehension questions.</p> <p>Complete sentences.</p> <p>Complete column on Past-Future-, Present Tense</p>	<p>Build vocabulary.</p> <p>Write a telephone etiquette policy for a company.</p> <p>List: body language mistakes.</p> <p>Peer assessment on: demonstrations.</p> <p>Match the characteristics.</p> <p>Write sentences and characteristics on body language styles.</p> <p>Answer questions.</p> <p>Identify the correct type of communication to use</p>	<p>Add new vocabulary to dictionary.</p> <p>Underline important words.</p> <p>Write a summary with assistance and individually.</p> <p>Write a mind map with assistance and individually.</p> <p>Write additional notes on informational text.</p> <p>Write a “story” using a summary as a method of memorising.</p> <p>Writing of own poem</p> <p>Writing of own dialogue</p> <p>Descriptive paragraph.</p>
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<p>Language Structure &amp; Conventions</p>	<p>Understand and apply alphabetical order.</p> <p>Apply punctuations: capital letters, question mark, full stop.</p> <p>Understand and use simple present and past tense verbs.</p> <p>Introduce common homophones.</p>	<p>Understand and use contractions in its long form, conjunctions, possessive pronouns and antonyms,</p> <p>Build compound words and play “match the word”</p> <p>Understand and apply alphabetical order</p>	<p>Understand and use: demonstrative pronoun this, that, these and those; definite article.</p> <p>Demonstrate the use of demonstrative pronouns in singular and plural form.</p> <p>Give examples of definite and indefinite article.</p> <p>Complete sentences on definite and indefinite article.</p> <p>Understand and use but and because when joining sentences.</p> <p>Apply alphabetical order</p>	<p>Understand and use: verbs, adjectives relating to age, temperature and what things are made of.</p> <p>Understand and use modals: “can” and “may”.</p> <p>Understand and use: “should”, “have to” to show obligation and “must” to show necessity</p> <p>Apply alphabetical order</p> <p>Punctuation marks</p> <p>Alphabetical order</p> <p>Singular and plural</p> <p>Pronouns</p>
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## TERM 2

TOPIC/SKILLS	Year 1	Year 2	Year 3	Year 4
Listening & Speaking	<p>Introduce new vocabulary</p> <p>Interpret pictures.</p> <p>Express ideas and opinions.</p> <p>Listen attentively to story read.</p> <p>Answer oral questions.</p> <p>Role play story.</p> <p>Predict: article, story.</p> <p>Discuss map.</p> <p>Understand how to use four main directions on a map.</p> <p>Give the correct past tense verb playing “roll the dice”.</p> <p>Match present- to past-tense verb.</p> <p>Re-tell a story in sequence.</p> <p>Take part in demonstration and discussion.</p>	<p>Introduce new vocabulary using pictures.</p> <p>Understand meaning of new vocabulary.</p> <p>Answer questions orally.</p> <p>Discussion on pictures.</p> <p>Give qualities a person should have to be a leader.</p> <p>Present themselves for an election (Class captain),</p> <p>Match present- to past tense verb</p>	<p>Understand meaning of new vocabulary.</p> <p>Listen to short story, interview, and non-fictional text.</p> <p>Give own opinion.</p> <p>Answer questions orally.</p> <p>Prepared speech.</p> <p>Giving directions.</p> <p>Act out body language.</p> <p>Work in a group and act out certain body language.</p> <p>Select the best act.</p> <p>Have a conversation with a friend and motivate each other to give more information.</p> <p>Prepared speech.</p> <p>Giving directions.</p> <p>Questionnaire.</p>	<p>Understand meaning of new vocabulary.</p> <p>Take part in discussions.</p> <p>Tell the class why he is interested in a certain job advertisement.</p> <p>Listen to reading, and explanation on informational text and ask questions to make it more comprehensible.</p> <p>Explain a certain aspect to the class in own words and style.</p> <p>Give reasons why it is important that a CV is proof read.</p> <p>Requirements and a framework for a CV.</p> <p>Folklore and Cover letter</p>

<p>Reading &amp; Viewing</p>	<p>Take part in shared- and paired reading on the story, or article.</p> <p>Recognise the “th” sound – phonics.</p> <p>Underline the correct answer that applies to the map.</p> <p>Write the correct street name.</p> <p>Read an article, narrative text and story individually.</p> <p>Answer oral questions on a story.</p>	<p>Paired reading using: dialogue, and tips on making a poster.</p> <p>Shared reading using: information text.</p> <p>Individual reading using: qualities of a friend, article, and a notice.</p>	<p>Shared reading using: information text, activities,</p> <p>Individual reading using: informational text.</p> <p>Reading of poem, magazine/newspaper article.</p> <p>Reading comprehension: Interview.</p> <p>Reading of questionnaire.</p> <p>Reading of maps.</p> <p>Short story.</p>	<p>Shared reading using: informational text, advertisements, activities, homework, self- and peer-assessment.</p> <p>Individual reading using: dictionary, informational text, advertisements, activities, homework assignments, self- and peer-assessment.</p> <p>Reading and viewing of a CV and cover letter.</p> <p>Folklore</p>
<p>Writing &amp; Presentation</p>	<p>Add vocabulary words to dictionary.</p> <p>Answer comprehension questions.</p> <p>Sequence sentences in logical order of events.</p> <p>Fill in a mind map.</p>	<p>Add vocabulary words to dictionary.</p> <p>Answer comprehension questions.</p> <p>Make a poster.</p> <p>Choose correct answer in multiple choice questions.</p>	<p>Add vocabulary words to dictionary.</p> <p>Rates himself according to questionnaire</p> <p>Mind map.</p> <p>Write a speech.</p>	<p>Add vocabulary words to dictionary.</p> <p>Answer comprehension questions on advertisements.</p> <p>Underline important words and phrases.</p>

	<p>Re-write present tense to past tense.</p> <p>Correct past tense of verb in brackets.</p> <p>Circle the correct letter next to the correct answer.</p> <p>Underline all words ending on -ed.</p> <p>Plan writing on rough draft.</p> <p>Write sentences using prepositions using pictures.</p>	<p>Write a presentation for an election (Class captain).</p> <p>Mind map.</p> <p>Most important rules/ essence remembered from article.</p>	<p>Interpret map according to instructions.</p> <p>Filling in questionnaire/forms.</p> <p>Interview.</p> <p>Review.</p> <p>Poem.</p>	<p>Complete self- and peer assessment.</p> <p>Make corrections where necessary.</p> <p>Complete CV with assistance from teacher.</p> <p>Complete CV individually.</p> <p>Folklore: Answer questions</p> <p>Cover letter.</p>
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<p>Language Structure &amp; Conventions</p>	<p>Understand countable- and uncountable-nouns.-</p> <p>Collective Nouns</p> <p>Punctuate sentences using capital letters.</p> <p>Use “am, is, are” correctly.</p> <p>Complete column with past tense verb.</p> <p>Understand opposites.</p> <p>Complete sentences using opposites.</p> <p>Cut and paste five pictures on prepositions.</p>	<p>Understand and make mind map.</p> <p>Understand and use: homonyms, abbreviations, degrees of comparison, and Superlative degree of comparison.</p> <p>Identify different types of nouns</p> <p>Match abbreviations to words.</p> <p>Take part in revision on: homonyms, abbreviations, degrees of comparison and mind maps.</p>	<p>Understand, identify and use prefixes and suffixes.</p> <p>Build new words using prefixes and suffixes.</p> <p>Pronouns.</p> <p>Adjectives.</p> <p>Prepositions.</p> <p>Prefixes.</p> <p>Suffixes.</p> <p>Adverbs.</p>	<p>Understand and use: new vocabulary in sentences.</p> <p>Correct spelling and language errors as indicated by teacher.</p> <ul style="list-style-type: none"> <li>• stems, prefixes, suffixes</li> <li>• idioms and proverbs</li> <li>• synonyms, antonyms, homophones</li> <li>• direct and indirect speech</li> <li>• abbreviations</li> <li>• past-, future-, and present tense</li> </ul>
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### TERM 3

TOPIC/SKILLS	Year 1	Year 2	Year 3	Year 4
Listening & Speaking	<p>Answer questions orally based on recipe, story, poster, and map and distance indicator.</p> <p>Understand and use vocabulary.</p> <p>Take note of plurals.</p> <p>Interpret pictures and predict story.</p> <p>Take part in discussion on train time table and symbols on the map.</p> <p>Link the analogue and digital time.</p> <p>Understand digital time.</p> <p>Role play poem.</p> <p>Take part in shared reading.</p> <p>Listen to explanation on interview columns and-discussion on symbols used on the map.</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Have discussion on: sport attire, poem, social media, aliens, favourite belonging, attributes of a good speaker and a CV.</p> <p>Answer questions orally.</p> <p>Role play a story read and an interview.</p> <p>Rap a poem.</p> <p>Make a wish list.</p> <p>Draw a picture.</p> <p>Make learner aware of rhyme.</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Have discussion on: Dialogue: answering a telephone call, video clips, problems that develop because of faulty messages, ending a call and CV</p> <p>Give opinion.</p> <p>Explain proper telephone etiquette</p> <p>Listen to basic rules of answering telephone call and how to take a message.</p> <p>Look at video clips.</p> <p>Demonstrate how call should have been answered.</p> <p>Practise skills on telephone etiquette:</p> <ul style="list-style-type: none"> <li>• Answering a call</li> </ul>	<p>Introduce, understand and use new vocabulary.</p> <p>Take part in discussions.</p> <p>Answer oral questions.</p> <p>Give own ideas and opinion.</p> <p>Role play interview.</p> <p>Make positive comments and suggest areas of improvements.</p> <p>Understanding will and testament</p> <p>Speaking about a poster</p> <p>Speaking about a cartoon</p>

	<p>Read interview columns and poster individually.</p> <p>Interview two friends.</p>		<ul style="list-style-type: none"> <li>• Putting customer on hold</li> <li>• Ending a call</li> </ul> <p>Listen to and follow step by step instructions.</p> <p>Explain to class step by step how to find a word in the dictionary.</p> <p>Take part in a pop-quiz.</p> <p>Pronounce words with silent letters.</p>	
Reading & Viewing	<p>Group reading on recipe, poster and informational text.</p> <p>Interpret recipe, weather map and rainfall chart.</p> <p>Individual reading on story.</p> <p>Shared reading on role play, weather map, rainfall chart and passage.</p> <p>Become aware of rhyme words.</p> <p>Number sentences in correct</p>	<p>Group reading using: poem.</p> <p>Shared reading using: story, peer assessment and CV.</p> <p>Take part in paired reading on story.</p> <p>Individual reading using: peer assessment, e-mail, a friend's description and poem.</p> <p>Answer oral questions.</p>	<p>Shared reading using: activities, informational text and dictionary.</p> <p>Individual reading using: activities, dictionary and informational text.</p> <p>Prepared reading:</p> <ul style="list-style-type: none"> <li>• Newspaper article</li> <li>• Magazine article</li> </ul>	<p>Shared reading using: informational text.</p> <p>Individual reading using: marked activities.</p> <p>Informational text.</p> <p>Making a summary</p> <p>Dictionary and notes on an interview.</p>

	<p>order.</p> <p>Read the answers of two friends.</p> <p>Answer questions orally on interview columns.</p>		<p>Comprehension reading</p> <p>Reading of prepared dialogue</p>	<p>Reading of will or testament.</p> <p>Poster</p> <p>Cartoon</p>
Writing & Presentation	<p>Sequence sentences by numbering them.</p> <p>Build vocabulary.</p> <p>List utensils and ingredients.</p> <p>Write answers to comprehension.</p> <p>Choose the correct line in a word bank to complete a poem.</p> <p>Underline verbs and use in sentences.</p> <p>Complete Dialogue.</p> <p>Present group poster.</p> <p>Describe weather in specific province.</p>	<p>Build vocabulary.</p> <p>Copy format of an informal letter.</p> <p>Write an informal letter, poem, reply to an e-mail, answers to comprehension questions, questions for an interview, and a description of something specific.</p> <p>Write a wish list.</p> <p>Fill in personal details on a short CV.</p>	<p>Build vocabulary.</p> <p>Write a proper message.</p> <p>Complete a form and self-evaluation check list.</p> <p>Complete sentences on relations. Or any other relevant topic</p> <p>Comprehension test</p> <p>Dialogue: Customer and employee</p> <p>Mind map: Newspaper article.</p> <p>Poster</p> <p>Cartoon</p>	<p>Add vocabulary to dictionary..</p> <p>Write notes during interviews that will be handy to use.</p> <p>Writing own interview</p> <p>Comprehension: Will and testament</p> <p>Summary: interview</p> <p>Write sentences</p>
Language Structure & Conventions	<p>Write singular into plurals.</p> <p>Underline correct helping verb.</p> <p>Change verb into present</p>	<p>Point out adjectives in a sentences</p> <p>Write sentences using: nouns and adjectives, using adverbs</p>	<p>Understand and use: “can” and “may”.</p> <p>Identify silent letters in a word.</p>	<p>Understand and use: punctuation on text, Concrete and abstract nouns</p>

	<p>continuous tense.</p> <p>Write a present continuous sentence under picture to describe it.</p> <p>Take note of plurals ending on –es.</p> <p>Fill in prepositions using word grid.</p> <p>Write plural form</p> <p>Punctuation: apostrophe and exclamation mark</p> <p>Revision on: question mark, exclamation mark, full stop, comma and apostrophe.</p>	<p>to the verbs provided, proper nouns, common nouns,</p> <p>Underline common nouns in a story</p> <p>Homophones and homonyms</p>	<p>Match word with correct meaning.</p> <p>Understand and use commonly confused words correctly: there, their, they're, to, too, two, of and off.</p> <p>Complete sentences on relations or any other topic</p> <p>Conjunctions</p> <p>Idiomatic expressions</p> <p>Commonly confused words</p> <p>Abbreviations:</p> <ul style="list-style-type: none"> <li>• Titles: Mr.</li> <li>• Months: Dec.</li> <li>• Places: Rd.</li> <li>• Countries: RSA.</li> </ul>	<p>Collective nouns</p> <p>Active and passive voice</p> <p>One word for a phrase</p> <p>Different types of sentences</p>
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**TERM 4**

TOPIC/SKILLS	Year 1	Year 2	Year 3	Year 4
Listening & Speaking	<p>Understand and use new vocabulary.</p> <p>Tell class of person with disability, own life story, person being disliked and favourite song with reasons.</p> <p>Shared reading on autobiography.</p> <p>Listen to autobiography.</p> <p>Discussion on narrative text</p> <p>Answer questions orally on story and information text.</p> <p>Give own opinion on being an artist.</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Answer oral questions.</p> <p>Present information and attractions of the province he lives in.</p> <p>Identify: and discuss properties of a good advertisement, of an Email, and a map.</p> <p>Recount a holiday.</p> <p>Have a discussion on: an endangered animals.</p> <p>Recall important facts on an animal.</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Take part in discussions: Newspaper/magazine articles.</p> <p>Explain what the difference is between two specific things/ concepts.</p> <p>Give the Afrikaans meaning of words.</p> <p>Listen to and understand that some words can't be found in a bilingual dictionary. Then a soul Afrikaans or English dictionary should be used.</p> <p>Identify reasons.</p> <p>Listening comprehension: Written/audio-visual text.</p>	<p>Introduce, understand and use new vocabulary.</p> <p>Take part in discussions.</p> <p>Answer oral questions.</p> <p>Watch, listen and read you tube clips and answer questions.</p> <p>Watch and listen to you tube clips and give comment.</p> <p>Listening comprehension</p> <p>Conversation on suitable topic</p>

<p>Reading &amp; Viewing</p>	<p>Give own opinion.</p> <p>Paired reading: autobiography and story</p> <p>Individual reading: information text and story.</p> <p>Shared reading: story and informational text</p> <p>Introduction to direct speech</p>	<p>Paired reading using: poem.</p> <p>Shared reading using: informational text, a letter and a story.</p> <p>Individual reading using: a letter, advertisement, informational text and a friend's paragraph.</p> <p>Group reading using: an- Email</p>	<p>Individual reading using: dictionary, speed reading, skimming &amp; scanning, study reading and activities.</p> <p>Shared reading using: informational text, skimming &amp; scanning, study reading and activities</p> <p>Listen to a short text read aloud: Short drama/play.</p> <p>Use of descriptive English dictionary.</p>	<p>Individual reading using: informational text, summary.</p> <p>Shared reading using: informational text.</p> <p>Summary.</p> <p>Individual reading on job interviewing tips</p> <p>Information/article on body language during an interview</p> <p>Reading comprehension</p> <p>Poetry</p>
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<p>Writing &amp; Presentation</p>	<p>Build vocabulary.</p> <p>Write own opinion.</p> <p>Apply alphabetical order</p> <p>Punctuation: capital letters, question marks, exclamation marks, commas, full stops, apostrophes and inverted commas.</p> <p>Complete answers on information text, story and</p> <p>Change statements into questions.</p> <p>Comparison in columns.</p> <p>Template of structure of formal letter</p>	<p>Build vocabulary.</p> <p>Complete a mind map.</p> <p>Write a paragraph on information provided.</p> <p>Formulate 5 questions for clarity based on an advertisement.</p> <p>Identify and rectify mistakes on an Email</p> <p>Answer comprehension questions.</p> <p>Apply alphabetical order</p> <p>Template of structure of formal letter</p>	<p>Build vocabulary.</p> <p>Design and make a poster.</p> <p>Newspaper/magazine article.</p> <p>Diary entry.</p> <p>Dialogue.</p>	<p>Add vocabulary to dictionary.</p> <p>Write model answers to interview questions.</p> <p>Complete worksheet on superlative adjectives.</p> <p>Writing tips on dress for success</p> <p>Sentences on specific words</p> <p>Compiling of a mind map on prescribed text</p> <p>Job application form</p>
<p>Language Structure &amp; Conventions</p>	<p>Discussion on synonyms.</p> <p>Complete worksheet on synonyms.</p> <p>Complete sentences on past continuous tense.</p> <p>Take note of direct speech and</p>	<p>Identify and understand and use: collective nouns, gender form of nouns and conjunctions.</p> <p>Re-arrange words in alphabetical order.</p> <p>Give plural forms of words.</p>	<p>Change sentences into the negative using: present, future, past, present continuous, future continuous and past continuous tense.</p> <p>Complete sentences using: personal pronouns, possessive</p>	<p>Revision:</p> <ul style="list-style-type: none"> <li>• collective nouns</li> <li>• active and passive</li> <li>• one word for a phrase</li> <li>• different types of sentences</li> </ul>

	<p>use of inverted commas.</p> <p>Practise changing statements into questions.</p> <p>Recognise and tick uncountable nouns.</p> <p>Rewrite statements into questions.</p>		<p>pronouns and reflexive pronouns.</p> <p>Punctuation marks</p> <p>Negatives</p> <p>Diminutives.</p>	
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### 3.2 CONTENT OUTLINE PER TERM

#### Year 1 Term 1

WEEK	DATE	TOPIC/SKILL	CONTENT	Techniques, activities, resources and process notes
			The learner is able to:	
Week 1	_____	Baseline assessment	<ul style="list-style-type: none"> <li>Complete standardised baseline assessment.</li> </ul>	<p>Use as described in guideline</p> <p>Data is captured and ability is determined</p>
Week 2	_____	<b>Athletics</b>  Listening & Speaking	<ul style="list-style-type: none"> <li>Understand meaning of newly introduced vocabulary.</li> <li>Listen to the pronunciation of words</li> <li>Participate in discussion on visual impulses.</li> </ul>	<p>Choose a theme (e.g. Athletics):</p> <p>New vocabulary words are introduced to the learner through questions, demonstrations. (e.g. high jump, long jump, shot-put, javelin, discuss, hurdles, sprints, spectators . Divide class in five groups and play a game using word cards and demonstrations.</p> <p>Teacher points at word and say it. Learner must repeat after teacher. Mention that word is not always spelt the way it sounds. (phonemic awareness).</p> <p>Teacher asks individuals leading questions about the pictures. Ensure that each learner has had an opportunity to respond.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Participate in shared reading: read a dialogue and retell the story of it..</li> <li>Read aloud and home in in punctuation</li> </ul>	Choose very simple dialogue with limited amount of text and good illustrations.

				<p>Dialogue should have clear, simple structure.</p> <p>Read the dialogue several times while you are using your finger.</p> <p>While reading make learner aware of basic punctuation. (capitals, full stop, comma, colon, question marks inverted commas)</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Pair words to picture on worksheet.</li> <li>• Write new vocabulary in own dictionary.</li> <li>• Understand and apply alphabetical order</li> </ul>	<p>Reinforced new vocabulary and complete worksheet by linking words to pictures.</p> <p>Learner creates own dictionary and re-write the words alphabetical in the dictionary.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Understand and apply alphabetical order</li> </ul>	<p>New vocabulary must be arranged in correct alphabetical order.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• <b>Participate in roleplay:</b></li> <li>• Act out (role play) the dialogue.</li> <li>• Understand and use key conceptual vocabulary in discussion.</li> </ul>	<p>Use dialogue in annexure 1 for learner to role play. Pair strong and weaker learners for peer learning and support.</p> <p>New vocabulary words introduced: coach, warm-up, fitness, attire (spikes, tackies and sport clothes)</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• <b>Participate in shared reading</b></li> <li>• Understanding text</li> <li>• Discuss text and make meaning</li> </ul>	<p>Example: Read 5 tips given by a coach on what to do on sports grounds or prepare for a match..</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• <b>Use key vocabulary</b> in personal word lists.</li> <li>• Building new vocabulary</li> <li>• Add new vocabulary to own dictionary.</li> </ul>	<p>Use the word bank to complete the sentences. Teacher gives examples.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• <b>Use basic punctuation.</b></li> </ul>	<p>Use the given sentences and fill in the following punctuation marks: Capital letters, question mark and full stop.</p>

WEEK	DATE	TOPIC/SKILL	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	<b>A sports day</b>  Listening & Speaking	<ul style="list-style-type: none"> <li>• <b>build vocabulary</b></li> <li>• Understand meaning of new vocabulary found in the picture (labels).</li> <li>• Communicate through body language and facial expressions.</li> <li>• Look at the word and say it.</li> <li>• Participate in discussion on the visual impulse (picture) using the new vocabulary.</li> </ul>	<p>New vocabulary words are introduced to the learner through pictures, questions and showing different emotions using facial expression and body language. (E.g. excited, nervous, happy, sad, win, lose, prepared, unprepared).</p> <p>Teacher asks leading questions about the picture. (E.g. How is the boy feeling? How do you know he is sad? Why do you think he lost?) Ensure that each learner has had an opportunity to respond.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• <b>Participate in shared reading:</b></li> <li>• read a simple narrative text.</li> </ul>	<p>Shared reading: Sports Day</p> <p>Read the text provided on a Sports Day while following the teacher`s pointer</p> <p>While reading make learner aware of the simple present and past tense verbs.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• <b>Write short sentences:</b></li> <li>• Write sentences using the present and past tenses</li> <li>• Build vocabulary pertaining. to the topic</li> <li>• Add new vocabulary to own dictionary.</li> </ul>	<p>Complete the column by writing the past tense verb in column B to suit the present tense verb in column A.</p> <p>Learners must write new vocabulary in dictionary.</p>

		Language Structure & Conventions	<ul style="list-style-type: none"><li>• Understand and use simple present and past tense.</li><li>• Language is straightforward and often repetitive</li></ul>	Learners are made aware of the use of the simple present and past tense verbs during the discussion.
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WEEK	DATE	TOPIC/SKILL	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand new vocabulary words on opposites.</li> </ul>	New vocabulary words are introduced to the learner using the dialogue e.g. sunny, cloudy, hot, cold, noisy, quiet, won, lost, happy and sad).
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Participate in group guided reading: Dialogue</li> </ul>	Read the dialogue using group guided reading
		Writing & Presenting	<ul style="list-style-type: none"> <li>Match the words that have opposite meanings.</li> <li>Add new vocabulary to own dictionary.</li> </ul>	Use a ruler and different colour pencils to connect the opposite words.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Identify common homophones.</li> </ul>	<p>Use pictures so that the meaning of the homophones are clearly explained:</p> <p>E.g. Use a picture of men and women. Explain that the men are fat and the ladies are thin. The “e” in the word “their” will represent the fat men and the “i” will represent the thin women.</p> <p>Write the word “there” on the board and extend the last e in the word into an arrow pointing into the distance. Let the learner write the words in the air, exaggerate the fat <b>e</b> and the long arrow <b>e</b>.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand new vocabulary and its meaning</li> <li>apply the new vocabulary in short sentences</li> </ul>	New vocabulary words are introduced using photos, questions and discussions e.g. amputate, prosthetic legs, determination, disability, Paralympic Games.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>participate in shared reading of a narrative text.</li> </ul>	<p><b>Topic:</b> any current topic will do, e.g. the athlete Wayde van Niekerk</p> <ul style="list-style-type: none"> <li>Use pictures and enlarged text provided</li> <li>Follow the steps for shared reading</li> <li>Encourage learners to join in on repeated lines/words to explain the new words.</li> <li>Pronounce words correctly</li> <li>Understand words' meanings</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li><b>Vocabulary work</b></li> <li>Explain the meaning of the new vocabulary in own words. Using two or three words.</li> <li>Add new vocabulary to own dictionary.</li> </ul>	Give new vocabulary words to the learners. Learners give a short explanation of it in their own words.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Introduce common homophones.</li> </ul>	Explain the words ate and eight in two sentences.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	<b>Sport</b>  Listening & Speaking	<ul style="list-style-type: none"> <li>• Retell an event</li> <li>• Describe an event using the FAL</li> <li>• Build own dictionary</li> <li>• Listen to stories and answer questions about the story</li> <li>• Understands and responds to simple questions</li> <li>• Play simple language games</li> </ul>	<p>Play the “guessing game”.</p> <p>Teacher gives each learner a word card with an athletic event (introduced in week two) on it.</p> <p>Each learner must describe an athletic event using four sentences without mentioning the name of the event.</p> <p>The rest of the learners must guess the name of the event after the learner described it.</p> <p>Each learner gets a chance.</p> <p>Building own dictionary</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read and interpret the chart that shows the number of learners taking part in different athletic events.</li> <li>• Practice close reading</li> <li>• Answer text-dependent questions</li> <li>• Ask and answer questions</li> </ul>	<p>Teacher explanation:</p> <p>Shared reading: Chart</p> <p>Leading questions will help learners interpret the chart with meaning.</p> <p>Apply strategies for asking and answering questions</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Use own formulation skills</li> <li>• Writes down answers text-dependent questions</li> </ul>	<p>Teacher gives written questions to which learners must write the answers.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Identify and use homonyms:</li> </ul>	<p>Understand and use words with same sound but different spelling and meaning, e.g. explain the word blue and blew using sentences and/ or pictures.</p>



WEEK	DATE	TOPIC		
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Listen to and understand text</li> <li>• Build vocabulary</li> <li>• Make meaning</li> <li>• Sequence text in correct order.</li> </ul>	<p>Listen to a story read by the teacher.</p> <ul style="list-style-type: none"> <li>• Use prediction questions involving sequencing</li> <li>• Answer simple questions on the story and be able to sequence the story in the order of events.</li> <li>• Use mnemonics for the learners to remember steps</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• <b>participate in shared reading:</b></li> <li>• Read text aloud with understanding</li> <li>• Answer questions about the story</li> <li>• Develop new vocabulary</li> </ul>	<p>Read the sentences and number it to sort it in the correct order.</p> <p>Use numbers or letters to indicate order</p> <p>Use cloze activities where one part is missing for the learner to complete</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• <b>Writing of words in the FAL:</b></li> <li>• Participate in writing activities</li> <li>• Write words and short sentences</li> </ul>	<p>Copy these words on cards</p> <p>Let learners exchange the cards and read to each other while giving meaning</p> <p>Connect words to write short sentences</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• <b>Homophones</b></li> </ul>	<p>Pre-teach vocabulary</p> <p>Underline the correct homophone in each sentence</p> <p>Develop understanding and ability to use language structures in spoken and written language.</p>

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
Listening & Speaking	40%	Describe and event./ Role play a dialogue
Reading & Viewing	35%	Read and interpret a chart./ Read a dialogue out loud
Language structures & Conventions	10%	Apply punctuation.
	15%	Complete column by writing past tense verb./Homophones

## Year 1 Term 2

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes [Refer to Rainbow workbook Gr. 4 Eng. FAL Term1 – 2 Fourth Edition 2015 for suggestions and examples].
Week 1	DATE _____	Listening & Speaking	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>• <b>Interpret a picture, express ideas and opinions.</b></li> <li>• Listen attentively to the story/article read and answer oral questions.</li> </ul>	Look at picture and heading and predict what the story will be about.(p.10)
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• <b>Participate in shared reading</b></li> <li>• Pronounce words correctly</li> <li>• Recognise the “th” sound (phonics) in words given by the teacher.</li> </ul>	<p>Apply shared reading strategies</p> <p>Follow teacher’s pointer during shared reading.</p> <p>Make learner aware of phonics: “th” in the following words: that, they, there, then, this and the.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Answer comprehension questions on the story/ article</li> <li>• answer simple questions</li> <li>• Sequence sentences.</li> <li>• Writes short simple texts</li> <li>• Build own personal dictionary</li> </ul>	<p>Give 5 simple questions on the story.</p> <p>Give 5 sentences which learner must sequence in the logical order of events.</p> <p>Use graphic organisers for the learner to record ordered information</p> <p>Use mnemonics to for the learner to remember steps.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Understand what countable and uncountable nouns are.</li> <li>• Use countable and uncountable nouns</li> </ul>	Teacher gives a list of nouns (orally) supported with pictures for learner to comprehend. Explain countable and uncountable nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Role play a story.</li> </ul>	Teacher divides the class in groups. Each group role plays only the beginning, middle or end of a story.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in paired reading.</li> </ul>	Learners divide themselves into groups. Observe all pairs and prompt them by asking: Well done you corrected yourself. Does that make sense to you?
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Fill in a mind map.</li> </ul>	Teacher provides learner with the structure of a mind map and learners must complete it
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Distinguish countable from uncountable nouns.</li> </ul>	Teacher hands out worksheets for the learner to complete on countable and uncountable nouns

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	<b>Safety</b>  Listening & Speaking	<ul style="list-style-type: none"> <li>• <b>predict what a story/article is about</b> having only the headline, picture and caption.</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Listen to a story and understand the gist of it.</li> <li>• Builds and understands new vocabulary.</li> <li>• Learn vocabulary</li> <li>• Participate in language games</li> <li>• Participates in thematic discussions</li> </ul>	<p>Look at the news article and talk about what you think the article will be about. Talk about what the headline of the picture and the caption tell us about the article. Also make learner aware of the name of the newspaper, date and by-line.</p> <p>Now listen to the text</p> <p>Teachers introduce vocabulary: blazing, brave, rescue, quick-thinking, fire brigade, possessions.</p> <p>Teacher asks leading questions to allow learner to express their opinion on the first five steps to take when a fire occurs.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• <b>Take part in shared reading.</b></li> <li>• Develop memory skills</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Interpret pictures</li> </ul>	Participate in shared reading of an article and responds to the article by answering questions and making meaning.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• <b>Answer comprehension questions</b></li> <li>• Add new vocabulary words to personal dictionary.</li> </ul>	Use questions to be asked orally and learner must answer in writing.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• <b>apply capitalisation</b></li> </ul>	Teacher gives sentences with place, street, and city names which the learner must punctuate using capital letters. Use capital letters for all names.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• <b>Derive information from maps or charts</b></li> <li>• Understand how to derive information from a map.</li> </ul>	<p>Discuss a map and answer oral questions Explain what is seen on the map e.g. Hospital, police station, school, fire brigade, different streets p. 27.</p> <p>Explain the four main directions and how it is applied on a map.</p> <p>Ask learner questions about the map using the four directions.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• <b>Derive information from maps/charts</b></li> </ul>	<p>Give sentences from which the learner underline the correct direction. Underline the correct answer that applies to the map. Write the correct street name</p> <p>Questions asking for a certain street name.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• <b>Write sentences:</b> into different tenses</li> <li>• Continues to write sentences correctly with correct spacing</li> </ul>	<p>Give the present tense sentences and provide learners with the past tense words to rewrite it correctly.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• <b>Understand the noun – verb agreement:</b></li> <li>• Use “am, is, are” with the correct pronoun.</li> </ul>	<p>Explain when to use “am, is, are” with the pronouns “I, he, she, we, you, it).</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• <b>Use the past tense in sentences</b></li> <li>• Give the correct past tense verb</li> <li>• Match the present to the past tense.</li> </ul>	<p>Play “roll the dice”. Design a snake board game of 15 blocks with present tense verbs in it. Learner must roll the dice and guess the past tense of the verb in the block.</p> <p>Provide a word bank: went, ate, read, slept, visited, spoke, did, rode, cleaned and worked.</p> <p>Play “match the words”. Each learner has a word card with the past tense verb on it. It must be matched with the present tense on the wall.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• <b>Read an article individually.</b></li> <li>• Build oral vocabulary</li> <li>• Continue to answer oral questions about the story</li> </ul>	<p>Individual reading of an article</p> <p>Pre-teach vocabulary</p> <p>Ask questions about the content</p> <p>Continue to build on vocabulary in the FAL from the text</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• <b>Write short sentences using the past tense:</b></li> <li>• Add vocabulary to own dictionary.</li> </ul>	<p>Explain that a diary is always written in the past tense. Learner must complete the diary by using the past tense of the word in brackets</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• <b>use present and past tenses.</b></li> </ul>	<p>Give learner a column with the present tense verb and they must write the past tense verb.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• Build oral vocabulary using themes or relevant topics</li> <li>• Participate in conversations by responding to specific questions and instructions.</li> <li>• Participate in language games</li> <li>• Participate in thematic discussions</li> </ul>	<p>Lead the learner with questions to look at the pictures and tell a friend what he thinks the story is about. Who are the main characters?</p> <p>Lead learners to make up a story on the same picture. Teacher starts with a sentence and any learner may continue the story by adding a sentence. The next learner continues where the previous learner stopped and adds a sentence.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading.</li> <li>• Develop a wider range of vocabulary from different contexts</li> <li>• Act out a story</li> <li>• Continue to build on oral vocabulary in the FAL from the pictures</li> </ul>	<p>Learners to read language experience stories, extracting information from visual clues and answer oral questions on the story.</p> <p>New vocabulary is entered into the personal dictionary.</p> <p>You can act out the story if enough dramatic elements are in the story.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Underline all words ending with <b>-ed</b>.</li> <li>• Add vocabulary to own dictionary.</li> </ul>	<p>Do exercises on sound-symbol relationships as well as on sound patterns. Circle the correct letter next to the correct answer The oral questions answered during reading and viewing are now answered in writing.</p> <p>Circle the correct letter next to the correct answer</p>



				<p>.</p> <p>Do a few examples with learner underlining all words ending with <b>-ed</b>.</p>
		<p>Language</p> <p>Structure &amp;</p> <p>Conventions</p>	<ul style="list-style-type: none"> <li>Understand and demonstrate opposites.</li> </ul>	<p>Introduce opposites orally: weak, strong, light, heavy, huge and little. Learner must demonstrate the meaning of the words in context.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>sequence a story</li> </ul>	<p>Support learner while he tells a friend, in the correct sequence, what happened at the beginning, in the middle and at the end of the story.</p> <p>Make learner aware of opposites in story: tiny/little, huge, sleep, awake, under, on top, big, small, out, in.</p>
		Reading, Viewing & Phonics	Read the story individually.	Motivate and support learner read the story individually.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Use visual and pictorial cues to make meaning</li> <li>Writes new vocabulary</li> <li>Writes simple sentences</li> <li>Participate in language games</li> <li>Follows the writing process</li> </ul>	<p>Give pictures on story and let learner choose the correct sequence.</p> <p>Learner writes one sentence on each picture.</p> <p>Assist learner.</p> <p>Plan writing on rough draft.</p> <p>Write a sentence about each picture in sequence.</p> <p>Let a friend or parent check it.</p> <p>Check a friend's sentences.</p> <p>Add vocabulary to own dictionary</p>
		Language Structures & Conventions	Complete sentences using antonyms (opposites).	Use opposites for learner to complete sentences.

WEEK	DATE	TOPIC	Techniques, activities, resources and process notes	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand the function of prepositions in context</li> </ul>	<p>Demonstrate prepositions: on, under, behind, next to, in front of. Learner gets chance to demonstrate the meaning of the preposition. Through mimicry</p> <p>Learner gets a word and must demonstrate it to the class.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>read and retell a simple story and can demonstrate comprehension of simple language forms</li> </ul>	<p>Read narrative text with prepositions individually.</p> <p>Underline the prepositions and use in own sentences.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>use simple verb tenses and basic prepositions with teachers' help</li> </ul>	<p>Give pictures illustrating prepositions. Learner writes sentences using the prepositions.</p>
		Language structures and conventions	<ul style="list-style-type: none"> <li>build vocabulary</li> <li>use basic prepositions in sentences</li> </ul>	<p>Cut and paste out five pictures on prepositions.</p> <p>Add vocabulary to own dictionary</p>

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
<b>Listening and Speaking</b>	<b>25%</b>	<b>Tell a story about a picture</b>
Reading & Viewing	25%	Read an unseen article and answer simple questions.
Writing & Presenting	25%	Look at picture and write own story
Language Structures and Conventions	25%	Section A: punctuation (capital letter, question mark, full stop), present and past tense verb, homophones, opposites, countable and uncountable nouns, prepositions.  Section B: Comprehension test (read a chart)

### Year 1 Term 3

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
			The learner is able to:	
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• <b>Listen to a text</b> (recipe) and answer questions orally</li> <li>• Understand and use new vocabulary.</li> <li>• Take note of plurals.</li> </ul>	<p>Introduce vocabulary: ingredients, method, peel, slice, mix, squeeze, pour and sprinkle. Ask leading questions based on a recipe.</p> <p>Make learner aware of plurals used in the recipe.</p> <p>Use shared reading to guide learner through the recipe.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• <b>Read a recipe</b> and interpret it during group reading.</li> <li>• Develop a wider range of vocabulary from different contexts</li> <li>• Continue to build on oral vocabulary in the FAL from the pictures</li> </ul>	<p>Divide learner in groups. They read and interpret the recipe during group reading.</p> <p>Write new vocabulary down and paste words on word wall.</p>
		Language Structure & Conventions	<p><b>From Singular to Plural</b></p> <ul style="list-style-type: none"> <li>• Write singular words into plurals.</li> </ul>	<p>Give learners a list of singular words to write it over in the plural form: chair, door, table, window and floor.</p>

		Writing & Presenting	<ul style="list-style-type: none"><li>• sequence the sentences by numbering them.</li><li>• add vocabulary to own dictionary.</li></ul>	Learner must add vocabulary to own dictionary.  Give five sentences in the wrong order and learner must number it to put it in the correct sequence <b>Enrichment:</b> Learner can list the utensils and ingredients which were spoken to in the recipe.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• <b>Use visual cues</b> to make meaning</li> <li>• Try to use new vocabulary</li> <li>• Discusses ideas and participate in language games</li> <li>• Follows the listening process</li> </ul>	<ul style="list-style-type: none"> <li>• .Look at pictures and interpret them to predict what will happen in the story.</li> <li>• Answer questions</li> <li>• Use pictures to interpret and predict a story.</li> <li>• Ask oral questions.</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• .Develop memory skills</li> <li>• Reads aloud and discusses text</li> <li>• Use reading cues to make meaning</li> </ul>	<p>Use group reading to read the information text.</p> <p>Ask leading questions</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• write answers to set questions</li> <li>• Produce a short piece of writing</li> <li>• Build a personal dictionary</li> </ul>	Give 10 written questions that the learner must answer in writing.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Underline the correct auxiliary verb and change the verb in brackets to the present continuous tense.</li> <li>• Uses tense correctly</li> </ul>	Use sentences where learner must choose the correct auxiliary verb (am, is, are) and change the verb into the present continuous tense (go - going) orally and in writing.

WEEK	DATE	TOPIC/SKILL	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	<b>Transport</b> Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in a discussion on the train time table.</li> <li>• Link the analogue- and digital time to each other.</li> <li>• Understand digital time on the time table.</li> </ul>	<p>Discuss the train time table asking leading questions.</p> <p>Introduce digital time (give both analogue- and digital time in the time table).</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• read a story individually and retell it using a variety of strategies..</li> </ul>	<p>Read the story in week 2 individually.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• answer comprehension questions in writing.</li> </ul>	<p>Give comprehension questions based on the time table.</p> <p>Make your own timetable for a small trip.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• determine the correct helping verb (am, is, are) and change the sentence into the present continuous tense</li> </ul>	<p>Learner must underline the correct helping verb (am, is, are) and change the verb in brackets into the present continuous tense (go – going)</p>



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Role play a poem by reading aloud every second line.</li> </ul>	Use the poem. Learner pair up with a friend and role plays the poem saying every second line.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take part in shared reading preparing for role play.</li> <li>Aware of rhyme words.</li> </ul>	Use shared reading to prepare the learner for role play. Make them aware of rhyme words.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Use the correct line in a word bank to complete a poem.</li> </ul>	Learner to choose and write the first line of a poem given and then repeat in succession.: “
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Write a sentence in the present continuous tense under the picture to describe it.</li> </ul>	Use six pictures and learner write what is happening in it, using the present continuous tense.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Read and retell a story using a variety of strategies e.g dramatisation.</li> <li>• Answer questions orally.</li> </ul>	<p>Read the story using shared reading technique.</p> <p>Ask questions based on the story.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read the passage during shared reading.</li> <li>• Write a number next to each sentence in order to sequence it in the correct order.</li> </ul>	<p>Read the passage using shared reading.</p> <p>Learner must write the correct number next to each sentence to put it in the correct order.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Underline 5 verbs in poem and use in five sentences.</li> </ul>	<p>Use shared reading when reading the poem indicating the rhyme words.</p> <p>Learner must underline five verbs in the poem and use it to make five sentences.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Take note of plurals ending in –es.</li> <li>• Use prepositions correctly.</li> </ul>	<p>Introduce plurals adding –es orally .Fill in prepositions using the word grid.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	Listen when teacher explains the questions asked during an interview.  Interview two friends.	Use questions to help learner interview friends.  Learner must think what their favourite things are, and write them in the different columns of the table. Also ask two friends what their favourite things are.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Reads information texts with visuals</li> <li>• Read a TV programme.</li> </ul>	Teacher asks questions orally: "Who knows what Jonathan's favourite TV programme is?" "And what about Susan's?"
		Writing & Presenting	Complete answers with own favourites and that of two friends'.	Record answers on interview.
		Language Structure & Conventions	Write the plural form of the words given.	Explain worksheet to learner where he must write the plural form of the words given.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Read a poster individually and understand the different fonts and colours used.</li> <li>• Discuss in pairs topics</li> <li>• Answer questions.</li> </ul>	<p>Teacher guides learner to “read” a poster and make them aware of the different fonts and colours. Ask questions that learner answer orally: What activities do your school offer? What information does the poster give?</p> <p>Divide class in six groups. Each group gets a topic to use in designing their own poster.</p> <p>Topics: Water-fun-day, Go-cart-day and a concert.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• read another group’s poster and answer oral questions on it.</li> </ul>	Exchange posters between groups. Teacher asks oral questions giving information on the posters.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• take part in the design of his group’s poster.</li> </ul>	Give each group the opportunity make and to present poster to the class.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Use apostrophe and exclamation mark.</li> </ul>	Introduce the apostrophe and exclamation mark in context.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take a visual clue from an information texts e.g. charts /tables/ maps</li> <li>• Listen and take part in discussion on all symbols used on the map.</li> <li>• Answer specific questions</li> </ul>	<p>Discussion on all symbols used on the map to make the meaning clear. Also use leading questions to get learner involved in discussion.</p> <p>Pair learners, making sure a weak and a strong learner are paired together. Ask questions that pairs must answer orally.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• <b>Read information texts with visuals</b>, e.g. charts/tables/maps</li> <li>• Pre-reading: predicting from title and pictures/visuals</li> <li>• Uses reading strategies, e.g. skims to get the general idea, scans for specific details, etc.</li> <li>• Identifies the way the text is organised.</li> <li>• Give opinion on the detail on the map in the FAL.</li> </ul>	<p>Guide learner to read and interpret the weather map and rainfall chart. Ask their opinion on: the highest rainfall, no rainfall etc.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• <b>List information:</b></li> </ul>	<p>Use a table to describe the weather in each province.</p> <p>Use a table to list the weather pattern (temperatures) in a specific province.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• <b>Revision work:</b> re language structures;</li> </ul>	<p>Revision on punctuation marks (? ! , . ').</p>

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
Listening & Speaking	30%	Role play a poem./ Interpret a poster/ Use a map and direct to a specific place
Reading & Viewing and Writing & Presenting	45%	Individual reading and writing and presenting. Sequence sentences by numbering them Comprehension Complete dialogue
Language Structures & Conventions	25%	Written task in context: Singular and Plural, Present continuous tense, Plurals ending on –es, Prepositions, Punctuation.

## Year 1 Term 4

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes [Refer to Rainbow workbook Gr. 5 Eng. FAL Term 1 – 2 Fourth Edition 2015 for suggestions and examples.]
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand and use new vocabulary.</li> <li>Describe anyone who has a disability.</li> <li>read an autobiography.</li> </ul>	<p>Introduce new vocabulary: impatient, barriers, eventful, discomfort and autobiography.</p> <p>Shared reading is used to read the autobiography of e.g. Helen Keller to the learner.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li><b>participate in shared reading</b></li> <li>give own opinion to questions.</li> </ul>	Give sentences that will make the learner think of Helen Keller and give their own opinion e.g. what was the most interesting thing in this story for you? Do you think she was brave? Why? Assist learner during the reading and formulating their opinion.
		Writing & Presenting	Write a variety of forms with teacher guidance.. Build vocabulary.	Write answers to the five questions in reading and viewing. Writes own opinion to read text
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>use synonyms in context</li> </ul>	Introduce synonyms (similar words in meaning) orally to learner. Learners to take part in discussion on synonyms. Building own vocabulary.

WEEK	DATE	TOPIC	CONTENT	DURATION	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand and use new vocabulary.</li> <li>Listen to an excerpt of an autobiography.</li> <li>Use questions given by teacher to tell his life story from grade 1 till now.</li> </ul>	45min	<p>Introduce new vocabulary: missionary school, Grammy Award, occasion and banned. Read parts from the autobiography of Miriam Makeba to learner using shared reading.</p> <p>Ask learner if they ever told anyone their life story? Give learner the opportunity to tell the class their life story. Give learner five questions to help them: Where did you start school? What will you be known for by your grade 1 teacher? Did you take part in any extra mural activities? What teacher won't you ever forget? Give a reason.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read an excerpt autobiography</li> </ul>	30min	Pair learner. They take turns reading sentences from an autobiography.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Punctuate a paragraph using capital letters.</li> <li>Build vocabulary.</li> </ul>	30min	Give learner a paragraph they should punctuate using capital letters.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Complete worksheet on synonyms.</li> </ul>	15min	Give a word bank with the synonyms of words in the column. Learner must write the correct synonyms next to the word.



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand and use new vocabulary.</li> <li>Read and take part in short discussion Answer questions orally.</li> </ul>	<p>Explain or show photos of new vocabulary to the learner: northern, southern, administrative, capital, jacaranda trees, average, record high/low and arches.</p> <p>Using shared reading, read the text on Pretoria and has a short discussion.</p> <p>Apply shared reading on the climate chart .Ask oral questions on the chart.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read independently to find information.</li> </ul>	Learner must read individually to complete the worksheet in Writing.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Complete the worksheet.</li> </ul>	Learner must answer questions in writing.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Complete sentences in the past continuous tense.</li> </ul>	Learner must choose the correct answer in brackets and change the verb in brackets into the past continuous tense. Give them 8 sentences e.g. Yesterday he (was / were) _____ (clean) the kitchen.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand and use new vocabulary.</li> <li>Answer questions on a story about an artist or singer.</li> <li>Take turns with a friend telling who his favourite singer/band is etc.</li> </ul>	<p>Introduce new vocabulary: groaned, brass, staggered, collapsed, flicked, stubborn, contest, sneaky and brilliant. Ask oral questions on the text.</p> <p>Learners pair up and take turns telling who their favourite singer/band, why they like them so much and what is their best song. Ask learners what they think the toughest part is of being a singer.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take part in shared reading (read a dialogue).</li> <li>Take note of direct speech.</li> </ul>	<p>Apply shared reading using the dialogut.</p> <p>Make reference of direct speech.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Answer questions on the text.</li> </ul>	<p>Learner must write the answers to the questions on the text.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Take note of direct speech and the use of the inverted commas.</li> </ul>	<p>Make learner aware of direct speech. Also the use of “ “ (inverted commas) that indicates direct speech.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Describe personal experiences.</li> <li>Hold his/her opinion</li> </ul>	Each learner gets the opportunity to explain what he/she thinks the toughest part is of being an artist. Give examples and motivate their opinion.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take turns with a friend reading a sentence at a time.</li> <li>Prepare for individual reading.</li> </ul>	Learners pair up and read the text to each other taking turns reading one sentence at a time. This is in preparation for individual reading.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Change statements into questions.</li> </ul>	Learner must change statements into questions.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Practise changing statements into questions.</li> </ul>	Learner practice changing statements into questions.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Present a talk and use appropriate language to facilitate group discussion..</li> </ul>	Each learner tells the class his/her favourite song and gives five reasons for his/her choice.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read individually (Song).</li> </ul>	Learner must use the song, which they practiced in pairs, to read individually.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Punctuate a paragraph using question marks, exclamation marks, commas, full stops, capital letters, apostrophes, inverted commas.</li> </ul>	Give five sentences that learner must punctuate. Pay attention to: question mark, exclamation mark, comma, full stop, capital letters, apostrophe, inverted commas.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Identify uncountable nouns and use them in context</li> </ul>	Learner must tick only the uncountable nouns in the column provided and make own sentences.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Understand new vocabulary and use it.</li> <li>• Present a viewpoint..</li> </ul>	<p>Introduce new vocabulary: adjust, unapproachable, insult, miserable, despair, dislike, culture and sanitation.</p> <p>Ask learner if he/she has been disliked or has seen someone being disliked by others.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in paired reading with a friend.</li> </ul>	Paired reading
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Complete a list</li> </ul>	<p>Give learner a column to compare city life and country life.</p> <p>Use the following column to help him/her: clothes, food, entertainment, transport and sanitation.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Rewrite a statement into a question.</li> </ul>	Learner must change a statement into a question in writing.

WEEK 8 - 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b>Assessment activities</b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
<b>Listening and Speaking</b>	<b>25%</b>	<b>Listen to autobiography and retell in own words</b>
Reading & Viewing	50%	Reading autobiography./ Comprehension Test
Writing & Presenting Language structures and Conventions	25%	Written exam covering term 3 & 4.  Section A: singular, plural, plural ending in –es, change verb to present and past continuous tense, punctuation ( , ! ' . ? and capital letters), synonyms, change into question, uncountable nouns.  Section B: Read train time table and answer questions.

## YEAR 2 TERM 1

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process [Refer to Rainbow workbook Gr. 5 Eng. FAL Term 1-2 Fourth Edition 2015 for suggestions and examples.]
Week 1	_____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Make an effective presentation on a classroom topic.</li> <li>• Discuss and analyse instances of bad planning..</li> </ul>	<p>Start with an ice breaker. Use leading questions in class discussion p. 49: We want to organise a concert at school. What should we keep in mind when planning for it? E.g. the venue, cost of tickets, expenditures, invitations, advertisements, seating and refreshments etc.</p> <p>Teacher writes suggestions on the board.</p> <p>After reading the learner must give suggestions that could be added.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Extract information from specific features of text (advertisement)</li> <li>• Compare suggestions on the board.</li> </ul>	Use shared reading to read the advertisement and comprehension questions.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Read and answer comprehension questions.</li> </ul>	Teacher reads comprehension questions p. 49 to learner and learner get opportunity to complete it.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Make connections to the basic form of a contractions</li> </ul>	<p>Learner must draw a line to connect the contraction to its long form p. 59:</p> <p>e.g. isn't, wasn't, aren't, weren't, don't and didn't connect</p>

				<p>to was not, is not etc.</p> <p>Ask learner to make notes of anything that is on the poster that was left out on the board.</p>
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Present a poster.</li> </ul>	Give each pair the opportunity to present their poster to the class.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read and answer questions on an advertisement.</li> </ul>	Give learner an advertisement to read individually and ask questions learners must answer orally.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Design a poster .</li> </ul>	Using information on the concert poster lead learners to design their own poster on the topic: "Market day".  Learner must work in pairs (weak and strong).
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Listen to an explanation on compound words.</li> <li>• Help to make compound words</li> <li>• Understand and apply alphabetical order.</li> </ul>	Explain what a compound word is: two smaller words put together to make a compound word e.g. Sun + shine = sunshine p. 50.  Ask learner to help make seven compound words. Support learners during activity.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in class discussion.</li> <li>• uses new vocabulary.</li> <li>• Listen to partner reading instructions and follow those instructions.</li> </ul>	<p>Start class discussion using these questions as an example p. 60: Have you ever made something out of paper? Tell us what you made? How did you make it?</p> <p>Introduce and demonstrate with a piece of paper new vocabulary: horizontal, vertical, centre, corners, tuck in, edges.</p> <p>Pair-up strong and weak learners. The learner and his partner are going to make a paper hat. One person reads the instructions and the other follow the instructions p. 60. Learners take turns.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take turns reading instructions individually and following instructions being read by a friend.</li> </ul>	The pairs take turns to read the instructions on folding a paper hat individually to their partner.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Following instructions.</li> </ul>	Pairs will present their resent the paper hat they folded

		<p>Language Structure &amp; Conventions</p>	<ul style="list-style-type: none"> <li>• Build compound words.</li> <li>• Understand and apply alphabetical order</li> </ul>	<p>Play “match the word card”. Give each learner one word card. Learner must stand and read the word card out loud and show it to the class. The learner that can make a compound word with the word card he/she has, stand and read the card out loud. Learner put their compound word on the wall.</p> <p>E.g. classroom, fireman, newspaper, pancake, cupcake, rainbow, sunflower, thumbnail, sunshine etc.</p>
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand and use new vocabulary.</li> <li>Listen to and follow instructions on folding a paper jet.</li> </ul>	<p>Introduce new vocabulary: lengthwise, unfold, 90 degrees, 3 dimensional and tendency.</p> <p>Learner must listen and fold the paper as instructed.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take part in shared reading on folding a paper jet.</li> <li>Read instructions on paper jet individually.</li> </ul>	<p>Share read instructions on folding a paper jet Learner reads paper jet instructions individually.(p.60)</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Read instructions, summarise and sequence them.</li> </ul>	<p>Learner must read instructions and summarise those. It is expected to put it in the correct order.</p> <p>Use p. 61 as an example. Learner must read instructions and link it to the correct illustration.</p> <p>Learner must use colour pencils to draw connecting lines.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Take note of conjunctions.</li> <li>Do sample sentences orally.</li> </ul>	<p>Make learner aware of conjunctions in text on instructions of paper jet. Also introduce “but”. (p.60):</p> <p>e.g. I made a paper jet. I made a paper hat. (and)</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion on pictures of children playing games.</li> <li>• Relate own experiences.</li> <li>• Understand new vocabulary.</li> </ul>	<p>Show pictures to learner on children playing different games p. 70. Discuss the pictures.</p> <p>Learner gets a chance to tell the class, what games they used to play.</p> <p>Introduce new vocabulary.</p> <p>Have a discussion on the text: Would you have enjoyed sliding down the hills? Have you ever drunk milk from the udder of a cow? etc.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• take part in shared reading.</li> <li>• Read the text individually for information.</li> <li>• Underline difficult words</li> </ul>	<p>Shared reading using a section taken from Nelson Mandela's autobiography. Use only the first three paragraphs p. 70.</p> <p>Learner must read the text individually for information, underline difficult words and may ask for assistance.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Answer comprehension questions.</li> <li>• Build vocabulary.</li> </ul>	<p>Learner must answer comprehension questions based on the text given.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Combine sentences using conjunctions.</li> </ul>	<p>Learner combine sentences in writing using conjunctions: and, until, but, because and so.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• take part in a short discussion on the planets and stars.</li> <li>• use graphic organisers for memorisation.</li> <li>• understand new vocabulary.</li> </ul>	<p>Learner must take part in a short discussion on the planets and stars p. 90. "Do you know the names of the planets? You can memorise them using this acrostic: My Very Energetic Mother Just Served Us Noodles.</p> <p>New vocabulary is introduced using photos from the internet where necessary: invisible, constellations, pollution, confusing, permission, telescope and binoculars</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• take part in shared reading.</li> <li>• take part in group reading.</li> </ul>	<p>Teacher reads the text on Sky watching using shared reading.</p> <p>Learners divide into groups (weak and strong) and do group reading on same text.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• link the similar meaning of a phrase to the sentence given.</li> </ul>	<p>Learner must link the similar meaning of a phrase to the sentence given p. 91.</p> <p>Match column A with column B</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• listen to introduction, understand and do some examples on possessive pronouns.</li> </ul>	<p>Introduce possessive pronouns. Possessive pronouns show that something belongs to a person.</p> <p>E.g. I label all my clothes to show that they are mine, this is his book it belongs to him, this is her dress it is hers, this is our class – the class is ours.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Work in a group and try to find specific information from a very thick library book within two minutes.</li> <li>• Listen to explanation of an “Index”.</li> <li>• Complete sentences orally using possessive pronouns.</li> </ul>	<p>Teacher hands out very thick books e.g. encyclopaedia from the library. Learners work in groups. Ask each group to find a specific article, picture or information. They only have 2 minutes to find it. Learners will be confused and nervous because they can't find it quick enough.</p> <p>Introduce the “Index” that is in front of books. Explain that it helps you find information quicker. Give more information on the “index”: chapters, sub-topics, page numbers etc.</p> <p>Do oral examples on possessive pronouns: your - yours, their – theirs, my – mine, his – him, her – hers, our – ours.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Apply shared reading to find a specific topic, chapter or information from the index given by teacher.</li> </ul>	Hand out a copy of the index of a book p. 95. Ask learners to find a specific topic, they must give the chapter number, find sub-topics and give the page number etc. Apply shared reading.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Complete sentences using possessive pronouns.</li> </ul>	Learners must complete sentences using possessive pronouns: your - yours, their – theirs, my – mine, his – him, her – hers, our – ours.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Listen to explanation on antonyms.</li> <li>• Understand the meaning of antonyms</li> </ul>	<p>using demonstrations, pictures, sentences etc. to make the meaning clear..</p> <p>Orally introduce antonyms (a word that has the opposite meaning of another word) to learners: fat – skinny, last –</p>

				first, hard – soft, foolish – wise, wide – narrow. Use demonstrations, pictures, sentences etc. to make the meaning clear.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Listen to a fable being read.</li> <li>• Take part in discussion on a fable.</li> <li>• Link the fable to everyday life.</li> </ul>	<p>Read a story to the learner with a moral lesson to learn e.g. fable on p. 82.</p> <p>Have a discussion on the fable.</p> <p>Link the fable read to the learners' everyday life</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Extract information from an index.</li> </ul>	<p>Give learner an Index.</p> <p>Learner read individually for information.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write answers to questions on index read.</li> </ul>	<p>Learner answer questions on the given Index.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Complete the list with antonyms.</li> </ul>	<p>Learner must complete the column giving the antonym of the words given.</p>

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
Writing & Presenting and Reading & Viewing and Language structures	35%	Write answers to comprehension questions on an Index. Conjunctions, possessive Pronouns, antonyms, compound words
Writing & Presenting	25%	Design and make a poster.
Listening & Speaking	20%	Listen to and follow instructions on folding a paper hat.
Reading & Viewing	20%	Read instructions to a friend.

## Year 2 Term 2

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes  Refer to Rainbow workbook Gr. 5 Eng. FAL Term 3 – 4 Fourth Edition 2015 for suggestions and examples
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Differentiate between different/opposing concepts</li> <li>Understand and use new vocabulary.</li> </ul>	<p>Learner use pictures of invention wheel to differentiate between inventions and non-inventions p. 2.</p> <p>Introduce new vocabulary: inventions, non-inventions, famous, expert, embarrassing, catch on, appreciate.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read dialogue in pairs.</li> <li>Indicate difficult words to teacher.</li> </ul>	<p>Learner use dialogue for paired reading</p> <p>Ask learner to indicate difficult words in dialogue.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Answer comprehension questions on dialogue.</li> <li>Build vocabulary.</li> </ul>	<p>Give written questions on dialogue which learner must answer.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Complete mind map with guidance from teacher.</li> </ul>	<p>Introduce mind map to explain how to match words and phrases.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Understand new vocabulary.</li> <li>• Discuss and evaluate a service.</li> </ul>	<p>Introduce vocabulary: service providers, approximately, popular.</p> <p>Learner must answer oral questions on the chart to find out the number of people using the four services providers in S.A. p. 8.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read in pairs.</li> </ul>	Use paired reading on “tips on how to make a poster for a friend to sell a phone” p. 9.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Make a poster on advertising the old cell phone.</li> <li>• Build vocabulary.</li> </ul>	Learner must use information from “tips” to make a poster advertising the old cell phone of a friend.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Understand the concept of homonyms.</li> <li>• Will take part in doing examples on homonyms.</li> </ul>	<p>Give explanation of homonyms: different meanings of the same word.</p> <p>Give examples to learner: I went for a drive in the car. There was a big drive to raise money.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Understand new vocabulary.</li> <li>• Describe different types of transport in the world.</li> <li>• Answer oral questions.</li> </ul>	<p>Introduce new vocabulary: pioneers, dedicated, attempt, benefit, reliability, century and frayed.</p> <p>Learner must look at the pictures and say what mode of transport is displayed.</p> <p>Ask and answer oral questions on different types of transport e.g. What medium is utilised when traveling by air, sea, road and railway.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read the information text using shared reading.</li> </ul>	Apply shared reading on the information text (p.10).
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write answers to questions.</li> <li>• Build vocabulary.</li> </ul>	<p>Learner write answers to comprehension questions on story.</p> <p>Add new vocabulary to personal dictionary</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Complete exercise on homonyms.</li> </ul>	Give learner an exercise to complete on homonyms.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Understand and use vocabulary.</li> <li>• Answer questions orally.</li> <li>• Take part in shared reading.</li> </ul>	<p>Introduce vocabulary: entire, flickering, instruments, quit, perfected and imitating.</p> <p>Ask leading questions on the information text p. 18 e.g. Who invented the sewing machine? Do you know somebody that makes clothes?</p> <p>Read the information text using shared reading</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Find specific information during shared reading in groups.</li> <li>• Indicate any other difficult words.</li> </ul>	<p>Let learner do shared reading again to find specific information in groups.</p> <p>Give learner the opportunity to indicate difficult words.</p> <p>Each group must have their own invention info text.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Choose the correct answer in multi choice questions.</li> <li>• Build vocabulary.</li> </ul>	<p>Give multiple choice questions on the text p. 21.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Match abbreviations with the meaning.</li> </ul>	<p>Learner must match abbreviation to the correct meaning.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Understand and use new vocabulary.</li> <li>• Discuss pictures and answer questions.</li> <li>• Mention qualities a person should have to be a leader.</li> </ul>	<p>Introduce new vocabulary: announcement, compete, elected, distribute, nominate.</p> <p>Look at the pictures and talk about it p. 78. Ask questions such as: Have you ever voted? Explain. Would you like to be a class captain? Which pudding would you vote for?</p> <p>Learner must give qualities a person should have to be a leader.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read for information during shared reading.</li> </ul>	Use shared reading on text p. 78 & 79.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Answer comprehension questions.</li> </ul>	<p>Underline new vocabulary.</p> <p>Learner must answer comprehension questions.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Write abbreviations.</li> </ul>	Learner must give the abbreviations for: page, South-Africa, turn over, as soon as possible, estimate time of arrival, do it yourself, etc.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen to the teacher presenting herself for an election.</li> <li>Use the same information (written on the board) to present himself for a class leader.</li> </ul>	<p>Teacher presents herself to the class wanting to be elected as the best teacher of the year, or use election campaign. Use the following information: name, surname, age, why they should vote for you, what is his qualities, what would you be able to do for them.</p> <p>Learner must present themselves for an election of a class captain using the exact same information as the teacher did.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read a friend's response.</li> <li>Write more qualities about himself.</li> </ul>	Learner must help a friend to identify more qualities about himself by reading the friend's answers individually and making suggestions.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Write presentation for election.</li> <li>Use a mind map to indicate what votes will benefit if he is elected as a leader.</li> </ul>	<p>Learner must write the answers to the questions the teacher wrote on the board to use in an election.</p> <p>Learner can use the mind map to refine his presentation for election.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Understand degrees of comparison introduced.</li> </ul>	Introduce degrees of comparison: good - better, cheap – cheaper, fast – faster, clean – cleaner.



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion on sport</li> <li>• Answer questions orally.</li> </ul>	<p>Discuss pictures on different sports p. 112.</p> <p>Ask questions such as: Do you do any sports? Do you enjoy it? Do you like to watch sport? Do you like soccer? Why do you like it? Do you know the rules of soccer?</p> <p>New vocabulary: turf, intensely, glamorous, passion, triumphant, powerhouse.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read an article individually.</li> <li>• Take part in shared reading and</li> <li>• Answer comprehension questions.</li> </ul>	<p>Learner read the article on soccer individually p. 112.</p> <p>Apply shared reading on comprehension questions.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Answer comprehension questions.</li> </ul>	<p>Give learner opportunity to answer questions.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Listen and take part in repeating the superlative degrees of comparison.</li> </ul>	<p>Introduce superlative degree of comparison to learner e.g. good – better – best etc.</p> <p>Give at least eight examples to the learner.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Understand and use new vocabulary.</li> <li>• Take part in discussion</li> <li>• Give and listen to the four most important rules.</li> </ul>	<p>Introduce new vocabulary: trials, additional, promptly, required, expenses, snacks.</p> <p>Have a discussion on why rules are important in sports. Ask leading questions such as: What behaviour should a true sportsman portray? What will happen if?</p> <p>Learner must give the four most important rules in soccer.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read a notice individually.</li> </ul>	Teacher supports learners while they read a notice.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Write down the most important rules of a sport</li> </ul>	Ask learner to write the most important rules they can remember in a sport of their choice.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Take part in revision on: homonyms, abbreviations, degrees of comparison and mind maps.</li> </ul>	Revision on: homonyms, abbreviations, degrees of comparison and mind maps.

WEEK 9 & 10	Formal Assessment	The two weeks allocated for formal assessment should be integrated across the 8 weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
<b>Listening and speaking</b>	<b>20%</b>	Present himself to be elected as a class leader.
<b>Reading and viewing</b>	<b>20%</b>	<b>Reading own invention (Prepared reading)</b>
Writing & Presenting	40%	Written test covering term 1 & 2. Section B: Draw a poster advertising the “Fun-water-day” at school
Language structures and conventions	20%	Written test covering term 1 & 2. Section A: contractions, compound words, conjunctions, possessive pronouns, antonyms, homonyms, abbreviations, degrees of comparison.

### Year 2 Term 3

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes [Refer to Rainbow workbook Gr. 6 Eng. FAL Term 1 – 2 Fourth Edition 2015 for suggestions and examples]
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand and use new vocabulary.</li> <li>Take part in discussion on sport attire.</li> <li>Listen to and follow pointer during shared reading.</li> </ul>	<p>Introduce new vocabulary: regulations, sharply, referee, sighed, grumpiness, perfectly and happily.</p> <p>Have a discussion on the correct attire for soccer.</p> <p>Use shared reading to make the story on p. 2 clear and to allow learners to apply paired reading better.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take part in shared reading to understand the text.</li> </ul>	<p>Use shared reading to make the story on p. 2 clearer.</p> <p>Learner then read above in pairs.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Copy the format of the letter.</li> </ul>	<p>Introduce the format of an informal letter: salutation, address, content containing of introduction, body and conclusion.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Underline more common nouns in the text.</li> </ul>	<p>Introduce common nouns p. 5 e.g. soccer boots, ball, coach, grandmother, whistle, poles etc.</p> <p>Give at least 10 examples</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Retell a story through role play.</li> </ul>	Support learner to retell the story through role play having 3 characters.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read a friend's letter.</li> </ul>	Give a check list to guide learner assessing a friend's letter.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Write a letter</li> <li>Assess a friend's letter using a checklist.</li> </ul>	Provide learner with a word bank to write a letter to the coach and give motivation why he should be included in the trials.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Use common nouns in proper structured sentences.</li> </ul>	Assist learner using common nouns in sentences. Pay attention to sentence structures.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	Follow pointer during shared reading. Take part in short discussion on a poem. Rap a poem in groups used in shared reading and act it out.	Have a short discussion on the poem. Give learner the opportunity to use their creativity when rapping a poem in groups.
		Reading, Viewing & Phonics	Group read the poem and sing it to a rap sound while acting it out.	Use poem (p.12) during shared reading. Divide class in groups. They group read the poem on p.12, and plan how to rap and act it out.
		Writing & Presenting	Write own poem on a specific topic.	Give learner topics they can choose from to write their own poem. Assist learner during writing.
		Language Structure & Conventions	Understand what a proper noun is and give examples.	Introduce proper nouns: Limpopo, Benoni, Sam etc.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion on social media.</li> <li>• Make up own e-mail address.</li> </ul>	<p>Have a discussion on social media (internet, e-mail and e-mail address) using leading questions: Have you ever received and e-mail? Have you sent an e-mail? How does an e-mail address look like?</p> <p>Show learner a few e-mail addresses.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Individually read an e-mail for information.</li> </ul>	Learner must read an e-mail message for information individually.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write a reply to the e-mail.</li> </ul>	Help learner to write a reply to the e-mail. Remembering the address etc.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Write sentences using the proper nouns.</li> </ul>	Give a worksheet to complete the proper nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion on his favourite belonging.</li> <li>• Look at pictures, You tube clips etc. and make own wish list.</li> </ul>	<p>Have a discussion on learner's favourite belongings.</p> <p>Show learners picture, You tube etc. of belongings of wealthy people (cars, homes, jewellery etc.)</p> <p>Learner must make a wish list.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Participate in shared reading and do comprehension questions.</li> </ul>	<p>Apply shared reading on story (p.36).</p> <p>Share read comprehension questions.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write a list.</li> <li>• answers comprehension questions in writing.</li> </ul>	<p>Learner must write a wish list.</p> <p>Give comprehension questions.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Understand and use adverbs correctly.</li> </ul>	<p>Introduce at least 10 adverbs: I walk <b><u>slowly</u></b>. I cried out <b><u>loudly</u></b>.</p>



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion.</li> <li>• Draw a picture</li> <li>• Participate in shared reading.</li> <li>• Take notes.</li> </ul>	<p>Have a discussion on what they think aliens look like what they eat, wear, entertainment and give reasons.</p> <p>Learner must draw a picture of an alien.</p> <p>Make learner aware of rhyme.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read poem individually.</li> </ul>	<p>Use individual reading to help learner with pronunciation.</p> <p>Use shared reading on a poem p. 44.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Work in pairs and write questions and answers.</li> </ul>	<p>Give example of an interview.</p> <p>Learner must work in pairs, write questions and answers to an interview with an alien p. 46.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Write sentences</li> </ul>	<p>Give verbs that learners must use applying adverbs.</p> <p>Make learner aware of rhyme.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Role play interview in pairs.</li> </ul>	Make learner aware of attributes a good speaker should have: talk loud, eye contact, good composure etc.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read individually.</li> <li>• Draw the alien he described.</li> <li>• Evaluate the drawing a friend made on the description he wrote.</li> </ul>	Learner exchange description of alien and read a friends' description individually.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Give a description in writing</li> </ul>	Learner must use the following: size, colour, shape, how it moves to describe an alien.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Able to point out the adjectives in a sentence.</li> </ul>	Introduce adjectives: round greenish face; three wobbly eyes; big green ears; little hands.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion on CV.</li> <li>• Make suggestions on information in a CV.</li> <li>• Understand and use new vocabulary.</li> </ul>	<p>Discussion on how to find a job? What is a CV? (See p. 98 of the DBE workbook.) Why must you have a CV? What information is in it? etc.</p> <p>Introduce new vocabulary: Curriculum Vitae, personal details, hobbies, references, experience and qualifications.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Answer oral questions.</li> </ul>	Ask oral questions.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Fill in the short CV.</li> </ul>	Provide learner with the format of a short CV.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Write sentence adding adjectives to given nouns.</li> </ul>	Provide learner with nouns to which they must add adjectives and use it in a sentence.

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
Listening & Speaking	25%	<b>Speech on Sport attire/</b> Role play poem in pairs.
Reading & Viewing	20%	Read a poem/ Read an email
Writing & Presenting	40%	Write questions and answers to an interview/ Write a friendly letter.
Language structures and Conventions	15%	Common nouns, adverbs, verbs, adjectives

## Year 2 Term 4

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes [Refer to Rainbow workbook Gr. 6 Eng. FAL Term 3 – 4 Second Addition 2013 for suggestions and examples]
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Extract information from a map and discuss that. .</li> <li>• Answer oral questions.</li>   <li>• Understand and use new vocabulary.</li> </ul>	<p>Teacher gives learner a map of South Africa with the names of all the provinces. Ask leading questions on the map. E.g. What country is shown on the map? Which province do you live in? How many provinces are there in South Africa?</p> <p>Introduce new vocabulary on a story. p. 2 and 3 e.g. especially, vast, samosas, carve, extremely.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Shared reading on a story.</li> <li>• Answer oral questions.</li> </ul>	<p>Apply shared reading to a story p. 2 and 3.</p> <p>Ask oral questions based on the story.</p>
		Writing &Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Complete a mind map.</li> </ul>	<p>Give learner a mind map with certain pictures of South Africa. They must complete the mind map by filling in the words missing.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Identify and understand collective nouns.</li> </ul>	<p>Introduce and give learner sentences containing collective nouns.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Present short passage on the information and attractions of the province they live in orally.</li> </ul>	Give learner information on the province he lives in. They must write a short passage on the information and attractions and come and present it to the class.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading</li> <li>• Read the information text individually..</li> <li>• Read a friend's paragraph individually.</li> </ul>	Apply shared reading on the provinces they lives in. Learner reads information individually when writing a paragraph.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Design a mind map.</li> <li>• Write a paragraph.</li> </ul>	Write a paragraph on the information and attractions of the province he lives in.  Learner must use their own informational text to design a mind map.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Complete exercise on collective nouns.</li> </ul>	Give learner an exercise containing 5 collective nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Name the important properties of an advertisement.</li> <li>Identify different properties on different advertisements</li> <li>Understand and use new vocabulary.</li> </ul>	<p>Revise the important properties of an advertisement by asking oral questions.</p> <p>Teacher and learners bring different advertisements to class. Hand it out to the class. Ask oral questions on the advertisements.</p> <p>Introduce new vocabulary.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read an advertisement individually.</li> </ul>	Provide learner with an advertisement p. 14.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Formulate questions for clarity based on an advertisement.</li> </ul>	Learner must write 5 questions of clarity on the advertisement down.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Identify and use the gender form of nouns.</li> </ul>	Introduce and give learner 10 examples of the gender form of nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Give a recount .</li> <li>• Understand and use new vocabulary.</li> </ul>	<p>Learner must tell class of a holiday.</p> <p>Introduce new vocabulary. E.g. surprised, different etc.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading on a letter.</li> <li>• Read letter individually.</li> </ul>	<p>Shared reading: a letter p. 9.</p> <p>Individual reading: a letter p. 9.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> </ul>	<p>Compile own holiday schedule of different activities and time.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Complete exercise on gender form of nouns.</li> </ul>	<p>Give learner an exercise with 10 gender forms of nouns.</p>



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Discuss an email</li> <li>• Identify the importance of an email.</li> <li>• Understand and use new vocabulary.</li> </ul>	<p>Ask leading questions on a postcard. E.g. What does an email look like? Why do you send someone an email?</p> <p>Ask oral question to bring the important properties of an email to learner attention.</p> <p>Introduce new vocabulary.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read a postcard or an email in a group.</li> </ul>	Group reading a postcard or an email p.24.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Identify and correct mistakes on an email.</li> </ul>	Learner must underline the mistakes on the email and re-write the email correct.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Apply and revise alphabetical order.</li> </ul>	Give learner 10 words to put in alphabetical order.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Discuss endangered animals.</li> <li>• Identify endangered animals.</li> <li>• Understand and use new vocabulary.</li> </ul>	<p>Discuss endangered animals. Ask leading questions. E.g. what does the word endangered mean? Name animals that you know are endangered. Why are these animals endangered?</p> <p>Provide learner with pictures of endangered animals. Let them answer questions orally. E.g. did you ever see one of these animals? What interesting fact do you know of this animal?</p> <p>Introduce new vocabulary. E.g. disappearing, rare, territory, dung, charge.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading on an informational text.</li> </ul>	Shared reading: an informational text on the African rhino p. 37.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Answer comprehension questions.</li> </ul>	Give learner 10 questions based on the informational text p. 38.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Revise and complete activity on plurals.</li> </ul>	Learner must complete the plurals of 10 words after doing revision on plurals.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes, internet.
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Recalls important facts.</li> </ul>	Let learner name 5 interesting facts of the rhino.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read a poem in pairs.</li> </ul>	Paired reading on a poem p. 40.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Complete a mind map.</li> </ul>	Give learner a mind map based on the rhino. They must fill in the interesting facts of the rhino. p. 41.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Revise conjunctions and complete activity on it.</li> </ul>	Revise conjunctions. Give learner 10 sentences to combine using conjunctions.

WEEK 8 - 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
<b>Listening and Speaking</b>	<b>35%</b>	<b>Speech about any interesting attractions in your environment/ Recount a holiday.</b>
Reading & Viewing	40%	Read an informational text/ Read poem.
Writing and Presenting  Language structures and conventions	25%	Written exam covering term 3 & 4.  Section A: common noun, proper noun, collective noun, adverbs, adjectives, gender form of nouns, alphabetical order, plurals, conjunctions, alphabetical order.  Section B: Comprehension test using an advertisement.

**YEAR 3 TERM 1**

WEEK	DATE	TOPIC	<p><b>CONTENT</b></p> <p>The learner is able to:</p>	<p>Techniques, activities, resources and process notes</p> <p>See Annexure 2</p>
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Understand and use new vocabulary.</li> <li>• Take part in discussion on what communication is.</li> <li>• Answer questions on “sender” and “receiver” and what happened in a “telephone conversation”.</li> <li>• Use different facial expressions to contradict a message and influence the receiver.</li> <li>• Give own opinion.</li> </ul>	<p>Introduce new vocabulary: sender, receiver, decode and respond.</p> <p>Have a discussion on “What is communication”.</p> <p>Using leading questions make learners aware that communication is a two way process. Sender – person communicating. Receiver – person receiving information.</p> <p>Receiver must decode message before he can understand and respond.</p> <p>Play the “telephone game” (Activity 1). A certain message is whispered from one learner to another (the whole class participates). The last learner says the message he received out loud. Repeat using different messages as well as facial expressions that contradict the message e.g. with a happy face say: “Mr Bones is dead”.</p>

	Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading on what communication is and what the three parts involved in communication are.</li> <li>• Apply shared- and individual reading</li> </ul>	<p>Use shared reading on no. 1 “What is communication” and to interpret the diagram of the 3 parts involved in communication above 1.1 in Annexure 2.</p> <p>Apply shared reading on activity 1 and 2.</p> <p>Learners read activity 1 and 2 individually.</p>
	Writing &Presenting	<ul style="list-style-type: none"> <li>• Builds vocabulary.</li> <li>• Write a telephone policy etiquette for a company. (Telephone answering standard)</li> </ul>	<p>Learner must add new vocabulary to personal dictionary.</p> <p>Learners individually read and write to complete activity 1 &amp; 2 “Communicate verbally: telephone” and “What is communication?”</p>
	Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Understand and demonstrate the use of the demonstrative pronouns.</li> </ul>	<p>Explain and demonstrate the “demonstrative pronouns” in singular form to learners.</p> <p>Singular: “this” – when it is near</p> <p>“that” – when it is far</p> <p>e.g. <b>This</b> is my shoes.</p> <p><b>That</b> car across the road is red.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion and demonstration on body language.</li> <li>• Demonstrate understanding of the influence of body language during communication.</li> <li>• Demonstrate and mime positive and negative body language.</li> <li>•</li> </ul>	<p>Introduce new vocabulary: excessive nodding.</p> <p>Have a discussion on body language and how it influences what is being said. Demonstrate examples, e.g. “I am sorry” with rolling eyes while walking away. “I am sorry” while looking the person in the eyes.</p> <p>Divide learners into pairs and give each pair something to say. The one revealing positive body language and the other negative.</p> <p>How did it make the learner feel?</p> <p>Some learners must mime the same idea but the one with positive- and the other with negative-body language. What was the message the observer received from the body language, not being able to hear what was said?</p> <ul style="list-style-type: none"> <li>• Communication consists of three parts:</li> <li>• Words: 7%</li> <li>• Tone of voice: 38%</li> <li>• Body Language: 55%</li> </ul>

	Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Learner reads individually.</li> </ul>	<p>Google the 10 worst body language mistakes made in interviews (pointing, crossed arms, excessive nodding etc.).</p> <p><a href="https://www.linkedin.com/pulse/10-worst-body-language-mistakes-you-can-make-job-interview-burch?trk=pulse-det-nav_art">https://www.linkedin.com/pulse/10-worst-body-language-mistakes-you-can-make-job-interview-burch?trk=pulse-det-nav_art</a></p> <p>Learner must read text, view the photos and list 8 body language mistakes in an interview.</p>
	Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Make a list.</li> </ul>	<p>Learner must add new vocabulary to personal dictionary.</p> <p>List 8 body language mistakes made in an interview.</p>
	Language Structure & Conventions	<ul style="list-style-type: none"> <li>Understand and demonstrate the use of the demonstrative pronouns in plural form.</li> </ul>	<p>Explain and demonstrate the “demonstrative pronouns” in plural form to learners.</p> <p>Plural: “these” – when it is near</p> <p>“those” – when it is far.</p>



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Make a list.</li> </ul>	Learner must add new vocabulary to personal dictionary. List 8 body language mistakes made in an interview.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Apply shared reading on an information text.</li> </ul>	Google "What does body language mean?" choose e.g. "25 examples of body language – <a href="http://listverse.com/2007/11/08/25-examples-of-body-language/">listverse.com/2007/11/08/25-examples-of-body-language/</a> Apply shared reading on the text.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Interpret body language.</li> <li>• Match body language and meaning.</li> </ul>	Give the learner a tick list to use during peer assessment on demonstrations of different interview body languages (parent- adult-child style). Give learner a column to match the body language to the correct meaning.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Understand demonstrative pronouns in singular and plural form.</li> </ul>	Give a worksheet on the demonstrative pronouns in both singular and plural form.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Understand and use new vocabulary.</li> <li>• Discuss the three communication styles and apply to own life.</li> <li>•</li> <li>• Apply body language.</li> </ul>	<p>Introduce new vocabulary: approach, exchange, communication styles, logic and context.</p> <p>Have a discussion on the three styles of communication (transacting as a parent, adult or child), using the text.</p> <p>Give several examples and let learner add to the examples from their own lives.</p> <p>Motivate learner to use body language during these examples.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Apply shared reading on three communication styles.</li> </ul>	Learner must share read text on no. 2 Transactional analysis, paying attention to 2.1 to 2.3 in Annexure 2.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Match the characteristics of the 3 communication styles.</li> </ul>	<p>Teacher provides different characteristics of the three communication styles. Learners must match the different communication styles with the words.</p> <p>e.g. reason - adult style</p> <p>playful - child style</p> <p>condemn - parent style</p>

	Language Structure & Conventions	<ul style="list-style-type: none"><li>• Understand and use the definite article and indefinite article.</li></ul>	Explain the use of the definite article “ <b>the</b> ” and the indefinite article “a / an”.  Give examples of the definite and indefinite article and let learner answer orally.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of communication styles and their effectiveness in specific scenarios.</li> <li>• Understand the difference between definite and indefinite article in speech.</li> </ul>	<p>Divide class into three groups.</p> <p>Give each group a specific communication style to defend.</p> <p>Each group must try to convince the other two groups why their communication style is the most effective.</p> <p>Give three different scenarios to which each group gets a chance to promote their communication style.</p>
		Reading, Viewing & Phonics	<p>Can apply alternative styles of communication.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Learner must read the <b>Conclusion</b> to Annexure 2 and give their own opinion on it.</p> <p>Share read activity 4 on Communication Styles.</p> <p>Alternative styles of communication:.</p> <ul style="list-style-type: none"> <li>• Non-assertive</li> <li>• Assertive</li> <li>• Aggressive</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write short sentences.</li> <li>• Correctly use the definite and indefinite article in writing.</li> </ul>	<p>Learner is given the opportunity to complete sentences.</p> <p>Provide sentences that the learner should complete using the definite and indefinite article.</p>

		Language Structure & Conventions	<ul style="list-style-type: none"><li>• Understand the use of the definite and indefinite article.</li></ul>	Write down simple sentences using the definite and indefinite article.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand and use new vocabulary.</li> <li>Use polite forms for greetings in formal and informal situations.</li> </ul>	<p>Introduce new vocabulary: formal, and informal.</p> <p>Divide class into two groups.</p> <p>Help learner to mime greetings on the two different levels of communication. (Informal, formal)</p> <p>In a group, mime greeting on the three different levels of communication.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Use shared reading to obtain information.</li> </ul>	Learner must share reading using text on levels of communication.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Use polite forms for greetings in formal and informal situations.</li> </ul>	<p>Give learner a worksheet with the two levels of communication.</p> <p>Leave open lines to write two sentences. Learner must indicate the type of language they will use in each level.</p> <p>Write one sentence saying hello and one sentence saying good-bye under each level of communication</p>
		Language Structure & Conventions	Understand when to use <b>because</b> and <b>but</b> when joining sentences.	Explain that joining sentences with <b>because</b> gives a reason for what is said. Joining sentences with <b>but</b> shows contrast.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand vocabulary in context.</li> <li>Recognise and give examples of everyday situations where HOAD must be implemented.</li> </ul>	<p>Introduce new vocabulary: tempered, diplomacy, rude and hurtful.</p> <p>Give examples in everyday communication being <b>Honest, Open, Appropriate</b> and <b>Direct (HOAD)</b>.</p> <p>Give learners scenarios where they must apply HOAD.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Apply close reading of texts to obtain information.</li> <li>Demonstrate independent reading.</li> </ul>	<p>Follow the shared reading process with: “Choose your own style” and “Mistakes one can make” in Annexure 2.</p> <p>Give learner the opportunity to identify the 4 things to keep in mind when choosing his or her own style.</p> <p>Apply individual reading to activity 5 in Annexure 2.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Demonstrate independent reading for information</li> </ul>	<p>Identify 4 things to keep in mind when choosing own style and give an example of each.</p>
		Language Structure & Conventions	Join sentences using: <b>because</b> and <b>but</b> .	<p>Give sample sentences to join with <b>because</b> and <b>but</b>. Learner does it orally.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen attentively to speech being read.</li> </ul>	<p>Use an activity where a person is giving a speech to the learners about smoking. Read it to the class in a Child communication style.</p> <p>Learner must listen attentively.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Recall specific details and reflect on values and messages.</li> </ul>	Provide a worksheet and let learners read the text. Allow for questions about the text
		Writing & Presenting	<ul style="list-style-type: none"> <li>Answer questions on how the speaker made the learner feel.</li> </ul>	Read questions to learners and give them time to write down the answers.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Join sentences in writing using <b>because</b> and <b>but</b>.</li> </ul>	Give sentences to join using <b>because</b> and <b>but</b> .



WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b>Assessment activities</b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
<b>Listening and speaking</b>	<b>25%</b>	<b>Telephone etiquette: Have a telephone conversation between a customer and a company.</b>
<b>Reading and viewing</b>	<b>25%</b>	<b>Comprehension on communication</b>
Writing & Presenting	25%	Match body language to the meaning of it: Child-, adult-, and parent style Three parts of communication: words, tone of voice, body language. Assertive, non-assertive and aggressive style.
Language structures and conventions	25%	Conjunctions: but and because, Demonstrative pronouns (singular and plural), definite and indefinite form.

**YEAR 3 TERM 2**

WEEK	DATE	TOPIC	<b>CONTENT</b>  The learner is able to:	Techniques, activities, resources and process notes  See Annexure 3
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Understand and use new vocabulary in context.</li>   <li>• Describe an object and form own opinion on perspective.</li> <li>• Understand that listening is the most important communication skill.</li> </ul>	Introduce new vocabulary: “fundamental”, “obstacle”, “frequent”.  Invite two learners to look at an object – one, from the front, and the other, from the back – and have them describe the object. The descriptions will differ. Why? Different perspectives.  Take part in discussion on description of objects and the clip on “different perspectives”.  Repeat the exercise twice using different objects.  Show learners a YouTube clip on “different perspectives”. <a href="http://www.quora.com/.../Attributes-of-People/Perspective">www.quora.com › ... › Attributes of People › Perspective</a>  Have a discussion on it using leading questions.  <ul style="list-style-type: none"> <li>• Learner must know that he must learn to understand another person’s perspective even though he or she does not agree with it.</li> </ul>

	Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Use pre-reading, reading and post-reading strategies.</li> </ul>	<p>Learners must focus on:</p> <ul style="list-style-type: none"> <li>• General discussion on characters</li> <li>• Conflict</li> <li>• Background</li> <li>• Theme</li> </ul>
	Writing & Presenting	Compile a mind map on a characterisation in a short story.	Learners must summarise five main ideas regarding the character.
	Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Pronouns.</li> </ul>	Learners must be able to identify personal and relative pronouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Give a prepared speech.</li> </ul>	<p>Learners must be able to:</p> <ul style="list-style-type: none"> <li>Choose appropriate topic</li> <li>Organise information coherently</li> <li>Identify correct vocabulary and language structures</li> <li>Prepare effective introduction and ending</li> <li>Practise and present</li> </ul>
		Reading, Viewing & Phonics	Read/view a visual text for comprehension.	<p>Shared reading on obstacle 3 &amp; 4 as well as text on cultural obstacles.</p> <p>Take part in shared reading on activity 8 in Annexure 3.</p> <p>Individual reading on cultural obstacles.</p> <p>Learners must focus on:</p> <ul style="list-style-type: none"> <li>Skimming and scanning</li> <li>Intensive reading</li> <li>Inferring meaning of unfamiliar words</li> <li>Making notes</li> <li>Drawing a conclusion</li> </ul>

	Writing & Presenting	<ul style="list-style-type: none"> <li>• Write a speech – transactional text (information text).</li> <li>• Decide on style and format</li> <li>• Use appropriate language.</li> </ul>	<p>Focus on process writing:</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Drafting</li> <li>• Revision</li> <li>• Editing</li> <li>• Proofreading</li> </ul>
	Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Adjectives.</li> </ul>	List adjectives used in the writing of the speech or transactional text.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	Give directions.	Learners must give directions – for example, how to get from the tuckshop to their classes.
		Reading, Viewing & Phonics	Read maps.	Teacher provides map to learners. Learners have to interpret map.
		Writing & Presenting	Interpret a map according to instructions.	Teacher provides map for learners to use to determine direction – e.g. How to get from one place to another.
		Language Structure & Conventions	Prepositions.	Learners have to be able to use prepositions in connection with directions:  E.g. The shop is across the street.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	Listen and understand.	See activity 9 in Annexure 3  Learners must: <ul style="list-style-type: none"> <li>• Practise the listening process</li> <li>• Take notes</li> <li>• Answer questions</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read a transactional text.</li> </ul>	See activity 9 & 10 in Annexure 3.  The following reading process must be followed: <ul style="list-style-type: none"> <li>• Pre-reading (Introduce text)</li> <li>• Reading ( features of text)</li> <li>• Post-reading (answer questions, compare, contrast, evaluate)</li> </ul> Read a text on the importance of a questionnaire and how to fill it in: <ul style="list-style-type: none"> <li>• Information required</li> <li>• Language use</li> <li>• Signature</li> </ul>

		Writing & Presenting	Transactional texts such as questionnaires or forms to be filled in.	Learners fill in a model questionnaire. They – <ul style="list-style-type: none"> <li>• follow instructions</li> <li>• provide correct information to the prompt</li> <li>• use appropriate language</li> <li>• Focus on process writing.</li> </ul>
		Language Structure & Conventions	Understand the use of prefixes. Identify and colour the stem and prefix of a word.	Introduce the use of prefixes to make new words. Colour the stem green and the prefix red. Give words and learners must identify stem and prefix e.g. uncomfortable, misbehave, disappoint etc.



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	Listen with comprehension: Interview	Learners should listen to an interview read by the teacher. Learners should focus on style, register and vocabulary.
		Reading, Viewing & Phonics	Read with comprehension: Interview	Learners should focus on: <ul style="list-style-type: none"> <li>• Making predictions</li> <li>• Skimming and scanning</li> <li>• Intensive reading</li> <li>• Inferring the meaning of unfamiliar words by word attack practices</li> <li>• View point of role players</li> <li>• Implied meaning</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Write an interview.</li> </ul>	Learners should focus on: <ul style="list-style-type: none"> <li>• Correct format and features</li> <li>• Organise content (Mind map)</li> <li>• Main and supporting ideas</li> <li>• Conjunctions for cohesion</li> <li>• Language conventions</li> <li>• Focus on process writing.</li> </ul>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Use adverbs.</li> </ul>	Learners should be able to know adverbs of place and frequency.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	_____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand and use new vocabulary in context.</li> <li>Take part in a discussion.</li> <li>Work in a group and act out body language.</li> <li></li> </ul>	<p>Introduce new vocabulary: “necessary”, “passive”, “active”.</p> <p>Have a discussion on listening and hearing. Ask learner his opinion: “do most learners hear or listen?”</p> <p>Divide class into two groups. One group stands in front of the class and the learners must act out the body language of a person who is hearing. Learners select the best person acting it out. The other group does the same but acts out a person who is listening.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take part in shared reading: information text.</li> <li>Individual reading for answers to questions.</li> </ul>	<p>Apply shared reading on the difference between listening and hearing.</p> <p>Learners read individually for answers to questions.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Answer questions on a text.</li> </ul>	<p>Give the learners questions on read text.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Understand the use of suffixes.</li> </ul>	<p>Introduce the use of suffixes to make new words.</p> <p>Colour the stem green and the suffix blue. Give words and learners must identify stem and suffix e.g. dangerous, careful, harmless etc.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Listening comprehension: (non-fictional text, e.g. article in a newspaper or magazine)</li> </ul>	<p>Teacher reads a text from the TRF.</p> <ul style="list-style-type: none"> <li>Listen for comprehension</li> <li>Take notes</li> <li>Answer questions</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read article in magazine or newspaper.</li> </ul>	<p>Reading strategies for comprehension:</p> <ul style="list-style-type: none"> <li>Purpose and target group</li> <li>Making inferences</li> <li>Give own opinion</li> <li>Distinguish between fact and opinion</li> <li>Direct and implied meaning</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Write a review of a magazine or newspaper article.</li> </ul>	<p>Learners should focus on:</p> <ul style="list-style-type: none"> <li>Structure of the text</li> <li>Diction</li> <li>Register</li> <li>Audience</li> <li>Tone</li> </ul>

		Language Structure & Conventions	Work in a group to make new words using suffixes and prefixes and write them.	Learner work in a group. Give words to learner and a word bank of prefixes and suffixes. They must now add the prefix and suffix to the stem to make new words. All learners in the group write the new word on rough work paper. The group with the most words is the winner.
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion and express own opinion.</li> <li>• Listen to shared reading.</li> <li>•</li> </ul>	<p>Have a discussion on ways that will encourage the other person to talk. Learners express own opinions. Work with a friend, have a conversation and motivate each other to give more information. Talk about open and closed questions.</p> <p>Learners work in pairs and are given a specific topic. They must have a conversation using open questions to encourage each other to give more information.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read a poem.</li> </ul>	<p>Learners must focus on:</p> <ul style="list-style-type: none"> <li>• Key features of poem</li> <li>• internal structure of a poem, figures of speech, rhyme</li> <li>• External structure of a poem, lines, words, stanzas</li> <li>• Typography</li> <li>• Figurative meaning</li> <li>• Theme</li> <li>• Message</li> </ul>

		Writing & Presenting	<ul style="list-style-type: none"> <li>• Answer questions on poem.</li> </ul>	Teacher provides questions on various levels of understanding, which the learners must answer.
		Language Structure & Conventions	<p>Reinforcement of language structures covered in previous weeks.</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Learners complete worksheet on language covered in previous weeks.</p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Adjectives</li> <li>• Prepositions</li> <li>• Prefixes</li> <li>• Suffixes</li> </ul>

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b>Assessment activities</b>		
<b>SKILLS</b>		<b>ACTIVITIES</b>
Listening & Speaking	30%	Listening comprehension test.
Reading and viewing	30%	Reading of magazine/newspaper article
Writing & Presenting and language structures and conventions.	40%	Filling in of questionnaires or forms. Written test covering term 1 & 2. Demonstrative pronoun, demonstrative pronoun in plural form, definite and indefinite article, join sentences, prefixes, suffixes, adjectives, prepositions, conjunctions, adverbs.

### YEAR 3 TERM 3

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
			The learner is able to:	
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand and use new vocabulary.</li> <li>Discuss various transactional texts.</li> </ul>	Teacher explains communicative value of written texts, e.g. letters, emails, and introduces the format of an informal letter: salutation, address, and content, consisting of introduction, body and conclusion.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take part in shared reading to understand a text.</li> </ul>	Use shared reading to understand a letter or email.  Learners then read the above in pairs.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Copy the format of the letter.</li> </ul>	Each learner to write the main body of the letter in his own words, following the writing process.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Underline common nouns in the text.</li> </ul>	Teacher introduces common nouns.  Learners must give at least 10 examples from the letter or email.



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Retell a story through role play.</li> </ul>	Support learner to use role play to retell a story containing three characters.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read a friend's letter.</li> </ul>	Give a check list to guide learner assessing a friend's letter.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Write a letter.</li> </ul>	Provide the learners with a word bank to write a letter to the coach and motivate why he or she should be included in the trials.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Use common nouns in properly structured sentences.</li> </ul>	Assist learner in using common nouns in sentences. Pay attention to sentence structure.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Follow pointer during shared reading.</li> <li>Take part in short discussion on a poem.</li> <li>Act out a poem.</li> </ul>	<p>Have a short discussion on the poem.</p> <p>Give learners the opportunity to use their creativity. Divide them into groups and let them rap the poem used in shared reading.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read, sing and act out a poem.</li> </ul>	<p>Use a poem during shared reading.</p> <p>Divide class into groups. The groups read the poem and plan how to rap it and act it out.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Write own poem on a specific topic.</li> </ul>	<p>Give learners topics they can choose from to write their own poem.</p> <p>Assist learners during writing.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Determine what a proper noun is.</li> </ul>	<p>Introduce proper nouns (Limpopo, Benoni, Sam, etc.) and have learner give examples.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion on social media.</li> <li>• Make up own email address.</li> </ul>	<p>Have a discussion on social media (internet, email and email address) using leading questions: Have you ever received and email? Have you sent an email? What does an email address look like?</p> <p>Show learners a few email addresses.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read a transactional text, e.g. email.</li> </ul>	Learners must individually read an email for information.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Respond to text.</li> </ul>	Help learners to write a reply to email, remembering the address, etc.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Write sentences using proper nouns.</li> </ul>	Give learners a worksheet on which to complete the proper nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Take part in discussion.</li> </ul>	<p>Have a discussion on learners' favourite belongings.</p> <p>Show learners pictures, YouTube videos, etc., of belongings of wealthy people (cars, homes, jewellery etc.) and have learners make a wish list.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Shared reading on story and comprehension questions.</li> </ul>	Apply shared reading on story Share read comprehension questions.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Make a list.</li> <li>Write answers to comprehension.</li> </ul>	<p>Learner must write a wish list.</p> <p>Give the learners comprehension questions to answer.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Use adverbs in context.</li> </ul>	Introduce at least 10 adverbs: I walk <b>slowly</b> . I cried out <b>loudly</b> .

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion on an unusual topic.</li> <li>• Draw a picture of the topic under discussion.</li> </ul>	<p>Have a discussion on what the learners think aliens look like (e.g., what they eat, wear, and do for entertainment) and have the learners give reasons for their ideas.</p> <p>Learners must draw a picture of an alien.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read a poem individually.</li> </ul>	<p>Use individual reading to help learner with pronunciation.</p> <p>Home in on rhyme and rhythm.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write an interview.</li> </ul>	<p>Give the learners an example of an interview.</p> <p>Learners, working in pairs, must write questions and answers to an interview with an alien.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Write sentences using adverbs to the verbs provided.</li> </ul>	<p>Give verbs that learners must use applying adverbs.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Role play interview in pairs.</li> </ul>	Make learner aware of attributes a good speaker should have: speak audibly, make eye contact, maintain good composure, etc.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Individually read a text.</li> </ul>	<p>Pairs of learners read each other's descriptions of an alien, and each draws the alien that the other described.</p> <p>Each learner evaluates the drawing that the friend made of the alien described.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write a description of something or someone.</li> </ul>	Learner must use the following to describe an alien: size, colour, shape, how it moves.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Identify adjectives in context.</li> </ul>	Introduce adjectives: round, greenish face; three wobbly eyes; big green ears; little hands.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in a discussion on an employment-related issue.</li> <li>• Understand and use new vocabulary.</li> </ul>	<p>Discussion on how to find a job. What is a CV? Why must you have a CV? What information should it contain? etc.</p> <p>Introduce new vocabulary: “curriculum vitae“, “personal details”, “hobbies”, “references”, “experience” and “qualifications”.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Respond to straightforward questions.</li> </ul>	Teacher asks relevant questions.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Fill in a form.</li> </ul>	Provide learners with the format of a short CV.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Write sentence, adding adjectives to given nouns.</li> </ul>	Provide learners with nouns to which they must add adjectives and which they must then use in a sentence.

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
Listening & Speaking	25%	<b>Speech on Sport attire/</b> Role play poem in pairs.
Reading & Viewing	20%	Read a poem/ Read an email
Writing & Presenting	40%	Write questions and answers to an interview/ Write a friendly letter.
Language structures and Conventions	15%	Common nouns, adverbs, verbs, adjectives



## YEAR 3 TERM 4

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
			The learner is able to:	
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Hold a conversation or take part in a discussion based on a newspaper/magazine article.</li> </ul>	Learners must be able to: <ul style="list-style-type: none"> <li>Indicate roles</li> <li>Take turns to speak</li> <li>Explain view points</li> <li>Use appropriate language, style and register</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read a newspaper/magazine article.</li> </ul>	Learners must focus on: <ul style="list-style-type: none"> <li>Format</li> <li>Language use</li> <li>Text features</li> <li>Sequencing</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Write a newspaper/magazine article.(To be completed in week two)</li> </ul>	The article should not exceed 10 lines.  Learners must focus on the writing process: <ul style="list-style-type: none"> <li>Planning</li> <li>Drafting</li> <li>Revision</li> <li>Editing</li> </ul>

				<ul style="list-style-type: none"> <li>• Proof-reading and presenting</li> </ul> <p>Attention must also be paid to:</p> <ul style="list-style-type: none"> <li>• Correct format</li> <li>• Purpose</li> <li>• Main and supporting ideas</li> <li>• Logical order of sentences</li> </ul>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Change sentences to the negative.</li> </ul>	<p>Give examples of how to change sentences to the negative, e.g. Jane is ill, the cat is eating its food, they are riding on the tractor (use present, and present continuous tense). Learner gets a chance to give an example.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen and comprehend.</li> </ul>	Learners should be able to listen to a text being read and to – <ul style="list-style-type: none"> <li>identify main and supporting ideas;</li> <li>write notes;</li> <li>answer questions.</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read or view a text for information.</li> </ul>	Learners must focus on: <ul style="list-style-type: none"> <li>Intensive reading</li> <li>Making inferences</li> <li>Predicting</li> <li>Meaning of words</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Write a short newspaper/magazine article (continued from week 1).</li> </ul>	Learners complete transactional text.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Form and use diminutives.</li> </ul>	Learners complete exercise on diminutives.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Apply Skimming and Scanning as a method of reading.</li> <li>Take part in a discussion.</li> </ul>	Have discussion on Skimming and Scanning as a method of reading. Ask leading questions, such as: In the reading process, where does Skimming and Scanning fit in?
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Follow the reading process and apply Skimming and Scanning as a method of reading.</li> </ul>	<p>Apply shared reading using information on Skimming and Scanning as a method of reading.</p> <p>Share read appropriate text applying Skimming and Scanning.</p> <p>Learner must apply individual reading when completing given activity.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Write a transactional text such as a diary entry. (To be completed in week 4.)</li> </ul>	<p>Learners should focus on:</p> <ul style="list-style-type: none"> <li>Correct format</li> <li>Purpose</li> <li>Main and supporting ideas</li> <li>Logical order of sentences</li> <li>Using sentences in the negative</li> </ul>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Use punctuation, spelling and the negative form correctly.</li> </ul>	<p>Revise punctuation and spelling.</p> <p>Give learners a worksheet on which they have to change sentences (past and past continuous tense) to the negative.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Answer oral questions on Study Reading.</li> <li>• Explain the difference between study reading and speed reading.</li> </ul>	<p>Use dictionary to look up: essence.</p> <p>Ask oral questions on Study Reading information to ensure learner understands. (See activity 1 in Annexure 5 on reading.)</p> <p>Have a discussion on the difference between study reading and speed reading. Use leading questions: think of the time it takes you to read, the amount of information you have after reading etc.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading.</li> <li>• Read individually by applying study reading method.</li> </ul>	<p>Apply shared reading (read the section “Study Reading” in Annexure 5).</p> <p>Learner must read any text individually, applying study reading.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Complete a diary entry (continued from week 3).</li> </ul>	<p>Learners have to complete diary entry started in week 3.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Reinforcement of language covered in previous weeks</li> </ul>	<p>Give learners a worksheet on which they have to change sentences (future and future continuous tense) to the negative.</p> <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Punctuation</li> <li>• Negative</li> <li>• Diminutives</li> </ul>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen to a short drama read aloud.</li> </ul>	<p>Listen to a drama read aloud:</p> <ul style="list-style-type: none"> <li>learners take turns when reading different characters</li> <li>appropriate reading skills are pointed out to learners</li> <li>learners read with understanding, using punctuation correctly</li> <li>learners pay attention to the opening and closing of the text when reading.</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read a literary text such as a short drama/play.</li> </ul>	<p>Reading process:</p> <ul style="list-style-type: none"> <li>pre-reading (introduce text)</li> <li>reading (features of text)</li> <li>post-reading (answer questions)</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Build vocabulary.</li> <li>Write own drama/play in the form of a dialogue.</li> </ul>	<p>Learners should focus on:</p> <ul style="list-style-type: none"> <li>correct format</li> <li>logical order of sentences</li> <li>purpose</li> <li>stereotypes</li> <li>use of conjunctions to ensure cohesion</li> </ul>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Complete sentences using personal pronouns.</li> </ul>	<p>Revise use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, us, them. Give sentences that the learners must complete.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Do dictionary work.</li> <li>• Take part in discussions.</li> <li>• Evaluate printed material.</li> </ul>	<p>Look up the Afrikaans meaning of: patriotism, vital, glance and cluttered. Explain to learners that not all words are found in the Afrikaans–English dictionary and that, when a word cannot be found in that dictionary, it has to be looked up in a descriptive English dictionary.</p> <p>Google “war posters” and show them to the learners when having a discussion on posters. Examples of newspaper posters on lamp posts can also be found on the internet. Physical examples of these posters can also be used.</p> <p>Give examples of poorly made posters. The learner must identify mistakes and give ideas on how to rectify them. This will make the learners aware of the characteristics of a good poster and of the importance of properly made posters.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Use various kinds of dictionaries.</li> <li>• Do shared reading.</li> </ul>	<p>Learner must apply individual reading to find the new vocabulary in the two different dictionaries.</p> <p>Do shared reading on information on Posters.</p>

		Writing & Presenting	<ul style="list-style-type: none"> <li>Design and make a poster.</li> </ul>	Assist learner while he is making a poster on a given topic.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Use possessive pronouns.</li> </ul>	<p>Revise the use of possessive pronouns e.g. mine, yours, his, hers, ours, theirs.</p> <p>Provide sentences that the learners must complete.</p>



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Prepare a speech.</li> </ul>	Learners must prepare speech/interview/conversation for marks.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Build vocabulary and use the newly learnt vocabulary when reading individually.</li> <li>• Do prepared reading.</li> </ul>	Learners must prepare reading passage from a drama/play they have worked on before.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write new vocabulary in personal dictionary.</li> </ul>	Learners complete all outstanding written work.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Use reflexive pronouns.</li> </ul>	<p>Revise the use of reflexive pronouns such as myself, yourself etc.</p> <p>Learners must complete sentences using the reflexive pronouns.</p>

WEEK 8 - 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
Listening & Speaking	25%	Prepared speech/interview/conversation/magazine-, newspaper article.
Reading and viewing	25%	Prepared reading: drama/play
Writing & Presenting	25%	Design and make a poster on one of the given topics.
Language structures and conventions	25%	Spelling, change to negative, personal pronoun, possessive pronoun, reflexive pronoun, diminutives.

**YEAR 4 TERM 1**

WEEK	DATE	TOPIC	<b>CONTENT</b>  The learner is able to:	Techniques, activities, resources and process notes
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion and answer questions.</li> <li>• Make a summary.</li> </ul>	<p>Ask leading questions to refresh learners' memory on Reading e.g. why is it important to read? Explain study reading, skimming &amp; scanning and study reading.</p> <p>Explain that making a summary goes hand in hand with study reading. After reading the information, explain the steps of making a summary in detail. Repeat it and ask learners what the next step is or what the previous step was. Repetition will ensure that learners grasp the steps.</p> <p>Use any short text to demonstrate how a summary is made in 8 steps.</p> <ol style="list-style-type: none"> <li>1. Read through the passage</li> <li>2. Underline or highlight the essence of the passage</li> <li>3. Give your summary a descriptive title</li> <li>4. Use your own words to express the essence</li> <li>5. Edit: What can you safely cut out</li> <li>6. Do not add to, or alter the information given</li> <li>7. Avoid repetition</li> <li>8. Include important sketches</li> </ol>

	Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Make a summary.</li> </ul>	<p>Apply shared reading on information of the summary.</p> <p>Use the short text and apply shared reading while demonstrating how to make a summary.</p>
	Writing & Presenting	<ul style="list-style-type: none"> <li>• Make a summary.</li> </ul>	<p>Underline the important words and phrases in the text. Write the summary on the blackboard as you continue. It will be easier for the learner if the text is displayed on the multimedia projector and underlined. The learner will find it easier to follow with the example that is done on the projector.</p>
	Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Use adjectives correctly.</li> </ul>	<p>Revise use of adjectives before nouns e.g. The <u>small</u> dog.</p> <p>Write 5 sentences using 2 adjectives in each sentence and underline the adjectives.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in discussion and answer questions.</li> <li>• Apply the 8 steps of the summary on the given text while the teacher assists.</li> </ul>	<p>Ask leading questions on summary. Ask learners to name the steps that they can remember. Guide the learners recollect the 8 steps in the correct order.</p> <p>After reading the new text, ask leading questions on the 8 steps. Learners should give the steps and explain exactly what to do. All the learners apply the 8 steps together, while the teacher assists them.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading.</li> </ul>	Apply shared reading to a specific text.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write a summary with the help of the teacher.</li> </ul>	Help learner to write a summary according to the 8 steps.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Use adjectives correctly.</li> </ul>	<p>Use different types of adjectives, including those relating to age e.g. old, young; temperature e.g. hot, cold; what things are made of e.g. woollen, golden etc.</p> <p>Write 5 sentences using 2 adjectives in each sentence and underline the adjectives.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Make a summary.</li> </ul>	<p>Quickly do revision on the 8 steps of a summary.</p> <p>Give learners a different text that must be summarised for homework.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading.</li> </ul>	<p>Apply shared reading to new text.</p> <p>Learners must read the text individually when doing the summary.</p> <p>Learners must read the new homework text individually when doing the summary for homework</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write a summary with the guidance of the teacher.</li> </ul>	<p>Assist learner to write summary when necessary.</p> <p>Discuss the homework summary with each learner.</p> <p>Hand in homework assignment on summary.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Use adjectives correctly.</li> </ul>	<p>Give the learners 10 sentences with open spaces in which to fill in adjectives.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Understand the components of a mind map.</li> <li>Make a mind map.</li> </ul>	Explain and demonstrate how a mind map works. Reinforce the use of images, colours, humour, etc. when memorising the mind map. Mind map can be in any form.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read a mind map.</li> </ul>	After a discussion on how a mind map works, apply shared reading to mind map information.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Make a mind map with minimal assistance from the teacher.</li> </ul>	Use the summary made in class in week 2 and assist learners in making a mind map.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Understand when to use “can” and “may”.</li> <li>Use commas, inverted commas, exclamation marks and question marks correctly.</li> <li>Arrange words in alphabetical.</li> </ul>	<p>Explain the use of modals e.g. “can” to show ability and “may” to ask for permission.</p> <p>Arrange given words in alphabetical order.</p> <p>Use punctuation in context.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen to a poem being read.</li> </ul>	<p>Listen to given poem.</p> <p>Identify and comment on:</p> <ul style="list-style-type: none"> <li>Use of voice</li> <li>Use of intonation and pace</li> <li>Punctuation in reading</li> <li>Opening and closure</li> </ul> <p>Answer questions on the role of intonation and punctuation in poetry.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take part in a discussion of devices used in poetry.</li> </ul>	<p>Reading and discussion of a poem, identifying the following:</p> <ul style="list-style-type: none"> <li>key features of a poem</li> <li>internal structure of a poem</li> <li>figures of speech</li> <li>rhyme</li> <li>Stanzas</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Write a poem.</li> </ul>	<p>Write own poem, focussing on:</p> <ul style="list-style-type: none"> <li>key features of a poem</li> <li>internal structure of a poem</li> <li>figures of speech</li> <li>rhyme</li> <li>stanzas</li> </ul>



		<p>Language Structure &amp; Conventions</p>	<ul style="list-style-type: none"> <li>• Use modals correctly.</li> <li>• Use personal and relative pronouns correctly.</li> </ul>	<p>Give the learners a worksheet on which to fill in the correct modals e.g. can, may, should, must.</p> <ul style="list-style-type: none"> <li>• Pronouns: Personal and relative</li> </ul>
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen to and analyse a dialogue.</li> </ul>	<p>Listen to a given dialogue with at least two participants, taking into consideration the following:</p> <ul style="list-style-type: none"> <li>Decide on topic</li> <li>Roles for participants</li> <li>Opening and closing</li> <li>Practise</li> <li>presentation</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read with comprehension.</li> </ul>	<p>Reading of given dialogue with reference to:</p> <ul style="list-style-type: none"> <li>Decide on topic</li> <li>Roles for participants</li> <li>Opening and closing</li> <li>Practise</li> <li>presentation</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Write a dialogue on a given topic.</li> </ul>	<p>Write own dialogue based on the following:</p> <ul style="list-style-type: none"> <li>Decide on topic</li> <li>Roles for participants</li> <li>Opening and closing</li> <li>Practise</li> <li>presentation</li> </ul>

		<p>Language Structure &amp; Conventions</p>	<ul style="list-style-type: none"> <li>• Use direct and indirect speech correctly.</li> <li>• Understand when to use modals (such as “should”, “have to” and “must”).</li> <li>• Use singular and plural correctly.</li> <li>• Arrange words in alphabetical order.</li> </ul>	<p>Explain the use of direct and indirect speech.</p> <p>Explain the use of “should” and “have to” to show <u>obligation</u> and “must” to show <u>necessity</u>.</p> <p>Reinforcement of singular and plural</p> <p>Arrange given words in alphabetical order.</p>
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Take part in discussion.</li> </ul>	<p>Define what a fairy tale is, and discuss.</p> <p>Ask the learners to recall fairy tales told to them when they were younger.</p> <p>Discuss elements that occur frequently in fairy tales – colours, movements, adjectives etc.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Listen attentively to a text being read.</li> </ul>	<p>General discussion of the key features, such as:</p> <ul style="list-style-type: none"> <li>Character</li> <li>Characterisation</li> <li>Conflict</li> <li>Background</li> <li>Theme</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Make a mind map.</li> </ul>	<p>Make a mind map of all the characters in the fairy tale, describing their characteristics. Make use of adjectives.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Use adjectives and adverbs in context.</li> </ul>	<p>Help learners to refer to the characters in the fairy tale to and use adjectives and adverbs when memorising a mind map.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	Give a prepared speech.	For a prepared speech (e.g., on a favourite fairy tale character), the learners must – <ul style="list-style-type: none"> <li>• choose a suitable topic</li> <li>• organise information cohesively</li> <li>• suitable introduction and ending</li> <li>• make use of resources like a creative hand puppet.</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read and analyse a mind map without assistance.</li> </ul>	Learners must individually read a mind map made earlier in the term.
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write a descriptive paragraph.</li> </ul>	Learners to write a descriptive paragraph about their favourite fairy tale character.  Focus on process writing: <ul style="list-style-type: none"> <li>• planning</li> <li>• drafting</li> <li>• revision</li> <li>• editing</li> <li>• proofreading</li> </ul>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Understand when to use modals (such as “should”, “have to” and “must”).</li> <li>• Use adjectives correctly.</li> </ul>	Give the learners a worksheet on which to fill in “should”, “have to” and “must”.  Let the learners use adjectives in sentences.

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
Listening and speaking	30%	Oral: Speech about your favourite fairy tale character.
Reading & Viewing	30%	Read text and make a summary.
Writing & Presenting	20%	Read summary and make a mind map.
Language structures and conventions	20%	Adjectives, verbs, alphabetical order, should, have to, must, singular and plural, pronouns

**YEAR 4 TERM 2**

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
			The learner is able to:	
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in a discussion.</li> <li>• Build vocabulary.</li> <li>• Read a job advertisement.</li> </ul>	<p>Have a discussion on what the learners want to do after school. At some stage, the learners must apply for a job. A CV is needed for any application.</p> <p>Give an example of a CV and provide job advertisements.</p> <p>Find meaning of new vocabulary: "steward", "proficiency", "subsidy" and "testimonial".</p> <p>How will learner know about vacant posts? Discuss different advertisements provided.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading.</li> <li>• Read individually.</li> <li>• Build vocabulary.</li> </ul>	<p>Apply shared reading on the meaning of a CV and what must be in it.</p> <p>Learners read individually when looking up new vocabulary.</p> <p>Shared reading of advertisements and what should be in an advertisement.</p> <p>The learners must individually answer comprehension questions.</p>
		Writing &	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> </ul>	Learners complete activity on advertisements.

		Presenting	<ul style="list-style-type: none"> <li>• Answer questions on a text (e.g. an advertisement).</li> </ul>	
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Write sentences explaining the meaning of recently learnt vocabulary.</li> <li>• Correctly identify stems, prefixes and suffixes.</li> </ul>	<p>Learners must use the new vocabulary in good sentences.</p> <p>Learners must be able to identify stems, prefixes and suffixes in context.</p>



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Select a job advertisement from amongst other advertisements in a newspaper.</li> </ul>	<p>Have the learners bring to class a job advertisement cut out of a newspaper.</p> <p>Have a discussion on the advertisements brought to class. Would it help if you applied for a post even if you did not meet the requirements?</p> <p>Have a discussion on one of the advertisements of the homework assignment that learner is interested in most.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take part in shared reading.</li> <li>Answer comprehension questions individually.</li> <li>Read aloud to the class.</li> </ul>	<p>Apply shared reading to advertisements.</p> <p>The learner applies individual reading when answering comprehension questions.</p> <p>Learner applies individual reading to one of the advertisements of homework assignment when reading it out loud to class.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Answer comprehension questions.</li> </ul>	Learners complete activity on advertisement.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Listen to, read and understand the use of connecting words.</li> <li>Understand meaning of idioms and proverbs.</li> </ul>	<p>In context, explain the use of connecting words to show addition and sequence.</p> <p>Learners are introduced to idioms and proverbs.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Express an opinion on a transactional text (e.g. a CV).</li> </ul>	<p>Have a discussion on “What is a CV”. Show learners different CVs. One should be two hand-written pages stapled together. Show another one that is typed, in a folder. Ask learners what impression the first CV creates. What impression do the learners get of the person who submitted the second CV? The learners must know that first impressions last.</p> <p>Have a discussion “Tips for writing your CV”. Explain to make every tip understandable to the learners. Don’t take it for granted that the learners know what you are talking about.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>requirements of format and style pertaining to a CV</li> <li>target audience</li> <li>purpose and context</li> <li>word choice, figurative language, colour, placement</li> <li>selection of visual and design elements.</li> </ul>

	Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading.</li> </ul>	<p>Read through tips on how to compile a CV.</p> <p>Answer questions on “What is a CV” and “What should a CV contain?”</p>
	Writing & Presenting	<ul style="list-style-type: none"> <li>• Plan and use a given writing frame to draft a transactional text (such as a CV).</li> </ul>	<p>Teacher provides writing framework of a CV and learners complete it as homework.</p>
	Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Use synonyms, antonyms and homophones correctly.</li> </ul>	<p>Teacher explains the use of synonyms, antonyms and homophones.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Do self-assessment.</li> <li>• Build vocabulary and ask questions to improve understanding.</li> <li>• Demonstrate an understanding of the importance of proofreading a text.</li> </ul>	<p>Self-assess the homework assignment that was given previously – namely, to write a CV. Have a discussion, if necessary.</p> <p>Discuss why the various categories of information (other information, extracurricular activities, skills, miscellaneous, references, etc.) must appear in a CV.</p> <p>Look up the meaning of new vocabulary: “attributes”, “volunteer”, “miscellaneous” and “references”.</p> <p>Discuss why it is important to have your CV proofread.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read individually.</li> <li>• Build vocabulary.</li> <li>• Take part in shared reading.</li> </ul>	<p>Learner must read his homework assignment individually to apply self-assessment.</p> <p>Learner reads individually when looking up new vocabulary.</p>

		Writing & Presenting	<ul style="list-style-type: none"> <li>Assess and correct own work.</li> </ul>	<p>Help learners to make corrections to homework assignment.</p> <p>Complete homework assignment on the aspects of a CV covered this week.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Use direct and indirect speech correctly.</li> </ul>	<p>Give the learners an exercise on direct and indirect speech.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in a discussion.</li> <li>• Ask and answer questions to improve understanding.</li> </ul>	<p>Self-assess the homework assignment that was given previously – namely, to write a CV. Have a discussion if necessary.</p> <p>Encourage the learners to ask relevant questions throughout to confirm comprehension.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read individually.</li> <li>• Share information that has been read.</li> </ul>	<p>Apply shared reading to the CV. It will be handy to have previous notes available while doing the CV format.</p> <p>Learners must individually read the blank CV form in activity 5 to determine what information is required.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Assess and correct own work.</li> <li>• Write a transactional text with assistance from the teacher.</li> </ul>	<p>Help learner to make corrections to homework assignment.</p> <p>Teacher must help learners step-by-step to complete CV using personal details.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Do dictionary work (specifically, abbreviations).</li> </ul>	<p>Learners must look up the meaning of a range of abbreviations in dictionary.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen for comprehension:</li> </ul>	<p>Teacher to read folklore to the learners.</p> <p>Learners must -</p> <ul style="list-style-type: none"> <li>listen critically</li> <li>take notes</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read a text.</li> </ul>	<p>Learners to read folklore, following the reading process:</p> <ul style="list-style-type: none"> <li>pre-reading (introduce text)</li> <li>during reading (features of text)</li> <li>post-reading (answer questions, compare, contrast, evaluate)</li> </ul> <p>[Show comprehension of development of characterisation, background, theme, conclusion and ending]</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Provide written answers to set questions.</li> </ul>	Learners are given questions to answer on folklore.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Correct spelling and language errors as indicated by the teacher.</li> </ul>	The learner must correct spelling and language errors as indicated by the teacher.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Take part in a discussion.</li> </ul>	Have a discussion on the cover letter accompanying a CV. Ask leading questions: name opportunities that the cover letter provides you. What is the next phase in the application process after handing in your CV? What does the cover letter reflect about you?
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Apply shared reading.</li> </ul>	Teacher to explain aspects that should be covered in the cover letter.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Plan and draft a letter.</li> </ul>	Focus on the writing process.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Use past, future, and present tense correctly.</li> </ul>	Teacher to provide the learners with a worksheet on tenses.



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Take part in a discussion.</li> </ul>	Have a discussion on guidelines for writing a cover letter and the format of such a letter. Ask leading questions.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Apply shared reading.</li> </ul>	Apply shared reading (guidelines for writing a cover letter and the format of such a letter).
		Writing & Presenting	<ul style="list-style-type: none"> <li>Write a letter.</li> </ul>	Focus on the writing process: <ul style="list-style-type: none"> <li>planning</li> <li>drafting</li> <li>revision</li> <li>editing</li> <li>proofreading</li> <li>presenting</li> </ul>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Use grammatical structures:               <ul style="list-style-type: none"> <li>stems, prefixes, suffixes</li> <li>idioms and proverbs</li> <li>synonyms, antonyms, homophones</li> <li>direct and indirect speech</li> <li>abbreviations</li> <li>past, future, and present tense</li> </ul> </li> </ul>	Revision of term 2 language.

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b><u>Assessment activities</u></b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
Listening and speaking	25%	<b>Oral: Explain why you are applying for a certain job by making use of an advertisement</b>
Reading & Viewing	25%	Answer questions on advertisements.
Writing & Presenting	30%	Writing a CV
Language structures and conventions	20%	Synonyms and antonyms, direct and indirect speech, tenses, abbreviations.

### YEAR 4 TERM 3

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
			The learner is able to:	
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Take part in a discussion of a transactional text.</li> </ul>	Learners to follow the speaking process while discussing the content of a will that the teacher has read to them. Pay attention to the following: <ul style="list-style-type: none"> <li>Language use</li> <li>Manipulation</li> <li>Turn taking</li> <li>Opening and closing</li> <li>Resolution</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read a transactional text for comprehension.</li> </ul>	Answer contextual questions after reading through a will.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Comprehend a transactional text.</li> </ul>	After reading through a will, the learners must answer contextual questions in writing.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Use abstract and concrete nouns in context.</li> </ul>	Distinguish between abstract and concrete nouns.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in a discussion.</li> <li>• Answer oral questions on information read.</li> </ul>	<p>Have a discussion on the next phase of the application: Interviewing. Ask leading questions. What is an interview? What is the purpose of an interview? Can you prepare for an interview?</p> <p>After reading, ask oral questions. E.g. Who or what is the product in the interview? Who or what is the customer? Are you allowed to ask questions in an interview?</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Take part in shared reading.</li> <li>• Read individually and make a summary.</li> </ul>	<p>What is the purpose of an interview and how do I prepare for it?</p> <p>The learner must read individually when making the summary.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Write a summary.</li> </ul>	<p>Learner must write a summary of 9 points on: Preparing for the interview.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Use punctuation marks correctly.</li> </ul>	<p>Revise punctuation marks.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Take part in a discussion.</li> </ul>	<p>Find the meaning of the following words: grooming, integrity, initiative, ethic, analytical, flexible and adaptable.</p> <p>Have a discussion on what the learner thinks an employer is looking for in an employee.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> <li>• Take part in shared reading.</li> </ul>	<p>Learner must read individually when looking for the meaning of new vocabulary.</p> <p>After a discussion on what employers are looking for in an employee and what one can expect during an interview, applying shared reading (text from the Internet).</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Build vocabulary.</li> </ul>	<p>Ask learners to write 4 – 5 sentences explaining in their own words what they understand the following quote to mean:</p> <p>”Past behaviour is the most likely predictor of future behaviour”.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Use adjectives correctly.</li> </ul>	<p>Reinforcement of adjectives in context.</p>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in a discussion.</li> <li>• Express ideas.</li> </ul>	Have a discussion on behavioural questions that can be asked during an interview and the types of answers that can be provided. Ask leading questions and give learners the opportunity to give own ideas for answers.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Apply shared reading.</li> </ul>	Apply shared reading on “Examples of Typical Behavioural questions and answers” (e.g. How do you deal with stress? What are your strengths? What are your weaknesses?).
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Complete a worksheet.</li> </ul>	Complete a worksheet on behavioural questions. Write answers to questions given as a homework assignment.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Use collective nouns in context.</li> </ul>	Match the collective noun to the correct phrase.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 5	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Take part in role play.</li> <li>• Take part in a discussion.</li> </ul>	Role play an interview from beginning to end. Each learner gets the opportunity to take part and answer 4 – 5 questions. During each interview, the learners must make notes. After each interview, there should be a short discussion, during which learners should make positive comments and suggest areas of improvement.
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read and edit notes.</li> </ul>	Learners should read the notes that they have made and rewrite them until they make sense
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Develop interview questions.</li> </ul>	Learners should work in pairs and write down 10 questions that an interviewer might ask and the answers that an interviewee might give. Thereafter, the learners should present their interview in front of the class.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Understand active and passive voice.</li> </ul>	Learners do exercises, in context, on active and passive voice.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 6	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Take part in discussion (interview).</li> </ul>	<p>Continue from week 5. Have a discussion on the questions and answers read.</p> <p>Discuss the extra questions and give learner opportunity to give possible answers.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take part in shared reading.</li> </ul>	Shared reading of questions and answers.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Write an interview on a specific vocation.</li> </ul>	Learners to work in pairs and to present the interview that they have written with regard to their specific vocation.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Provide one word for a phrase.</li> </ul>	<p>Learners are to give one word for a phrase, e.g.:</p> <ul style="list-style-type: none"> <li>In the near future – Shortly/soon</li> <li>A game in which neither party wins – Draw</li> <li>A government by the people – Democracy</li> <li>A life history written by oneself – Autobiography</li> <li>A thing that cannot be seen with human eyes - Invisible</li> </ul>



WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 7	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>• Display listening comprehension</li> </ul>	<p>Teacher to provide a poster which the learners will view. Thereafter, the learners have to describe what they see.</p> <ul style="list-style-type: none"> <li>• Discuss the main and supporting ideas portrayed by the poster</li> <li>• Share ideas and experiences and show understanding of concepts</li> <li>• Answer questions on the message of the poster.</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>• Read and view for comprehension.</li> </ul>	<p>Teacher to provide a poster which the learners will view. Thereafter, the learners have to describe what they see.</p> <ul style="list-style-type: none"> <li>• Make inferences (about the message)</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>• Make a poster on a given topic.</li> </ul>	<p>Learners design own poster by collecting pictures and making use of different font sizes, etc.</p>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>• Differentiate between sentence types:</li> </ul>	<p>Learners must be able to identify the four different sentence types:</p> <ul style="list-style-type: none"> <li>• Question sentence (interrogative)</li> <li>• Statement sentence (declarative)</li> <li>• Exclamation sentence (exclamatory)</li> <li>• Command sentence (imperative)</li> </ul>

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 8	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Orally interpret a visual text to demonstrate comprehension of the intended meaning (e.g. cartoon)</li> </ul>	Use reading/viewing strategies for comprehension and information: <ul style="list-style-type: none"> <li>Skimming and scanning</li> <li>Inferring meaning and drawing conclusions</li> <li>How languages and images reflect and shape values and attitudes</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read visual text (e.g. cartoon)</li> </ul>	Use reading/viewing strategies for comprehension and information: <ul style="list-style-type: none"> <li>Skimming and scanning</li> <li>Intensive reading</li> <li>Purpose and target group</li> <li>Inferring meaning and drawing conclusions</li> <li>How languages and images reflect and shape values and attitudes</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Analyse a range of texts and answer questions (e.g. cartoon).</li> </ul>	Learners must analyse a given cartoon and answer questions on it.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Use language structures and conventions correctly               <ul style="list-style-type: none"> <li>Concrete and abstract nouns</li> <li>Punctuation</li> <li>Collective nouns</li> <li>Active and passive</li> <li>One word for a phrase</li> <li>Different types of sentences</li> </ul> </li> </ul>	Teacher to provide the learners with a revision worksheet on the following: <ul style="list-style-type: none"> <li>Concrete and abstract nouns</li> <li>Punctuation</li> <li>Collective nouns</li> <li>Active and passive</li> <li>One word for a phrase</li> <li>Different types of sentences</li> </ul>

WEEK 9 & 10	Formal Assessment	The weeks allocated for formal assessment must be integrated across the weeks planned for teaching and learning. The assessment will consist of all the skills indicated in the Programme of Assessment. Language Structures and Conventions should be assessed in context.
<b>Assessment activities</b>		
<b>SKILLS</b>	<b>WEIGHTING</b>	<b>ACTIVITIES</b>
Listening & Speaking	25%	Speech on “What is the purpose of an interview and how do I prepare myself for it?”
Reading and viewing	25%	Take part in role play of an interview.
Writing & Presenting	25%	Answer questions on 10 typical behavioural questions asked during an interview/ Write an interview.
Language structures and conventions.	25%	Concrete and abstract nouns, punctuation, adjectives, collective nouns, active and passive, one word for a phrase, different types of sentences.

**YEAR 4 TERM 4**

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 1	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Take part in a discussion on an interview.</li> </ul>	<p>Have a discussion and ask leading questions: How can you research a company? Where have you read some of the most common interview questions? Where else can you get interview questions?</p> <p>Google YouTube clips, e.g. “What not to wear to a job interview”, and let the learners watch the video clips. Have the learners note down at least 10 specific tips for what not to wear to an interview.</p> <p>Do revision on: 5.1 What is the purpose of the interview and 5.3 What are interviewers looking for. Ask leading questions.</p>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Take part in a discussion and ask leading questions.</li> </ul>	<p>Google YouTube clips, e.g. “Interview Tips - The Top 5 Job Interview Tips You NEED To Pay Attention To” by The Interview Guys”, and let the learners watch the video clips.</p> <p>During the discussion session, the learners must apply individual reading to their notes on tips for What not to wear to an interview.</p>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Make a list.</li> </ul>	<p>Learners must write down tips for how to dress for an interview.</p>

		<p>Language Structure &amp; Conventions</p>	<ul style="list-style-type: none"> <li>• Apply language structures and conventions correctly:             <ul style="list-style-type: none"> <li>• Stems, prefixes, suffixes</li> <li>• Idioms and proverbs</li> <li>• Synonyms, antonyms, homophones</li> <li>• Direct and indirect speech</li> <li>• Abbreviations</li> </ul> </li> </ul>	<p>Complete a revision exercise on the following:</p> <ul style="list-style-type: none"> <li>• Stems, prefixes, suffixes</li> <li>• Idioms and proverbs</li> <li>• Synonyms, antonyms, homophones</li> <li>• Direct and indirect speech</li> <li>• Abbreviations</li> </ul>
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WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 2	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Take part in a discussion.</li> </ul>	Have a short discussion on: "Body Language during an interview".
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read an article with understanding.</li> </ul>	On the internet, find articles about body language during an interview. Have the learners read the articles.
		Writing & Presenting	<ul style="list-style-type: none"> <li>Make sentences specified vocation-related vocabulary.</li> </ul>	<p>Learners must make sentences with given words regarding the world of work:</p> <ul style="list-style-type: none"> <li>Promotion prospects</li> <li>Career goals</li> <li>Salary advice</li> <li>Medical aid and benefits</li> <li>Home allowance</li> <li>Remuneration</li> <li>Pension</li> <li>Overtime</li> <li>Promotion</li> </ul>
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Apply language structures and conventions correctly: <ul style="list-style-type: none"> <li>Past, future, and present tense</li> <li>Adjectives</li> <li>Verbs</li> <li>Alphabetical order</li> <li>Should, have to, must</li> </ul> </li> </ul>	The learner must apply language structures and conventions when writing sentences in context.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 3	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Listen with understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Reacts critically to a variety of texts</li> <li>Listens for specific information</li> <li>Answers questions</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Reading for comprehension (text from prescribed literature)</li> </ul>	<ul style="list-style-type: none"> <li>Skimming and scanning</li> <li>Intensive reading</li> <li>Meaning of words</li> <li>Viewpoint of writer</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Write a mind map.</li> </ul>	Learners must make a mind map on the text they have read from prescribed literature.
		Language Structure & Conventions	<p>Apply language structures and conventions correctly:</p> <ul style="list-style-type: none"> <li>Degrees of comparison</li> <li>Singular and plural</li> <li>Pronouns</li> <li>Concrete and abstract nouns</li> <li>Punctuation</li> </ul>	Complete revision exercise.

WEEK	DATE	TOPIC	CONTENT	Techniques, activities, resources and process notes
Week 4	DATE _____	Listening & Speaking	<ul style="list-style-type: none"> <li>Hold a conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Decide on suitable topic</li> <li>Apply speaking conventions</li> <li>Use suitable language for the chosen topic.</li> </ul>
		Reading, Viewing & Phonics	<ul style="list-style-type: none"> <li>Read a newspaper article.</li> </ul>	<ul style="list-style-type: none"> <li>Identify key features of article</li> <li>Figures of speech</li> <li>Abbreviations that occur in the text</li> <li>Current affairs value of article</li> </ul>
		Writing & Presenting	<ul style="list-style-type: none"> <li>Fill in a job application form</li> </ul>	Learners are to complete a given job application form.
		Language Structure & Conventions	<ul style="list-style-type: none"> <li>Apply language structures and conventions correctly: <ul style="list-style-type: none"> <li>Collective nouns</li> <li>Active and passive</li> <li>One word for a phrase</li> <li>Different types of sentences</li> </ul> </li> </ul>	<p>Have the learners complete a worksheet on the following:</p> <ul style="list-style-type: none"> <li>Collective nouns</li> <li>Active and passive</li> <li>One word for a phrase</li> <li>Different types of sentences</li> </ul>
5-10	External examination	<p>External moderation of school assessment over terms 1, 2 and 3 = 75% of qualification</p> <p>Formal external assessment written test or oral = 25% of qualification</p>		