REVISED ANNUAL TEACHING PLAN 2021- 2023 (GRADE 9 - ENGLISH HL - TERM 1)

		Grade 9 TERM	11			
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES		
	SPEAKING	VIEWING	PRESENTING	AND CONEVENTIONS		
	Standardised Baseline Asses	sment and Orientation to be conducted during the	first 3 days of the term in Week 1 – Day 1 to	3. Data is captured so that		
Week 1	competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.					
	Speaking and Listening	Reading / viewing for comprehension	Transactional texts:	Reinforcement of language		
	strategies	Visual text: advertisement/ Poster	Advertisement/poster	structures and conventions		
		Reading Strategies	•	covered in previous grades		
	Oral Discussion (led by	Skimming	Correct format	Word level work:		
	the teacher)	Scanning	Purpose, target group	Spelling and spelling patterns		
	Listen to/watch an	Intensive reading	Text features; ,visual elements such	Abbreviations		
Week 2	advertisement and	Make inferences	as images, font-large and small print,	Sentence level work:		
Week 2	discuss)	• inter meaning of unfamiliar words by	• Language use, persuasive language,	Sentence structure Nouns,		
	• Tone		rhetoric, simile	adjectives		
	Pacing	Emotive language	Register			
	Emotive and manipulative	Use of punctuation and font	Word choice, vivid description	Vocabulary in context		
	language use	Reading Process	Focus on process writing	Remedial grammar from		
	Font size	Pre-reading(font, images)		learners'		
	• Images	• During reading (features of text: slogan, logo,	Planning	writing		
	Body language	language used)	Drafting			
		Post-reading (answer questions)	Revision			
			• Editing			
			Proof-reading and presenting			
			Write an advertisement /poster			

	Grade 9 TERM 1				
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES	
	SPEAKING	VIEWING	PRESENTING	AND CONEVENTIONS	
	Speaking and Listening	Read a literary text e.g. Drama/short	Write CV and covering letter	Reinforcement of language	
	strategies	story/folklore	Correct format	structures and conventions	
	Listening to the reading	General features of the key features like	Target audience ,purpose and	covered in previous weeks	
3-4	of a text	character, characterisation, plot, conflict,	context		
	Identify and comment on:	background, setting narrator, theme.	Word choice	Word level work:	
	use of voice	Reading process:	Main and supporting ideas	Spelling and spelling patrons	
	use of intonation and	Pre-reading (Introduce text/predict	Language use	Abbreviations, shortening,	
	pace	events)	• Register	acronyms	
	punctuation in reading	Background/setting	Logical order of sentences	• Stems, pre and suffix's,	
	opening and closure	Brainstorm the theme	Use conjunctions to ensure cohesion	complex and simplex	
	Discuss above features	During reading (features of text)	Use a variety of sentences types	Sentence level work:	
		Post-reading (answer questions,	lengths and structures	• Pronouns	
	Prepared reading aloud	compare, contrast, evaluate)		Punctuation	
	Use relevant speaking		Focus on process writing	• Tenses	
	skills such as tone,		• Planning	Direct and reported speech;	
	volume, pace, voice	Reading/viewing visual/multimedia	Drafting	sentence structure; concord	
	projection,	text: cartoons/comic strips	Revision	Critical language use:	
	pronunciation, fluency	Skimming	• Editing	Idioms and proverbs;	
	promanoismon, macros	Scanning	Proof-reading and presenting	euphemism	
		Body language			
	Learners choose their	Inferring meaning of unfamiliar words	Write CV and covering letter	Vocabulary in context	
	reading text and present	and images (cartoons) by using word		Remedial grammar from	
	to the class	attack skills		learners' writing	
		clarifying			
		predicting			

	Grade 9 TERM 1					
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES		
	SPEAKING	VIEWING	PRESENTING	AND CONEVENTIONS		
	FORMAL ASSESSMENT TASK 1 ORAL: • Reading Aloud (20 marks) Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.					
	Speaking and Listening	Read a contract between a seller and a	Transactional text: Agenda and	Reinforcement of language		
	strategies	purchaser	minutes	structures and conventions		
	Listen to a telephone	• Format	Correct format	covered in previous weeks		
	conversation/	Language use	Mind map to organise coherent ideas	Word level work:		
	dialogue between a call	Contract-speak	Personal voice and style	conjunctions		
5-6	centre agent and client	Importance of signature	• Tone	Sentence level work:		
	concerning a dispute	Recourse in case of dispute	Main and supporting ideas	Sentence structure;		
	over		Language use	sentence types-		
	a contract	Poetry	Register	Question forms		
	• Tone	Key features of poem	Logical order of sentences	Active and passive voice;		
	Language use	• internal structure of a poem, figures of	Use conjunctions to ensure cohesion	Word meaning:		
	Register	speech/imagery, rhyme, rhythm	Use a variety of sentences types,	Idioms and proverbs		
	Conventions	external structure of a poem, lines,	lengths and structures	Punctuation and spelling:		
		words, stanzas,	Focus on process writing	spelling patterns; Abbreviations		
	Prepared reading aloud	typography	• Planning	-		
	Use relevant speaking	figurative meaning	Drafting	initialism, acronym, clipped,		
	skills such as tone,	• mood	Revision	truncation, aphesis,		
	volume, pace, voice	theme and message	• Editing	portmanteau		
	projection,		Proof-reading and presenting	Vocabulary in context: the		
	pronunciation, fluency			language of contracts and legal		
			Write agenda and minutes following	documents		
			the process approach to writing			

	Grade 9 TERM 1				
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES	
	SPEAKING	VIEWING	PRESENTING	AND CONEVENTIONS	
	Learners choose their			Remedial grammar from	
	reading text and present			learners' writing	
	to class				
	Speaking and Listening	Reading comprehension:	Write an essay:	Reinforcement of language	
	strategies	Literary text: folklore/novel/drama	Narrative/Descriptive/Reflective/	structures	
	Listening for	Key features of literary text: such	Argumentative essay	and conventions covered in	
	comprehension	as character, action, dialogue, plot,	Word choice,	previous weeks	
	(dialogue)	conflict, background, setting, narrator,	Personal voice and style	Word level work:	
7-8	Listen to dialogue	theme	Vivid description	Regular and irregular Verbs.	
7-8	Take notes	Reading process:	• Tone	Sentence level work:	
	Language and power	Pre-reading (Introduce text)	Main and supporting ideas	Main clause, dependent clause	
	Tone	During reading (features of text)	Mind-maps to organise coherent ideas	Word meaning:	
	Mood	Post-reading (answer questions,	Present essay for assessment	Idioms and proverbs	
	Introduction and	compare, contrast, evaluate))	Focus on process writing	Punctuation and spelling:	
	conclusion	Poetry	Planning	Spelling patterns; acronyms.	
	Answer questions	Key features of poem	Drafting	Vocabulary in context	
		internal structure of a poem, figures of	Revision	Remedial grammar from	
		speech/imagery, rhyme, rhythm	• Editing	learners'	
	Oral: Unprepared speech	external structure of a poem, lines,	Proof-reading and presenting	writing	
	Choose suitable topic	words, stanzas,	Write an essay following the process		
	Organize information	• typography	approach to writing		
	cohesively	figurative meaning			
	Identify correct	• mood			
	vocabulary and language	theme and message			
	structure	Reading Strategies			
		Skimming, scanning, visualization			

	Grade 9 TERM 1					
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES		
	SPEAKING	VIEWING	PRESENTING	AND CONEVENTIONS		
	Suitable introduction and	Intensive reading				
	ending	Making inference				
	Use visual, audio-visual	Meaning of words				
	resources where	View point of writer				
	applicable	Fact and opinion				
		Implied meaning				
	FORMAL ASSESSMENT TAS Essay: (During the control of the c		Transactional texts: blog	Reinforcement of language		
	' '					
	strategies	Reading strategies	Requirements of task and text type	structures		
	Listen to a newspaper	• Intensive reading	• Format, style, point of view	and conventions covered in		
	report • Structure	• Text features e.g. Plot, character,	Target audience purpose and context Word choice	previous weeks		
		setting, narrator, mood, theme,				
9-10	• Features	narrators perspective	Sentence structure, lengths and types	Word level work:		
	• Language use	Inferring meaning of unfamiliar words	Paragraph conventions	Moods -		
	• Tone	by word attack skills	Focus on process writing	Subjunctive		
	• Register	Direct and implied meaning	• Planning	Imperative		
	Introduction and	Reading process:	Drafting	Potential		
	conclusion	Pre-reading (Introduce text)	Revision	Indicative		
		During reading (features of text)	• Editing	Conditional		
		Post-reading (answer questions,	Proof-reading and presenting	Sentence level work:		
		compare, contrast, evaluate))	Write a blog following the process	Simple sentences; compound		
		Poetry	approach to writing	sentences; Complex		
	Oral presentation of	Key features of poem		sentences;		
	report	internal structure of a poem, figures of		Voice; tenses;		

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WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES	
	SPEAKING	VIEWING	PRESENTING	AND CONEVENTIONS	
	Language use	speech/imagery, rhyme, rhythm		Word meaning:	
	Register	external structure of a poem, lines,		Idioms and proverbs	
	• Tone	words, stanzas,		Literal, figurative, alliteration,	
	Body language	typography		assonance,	
	Introduction, body and	figurative meaning		personification	
	conclusion	• mood		Punctuation and spelling:	
		theme and message		spelling patterns;	
		Reading/viewing for comprehension		quotation marks; apostrophe	
		(use newspaper report)		Vocabulary in context	
		Skimming		Remedial grammar from	
		Scanning		learners'	
		Intensive reading		Writing	
		Make inferences (characters, setting,			
		milieu, message)			
		Infer meaning of unfamiliar words by			
		word attack skills			
		Emotive language			
		Answer questions			
	FORMAL ASSESSMENT T	ASK 3: RESPONSE TO TEXT (70 MARKS)			
	Literary/non- litera	ry Text (25 marks)			
	Visual Text (15 ma	rks)			
	Summary (10 mark	(s)			
	Language Structur				
		FORMATIVE ASSESS	SMENT ACTIVITIES		
	Listening and Speaking activities	Reading and Viewing activities	Writing and Presenting activities	Language Structures and Conventions	
	Variety of Listening and Speaking activities	Reading Process Reading aloud activities	Writing Process Paragraphing	activities	

	Grade 9 TERM 1					
WEEKS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONEVENTIONS		
	Listening and Speaking activities that comply with the Covid-19 conditions	 Reading Comprehension activities Literature activities based on the three prescribed genres for the semester GRADE 9 ENG HL SUMMARY OF FORI 	Transactional Texts Essay Creative Writing MAL ASSESSMENT TASKS: TERM 1	Variety of Language Structures and Convention activities		
	FORMAL ASSESSMENT TASK of ORAL: • Reading Aloud (20 mar Commence with this task in terminant conclude in term 2 when the mark will be recorded.	wrks) • Essay: m 1 Descriptive, Narrative or	 FORMAL ASSESSMENT TASK 3: RESF Literary/non- literary Text (25 m Visual Text (15 marks) Summary (10 marks) Language Structures (20 marks) 	arks)		

	Grade 9 TERM 2				
WEEKS	LISTENING AND SPEAKING	READING AND	WRITING AND	LANGUAGE STRUCTURES AND	
		VIEWING	PRESENTING	CONEVENTIONS	
	Listening for comprehension	Read a literature text e.g.	Transactional texts: Report	Reinforcement of language	
	Listen to a story	folklore/novel	Requirements of task and text type	structures and conventions	
	identify main and supportive	Reading strategies	Format, style, point of view	covered in previous weeks	
	ideas	Intensive reading	Target audience purpose and	Word level work:	
	language use	Text features e.g. Plot, character,	context	Stems; prefixes and suffixes;	
	• register	setting, narrator, mood, theme,	Word choice	Pronouns	
1-2	answer questions	narrators perspective	Sentence structure, lengths and	Sentence level work:	
		Inferring meaning of unfamiliar words	types	Sentence types;	
	Prepared speech	and images by word attack skills	Paragraph conventions	Generalisations,	
	Learners undertake research	Language structure and style	Mind-maps to organise coherent	Direct/indirect speech	
	or investigation as a	Reading process:	ideas	Tenses	
	preparatory activity.	Pre-reading (Introduce text)		Word meaning:	
	Presentation conventions	During reading (features of text)	Focus on process writing	Idioms and proverbs; literal and	
	Body language	Post-reading (answer questions,	Planning	figurative meaning	
	Introduction body and	compare, contrast, evaluate))	Drafting	Punctuation and spelling:	
	conclusion		Revision	Quotation marks; spelling patterns;	
	Language use	Poetry	Editing	abbreviations.	
		Key features of poem	Proof-reading and presenting	Vocabulary in context	
		• internal structure of a poem, figures	Write a report following the	Remedial grammar from learners'	
		of	process approach to writing	writing	
		speech/imagery, rhyme, rhythm			
		external structure of a poem, lines,			
		words, stanzas,			
		• typography			

	Grade 9 TERM 2				
WEEKS	LISTENING AND SPEAKING	READING AND	WRITING AND	LANGUAGE STRUCTURES AND	
		VIEWING	PRESENTING	CONEVENTIONS	
		figurative meaning			
		• mood			
		theme and message			
	FORMAL ASSESSMENT TASK ORAL: (Task started in Term 1 to Reading aloud (20 Marks)	to be continued)			
	Teachers start the process du	ring Term 1 to ensure that all learners	are assessed by the end of Term 2		
3-4	Speaking and Listening	Read a literary text e.g. Drama/short	Long transactional text e.g.	Reinforcement of language	
	strategies	story/ folklore	Newspaper article/magazine article	structures and conventions	
	Listening for	Specific focus on literary text features	Correct format	covered in previous weeks	
	comprehension: to a	Show Comprehension of	Purpose	Word level work:	
	recording of a speech	development	Main and supporting ideas	Verbs (finites; infinitives)	
	Explain strategies of the	of plot and conflict, characterisation,	Logical order of sentences	Sentence level work:	
	listening	turning point, background, milieu, role	Use conjunctions to ensure	Complex sentences;	
	process	of narrator, theme, conclusion and	cohesion	Generalisations,	
	Answer questions in writing	ending	Use a variety of sentences types,	Direct/indirect speech	
		Reading process:	lengths and structures	Word meaning:	
		Pre-reading (Introduce text)	Mind-maps to organise coherent	Idioms and proverbs	
	Unprepared reading	During reading (features of text)	ideas	Punctuation and spelling:	
	Appropriate use of voice, tone	Post-reading (answer questions,		Quotation marks; spelling patterns,	
	and pace	compare, contrast, evaluate))	Focus on process writing	abbreviations.	
	Punctuation in reading		Planning	Vocabulary in context	
	Body language	Read/view text e.g. newspaper	Drafting	Remedial grammar from learners'	
	Contact with audience	articles/magazine articles for	Revision	writing	
		information and comprehension	Editing		
		Reading strategies Comprehension	Proof-reading and presenting		

	Grade 9 TERM 2			
WEEKS	LISTENING AND SPEAKING	READING AND	WRITING AND	LANGUAGE STRUCTURES AND
		VIEWING	PRESENTING	CONEVENTIONS
		passage in text book	Write a newspaper/magazine	
		Skimming and Scanning	article	
		Intensive reading		
		Purpose and target group		
		Inferring meaning and conclusions		
		Fact and opinion		
		Give own opinion		
		Meaning of unfamiliar words		
		Identify manipulative language		
		Summarise the text		
	Speaking and Listening	Read a literature text e.g.	Write a transactional text: formal	Reinforcement of language
	strategies	novel/short story/folklore	letter	structures
	Listen to oral text such as	Specific focus on literary text features	Correct format	and conventions covered in
	interview/speech/story	Show Comprehension of	Word choice,	previous
	telling for comprehension	development	Purpose, target audience and	weeks
5-6	Take notes during listening	of plot and conflict, characterisation,	context	Word level work:
	Listen critically	turning point, background,/milieu/role	Use conjunction to ensure cohesion	Stems; prefixes and suffixes;
		of narrator, theme, conclusion and	• Tone	Adjectives
		ending	Main and supporting ideas	Prepositions
	Oral discussion(led by	Reading process:	Use a variety of sentence types	Sentence level work:
	teacher)	Pre-reading (Introduce text)	Mind-maps to organise coherent	Definition paragraph; introductory
	Undertake a discussion	During reading (features of text)	ideas	paragraph; concluding paragraph;
	based on the oral text	Post-reading (answer questions,	•	tenses; sentence structure;
	Turn taking	compare, contrast, evaluate))	Focus on process writing	sentence
	Discourse markers	Poetry	Planning	types
	Conventions	Key features of poem	Drafting	Word meaning:

	Grade 9 TERM 2			
WEEKS	LISTENING AND SPEAKING	READING AND	WRITING AND	LANGUAGE STRUCTURES AND
		VIEWING	PRESENTING	CONEVENTIONS
		internal structure of a poem, figures	Revision	Idioms and proverbs
		of	• Editing	Punctuation and spelling:
		speech/imagery, rhyme, rhythm	Proof-reading and presenting	spelling patterns.
		external structure of a poem, lines,	Write a formal letter following the	Vocabulary in context
		words, stanzas,	process approach to writing	Remedial grammar from learners'
		typography		writing
		figurative meaning		
		• mood		
		theme and message		
		Reading/viewing for comprehension		
		(use written and/or visual text such		
		as cartoons/strips)		
		Skimming		
		Scanning		
		Intensive reading		
		Make inferences (characters, setting,		
		milieu, message)		
		Infer meaning of unfamiliar words by		
		word attack skills		
		Emotive language		
		Revise structure of Summary		
	FORMAL ASSESSMENT TASK 4:	WRITING		
	Transactional writing: (20)	marks) (2 short or 1 long: 10 marks)		
	Written before the controlled test			

	Grade 9 TERM 2				
WEEKS	LISTENING AND SPEAKING	READING AND	WRITING AND	LANGUAGE STRUCTURES AND	
		VIEWING	PRESENTING	CONEVENTIONS	
	Speaking and Listening	Read a newspaper/magazine report	Write an essay:	Reinforcement of language	
	strategies	Reading strategies	Narrative/Descriptive Discursive/	structures	
	Listen to a newspaper report	Intensive reading	Argumentative essay	and conventions covered in	
	Structure	Text features e.g. Plot, character,	Word choice,	previous	
	Features	setting, narrator, mood, theme,	Personal voice and style	weeks	
7-8	Language use	narrators perspective	Vivid description	Word level work:	
7-8	• Tone	Inferring meaning of unfamiliar words	• Tone	Moods -	
	Register	by word attack skills	Main and supporting ideas	Subjunctive	
	Introduction and conclusion	Direct and implied meaning	Mind-maps to organise coherent	Imperative	
		Reading process:	ideas	Potential	
		Pre-reading (Introduce text)	Present essay for assessment	Indicative	
		During reading (features of text)	Focus on process writing	Conditional	
		Post-reading (answer questions,	Planning	Sentence level work:	
	Oral presentation of report	compare, contrast, evaluate))	Drafting	Simple sentences; compound	
	Language use	Poetry	Revision	sentences;	
	Register	Key features of poem	• Editing	Complex sentences;	
	• Tone	• internal structure of a poem, figures	Proof-reading and presenting	Voice; tenses;	
	Body language	of	Write an essay following the	Word meaning:	
	Introduction body and	speech/imagery, rhyme, rhythm	process approach to writing	Idioms and proverbs	
	conclusion	external structure of a poem, lines,		Literal, figurative, alliteration,	
		words, stanzas,		assonance,	
		• typography		personification	
		figurative meaning		Punctuation and spelling:	
		• mood		spelling patterns;	
		theme and message		quotation marks; apostrophe	

	Grade 9 TERM 2					
WEEKS	LISTENING AND SPEAKING	READING AND	WRITING AND	LANGUAGE STRUCTURES AND		
		VIEWING	PRESENTING	CONEVENTIONS		
		Reading/viewing for comprehension		Vocabulary in context		
		(use newspaper report)		Remedial grammar from learners'		
		Skimming		Writing		
		Scanning				
		Intensive reading				
		Make inferences (characters, setting,				
		milieu, message)				
		Infer meaning of unfamiliar words by				
		word attack skills				
		Emotive language				
		Answer questions				
WEEK	FORMAL ASSESSMENT TASK	5: CONTROLLED TEST				
9-10	RESPONSE TO TEXT (70 MAR	KS)				
	Question 1: Literary/ N	on- Literary Text (25 marks)				
	Question 2: Visual Tex	t (15 marks)				
	Question 3: Summary ((10 marks)				
	Language Structures a	nd Conventions (20 marks)				
		FORMATIVE ASSI	ESSMENT ACTIVITIES			
	Listening and Speaking activities	Reading and Viewing activities	Writing and Presenting activities	Language Structures and Conventions		
	Variety of Listening and Speaking activities	Reading Process Reading aloud activities	Writing ProcessParagraphing	activitiesVariety of Language Structures and		
	Listening and Speaking activities	Reading Comprehension activities	Transactional Texts	Convention activities		
	that comply with the Covid-19 conditions	Literature activities based on the three	• Essay			
	Conditions	prescribed genres for the semester GRADE 9 FNG HI SUMMARY OF F	Creative Writing ORMAL ASSESSMENT TASKS: TERM 2			
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	Grade 9 TERM 2					
WEEKS	LISTENING AND SPEAKING	READING AND	WRITING AND		LANGUAGE STRUCTURES AND	
		VIEWING	PRESEN	ITING	CONEVENTIONS	
	FORMAL ASSESSMENT TASK 1 ORAL • Reading aloud (20 Marks) Teachers start the process during Term 1 to ensure that all learners are assessed by the end of Term 2	Transactional writing: (2 short or Written before the controlled test		TEST RESPONSE TO Question marks) Question Question Question	TEXT (70 MARKS) 1: Literary/ Non- Literary Text (25 2: Visual Text (15 marks) 3: Summary (10 marks) 4: Language Structure and ions (20 marks)	

	Grade 9 TERM 3				
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND	
	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS	
	Listening and Speaking	Read a literature text e.g. Drama	Transactional text e.g. Dialogue	Reinforcement of language	
	Strategies	Specific focus on literary text features	Word choice,	structures and conventions	
	Listen to a negotiation scene	Show comprehension of development	Personal voice and style	covered in previous weeks	
	between two people and	of plot and conflict, characterisation,	Vivid description	Word level work:	
	discuss (led by teacher)	turning point, background,/milieu/role	• Tone	Concrete and abstract Nouns	
	Structure and development	of narrator, theme, conclusion and	Main and supporting ideas	Conjunctions and transition	
1-2	of ideas	ending	Mind-maps to organise coherent	Sentence level work:	
	Using negotiation skills to	Reading process:	ideas	Speech; tenses; sentence types;	
	reach consensus.	Pre-reading (Introduce text)		paragraph types; voice; clauses	
	Language style	During reading (features of text)	Focus on process writing	and phrases.	
		Post-reading (answer questions,	Planning	Word meaning:	
		compare, contrast, evaluate)	Drafting	Paronyms, polysemes; homonyms	
	Unprepared reading		Revision	Homophones.	
	Appropriate use of voice,	Reading for Comprehension: visual	• Editing	Punctuation and spelling:	
	tone and pace	text - cartoon	Proof-reading and presenting	spelling patterns	
	Punctuation in reading	Skimming for main ideas	Write a dialogue following the	Vocabulary in context	
	Body language	Scanning for supporting details	process approach to writing	Remedial grammar from	
	Contact with audience	Making predictions		learners' writing	
		Inferring the meaning of unfamiliar			
		words and images			
		The influence of selections and			
		omissions on meaning of text			
		The effect of figurative and rhetorical			
		devices			

	Grade 9 TERM 3				
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND	
	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS	
		Impact of visual techniques			
	Speaking and Listening	Read for information	Write a transactional text based on a	Reinforcement of language	
	strategies		story/ drama studied : e.g.	structures	
	Listens and participates in a	Project presentation modes: E.g.	brochure/blog/ poster/	and conventions covered in	
3-4	discussion on project	poster/advertisement/brochure/ Power	advertisement/ review	previous	
	work based on literature	Point presentation/, Rap song, Review/		weeks	
	study (discussion led by	Praise poem/ Short skit/ Drama into a	Requirements of format, style	Word level work:	
	the teacher)	narrative form/ etc.	Target audience purpose and context	Adjectives	
			Word choice, figurative language,	Sentence level work:	
	Listens how to how do a		symbols, colour, placement	Speech; tenses; sentence types;	
	research	Revision of literature genres (Term 1 and 2)	Sentence structure, lengths and types	paragraph types; voice; clauses	
	Listens to information		Selection of visual and design	and phrases.	
	about project work:	Reading strategies:	elements	Word meaning	
	Methodology / the	Skimming, scanning,	Focus on process writing	Literal and figurative,	
	process, Purpose	visualization	Planning	Alliteration, assonance,	
	Approach	Intensive reading	Drafting	consonance,	
	Instructions	Making inference	Revision	personification, onomatopoeia, pun	
	Stages in the project work	Meaning of words	Editing	Punctuation and spelling:	
	Asks and answers	View point of writer	Proof-reading and presenting	spelling patterns	
	questions	Fact and opinion	Write a transactional text	Vocabulary in context	
	Shares ideas and opinions	Implied meaning		Remedial grammar from	
		Read a literature text		learners'	
		Specific focus on literary text features		writing	
		Show comprehension of development			
		of plot and conflict, characterisation,			

	Grade 9 TERM 3				
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND	
	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS	
		turning point, background,/milieu/role			
		of narrator, theme, conclusion and			
		ending			
		Reading process:			
		Pre-reading (Introduce text)			
		During reading (features of text)			
		Post-reading (answer questions,			
		compare, contrast, evaluate)			
	FORMAL ASSESSMENT TAS	K 6: CREATIVE WRITING PROJECT			
	Stage 1: Research (Learners (20 marks)	do research on their project)			
	Speaking and Listening	Read a literary text e.g. Novel/short	Writes an essay based on a	Reinforcement of language	
	strategies	story/Folklore e.g. legends, myths,	literature genre studied:	structures	
		fables	Narrative/descriptive/	and conventions covered in	
		Literary text features such as	Reflective/ Argumentative	previous weeks	
		structure, character, milieu, plot,	essay/brochure/advertisement/blog	Word level work:	
5-6	Oral presentation	conflict, symbolism, sound richness,	Write-up of the actual project –	Conjunctions and transition words	
	Learners to undertake	imagery, preview reflection	Correct format and features	Sentence level work:	
	research or investigation as	Reading process:	Organize content (mind map)	Speech; sentence types; sentence	
	a preparatory activity.	Pre-reading (Introduce text)	Main and supporting ideas	structure; voice; tenses; paragraph	
	Presentation conventions	During reading (features of text)	Paragraph conventions	types.	
	Body language	Post-reading (answer questions,	Logical progression of paragraphs to	Word meaning:	
	Introduction body and	compare, contrast, evaluate))	ensure coherence	Synonyms	
	conclusion		Conjunctions for cohesion	Antonyms	
	Language use	Reading/viewing for comprehension	Language conventions	homophones	

WEEKS		Grade 9 TERM 3				
	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND		
	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS		
		(Visual and written texts)	• Word choice,	Homonyms		
		Strategies	Personal voice and style	Polysemy		
		Skimming for main ideas	Vivid description			
		Scanning for supporting details	• Tone	Punctuation and spelling:		
		Intensive reading	Main and supporting ideas	spelling patterns		
		Making predictions	Mind-maps to organise coherent	Vocabulary in context		
		Inferring the meaning of unfamiliar	ideas	Remedial grammar from		
		words and images	Present essay for assessment	learners'		
		Main and supporting ideas	Focus on process writing	writing		
		Influence of selections and omissions	Planning			
		on the meaning of text	Drafting			
		The effect of figurative and rhetorical	Revision			
		devices	• Editing			
		The writer's inferences and	Proof-reading and presenting			
		conclusions	Write a creative essay based on			
		Summarising the text	literature genre studied following			
			the process approach to writing			

	Grade 9 TERM 3				
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND	
	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS	
	Speaking and Listening	Literary text such as drama/ short	Transactional text: review	Reinforcement of language	
	strategies	story, youth novel/novel	Requirements of format, style,	structures	
		Key features of literature text: such	Target audience purpose and context	and conventions covered in	
	Oral presentation	as character, action, dialogue, plot,	Word choice, vivid description	previous	
	Language use	conflict, background, setting, narrator,	Main and supporting ideas	weeks	
7-8	Register	theme	Sentence structure, lengths and types	Word level work:	
7-0	• Tone	Reading process:	Use conjunction to ensure cohesion	Adjectives (attributive)	
	Body language	Pre-reading (Introduce text)	Focus on process writing	Sentence level work:	
	Introduction and conclusion	During reading (features of text)	Planning	Description paragraph; choice	
		Post-reading (answer questions,	Drafting	paragraph; classification	
		compare, contrast, evaluate))	Revision	paragraph.	
		Poetry	Editing	Word meaning:	
		Key features of poem	Proof-reading and presenting	One word for a phrase	
		• internal structure of a poem, figures of		Punctuation and spelling:	
		speech/imagery, rhyme, rhythm	Write a review following the process	spelling patterns	
		external structure of a poem, lines,	approach to writing	Vocabulary in context	
		words, stanzas, typography, figurative		Remedial grammar from	
		meaning, mood, theme and message		learners'	
				writing	
	FORMAL ASSESSMENT TASK 7 CREATIVE WRITING PROJECT		FORMAL ASSESSMENT TASK 8 RESPONSE TO LITERATURE (30 MARKS)		
	their project)	earners do the Oral presentation of	Poem (10 marks)Drama (10 marks)		

	Grade 9 TERM 3				
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND	
	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS	
	(20 marks)		Short Stories (10 marks)		
	 Uses appropriate structure: introduction, body and conclusion Presents central idea and supporting details Shows evidence of research/ investigation Uses appropriate body language and presentation skills, e.g. makes eye contact, volume Participates in a discussion Gives constructive feedback Maintains discussion Shows sensitivity to the rights and feelings of others Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded. 				
	Listening and Speaking	Read literature text such as drama	Transactional texts e.g. e-mails:	Reinforcement of language	
	strategies	Key features of literature text: such	Correct format	structures and conventions	
	Story Telling	as character, action, dialogue, plot,	• Purpose	covered in previous weeks	
	Give attention to: speaking	conflict, background, setting, narrator,	Main and supporting ideas	Word level work:	
	skills, tone,	theme	Language use	Verbs	
9-10	pronunciation, tempo,	Reading process:	Register	Interrogative, demonstrative,	
9-10	intonation, eye	Pre-reading (Introduce text)	Logical order of sentences	indefinite pronouns	
	contact, posture, gestures	During reading (features of text)	Use conjunctions to ensure cohesion	Sentence level work:	
	Conventions and features	Post-reading (answer questions,	Use a variety of sentences types,	Procedure, spatial order, order of	
	of a story	compare, contrast, evaluate))	lengths and structures	importance, concluding paragraph	
		Poetry	Focus on process writing	Word meaning:	
		Key features of poem	Planning	One word for a phrase	
	Prepared reading aloud	• internal structure of a poem, figures of	Drafting	Punctuation and spelling:	
	Use relevant speaking skills	speech/imagery, rhyme, rhythm	Revision	spelling patterns	
	such as tone, volume, pace,	external structure of a poem, lines,	• Editing	Vocabulary in context	
	voice projection,	words, stanzas, typography, figurative	Proof-reading and presenting	Remedial grammar from	
	pronunciation, fluency	meaning, mood, theme and message	Write an e-mail	learners'	

			Grade 9 TER	M 3		
WEEKS	LISTENING AND	RE	ADING AND	WRITING AND		LANGUAGE STRUCTURES AND
	SPEAKING		VIEWING	PRESENTI	ING	CONEVENTIONS
						Writing
			FORMATIVE ASSE	ESSMENT ACTIVITIES		
	Listening and Speaking activities Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions	Literature active prescribed ger	ess	Writing and Presenting activit Writing Process Paragraphing Transactional Texts Essay Creative Writing ASSESSMENT TASKS:		Language Structures and Conventions activities Variety of Language Structures and Convention activities
FORMAL ASSESSMENT TASK 6: CREATIVE WRITING PROJECT • Research & write-up of the project (20 + 30 = 50 marks) Project based on any ONE genre studied: poems/ folktales /short stories/ drama/ novel			RMAL ASSESSMENT TAS TING PROJECT AL (20 marks) Oral Presentation of T		RESPONSE TO (30 MARKS) • Poem (10 r • Drama (10	•

		Grade 9 TER	M 4	
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND
WLLKO	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS
	Listening Comprehension	Literary text such as short story/	Transactional text: e.g.	Reinforcement of language structures
	Reacts critical on a variety	novel/folktale/ drama	Covering letter and CV	and conventions covered in previous
	of texts	Key features of literature text: such	Requirements of	weeks
	Listen for specific	as character, action, dialogue, plot,	format, style	Word level work:
	information	conflict, background, setting, narrator,	Target audience	Verbs
	Listen and enjoy fables and	theme	purpose and context	Sentence level work:
1-2	titles	Reading process:	Word choice, figurative	Direct and indirect speech.
	Answer question	Pre-reading (Introduce text)	language,	Active voice and passive voice
		During reading (features of text)	symbols, colour,	Word meaning:
		Post-reading (answer questions,	placement	Ambiguity, cliché, redundancy, tautology,
	Oral: Unprepared speech	compare, contrast, evaluate))	Sentence structure,	slang, jargon
	Choose suitable topic	Poetry	lengths and types	Punctuation and spelling:
	Organize information	Key features of poem	Selection of visual and	spelling patterns.
	cohesively	• internal structure of a poem, figures of	design	Vocabulary in context
	Identify correct vocabulary	speech/imagery, rhyme, rhythm	elements	Remedial grammar from learners'
	and language structure	external structure of a poem, lines,	Focus on process	writing
	Suitable introduction body	words, stanzas,	writing	
	and ending	• typography	Planning	
	Use visual, audio-visual	figurative meaning	Drafting	
	resources where applicable	• mood	Revision	
		theme and message	• Editing	
			Proof-reading and	
			presenting	

	Grade 9 TERM 4				
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND	
WEEKO	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS	
			Write a covering letter		
			and CV		
	FORMAL ASSESSMENT TASK 7 ORAL: (20 marks) Oral presentation of the Teachers start to administer this		s are assessed by the end of	term 4.	
3-4	Speaking and Listening	Read a literature text: short story/	Transactional text e.g.	Reinforcement of language structures and	
	strategies	drama	Directions/	conventions covered in previous weeks	
	Listening comprehension	Key features of literature text: such	Instructions/	Word level work:	
	(use recorded dialogue)	as character, action, dialogue, plot,	Correct format	Proper nouns, gerund, complex nouns	
	Listen to dialogue	conflict, background, setting, narrator,	Organize content (mind)	Sentence level work:	
	Take notes	theme	map)	Procedure, spatial order, order of	
	Language and power	Reading process:	Main and supporting	importance, concluding paragraph	
	Tone	Pre-reading (Introduce text)	ideas	Word meaning:	
	Mood	During reading (features of text)	Paragraph conventions	Stereotypes, prejudice, biasness,	
	Introduction and conclusion	Post-reading (answer questions,	Logical progression of	emotive	
	Answer questions	compare, contrast, evaluate))	paragraphs to ensure	Punctuation and spelling:	
	Oral discussion (led by the	Reading/viewing comprehension:	coherence	spelling patterns	
	teacher)	(visual or multimedia text like graph/	Conjunctions for	Abbreviations - initialism, acronym,	
	Role players	cartoon or advertisement)	cohesion	clipped, truncation, aphesis, portmanteau	
	Forum/discussion	Skimming, scanning, visualization	Language conventions	Vocabulary in context	
	conventions	Intensive reading	Focus on process	Remedial grammar from learners'	
	Turn taking	Making inference	writing	writing	

	Grade 9 TERM 4					
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND		
	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS		
	Language use	Meaning of words	Planning			
	Disagreeing in the	View point of writer	Drafting			
	discussion	Fact and opinion	Revision			
	Introduction and conclusion	Implied meaning	Editing			
			Proof-reading and			
			presenting			
			Write an instruction			
			text			
	Speaking and Listening	Read a text e.g. Drama/short story/	Transactional text:	Reinforcement of language structures		
5-6	strategies	Specific focus on literary text features	Obituary	and conventions covered in previous		
5-6		Show Comprehension of development	Correct format	weeks		
	Prepared reading aloud	of plot and conflict, characterisation,	Purpose	Word level work:		
	Use relevant speaking skills	turning point, background, milieu, role	Main and supporting	Verbs, nouns		
	such as tone, volume, pace,	of narrator, theme, conclusion and	ideas	Sentence level work:		
	voice projection,	ending	Language use	Explanation: cause and effect		
	pronunciation, fluency	Reading process:	Register	Word meaning:		
		Pre-reading (Introduce text)	Logical order of	Shift of meaning, using language for		
		During reading (features of text)	sentences	special purpose, one word for a phrase		
		Post-reading (answer questions,	Use conjunctions to	Punctuation and spelling:		
	Conversation(led by the	compare, contrast, evaluate))	ensure cohesion	spelling patterns.		
	teacher)		Use a variety of	Vocabulary in context		
	Decide on suitable situation	Read/view text e.g. newspaper	sentences types,	Remedial grammar from learners'		
	and topics	articles/magazine articles for	lengths and structures	writing		
	Speaking conventions	information and comprehension				

Grade 9 TERM 4							
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND			
	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS			
	Language and power	Reading strategies Comprehension	Focus on process				
	Discourse markers	passage in text book	writing				
		Skimming and Scanning	Planning				
		Intensive reading	Drafting				
		Purpose and target group	Revision				
		Inferring meaning and conclusions	• Editing				
		Fact and opinion	Proof-reading and				
		Give own opinion	presenting				
		Meaning of unfamiliar words	Write an obituary				
		Identify manipulative language	following the process				
		Summarise the text	writing approach				
	Transactional writing: (20 marks) (2 short or 1 long: 20 marks) Written before the controlled test						
	Speaking and Listening	Reading and Viewing:	Writing:	Revision			
	strategies	Revision of reading strategies and	Revision of writing	Word level work: Revision			
7-8	Revision	techniques to respond to texts.	texts:	Sentence level work: Revision			
			Creative and	Word meaning: Revision			
			Transactional text	Punctuation and spelling: Revision.			
WEEK	FORMAL ASSESSMENT TASK 10: CONTROLLED TEST						
9-10	RESPONSE TO TEXT (70 MARKS)						
	 Question 1: Literary/ Non- Literary Text (25 marks) Question 2: Visual Text (15 marks) Question 3: Summary (10 marks) Question 4: Language Structures and Conventions (20 marks) 						
				25			

Grade 9 TERM 4							
WEEKS	LISTENING AND	READING AND	WRITING AND	LANGUAGE STRUCTURES AND			
	SPEAKING	VIEWING	PRESENTING	CONEVENTIONS			
	FORMATIVE ASSESSMENT ACTIVITIES						
	Listening and Speaking activities Variety of Listening and Speaking activities Listening and Speaking activities that comply with the Covid-19 conditions	Reading and Viewing activities Reading Process Reading aloud activities Reading Comprehension activities Literature activities based on the three prescribed genres for the semester	Writing and Presenting activities Writing Process Paragraphing Transactional Texts Essay Creative Writing	Language Structures and Conventions activities Variety of Language Structures and Convention activities			
	GRADE 9 ENG HL SUMMARY OF F FORMAL ASSESSMENT TASK 7 ORAL: (20 marks) Oral presentation of the project Teachers start to administer this task during term 3 to ensure that all learners are assessed by the end of term 4.		ORMAL ASSESSMENT TASK ITING	S: TERM 4 FORMAL ASSESSMENT TASK 10: CONTROLLED TEST RESPONSE TO TEXT (70 MARKS) • Question 1: Literary/ Non- Literary Text (25 marks) • Question 2: Visual Text (15 marks) • Question 3: Summary (10 marks) • Question 4: Language Structures and Conventions (20 marks)			