

TRIMMED ATP – TERM 2, 3 AND 4

GRADE 6: FIRST ADDITIONAL LANGUAGE

GRADE 6 FAL TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 – 2	<p>Listens to oral descriptions of objects/ current events/ places Text from textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies what it is Describes what it is for Distinguishes parts from the whole Draws and labels it Uses vocabulary relating to other subjects <p>Analyses and classifies things</p> <ul style="list-style-type: none"> Identifies similarities and differences Sorts into groups Explains why they belong together Uses vocabulary relating to other subjects 	<p>Reads information texts, e.g. current events Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: discusses the topic and revises key vocabulary Reads a paragraph and identifies main idea and topic sentence Answers questions on text and visuals, e.g. graphs, diagrams, tables <p>Reflects on texts read during independent reading</p> <ul style="list-style-type: none"> Summarises what they have read in a few sentences (written summary) 	<p>Writes a description of objects/ events/ places</p> <ul style="list-style-type: none"> Includes relevant, specific details Describes physical appearance/ details Uses correct determiners Uses relevant vocabulary Punctuation is correct Drafts writing, gets feedback, edits and rewrites <p>Designs, draws and labels visual text, e.g. charts/tables/diagrams/ mind-maps/maps/pictures/graphs/ plans</p> <ul style="list-style-type: none"> Uses information from a written or visual text Includes specific details Uses key words and phrases Uses appropriate vocabulary <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas Writes a first draft 	<p>Spelling Uses the dictionary to check spelling and meaning of words</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> Uses nouns that have only plurals, e.g. scissors and trousers Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) Builds on understanding and use of comparative and superlative adjectives Uses adverbs of manner (e.g. quickly, slowly), frequency (She hardly ever visits me) and degree (very, really, almost, too) Develops understanding and use of connecting words showing addition, sequence and contrast, reason (because) and purpose (so that)

GRADE 6 FAL TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
			<ul style="list-style-type: none"> • Revises, Edits • Writes final draft • Presents neat, legible final draft 	<p>Vocabulary in context Words taken from shared or individually read texts</p>
<p>WEEK 3 – 4</p>	<p>Listens to story (Choose from contemporary realistic/ fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Notes relevant information • Tells and retells stories 	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: reads and discusses title and looks at pictures • Uses reading strategies, e.g. makes predictions, using contextual clues • Discusses new vocabulary • Identifies sequence of events, setting and characters (e.g. describes characters’ feelings, and talks about reasons for their actions) • Expresses cause and effect • Uses a dictionary <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reflects on texts read during independent reading</p> <ul style="list-style-type: none"> • Gives opinions and relates stories to own life <p>Written activity</p>	<p>Writes a simple story using a frame</p> <ul style="list-style-type: none"> • Uses story structure as a frame • Writes an appropriate opening sentence • Uses connecting words • Uses some adjectives • Writes an appropriate ending • Stays on the topic • Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation • Uses the dictionary to check spelling and meaning of words <p>Writes a paragraph to express and explain an opinion</p> <ul style="list-style-type: none"> • Writes 2 – 3 sentences • Selects relevant information • Gives own personal opinion • Explains sensibly <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. <p>Uses the writing process</p>	<p>Spelling Spells familiar words correctly, using a personal dictionary</p> <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Builds on use of demonstrative pronouns (e.g. this, that, those, these) • Builds on use of adjectives before nouns, e.g. the small dog and begins to use those that come after nouns, e.g. the dog is small. • Builds on understanding and use of simple present tense • Begins to use ‘must’, ‘should’ and ‘have to’ to show obligation <p>Vocabulary in context Words taken from shared or individually read texts</p>

GRADE 6 FAL TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
	FORMAL ASSESSMENT TASK 6 ORAL [20 marks] <ul style="list-style-type: none"> • (Un)prepared speech OR • Listening Comprehension Completed during the term			
WEEK 5 – 6	Listens to a personal recount of an event <ul style="list-style-type: none"> • Identifies most important ideas and people • Answers questions about what happened first, second, etc., recounting the same event Listens to story <ul style="list-style-type: none"> • Answers literal questions • Gives a personal response, relating story to own life • Asks and answers questions, giving an opinion, e.g. Why do you think ...? Why doesn't ...? 	Reads personal and social texts, e.g. personal diary or letter <ul style="list-style-type: none"> • Comments on main ideas • Reads for detail and notices informal style • Comments on format and salutation Does comprehension activity on the text (oral or written) Reads a simple book review <ul style="list-style-type: none"> • Identifies key features, e.g. title, list of characters, brief summary and rating • Identifies the language used to give facts and to give opinions Reflects on texts read during independent reading <ul style="list-style-type: none"> • Expresses emotional response to texts read • Relates reading to own life 	Writes a simple personal letter <ul style="list-style-type: none"> • Uses a frame • Uses an informal style • Writes at least two paragraphs • Uses new vocabulary and punctuation learnt • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs Uses the writing process Develops a simple questionnaire <ul style="list-style-type: none"> • Writes questions clearly • Leaves space for answers • Uses the question form correctly Records words and their meanings in a personal dictionary <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	Spelling Spells familiar words correctly, using a personal dictionary Words ending in –l: double the l when you add a suffix, e.g. travel – travelling Working with words and sentences Uses regular and irregular forms of the verbs e.g. walk – walked; run – ran Uses forms of the verb 'to be' e.g. be/ been/ being; am/ is/ are; was/ were Vocabulary in context Words taken from shared or individually read texts Antonyms (words that are opposite in meaning, e.g. loud – soft Phrasal verbs, e.g. divide up, move in
FORMATIVE FORMAL ASSESSMENT				
FORMAL ASSESSMENT TASK 7 - [Total: 50 Marks]				

GRADE 6 FAL TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
RESPONSE TO TEXTS: 2 HOURS				
Question 1				
<ul style="list-style-type: none">Literary / non-literary text comprehension (20 marks)				
Question 2				
<ul style="list-style-type: none">Visual text comprehension (10 marks)				
Question 3				
<ul style="list-style-type: none">Summary writing (5 marks)				
Question 4				
<ul style="list-style-type: none">Language Structures and Conventions in context (15 marks)				

GRADE 6 FAL TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 1-2</p>	<p>Listens to story (Choose from contemporary realistic fiction/traditional stories/personal accounts /adventure/funny/fantasy/real life stories/historical fiction) Text from textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Discusses the key character • Notes relevant information on a chart e.g. timeline • Summarises the story <p>Listens to oral descriptions of places/animals/plants/objects etc. Text from textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Identifies places • Notes relevant information e.g. on a chart/table • Identifies similarities and differences 	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Describes the features of the text • Uses reading strategies e.g. uses contextual clues to determine meaning, makes inferences • Answers questions about the story • Identifies and discusses the setting and characters • Describes cause and effect in a story, e.g. what happened when...? Or Why do you think ... happened? • Gives a personal response to the story • Connects it to own life <p>Reflects on texts read during independent reading</p> <ul style="list-style-type: none"> • Does a structured book review with good oral presentation <p>Written activity</p>	<p>Writes diary entries</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the appropriate structure in a frame • Tells the events in the correct order • Uses connecting words • Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling Spells familiar words correctly, using a personal dictionary</p> <p>Working with words and sentences Builds on proper nouns e.g. with capital letter Simple present to describe universal statements, e.g. The sun sets in the west. Uses ‘will’ to indicate something that will happen. There will be a storm today Uses the gender forms of some nouns e.g. cow – bull (from week 3 - 4)</p> <p>Vocabulary in context Words taken from shared or individually read texts Synonyms (words that are similar in meaning e.g. soft – gentle)</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3 - 4	<p>Listens to a song/simple poems Text from textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Recalls main idea Discusses central idea Relates to own experience Identifies rhyme Expresses feelings stimulated by the poem 	<p>Reads poem</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies, e.g. uses contextual clues Answers questions about the poem Expresses feelings stimulated by the poem Discusses rhyme Discusses comparisons made in the poem <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, showing understanding Reads aloud using proper pronunciation, pacing and volume <p>Reflects on texts read during independent reading</p> <ul style="list-style-type: none"> Relates reading to own life 	<p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas using e.g. mind maps Writes a first draft Gives feedback on content and use of grammar and vocabulary Checks spelling Writes final draft <p>Writes for fun e.g. simple four line poem or rhyming sentences</p> <ul style="list-style-type: none"> Chooses topic Writes rhyming sentences on topic Uses one comparison <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling Spells familiar words correctly, using a personal dictionary Shortening words, e.g. television – telly, telephone – phone Uses abbreviations correctly: acronyms, initialisation, truncation, etc.</p> <p>Working with words and sentences Revises ‘a’ and ‘the’ with nouns. Builds on use of personal pronouns (e.g. I, you, it, us, them) Builds on understanding and use of simple past Begins to use ‘shall’ and ‘will’ to show intention. Uses adverbs of place (here, there) Uses past progressive Present progressive tense e.g. He is reading.</p> <p>Vocabulary in context Words taken from shared or individually read texts</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
				Joining prefixes or suffixes to a base word
WEEK 5 - 6	<p>Listens to and carries out instructions, e.g. a procedure</p> <ul style="list-style-type: none"> • Predicts what might come next • Discusses specific details of text • Discusses sequence of instructions • Discusses the form of the verb used 	<p>Reads procedural text e.g. recipe/ instructions for a simple scientific experiment / project Text from the textbook or reader/s Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and headings and surveys the text, e.g. contents page or index • Uses reading strategies e.g. skimming • Interprets visuals • Answers questions about the text • Describes what needs to be done • Discusses specific details of text • Discusses sequence of instructions • Follows the instructions <p>Reflects on texts read during independent reading</p> <ul style="list-style-type: none"> • Gives main ideas • Describes features of some of texts read, e.g. reference books with content pages and index 	<p>Writes information text, e.g. texts used in other subjects</p> <ul style="list-style-type: none"> • Writes 2 – 3 paragraphs • Organises information logically • Uses a topic sentence and supporting sentences • Uses formal language • Includes specific details • Uses passive voice appropriately <p>Makes a mind map summary of a short text</p> <ul style="list-style-type: none"> • Identifies at least three main points • Organises information neatly • Uses appropriate symbols/diagrams/ other relevant graphic text • Shows clearly the relationship between different parts of the diagram or other graphic text • Uses appropriate vocabulary • Checks spelling • Uses the dictionary to check spelling and meanings of words <p>Uses the writing process</p> <p>Literature Task</p>	<p>Spelling Uses the dictionary to check spelling and meanings of words Words which are often confused (e.g. diary/dairy)</p> <p>Working with words and sentences Understands and uses of the possessive form of the noun (e.g. Bonggi’s eyes) Uses different types of adjectives including what things are made of, e.g. woollen Understands and uses verbs to describe actions Subject verb agreement Present perfect tense (e.g. ‘I have finished.’)</p> <p>Vocabulary in context Words taken from shared or individually read texts</p>

GRADE 6 FAL TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
Week 6	FORMAL ASSESSMENT TASK 8 WRITING [Total: 30 Marks] <ul style="list-style-type: none"> • Transactional text (10 marks) AND • Narrative / descriptive essay (20 marks) • 5 paragraphs 			
WEEK 7 - 8	Participates in a class conversation on a familiar topic Text from textbook or reader/s or Teacher’s Resource File (TRF) <ul style="list-style-type: none"> • Asks relevant questions and responds to questions • Sustains the conversation • Expresses opinions • Respects others ideas • Encourages other learners to speak the additional language 	Reads a play Text from the textbook or Teacher’s Resource File (TRF) <ul style="list-style-type: none"> • Pre-reading: predicting from title • Uses reading strategies • Identifies the story line • Discusses characters, setting and action • Expresses feelings stimulated by the text • Discusses features of the text especially punctuation and format Does a word puzzles <ul style="list-style-type: none"> • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence Reflects on texts read during independent reading <ul style="list-style-type: none"> • Presents a short oral book report with appropriate content and structure • Give own opinion 	Writes a short play script , using a more informal style of writing <ul style="list-style-type: none"> • Selects appropriate characters • Develops the conversation and action logically • Uses direct speech • Uses appropriate punctuation, e.g. colon, exclamation and question marks Uses the writing process <ul style="list-style-type: none"> • Brainstorms ideas, using mind maps • Produces first draft • Gets feedback and revises • Proofreads • Writes final draft • Presents neat, legible final draft with correct spacing Records words and their meanings in a personal dictionary <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. Literature Task	Spelling Uses the dictionary to check spelling and meaning of words Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look. Working with words and sentences Begins to use determiners such as one, two, etc. and first, second, last. Uses different types of adjectives including those relating to where things come from Develops use of adverbs Vocabulary in context Words taken from shared or individually read texts Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)

GRADE 6 FAL TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
FORMATIVE FORMAL ASSESSMENT				
Weeks 7-8	FORMAL ASSESSMENT TASK 9 - [Total: 50 Marks] RESPONSE TO TEXTS: 2 HOURS Question 1 <ul style="list-style-type: none"> Literary / non-literary text comprehension (20 marks) Question 2 <ul style="list-style-type: none"> Visual text comprehension (10 marks) Question 3 <ul style="list-style-type: none"> Summary writing (5 marks) Question 4 <ul style="list-style-type: none"> Language Structures and Conventions in context (15 marks) 			

GRADE 6 FAL TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 - 2	<p>Listens to and discusses a talk</p> <ul style="list-style-type: none"> • Discusses main ideas and specific details • Records specific information on a chart or mind map 	<p>Reads information texts, e.g. from across the curriculum Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: reads and discusses headings and pictures • Uses reading strategies, e.g. scans for information • Notices the role that pictures play in constructing meaning • Answers questions about the text • Identifies advantages and disadvantages • Summarises a paragraph with support <p>Does comprehension activity on the text (written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression <p>Reads and solves a word puzzle</p> <ul style="list-style-type: none"> • Spells words correctly • Shows understanding of meanings of words • Uses relevant vocabulary 	<p>Uses information from a visual text, e.g. charts/ tables/ diagrams/ mind maps/ maps/ pictures/ graphs to write a text</p> <ul style="list-style-type: none"> • Writes two to three paragraphs • Facts are correct and well organised • Spelling and punctuation are correct <p>Writes a visual information text</p> <ul style="list-style-type: none"> • Makes a mind map summary of a short text • Organises advantages and disadvantages into a table <p>Writes definitions with examples</p> <ul style="list-style-type: none"> • Selects appropriate items to define • Uses concrete, relevant examples • Selects appropriate information • Use vocabulary relating to other subjects <p>Uses the dictionary to check spelling and the meanings of words</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</p> <p>Working with words and sentences</p> <p>Begins to understand there is no article with uncountable nouns (e.g. I like fish.)</p> <p>Builds on understanding and use of simple present</p> <p>Begins to use relative clauses (e.g. ‘Gold, which is mined in Gauteng, is an important export.’)</p> <p>Uses commas for separating nouns in a list</p> <p>Begins to use prepositions that show direction (towards), time (on, during), possession (with)</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 6 FAL TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center">WEEK 3 - 4</p>	<p>Listens to story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Asks relevant questions and responds to questions Summarises the story Answers and begins to ask and answer more complex questions, e.g. Why couldn’t ...? What ...? How do you think ...? Expresses an opinion, giving reason for it, e.g. on ethical, social and critical issues in a story, code switching if necessary Uses tenses introduced in the earlier grades, e.g. simple past and future 	<p>Reads a story Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies: uses contextual clues to find the meanings of new words Discusses plot, setting and character Discusses the sequence of events, answering questions about what happened first, second, etc. Answers and begins to ask and answer more complex questions, e.g. Why couldn’t ...? What ...? How do you think ...? Expresses and explains own opinion <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, showing understanding Reads aloud using proper pronunciation, pacing and volume <p>Reflects on texts read during independent reading</p> <ul style="list-style-type: none"> Does a structures book review with good written presentation 	<p>Writes a book review</p> <ul style="list-style-type: none"> Selects appropriate content and structure Expresses and explains own opinion Includes title, characters and summary <p>Uses the writing process</p> <ul style="list-style-type: none"> Brainstorms ideas Writes a first draft Revises Edits Writes final draft Presents neat, legible final draft 	<p>Spelling Uses the dictionary to check spelling and meanings of words</p> <p>Working with words and sentences Uses question forms, e.g. who, what, when, which, why, how</p> <p>Begins to use connecting words to show choice (e.g., either...or...).</p> <p>Future tense (e.g. ‘I will see him tomorrow.’ ‘I’m going to see him tomorrow.’)</p> <p>Uses direct speech</p> <p>Uses quotation marks for direct speech</p> <p>Vocabulary in context Words taken from shared or individually read texts</p>

GRADE 6 FAL TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p align="center">WEEK 5 - 6</p>	<p>Teacher led discussion on multimedia text</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners Listens to other learners and encourages them to speak 	<p>Reads media texts, e.g. magazine article / news report Text from the textbook or reader/s Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: discusses what text is about by previewing it Uses a range of reading strategies e.g. skimming, scanning Answers questions Discusses main ideas and specific details Discusses the layout and design of the text Compares layout and design to that of newspaper <p>Reads and understands graphic media text, e.g. posters and advertisements</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Interprets the information Discusses the purpose Discusses some of the language use Identifies and discusses design features such as colour and different sizes or kinds of print Discusses the layout Compares different texts, e.g. posters and advertisements 	<p>Writes a simple news report using a frame</p> <ul style="list-style-type: none"> Includes relevant information Includes a clear main idea Develops information logically Uses connecting words and organises paragraphs properly Uses the correct format Uses appropriate grammar, vocabulary, spelling and punctuation <p>Designs a poster</p> <ul style="list-style-type: none"> Includes relevant information Includes a picture Uses the correct format Uses design features such a colour and different sizes or kinds of print (font) Presents neat legible, final draft <p>Uses the writing process</p> <ul style="list-style-type: none"> Writes a first draft Revises Proofreads Writes final draft Presents neat, legible final draft <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Writes sentences using the words or explanations to show the meaning, etc. 	<p>Spelling Spells familiar words correctly, using a personal dictionary</p> <p>Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</p> <p>Working with words and sentences Uses comparatives (e.g. as ... as ...) Uses question marks Uses exclamation marks Uses the command form of the verb, e.g. Stop. Uses past progressive</p>

GRADE 6 FAL TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
Week 6	FORMAL ASSESSMENT TASK 10 WRITING PAPER 3 [Total 30 Marks] <ul style="list-style-type: none"> • Transactional text (10 marks) AND • Narrative / descriptive essay (20 marks) • 5 paragraphs 			
WEEK 7 – 8	Listens to poems Text from textbook or reader/s or Teacher’s Resource File (TRF) <ul style="list-style-type: none"> • Recalls main idea • Discusses central idea • Relates to own experience • Identifies rhyme and words that begin with the same sound (alliteration) • Identifies and discusses comparisons (e.g. similes) • Expresses feelings stimulated by the poem 	Reads poems <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. uses contextual clues • Answers questions about the poem • Expresses feelings stimulated by the poem • Discusses rhyme and alliteration • Discusses comparisons made in the poem (similes) Does comprehension activity on the text (oral or written)	Records words and their meanings in a personal dictionary <ul style="list-style-type: none"> • Writes sentences using the words or explanations to show the meaning, etc. 	Vocabulary in context Words taken from shared or individually read texts Compound nouns, e.g. playground
SUMMATIVE ASSESSMENT				
GRADE 6 TERM 4				
END YEAR EXAMINATION PAPERS				
	FORMAL ASSESSMENT TASK 11 PAPER 1 ORAL [20 marks] <ul style="list-style-type: none"> • (Un)prepared speech OR • Listening Comprehension Completed during the Term		FORMAL ASSESSMENT TASK 12 PAPER 2 RESPONSE TO TEXTS: [TOTAL 50 marks] 2 Hours Question 1 <ul style="list-style-type: none"> • Literary / non-literary text comprehension (20 marks) Question 2	

GRADE 6 FAL TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
	Task 11 (PAPER 1) Oral comprises term 4 oral mark only.		<ul style="list-style-type: none"> • Visual text comprehension (10 marks) Question 3 • Summary writing (5 marks) Question 4 • Language Structures and Conventions in context (15 marks) 	Timetabled during exam writing period.