

TRIMMED ATP – TERM 2, 3 AND 4

GRADE 6: HOME LANGUAGE

GRADE 6 HL TERM 2				
SKILLS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<b>WEEK 1 – 2</b>	<p><b>Listens to and discusses an information text</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for specific details</li> <li>• Discusses usefulness of the information</li> <li>• Discusses possible effects on people</li> <li>• Compares conditions in different places, indicates preferred destinations with reasons</li> <li>• Participates in <b>class</b> discussions ( <b>facilitated by teacher</b>), justifying own opinion</li> </ul>	<p><b>Reads an information text</b> from newspaper, a textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> <li>• Pre-reading: predicting from title, headings and pictures</li> <li>• Uses reading strategies: skims to get the general idea, scans for specific details</li> <li>• Identifies the way the text is organised</li> <li>• Compares differences and similarities in different places</li> <li>• Reads an information text with visuals e.g. map</li> <li>• Interprets visuals</li> <li>• Uses a dictionary for vocabulary development</li> </ul>	<p><b>Writes an information text</b></p> <ul style="list-style-type: none"> <li>• Selects appropriate visuals and content for the purpose</li> <li>• Presents information using a map, chart, graph or diagram.</li> <li>• Uses writing process                             <ul style="list-style-type: none"> <li>○ Planning/pre-writing</li> <li>○ Drafting</li> <li>○ Revising</li> <li>○ Editing</li> <li>○ Proofreading</li> <li>○ Presenting</li> </ul> </li> </ul>	<p><b>Word level work:</b> adjectives (attributive)</p> <p><b>Sentence level work:</b> simple past tense</p> <p><b>Spelling and punctuation:</b> dictionary usage</p>
<b>WEEK 3 – 4</b>	<p><b>Listens to a novel</b></p> <ul style="list-style-type: none"> <li>• Listens to extracts from the novel</li> <li>• Listens for specific details</li> <li>• Identifies the main message</li> <li>• Relates to own life</li> <li>• Discusses the main ideas and specific detail</li> </ul>	<p><b>Reads a short novel</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and discusses related themes/content</li> <li>• Identifies and explains the central events</li> <li>• Discusses the characters</li> <li>• Identifies and discusses feelings expressed</li> </ul>	<p><b>Writes a book review</b></p> <ul style="list-style-type: none"> <li>• Uses a frame</li> <li>• Pre-writing: listens to extracts from a read novel</li> <li>• Selects content appropriate for the purpose</li> <li>• Uses appropriate language and text structure</li> </ul>	<p><b>Word level work:</b> verbs (finite, infinitives and gerunds)</p> <p><b>Sentence level work:</b> present continuous tense, past continuous tense, future continuous tense</p>

GRADE 6 HL TERM 2				
SKILLS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> <li>Discusses the social, moral and cultural values in the text</li> </ul>	<ul style="list-style-type: none"> <li>Uses a dictionary for vocabulary development</li> </ul> <p><b>Reflects on texts read independently</b></p> <ul style="list-style-type: none"> <li>Retells story or main ideas in 3 to 5 sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses a dictionary for spelling and vocabulary development</li> <li>Uses the writing process</li> </ul>	
<p><b>FORMAL ASSESSMENT TASK 6</b></p> <p><b>ORAL [20 marks]</b></p> <ul style="list-style-type: none"> <li>(Un)prepared speech OR</li> <li>Listening Comprehension</li> </ul>				
<b>WEEK 5 – 6</b>	<p><b>Listens to and discusses an instructional text, e.g. recipe, directions</b></p> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Identifies the features of instructional text</li> <li>Notes key headings</li> <li>Gives clear instructions, e.g. on how to make a cup of tea</li> <li>Asks questions to clarify</li> <li></li> </ul>	<p><b>Reads a recipe or other instructional text</b></p> <ul style="list-style-type: none"> <li>Analyses the characteristics of the text: organisation and conventions of instructional texts</li> <li>Orders jumbled instructions</li> <li>Shows understanding of the text and how it functions: literal reading</li> <li>Compares two different recipes or instructions</li> </ul>	<p><b>Writes an instructional text, e.g. on how to make a cup of tea</b></p> <ul style="list-style-type: none"> <li>Lists materials and ingredients</li> <li>Uses imperatives</li> <li>Develops a frame for writing</li> <li>Uses linking phrases and organisational methods</li> <li>Uses the writing process</li> </ul>	<p><b>Word level work:</b> stems, prefixes, suffixes</p> <p><b>Spelling and punctuation:</b> word division, dictionary use</p>
Week 6	<b>FORMAL ASSESSMENT TASK 7 - Test [Total: 50 Marks]</b>			

GRADE 6 HL TERM 2				
SKILLS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<b>RESPONSE TO TEXTS: 2 HOURS</b> Question 1 <ul style="list-style-type: none"> <li>Literary / non-literary text comprehension (20 marks)</li> </ul> Question 2 <ul style="list-style-type: none"> <li>Visual text comprehension (10 marks)</li> </ul> Question 3 <ul style="list-style-type: none"> <li>Summary writing (5 marks)</li> </ul> Question 4 <ul style="list-style-type: none"> <li>Language Structures and Conventions in context (15 marks)</li> </ul>			

GRADE 6 HL TERM 3				
SKILLS	LISTENING AND SPEAKING	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<b>WEEKS 1 – 2</b>	<b>Listens to a short story</b> <ul style="list-style-type: none"> <li>Introductory activities: prediction</li> <li>Recalls events in the correct sequence and using the correct tense</li> <li>Discusses characters</li> <li>Discusses plot, conflict and setting</li> <li>Discusses messages in the text</li> </ul>	<b>Reads a short story</b> <ul style="list-style-type: none"> <li>Pre-reading activities: prediction based on title and or graphics</li> <li>Examines the text for hidden messages and summarizes the main and supporting ideas</li> <li>Critically discusses cultural and social values in text</li> <li>Discusses plot, theme, setting and characterisation</li> <li>Uses a dictionary for vocabulary development</li> </ul>	<b>Writes a character sketch</b> <ul style="list-style-type: none"> <li>Thinks about characterisation</li> <li>Uses descriptive words to compare characters</li> <li>Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs</li> <li>Shows understanding of setting, plot, conflict and theme.</li> <li>Correct use of tenses</li> <li>Uses the writing process</li> </ul>	<b>Word level work:</b> verbs (gerunds)  <b>Sentence level work:</b> present perfect, future perfect and past perfect tense
<b>WEEKS 3 – 4</b>	<b>Listens to or views audio/ visual /read text: cartoon / comic strips</b>	<b>Reads a cartoon / comic strips</b> <ul style="list-style-type: none"> <li>Follows short printed instructions and interprets them and explains</li> </ul>	<b>Writes a friendly letter/A diary entry</b> <ul style="list-style-type: none"> <li>Uses correct layout</li> </ul>	<b>Word level work:</b> adjectives (predicative), connecting words

GRADE 6 HL TERM 3				
SKILLS	LISTENING AND SPEAKING	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Views and discusses content and messages of the text</li> <li>• Discusses appropriateness of the graphics to the text</li> <li>• Shares ideas on the title and the text</li> <li>• Discusses any new words vital to the understanding of the programme</li> <li>• Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker's body language</li> </ul>	<p>simple visual text: graphs, diagrams, graphics</p> <ul style="list-style-type: none"> <li>• Examines the text for hidden messages and summarises the main and supporting ideas</li> <li>• Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation</li> <li>• Critically discusses cultural and social values in text</li> <li>• Identifies different perspectives and gives own perspective based on evidence in the text</li> </ul>	<ul style="list-style-type: none"> <li>• Shows awareness of audience and style</li> <li>• Uses appropriate tone</li> <li>• Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs</li> <li>• Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs</li> <li>• Uses correct spelling and punctuation</li> </ul>	<p><b>Spelling and punctuation:</b> word division, dictionary usage</p>
<p><b>WEEKS</b> <b>5 – 6</b></p>	<p><b>Listens to or views audio/ visual /read text: cartoon / comic strips</b></p> <p><b>Oral Presentation</b></p>	<p><b>Reads a cartoon / comic strips</b></p> <p><b>Oral Presentation</b></p>	<p><b>Writes a cartoon / comic script</b></p> <ul style="list-style-type: none"> <li>• Uses a frame</li> <li>• Defines the concept</li> <li>• Outlines the script</li> <li>• Uses interesting main and supporting characters</li> <li>• Uses effective plot and conflict</li> <li>• Writes and designs visual texts using language, pictures and sound effects creatively, e.g. an advertisement for television</li> <li>• Uses the Writing process</li> </ul>	<p><b>Word level work:</b> verbs (participle), moods, adverbs of manner, time, place</p> <p><b>Sentence level work:</b>-active voice and passive voice</p>

GRADE 6 HL TERM 3				
SKILLS	LISTENING AND SPEAKING	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<b>Week 6</b>	<b>FORMAL ASSESSMENT TASK 8</b> <b>WRITING [Total: 30 Marks]</b> <ul style="list-style-type: none"> <li>• Transactional text (10 marks)</li> <li>AND</li> <li>• Narrative / descriptive essay (20 marks)</li> <li>• 5 paragraphs</li> </ul>			
<b>WEEKS 7 – 8</b>	<b>Listens to and discusses drama</b> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Discusses key feature of the text.</li> <li>• Links content and messages in the text to own life</li> <li>• Gives critical comment on messages in the text</li> </ul>	<b>Reads reviews of play/drama</b> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title and or graphics</li> <li>• Uses different reading strategies e.g. :skimming, scanning to identify main and supporting ideas</li> <li>• Identifies different perspectives and gives own perspective based on evidence in the text</li> </ul>	<b>Writes a dialogue / a short play script</b> <ul style="list-style-type: none"> <li>• Uses characterisation</li> <li>• Uses correct layout</li> <li>• Establishes tone or mood</li> <li>• Shows an understanding of style and register</li> <li>• Uses the writing process</li> </ul>	<b>Word level work:</b> stems, prefixes, suffixes  <b>Sentence level work:</b> adverbs of degree, duration, frequency  <b>Spelling and punctuation:</b> quotation marks and commas
<b>Weeks 7-8</b>	<b>FORMAL ASSESSMENT TASK 9 - [Total: 50 Marks]</b> <b>RESPONSE TO TEXTS: 2 HOURS</b> Question 1 <ul style="list-style-type: none"> <li>• Literary / non-literary text comprehension (20 marks)</li> </ul> Question 2 <ul style="list-style-type: none"> <li>• Visual text comprehension (10 marks)</li> </ul> Question 3 <ul style="list-style-type: none"> <li>• Summary writing (5 marks)</li> </ul> Question 4 <ul style="list-style-type: none"> <li>• Language Structures and Conventions in context (15 marks)</li> </ul>			

**GRADE 6 HL TERM 4**

<b>SKILLS</b>	<b>LISTENING AND SPEAKING</b>	<b>READING &amp; VIEWING</b>	<b>WRITING &amp; PRESENTING</b>	<b>LANGUAGE STRUCTURES AND CONVENTIONS</b>
<b>WEEK 1 – 2</b>	<p><b>Listens to and discusses an information text</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Identifies main ideas and responds appropriately</li> <li>• Participates in <b>a class</b> discussions, explaining own opinion</li> <li>• Identifies and explains cause and effect</li> <li>• Comments on the social, moral and cultural values</li> <li>• Asks critical questions</li> </ul>	<p><b>Reads an information text</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title and or graphics</li> <li>• Uses different reading strategies e.g. :skimming, scanning to identify the main and supporting ideas and responds appropriately</li> <li>• Identifies and explains cause and effect</li> <li>• Uses previous knowledge or textual clues to determine meaning</li> <li>• Makes inferences</li> </ul>	<p><b>Writes a descriptive paragraph</b></p> <ul style="list-style-type: none"> <li>• Creative writing (four paragraphs)</li> <li>• Chooses relevant content</li> <li>• Stays on topic</li> <li>• Uses descriptive vocabulary especially a range of adjectives</li> <li>• Uses figurative language, e.g. similes, metaphors</li> <li>• Sequences a series of steps or events in a logical way</li> <li>• Uses the writing process</li> </ul>	<p><b>Sentence level work:</b>-direct speech, indirect speech</p> <p><b>Word meaning:</b> understatement, multiple meaning, ambiguity</p> <p><b>Spelling and punctuation:</b> question mark and parenthesis</p>
<b>WEEK 3 – 4</b>	<p><b>Listens to a Story</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Responds critically by identifying the key elements of a book review</li> <li>• Recalls main ideas and details from a text</li> <li>• Identifies and discusses values</li> <li>• Invents and describes preferred results or endings</li> </ul>	<p><b>Reads a Story</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title and or graphics</li> <li>• Uses different reading strategies e.g.: skimming, scanning</li> <li>• Identifies main and supporting ideas</li> <li>• Interprets and discusses message</li> <li>• Comments on storyline</li> </ul>	<p><b>Writes a short summary</b></p> <ul style="list-style-type: none"> <li>• Writes a short summary</li> <li>• Plots main events using a flow chart</li> <li>• Orders logically</li> <li>• Expresses ideas clearly and logically</li> <li>• Makes recommendations</li> <li>• Use the writing process</li> </ul>	<p><b>Sentence level work:</b> noun phrases and clauses</p> <p><b>Sentence level work:</b> verb phrases and clauses</p> <p><b>Word meaning:</b> pun</p> <p><b>Spelling and punctuation:</b> colon, semi-colon, contraction</p>

GRADE 6 HL TERM 4				
SKILLS	LISTENING AND SPEAKING	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
<b>WEEK 5 – 6</b>	<b>Listens to and discusses poems</b> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listens for information and summarises main ideas, and notes specific details</li> <li>• Discusses social, moral and cultural values in the text</li> <li>• Comments on how values and messages are conveyed in the text</li> <li>• Sensitively gives balanced and constructive feedback</li> </ul>	<b>Reads a poem</b> <ul style="list-style-type: none"> <li>• Pre-reading activities, e.g. prediction based on title and or graphics</li> <li>• Uses different reading strategies e.g. :skimming, scanning</li> <li>• Responds critically to poems</li> <li>• Comments on the use of alliteration, repetition, simile and onomatopoeia</li> <li>• Interprets and discusses message</li> <li>• Shows understanding of the poem and its relationship to own life</li> </ul>	<b>Writes a poem</b> <ul style="list-style-type: none"> <li>• Develops and organises ideas through a writing process</li> <li>• Uses alliteration, metaphor, onomatopoeia, simile, symbol, theme</li> </ul>	<b>Word meaning:</b> similes, metaphors, personification, simile, onomatopoeia, symbol  <b>Sentence level work:</b> compound sentences, complex sentences
<b>Week 6</b>	<b>FORMAL ASSESSMENT TASK 10</b> <b>WRITING PAPER 3 [Total 30 Marks]</b> <ul style="list-style-type: none"> <li>• Transactional text (10 marks) AND</li> <li>• Narrative / descriptive essay (20 marks)</li> <li>• 5 paragraphs</li> </ul>			
<b>WEEK 7 – 8</b>	<b>Listens to and discusses poems</b> <b>Paper 1 Task:</b> Listening Comprehension/ unprepared speech	<b>Reads a poem</b>  <b>Independent reading</b> <b>Paper 1 Task:</b> Listening Comprehension/ unprepared speech	<b>Writes a poem</b> <ul style="list-style-type: none"> <li>• Reflects on and evaluates writing and creative work</li> <li>• Use the writing process</li> </ul>	<b>Sentence level work:</b> subject; object  <b>Revision:</b> parts of speech, tenses, synonyms
TERM 4 FORMAL END OF YEAR EXAMINATION				
<b>TASK</b>	<b>FORMAL ASSESSMENT TASK 11</b>		<b>FORMAL ASSESSMENT TASK 12</b>	

GRADE 6 HL TERM 4				
SKILLS	LISTENING AND SPEAKING	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
	<b>ORAL PAPER 1 [20 Marks]</b> <ul style="list-style-type: none"> <li>• (Un)prepared speech OR</li> <li>• Listening Comprehension</li> </ul> (Completed during the term) Task 11 (PAPER 1) Oral comprises term 4 oral mark only.		<b>PAPER 2 [Total: 50 Marks]</b> <b>RESPONSE TO TEXTS: 2 HOURS</b> Question 1 <ul style="list-style-type: none"> <li>• Literary / non-literary text comprehension (20 marks)</li> </ul> Question 2 <ul style="list-style-type: none"> <li>• Visual text comprehension (10 marks)</li> </ul> Question 3 <ul style="list-style-type: none"> <li>• Summary writing (5 marks)</li> </ul> Question 4 <ul style="list-style-type: none"> <li>• Language Structures and Conventions in context (15 marks)</li> </ul> Timetabled during exam writing period.	