

3.5.3 Grade 6

GRADE 6				
TERM 1				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
1-2	<p>Listens to a short story</p> <p>(Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/ funny/fantasy/ real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Answers questions to show understanding Gives a personal response to the story, <p>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a poem Plays a language game Gives and follows instructions / directions Discusses a topic 	<p>Reads a short story</p> <p>(Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/funny / fantasy/ real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading with support: predicts from title and pictures Uses reading strategies e.g. making predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Discusses the title, and where the story takes place (setting) Answers simple questions on the story <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression 	<p>Writes a paragraph with support</p> <ul style="list-style-type: none"> Uses a frame Writes an appropriate opening sentence with support Uses connectors Writes an appropriate ending with support Uses appropriate grammar, vocabulary, spelling and punctuation <p>Uses the writing process with support</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>Working with words</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Builds on phonic knowledge to spell words e.g. builds word families based on how they sound or look. Builds on knowledge of sight words and high frequency words <p>Working with sentences</p> <ul style="list-style-type: none"> Understands and uses countable nouns (e.g. book - books) Builds on use of personal pronouns (e.g. I, you, it, us, them) Builds on use of subject verb concord e.g. There is one book/There are two books ... Builds on understanding and use of tenses <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

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3-4	<p>Sustains a conversation on a familiar topic (e.g. Body and Health)</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners by listening to them <p>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a poem Plays a language game Discusses a familiar topic 	<p>Reads a simple-descriptive / narrative recount Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading with support : predicts from title and pictures Uses reading strategies e.g. making predictions, uses pictures / phonic and contextual clues Discusses new vocabulary from the read text Answers simple questions on text <p>Does comprehension activity on the text (oral or written)</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Shares opinions on the text 	<p>Writes a simple personal note or message</p> <ul style="list-style-type: none"> Reinforces the features of a personal note / message Uses a frame Directs message at appropriate person Edits own writing with support by correcting grammar, punctuation and spelling errors <p>Uses the writing process with support</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>Working with words</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Breaks long words into smaller chunks e.g. be-cause; sen-ten-ce <p>Working with sentences</p> <ul style="list-style-type: none"> Revises “a” and “the” with nouns. Builds on understanding and use of tenses Builds on the use of adverbs and adjectives <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

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Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
5-6	<p>Listens to a story</p> <p>(Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/-/real life stories/ Text from the textbook or reader/s or Teacher's Resource File (TRF) Summarises story with support in a frame</p> <ul style="list-style-type: none"> Understands basic questions <p>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a poem or a part of a story Plays a language game Discusses a familiar topic 	<p>Reads a text</p> <p>(Choose from contemporary /traditional stories/personal accounts/adventure/real life stories) e.g. a diary/ diary entries</p> <p>Text from the textbook or reader/s or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading with support: predicts from title and pictures Uses reading strategies with support e.g. makes predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Answers questions on text <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency, pacing and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Discusses own feelings 	<p>Writes for personal reflection e.g. a diary using a frame</p> <ul style="list-style-type: none"> Introduce and discuss the features of the diary Uses the frame Uses an informal style Tells the events in order Uses connectors Uses appropriate grammar, spelling, punctuation <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>Working with words</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. <p>Working with sentences</p> <ul style="list-style-type: none"> Builds on use of personal pronouns (e.g. I, you, it, us, them) Understands and uses verbs to describe actions Builds on use of prepositions that show position (on, under, above) Uses connectors to show addition (and) and sequence (then, before), Uses question forms e.g. who, what, when, which, why, how Capital letters for proper nouns, for titles and initials of people <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

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7-8	<p>Listens to and discusses basic instructions</p> <ul style="list-style-type: none"> • Responds physically to simple instructions • Uses connectors • Uses the correct order <p>Practises Listening and Speaking for enrichment (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a poem or song or a part of a story • Plays a language game • Gives and follows instructions / directions • Discusses a topic 	<p>Reads procedural text e.g. instructions</p> <p>with visuals e.g. diagrams / pictures / graphs / photographs / drawings</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading with support: predicts from title, pictures and headings • Uses reading strategies with support – Discusses some visual features Interprets information in the visual text • Follows instructions <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency, pacing and expression <p>Does comprehension activity on the text (oral or written)</p> <p>Does a word puzzle for enrichment</p> <ul style="list-style-type: none"> • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence 	<p>completes visual text e.g. diagrams / pictures / graphs /- photographs /drawings</p> <ul style="list-style-type: none"> • Adds correct labels • Includes relevant information • Uses key words <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>Working with words</p> <ul style="list-style-type: none"> • Uses the dictionary to check spelling and meanings of words • Words starting with c and followed by -e, -i or -y: pronounce as s e.g. centre, city <p>Working with sentences</p> <ul style="list-style-type: none"> • Uses the command form of the verb • Begins to use determiners such as one, two, etc and first, second, last. • Uses the negative concord (e.g. ‘I don’t have’; ‘she doesn’t have’) • Uses “must” to show necessity • Uses past progressive/ past perfect progressive • Begins to use prepositions that show direction (towards), time (on, during), possession (with) • Understands and uses negative forms <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts • Synonyms (words that are similar in meaning e.g. soft/gentle)

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TERM 1				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
9-10	<p>Listens to poems/songs</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Uses an oral description to identify people or objects <p>Plays a language game for enrichment</p> <ul style="list-style-type: none"> • Gives and follows instructions correctly • Takes turns • Completes the game in the time allocated 	<p>Reads poems</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Discusses topic and main idea • Understands in a simple way some elements of poetry e.g. rhyme, alliteration, • Discusses new vocabulary from the read text • Uses a dictionary <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation, fluency and expression 	<p>Writes a description of a person / an object / animal / plant / place</p> <ul style="list-style-type: none"> • Selects appropriate content • Focuses on physical description • Writes creatively, using adjectives and adverbs • Edits own writing, correcting spelling errors <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 with support</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft 	<p>Working with words</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary <p>Working with sentences</p> <ul style="list-style-type: none"> • Understands and uses of the possessive form of the noun (e.g. Bongzi's eyes) • Begins to understand there is no article with uncountable nouns (e.g. I like fish.) • Uses different types of adjectives • Builds on the uses of tenses <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts • Compound words e.g. playground

GRADE 6				
TERM 2				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
11-12	<p>Listens to a story</p> <p>(Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/ funny/fantasy/ real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Notes relevant information • Tells and retells stories <p>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a poem • Plays a language game • Gives and follows instructions / directions • Discusses a topic 	<p>Reads a story</p> <p>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>Does comprehension activity on the text (oral or written)</p> <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/pair reading</p> <ul style="list-style-type: none"> • Gives opinions and relates books to own life 	<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 connectors • Uses some adjectives • Writes an appropriate ending • Stays on the topic • Links sentences into a coherent paragraph using pronouns, connectors and correct punctuation • Uses appropriate grammar, spelling and punctuation • Uses the dictionary to check spelling and meanings of words <p>Writes a paragraph to express and explain an opinion</p> <ul style="list-style-type: none"> • Writes 2 to 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 with support</p> <ul style="list-style-type: none"> • Brainstorms ideas • Writes a first draft • Revises • Edits • Writes final draft • Presents neat, legible final draft 	<p>Working with words</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary <p>Working with sentences</p> <ul style="list-style-type: none"> • Understands and uses uncountable nouns (e.g. chalk) • Builds on use of demonstrative pronouns (e.g. this, that, those, these) • Builds on use of adjectives before nouns e.g. The small dog • Begins to use irregular forms of some verbs e.g. run, ran • Builds on understanding and use of simple present • Begins to use “must”, “should” and “have to” to show obligation. <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts

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Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
13-14	<p>Listens to oral descriptions of objects/ animals/ plants/ places</p> <p>Text from the 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 label it Uses vocabulary relating to other subjects <p>Practises Listening and Speaking</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a poem Plays a language game Gives and follows instructions / directions Discusses a topic 	<p>Reads information texts e.g. from other subjects.</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: discusses the topic with support 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/pair reading</p> <ul style="list-style-type: none"> Summarises what they have read in a few sentences 	<p>Writes a description/ paragraph/sentences of objects / animals/plants/ places</p> <ul style="list-style-type: none"> Includes relevant, specific details Describes physical appearance 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. 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 with support</p> <ul style="list-style-type: none"> Brainstorms ideas Writes a first draft Revises Edits Writes final draft Presents neat, legible final draft 	<p>Working with words</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Reinforce singular and plural forms <p>Working with 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) Uses different types of adjectives Uses adverbs of manner (e.g. quickly, slowly) Develops understanding and use of connectors showing addition, sequence and contrast. <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts

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TERM 2				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
15-16	<p>Listen to a personal recount of an event</p> <ul style="list-style-type: none"> Identifies most important ideas and people Answers questions about what happened first, second, etc, recounting the same event <p>Role-plays some familiar situations</p> <ul style="list-style-type: none"> Uses appropriate language and actions Organises content sensibly <p>Practises Listening and Speaking for enrichment</p> <p>(Choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a poem Plays a language game Tells or retells stories 	<p>Reads stories</p> <p>(Choose from contemporary realistic fiction/traditional stories/ personal accounts/ adventure/funny/fantasy/ real life stories/historical fiction)</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicts with support from title and pictures Reads for detail and uses contextual clues to find meaning Understands the vocabulary Answers basic questions on the story (e.g. message and setting) <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Reads personal and social texts e.g. a personal diary or letter</p> <ul style="list-style-type: none"> Comments on main ideas Reads for detail and notices informal style Comments on format and salutation <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Relates reading to own life 	<p>Writes a simple personal letter</p> <ul style="list-style-type: none"> Introduce features of the informal letter Uses a frame Uses an informal style Writes at least two short paragraphs Uses new vocabulary and punctuation learnt Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <p>Uses the writing process with support</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>Working with words</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary <p>Working with sentences</p> <ul style="list-style-type: none"> Uses regular forms of the verb e.g. walk, walked Uses forms of the verb ‘to be’ e.g. be/ been/ being; am/ is/ are; was/ were Phrasal verbs e.g. divide up, move in Uses adverbs of frequency (e.g. ‘She hardly ever visits me.’). Begins to use connectors to show contrast (but), reason (because) and purpose (so that). <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Antonyms (words that are opposite in meaning e.g. loud/soft)

GRADE 6				
TERM 2				
Weeks	Listening and Speaking (ORAL)	Reading and viewing	Writing and Presenting	Language Structures and Conventions
17-18	<p>Carries out a class survey e.g. interviews class mates), recording responses on a chart or graph</p> <ul style="list-style-type: none"> Asks and answers questions Handles interviews politely Records information accurately Uses the structure correctly Uses key words and phrases <p>Sustains a conversation on a familiar topic for enrichment</p> <ul style="list-style-type: none"> Listens to and gives other learners a chance to speak Asks and answers questions Gives an opinion e.g. Why do you think...? 	<p>Reads information text with visuals e.g. timetables and television schedules/charts/tables/diagrams/mind maps/maps/pictures/graphs</p> <p>Text from the textbook or reader/s 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 Scans for specific information <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Solves word puzzles for enrichment</p> <ul style="list-style-type: none"> Uses relevant vocabulary Spells words correctly Explains meanings of words/uses them in a sentence Uses a dictionary <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Compares books and texts read 	<p>Develops a simple questionnaire</p> <ul style="list-style-type: none"> Writes questions clearly Leaves space for answers Uses the question form correctly <p>Writes a paragraph to express and explain an opinion</p> <ul style="list-style-type: none"> Writes 3-4 sentences with support Selects relevant information Gives own personal opinion Explains sensibly <p>Uses the writing process with support</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>Working with words</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Words with long vowel sounds: add the silent -e at the end e.g. cake, pole, mine, tune <p>Working with sentences</p> <ul style="list-style-type: none"> Extends use of forms of the verb "to be" e.g. be/ been/ being; am/ is/ are; was/ were Builds on understanding and use of future tense Begins to use "must", "should" and "have to" to show obligation. Begins to use adverbs <p>Vocabulary in context</p> <ul style="list-style-type: none"> Words taken from shared or individually read texts Antonyms (words that are opposite in meaning e.g. loud/soft)
19-20	FORMAL ASSESSMENT			