

GRADE 6 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Listens to a story (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 to show understanding Gives a personal response to the story, connecting it to own life <p>Plays language game/s</p> <ul style="list-style-type: none"> Follows and gives instructions correctly Uses a range of vocabulary Takes turns, giving others a chance to speak <p>Practises Listening and Speaking (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 (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 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, plot and where the story takes place (setting) Answers questions on the story <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>Does a word puzzle</p> <ul style="list-style-type: none"> Uses relevant vocabulary Spells words correctly Explains meanings of words/uses them in a sentence <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Does a short oral book review Relates text to own life 	<p>Writes a simple story</p> <ul style="list-style-type: none"> Uses a frame only if necessary Uses a mind map or flowchart to plan Selects appropriate topic and content Writes an appropriate opening sentence Uses connecting words Writes an appropriate ending Uses appropriate grammar, vocabulary, spelling and punctuation <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</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</p> <p>Builds on knowledge of sight words and high frequency words</p> <p>Working with words and sentences</p> <p>Understands and uses countable nouns (e.g. book – books)</p> <p>Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Builds on understanding and use of simple past</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

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WEEK 3–4	<p>Listens to a factual recount, e.g. news report, factual account</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Understands concepts and uses vocabulary relating to other subjects Expresses and explains own opinion Discusses the text <p>Sustains a conversation on a familiar topic</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners by listening to them and encouraging them to speak <p>Practises Listening and Speaking (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 simple factual recount, e.g. a news article or factual account</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 from title and pictures Uses reading strategies, e.g. making predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Answers questions on text Expresses cause and effect <p>Does comprehension activity on the text (oral or written)</p> <p>Reads social texts, e.g. personal letter/s</p> <ul style="list-style-type: none"> Discusses main idea and specific details Identifies features, e.g. format, salutation, etc. <p>Reads media texts, e.g. advertisements/ pamphlets/posters</p> <ul style="list-style-type: none"> Identifies the main message Discusses the use of layout, colour, typeface and images Understands how pictures and words are used to persuade <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Summarises the text in a few sentences Shares opinions on the text 	<p>Writes a simple factual recount</p> <ul style="list-style-type: none"> Uses a frame if necessary Selects appropriate information Organises main idea and supporting details Uses connecting words, pronouns appropriately <p>Writes a simple personal letter</p> <ul style="list-style-type: none"> Uses a frame Selects appropriate content Directs letter at appropriate person for the purpose Edits own writing by correcting grammar, punctuation and spelling errors <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</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>Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce</p> <p>Working with words and sentences</p> <p>Revises ‘a’ and ‘the’ with nouns.</p> <p>Builds on understanding and use of comparative and superlative adjectives</p> <p>Builds on understanding and use of present progressive</p> <p>Builds on use of modals, e.g. ‘can’ to show ability, ‘may’ to ask for permission</p> <p>Uses adverbs of time (e.g. tomorrow, yesterday)</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

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WEEK 5–6	<p>Listens to a story (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) Summarises story with support</p> <ul style="list-style-type: none"> Understands and uses questions, e.g. Why do you think...? Why doesn’t ...? Recalls experiences and events in the right sequence <p>Practises Listening and Speaking (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 (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 from title and pictures Uses reading strategies, e.g. makes predictions, uses phonic and contextual clues Discusses new vocabulary from the read text Answers questions on text Identifies title, setting and plot <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, pacing and expression <p>Reads personal recounts, e.g. a diary/ diary entries</p> <ul style="list-style-type: none"> Discusses main idea and specific details Identifies features, e.g. format, salutation, etc. <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Expresses own opinion 	<p>Writes for personal reflection, e.g. a diary using a frame</p> <ul style="list-style-type: none"> Uses the frame correctly Uses an informal style Selects appropriate content for the topic Tells the events in the correct order Uses connecting words Uses appropriate grammar, spelling, punctuation and spaces between paragraphs <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>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>Words starting with g and followed by -e, -i or -y: start with g even though it sounds like j, e.g. germ</p> <p>Working with words and sentences</p> <p>Builds on use of personal pronouns (e.g. I, you, it, us, them)</p> <p>Understands and uses verbs to describe actions</p> <p>Builds on use of prepositions that show position (on, under, above)</p> <p>Uses connecting words to show addition (and) and sequence (then, before),</p> <p>Uses question forms, e.g. who, what, when, which, why, how</p> <p>Capital letters for proper nouns, for titles and initials of people</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)</p>

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WEEK 7–8	<p>Listens to and gives a sequence of instructions</p> <ul style="list-style-type: none"> • Responds physically to complex sequence of instructions • Instructions given make sense • Uses connecting words • Uses the correct order <p>Describes a process</p> <ul style="list-style-type: none"> • Information given in the description makes sense • Uses connecting words • Uses the correct order • Understands concepts and uses vocabulary relating to other subjects <p>Practises Listening and Speaking (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 text with visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs/plans</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 from title, pictures and headings • Uses reading strategies: scans for information • Understands visual features, e.g. keys, symbols, etc. • 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</p> <ul style="list-style-type: none"> • Uses relevant vocabulary • Spells words correctly • Explains meanings of words/uses them in a sentence <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Summarises the text in a few sentences • Shares opinions on the text 	<p>Writes a description of a simple process</p> <ul style="list-style-type: none"> • Information given in the description makes sense • Uses connecting words • Writes in the correct sequence • Uses formal language • Uses vocabulary from other subjects <p>Designs, draws and completes visual text, e.g. charts/tables/ diagrams/mindmaps/ maps/pictures/ graphs/ plans</p> <ul style="list-style-type: none"> • Adds correct labels • Includes relevant information • Uses key words <p>Writes simple definitions using a frame</p> <ul style="list-style-type: none"> • Prewriting: studies different definitions • Selects appropriate items to define • Uses concrete, relevant examples • Uses vocabulary relating to other subjects • Writes concisely <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. 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words starting with c and followed by -e, -i or -y: pronounce as s, e.g. centre, city</p> <p>Working with words and sentences</p> <p>Uses the command form of the verb</p> <p>Begins to use determiners such as one, two, etc. and first, second, last.</p> <p>Uses negative concord (e.g. ‘I don’t have’, ‘she doesn’t have’)</p> <p>Uses ‘must’ to show necessity</p> <p>Uses past progressive Begins to use prepositions that show direction (towards), time (on, during), possession (with)</p> <p>Understands and uses negative forms</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>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 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</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, onomatopoeia, comparisons, personification • 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>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Compares texts read 	<p>Writes a description of a person</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>Writes a description of 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</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</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words starting with a k sound and followed by e or i: use a k to spell the word</p> <p>Working with words and sentences</p> <p>Understands and uses of the possessive form of the noun (e.g. Bongji's eyes)</p> <p>Uses different types of adjectives including age/temperature/what things are made of, e.g. woollen</p> <p>Simple present to describe regular actions, e.g. 'I brush my teeth every day' or universal truths e.g. 'The sun sets in the west.'</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Compound words, e.g. playground</p>

GRADE 6 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>TERM 2 WEEK 1–2</p>	<p>Listens to a story (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) 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 (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 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) 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 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 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</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 Spells familiar words correctly, using a personal dictionary Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut</p> <p>Working with words and sentences 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 and begins to use those that come after nouns, e.g. The dog is small. 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> <p>Vocabulary in context Words taken from shared or individually read texts</p>

GRADE 6 TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3–4	<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>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>Practises Listening and Speaking (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 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 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/ mindmaps/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 Revises Edits Writes final draft Presents neat, legible final draft 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Add –es to form plurals of words ending in –s, –sh, –ch, or –z; e.g. bunch, bunches; brush, brushes</p> <p>Working with words and sentences</p> <p>Uses nouns that have only plurals, e.g. scissors and trousers</p> <p>Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs)</p> <p>Begins to use adjectives that come after nouns e.g. The dog is small.</p> <p>Builds on understanding and use of comparative and superlative adjectives</p> <p>Uses adverbs of manner (e.g. quickly, slowly)</p> <p>Develops understanding and use of connecting words showing addition, sequence and contrast.</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 6 TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 5–6</p>	<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>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 Gives a personal response, relating story to own life Expresses and explains own opinion Asks and answers questions, giving an opinion, e.g. Why do you think...? Why doesn’t ...? <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</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 from title and pictures Reads for detail and uses contextual clues to find meaning Identifies and comments on the plot Gives reasons for action Understands the vocabulary Answers questions on the story <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>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"> Expresses emotional response to texts read Relates reading to own life 	<p>Writes a simple personal letter</p> <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 <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</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Words ending in -l : double the l when you add a suffix, e.g. travel, travelling</p> <p>Working with words and sentences</p> <p>Uses regular and irregular forms of the verb, e.g. walk, walked; run, ran</p> <p>Uses forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</p> <p>Present perfect tense (e.g. ‘I have finished.’)</p> <p>Uses adverbs of frequency (e.g. ‘She hardly ever visits me.’).</p> <p>Begins to use connecting words to show contrast (but), reason (because) and purpose (so that).</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Antonyms (words that are opposite in meaning, e.g. loud/soft)</p> <p>Phrasal verbs, e.g. divide up, move in</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<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</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>Plays a language game</p> <ul style="list-style-type: none"> Gives and follows instructions Takes turns <p>Practises Listening and Speaking (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 text with visuals, e.g. timetables and television schedules/charts/tables/ diagrams/ mindmaps/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>Reads a simple book review</p> <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 <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, fluency and expression <p>Solves word puzzles</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>Writes simple definitions</p> <ul style="list-style-type: none"> Selects relevant information Give examples Writes formally and concisely Uses vocabulary relating to other subjects <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 4 to 5 sentences Selects relevant information Gives own personal opinion Gives a sensible explanation <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</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words with long vowel sounds: add the silent –e at the end, e.g. cake, pole, mine, tune</p> <p>Working with words and sentences</p> <p>Extends use of forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were</p> <p>Builds on understanding and use of future tense</p> <p>Begins to use ‘must’, ‘should’ and ‘have to’ to show obligation.</p> <p>Begins to use adverbs of degree, e.g. ‘very, really, almost, too’</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Antonyms (words that are opposite in meaning, e.g. loud/soft)</p>
WEEK 9–10	SUMMATIVE ASSESSMENT			

GRADE 6 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1–2	<p>Listens to a story (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 • 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.</p> <p>Text from the 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>Practises Listening and Speaking (Choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a poem • Plays a language game • Gives and follows instructions/directions • Recounts experiences or events in the right sequence, using connecting words 	<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: 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>Reads simple personal letters</p> <ul style="list-style-type: none"> • Identifies main ideas • Answers literal questions • Identifies features of text, e.g. date, salutation <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Does a structured book review with good oral presentation 	<p>Writes diary entries</p> <ul style="list-style-type: none"> • Selects appropriate content for the topic • Uses the appropriate structure as 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</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Add s to form most plurals</p> <p>Working with words and sentences</p> <p>Builds on use of proper nouns, e.g. with capital letter</p> <p>Simple present to describe universal statements, e.g. ‘The sun sets in the west.’</p> <p>Uses ‘will’ to indicate something that will happen, e.g. There will be a storm today</p> <p>Begins to use connecting words to show cause-and-effect (so that)</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Synonyms (words that are similar in meaning, e.g. soft/gentle)</p>

GRADE 6 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3–4	<p>Listens to a simple talk on an issue</p> <ul style="list-style-type: none"> Asks and answers more complex questions Discusses the main idea Gives opinions Respects other learners by listening to them Encourages other group members to support fellow learners <p>Talks about an issue after preparation</p> <ul style="list-style-type: none"> Selects appropriate topic and content Stays on topic Organises content logically <p>Collects information, e.g. carries out simple research such as a survey</p> <ul style="list-style-type: none"> Selects questions to be asked Asks and answers questions Records information as notes in the questionnaire developed <p>Practises Listening and Speaking (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 with visuals, e.g. charts/tables/ diagrams/ mindmaps/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: scans for important details Asks questions Selects relevant details to answer questions Makes a mind map summary of the text/selection of the text <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>Does a word puzzle</p> <ul style="list-style-type: none"> Uses relevant vocabulary Spells words correctly Explains meanings of words/uses them in a sentence <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Summarises text in about 5 sentences. 	<p>Writes information text and completes visuals, e.g. charts/tables/ diagrams/ mindmaps/maps/pictures/ graphs Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Reads selected text Uses information from the text to draw and label visual text, e.g. tables or charts or graphs Shows clearly the relationship between different parts of the diagram or other visual text <p>Transfers text into graphic form, e.g. uses notes of information collected</p> <ul style="list-style-type: none"> Transfers information into graphic form, e.g. a graph or table Analyses information <p>Writes a short report on information collected</p> <ul style="list-style-type: none"> Evaluates information and makes judgements, giving reasons for them Uses an appropriate structure for the report Organises paragraphs correctly, for example using a topic and supporting sentences 	<p>Spelling</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Working with words and sentences</p> <p>Uses the gender forms of some nouns (e.g. cow/bull)</p> <p>Builds on use of adjectives before and after nouns, e.g. The small dog ... The dog is small.</p> <p>Builds on use of subject verb concord, e.g. There is one book/There are two books ...</p> <p>Simple present</p> <p>Present progressive tense (e.g. ‘He is reading.’)</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Words belonging to the same lexical field, e.g. cover and page belong to the lexical field ‘book’</p>

GRADE 6 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
<p>WEEK 5–6</p>	<p>Listens to stories (Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/funny/fantasy/real life stories/historical fiction) Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Answers literal questions • Gives a personal response, relating story to own life • Expresses and explains own opinion • Suggests an alternative ending, imagining and describing possibilities <p>Retells a story</p> <ul style="list-style-type: none"> • Uses the correct sequence of events • Refers correctly to the characters in the story • Uses tenses introduced in previous grades • Suggests an alternative ending. <p>Listens to a song/simple poems Text from the 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 • Performs song/selected lines 	<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 pictures • Discusses title, plot, characters and setting • Discusses how a plot of a story can represent a particular view of the world • Answers questions about story • Summarises the story orally • Identifies the moral or message of the story <p>Does comprehension activity on the text (oral or written)</p> <p>Reads poems</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/pair reading</p> <ul style="list-style-type: none"> • Relates texts to own life 	<p>Writes a simple story, using the writing process more independently</p> <ul style="list-style-type: none"> • Selects interesting content • Uses the story structure as a frame • Uses a beginning, middle and end • Tells events in appropriate order • Uses an appropriate tense and co-ordinates sentences with ‘and’ and ‘but’ • Uses a wider range of punctuation, including inverted commas • Uses appropriate spacing for paragraphs <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Gets 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 comparative and superlative adjectives Builds on understanding and use of simple past Begins to use ‘shall’ and ‘will’ to show intention. Uses adverbs of place (here, there) Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs) Uses past progressive</p> <p>Vocabulary in context Words taken from shared or individually read texts Joining prefixes or suffixes to a base word</p>

GRADE 6 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5–6	<p>Practises Listening and Speaking (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			

GRADE 6 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<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 in <p>Plays a language game</p> <ul style="list-style-type: none"> • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak <p>Practises Listening and Speaking (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 procedural text, e.g. recipe/instructions for a simple scientific experiment/project.</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 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 the format of the text • Discusses sequence of instructions • Follows the instructions <p>Reads information texts across the curriculum such as a short report/description/explanation from another subject</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. scanning for specific information • Interprets visuals • Answers questions about the text • Gives the main ideas and supporting details <p>Reflects on texts read during independent/pair 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 two to three paragraphs • Organises information logically • Uses a topic sentence and supporting sentences • Uses vocabulary relating to other subjects • 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 <p>Uses the writing process</p> <ul style="list-style-type: none"> • Brainstorms ideas using, e.g. mind maps • Writes first draft • Checks spelling • Writes 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</p> <p>Uses the dictionary to check spelling and meanings of words</p> <p>Words which are often confused (e.g. diary/dairy)</p> <p>Working with words and sentences</p> <p>Understands and uses of the possessive form of the noun (e.g. Bongi's eyes)</p> <p>Uses different types of adjectives including what things are made of, e.g. woollen</p> <p>Understands and uses verbs to describe actions</p> <p>Present perfect tense (e.g. 'I have finished.')</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 6 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9–10	<p>Participates in conversation on a familiar topic</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <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 <p>Performs simple plays</p> <ul style="list-style-type: none"> Uses appropriate content and language Uses direct speech Develops sensible story line Uses voice and expression and gestures to convey meaning Pronounces words audibly and correctly <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 a play</p> <p>Text from the textbook or reader/s or Teacher’s Resource File (TRF)</p> <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 <p>Does comprehension activity on the text (oral or written)</p> <p>Practises reading</p> <ul style="list-style-type: none"> Reads aloud with expression, showing understanding of the text Reads aloud using proper pronunciation, pacing and volume. <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Presents a short oral book report with appropriate content and structure Gives own opinion 	<p>Writes a short play script, using a more informal style of writing</p> <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 writing process Brainstorms ideas using mind maps Produces first draft Gets feedback and revises Proofreads Writes final draft Presents neat, legible final draft with correct spacing <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>Builds on phonic knowledge to spell words, e.g. builds word families based on how they sound or look.</p> <p>Working with words and sentences</p> <p>Begins to use determiners such as one, two, etc. and first, second, last.</p> <p>Uses different types of adjectives including those relating to where things come from</p> <p>Develops use of adverbs</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Homonyms (words that are pronounced or spelled alike but have different meanings, e.g. flour/flower)</p>

GRADE 6 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1–2	<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"> 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 ...? Discusses ethical, social and critical issues in a story, code switching if necessary <p>Tells own story</p> <ul style="list-style-type: none"> Selects appropriate content and title Organises events logically Names characters in story Uses connecting words <p>Presents an oral book review</p> <ul style="list-style-type: none"> Selects appropriate content and structure Expresses and explains own opinion Presents clearly with fluent expression 	<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: predicts from the title and pictures Uses reading strategies: uses contextual clues to find the meaning of new words Discusses plot, setting and characters Discusses the sequence of events, answering questions about what happened first, second, etc. Asks and answers more complex questions, e.g. Why couldn’t ...?; What...? How do you think ...? Expresses and explains own opinion Discusses how characters represent a particular view of the world Discusses the role that visual images play Discusses alternative ways of presenting characters <p>Does comprehension activity on the text (oral or written)</p>	<p>Writes a simple story</p> <ul style="list-style-type: none"> Uses story structure as a frame Uses language imaginatively especially a variety of vocabulary Links sentences into a coherent paragraph using pronouns, connecting words and correct punctuation Uses appropriate grammar, spelling and punctuation Uses correct tense consistently Uses the dictionary to check spelling and meanings of words <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</p> <p>Spells familiar words correctly, using a personal dictionary</p> <p>Builds on knowledge of sight words and high frequency words</p> <p>Working with words and sentences</p> <p>Understands and uses countable nouns (e.g. book – books)</p> <p>Builds on use of demonstrative pronouns (e.g. this, that, those, these)</p> <p>Builds on use of adjectives (before nouns), e.g. The small dog</p> <p>Uses the command form of the verb, e.g. Stop.</p> <p>Uses past progressive</p> <p>Uses adverbs of time (e.g. tomorrow, yesterday)</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> <p>Antonyms (words that are opposite in meaning, e.g. loud/soft)</p>

GRADE 6 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1–2	<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 personal letters</p> <ul style="list-style-type: none"> • Pre-reading: predicts based on skimming the text • Uses reading strategies: uses contextual clues to find the meaning of new words • Identifies main idea and specific details • Discusses the purpose of the letter • Discusses the format of the letter <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/pair reading</p> <ul style="list-style-type: none"> • Retells the story in 5 or 6 sentences 		

GRADE 6 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3–4	<p>Participates in discussion</p> <ul style="list-style-type: none"> • Discusses advantages and disadvantages • Uses a concepts and vocabulary, e.g. those relating to other subjects • Takes turns • Respects others' opinions • Encourages others to speak <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>Plays a language game</p> <ul style="list-style-type: none"> • Follows instructions correctly • Uses a range of vocabulary • Takes turns, giving others a chance to speak <p>Practises Listening and Speaking (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 text, e.g. from across the curriculum</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 headings and pictures • Uses reading strategies, e.g. scans for information • Notices the role that pictures and photographs 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 (oral or 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>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Expresses emotional response to texts read • Relates text to own life 	<p>Uses information from a visual text, e.g. charts/ tables/diagrams/ mindmaps/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 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 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>Begins to use possessive pronouns (e.g. mine, yours, his, hers, ours, theirs)</p> <p>Builds on understanding and use of simple present</p> <p>Uses connecting words to show addition (and)</p> <p>Constructs compound sentences using 'and'</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>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p>

GRADE 6 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5–6	<p>Listens to a story (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"> 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 a 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>Listens to a poem/s</p> <p>Text from the 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 and words that begin with the same sounds (alliteration) 	<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: predicts from the title and pictures Uses reading strategies: uses contextual clues to find the meaning of new words Discusses plot, setting and characters Discusses the sequence of events, answering questions about what happened first, second, etc. Asks and answers more complex questions, e.g. Why couldn’t ...?; What...? How do you think ...? Expresses and explains own opinion <p>Does comprehension activity on the text (oral or written)</p> <p>Reads poems</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 and alliteration 	<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>Writes a personal letter</p> <ul style="list-style-type: none"> Selects appropriate content Uses a frame only if necessary Addresses the message correctly Orders the information logically Writes own name at the end Uses an informal style of writing appropriate for the purpose <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>Uses the dictionary to check spelling and 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>Words belonging to the same lexical field, e.g. cover and page belong to the lexical field ‘book’</p> <p>Working with words and sentences</p> <p>Uses question forms, e.g. who, what, when, which, why, how</p> <p>Develops use of connecting words showing reason and purpose.</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</p> <p>Words taken from shared or individually read texts</p>

GRADE 6 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5–6	<ul style="list-style-type: none"> Identifies and discusses comparisons (e.g. similes) Expresses feelings stimulated by the poem Performs song/selected lines <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 Recounts events or experiences in the right sequence, answering questions about what happened first, second, third, etc. 	<ul style="list-style-type: none"> Discusses comparisons made in the poem (similes) <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/pair reading</p> <ul style="list-style-type: none"> Does a structured book review with good oral presentation 		

GRADE 6 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7–8	<p>Takes part in a conversation</p> <ul style="list-style-type: none"> Asks and answers questions Respects other learners Listens to other learners and encourages them to speak <p>Participates in discussion</p> <ul style="list-style-type: none"> Imagines and describes possibilities Uses the conditional Takes turns Respects others' opinions Encourages others to speak <p>Practises Listening and Speaking (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 media texts, e.g. magazine article/news report.</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 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>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>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 of the text Discusses some of the language use 	<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 as 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 first draft Revises Proofreads Writes final draft Presents neat, legible final draft 	<p>Spelling</p> <p>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</p> <p>Uses 'must' to show necessity</p> <p>Begins to use connecting words to show condition</p> <p>Uses comparatives (e.g. as ... as ...)</p> <p>Uses question marks</p> <p>Uses exclamation marks</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>Compound words, e.g. playground</p>

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SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
		<ul style="list-style-type: none"> Identifies and discusses design features such as colour and different sizes or kinds of print (font) Discusses the layout Compares different texts, e.g. posters and advertisements <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Shares opinions on texts 	<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. 	
WEEK 9–10	SUMMATIVE ASSESSMENT			