

GRADE 6 ENGLISH HOME LANGUAGE

GRADE 6 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 – 2	<p>Listens to radio or newspaper reports and discusses current issues</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details in radio and television programmes • Identifies how stereotypes are created • Asks critical questions that challenge and seek alternative explanations • Listens for information in a variety of oral texts: reports, and summarises main ideas • Develops a balanced argument on relevant and challenging issues • Expresses an opinion and supports it with solid evidence • Listens actively and with sensitivity • Acknowledges opinions that conflict with own and responds appropriately in the context • Discusses the validity of information by comparison with other sources 	<p>Reads newspaper articles from the textbook or from the TRF</p> <ul style="list-style-type: none"> • Pre-reading activities; prediction based on title and/or graphics • Identifies and discusses both the intended and hidden cultural messages • Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction • Discusses how the message can be manipulated • Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world • Invents and describes preferred results or endings • Hypothesises and offers alternatives when trying to solve a problem 	<p>Writes a newspaper article</p> <ul style="list-style-type: none"> • Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Selects, classifies and categorises relevant information from different sources • Plans, drafts and refines writing, • Reflects on and evaluates writing and creative work • Writes neatly and legibly <p>Uses clear structure:</p> <ul style="list-style-type: none"> • Beginning • Middle • Ending 	<p>Word level work: nouns, pronouns (Interrogative), tenses</p> <p>Sentence level work: subject, subject - verb agreement, reported speech</p> <p>Spelling and punctuation: word division, dictionary use, full stop, comma, colon, semi-colon, question mark, exclamation mark</p>

GRADE 6 TERM 1

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3 – 4	<p>Listens to and discusses a folklore, e.g. a myth or a legend ,</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects cultural customs, values and beliefs • Reflects on the struggle between good and evil 	<p>Reads a folklore, e.g. a myth or a legend from the textbook or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities e.g. prediction based on title and or graphics • Reading strategies: skimming, scanning, prediction, views different visual texts, in order to interpret • Discusses elements of fables, e.g. characters and messages • Explains interpretation and overall response to text • Invents and describes preferred results or endings • Uses a dictionary for vocabulary development 	<p>Writes a folklore, e.g. a myth or legend</p> <ul style="list-style-type: none"> • Writes for personal, exploratory, playful, imaginative and creative purposes • Tries to teach a moral lesson • Uses superhuman characters • Uses appropriate vocabulary • Brainstorms ideas for a topic and develops ideas • Expresses ideas clearly and logically • Reflects on and evaluates writing and creative work • Produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: common and abstract nouns</p> <p>Sentence level work: simple present tense, simple past tense, simple future tense</p> <p>Word meaning: antonyms, proverbs, metaphors, idioms</p> <p>Spelling and punctuation: dictionary use</p>

GRADE 6 TERM 1				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5 – 6	<p>Listens to a persuasive text, e.g. radio advertisement</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Asks thought-provoking questions using appropriate language • Identifies opinions which differ from own • Contrasts opposing perspectives and gives reasons • Interacts positively during group discussions • Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way. • Develops factual and reasonable arguments to justify opinions. • Contrasts opposing perspectives and gives reasons • Focuses on description 	<p>Reads a persuasive text from the textbook or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction • Identifies and critically discusses cultural and social values in texts • Interprets the writer's intentional and unintentional messages • Identifies different perspectives within more complex texts and gives own perspectives based on evidence within the text • Discusses the diversity of social and cultural values in texts • Uses a dictionary for vocabulary development 	<p>Writes a persuasive text, e.g. a speech/ advert</p> <ul style="list-style-type: none"> • Evokes emotional responses • Makes promises • Stirs the audience • Plans, drafts and refines writing • Brainstorms ideas for a topic and develops ideas • Reflects on and evaluates writing and creative work • Expresses ideas clearly and logically • Shows understanding of style and register • Presents work with attention to neatness and enhanced presentation • Clearly and appropriately conveys meaning • Writes a topic sentence and includes relevant information to develop a coherent paragraph • Draws conclusions and makes recommendations • Invents and describes preferred results or endings 	<p>Word level work: conjunctions</p> <p>Sentence level work: simple sentences, complex sentences</p> <p>Word meaning: idioms and proverbs</p>

GRADE 6 TERM 1

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7 – 8	<p>Listens to and discusses a dialogue</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for information in a variety of oral texts in a dialogue • Summarises main ideas, and notes specific details • Interacts positively during group discussions • Identifies and discusses key features • Discusses context, speaker's body language, content, register, and choice of words • Discusses format of the text 	<p>Reads a simple play or drama from the textbook, class reader or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities: prediction based on title and or graphics • Explains themes, plot, setting, and characterisation • Discusses author's point of view. • Uses a dictionary for vocabulary development 	<p>Writes a dialogue</p> <ul style="list-style-type: none"> • Reveals characters and motivation • Establishes tone or mood • Creates or adds to existing conflict • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work • Uses a variety of compound and complex sentences 	<p>Spelling and punctuation: quotation marks</p> <p>Sentence level work: simple sentences, complex sentences</p> <p>Word meaning: synonyms, antonyms</p>
WEEK 9 – 10	<p>Listens to and discusses a poem</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Expresses emotions in a sensitive way • Interacts positively during group discussions • Comments on sound and visual effects such as rhythm, repetition, alliteration, and comparisons • Interprets content of poem • Summarises the poem • Discusses rhythm and rhyme • Discusses different forms of poem • Discusses structures of poems 	<p>Reads a simple poem from the textbook or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Reads aloud with appropriate tempo, clear pronunciation, and proper phrasing • Adjusts the way in which a text is read to suit the listener • Shows understanding of the text, its relationship to own life • Identifies and analyses the characteristics of various writing genres or text types, e.g. rhythm, rhyme, personification, metaphor • Uses a dictionary for vocabulary development 	<p>Writes a poem</p> <ul style="list-style-type: none"> • Uses alliteration, (consonance and assonance), metaphor, simile • Uses descriptive language • Plans, drafts and refines writing, • Produces a first draft with awareness of the central idea • Shows understanding of style and register • Reflects on and evaluates writing and creative work <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: prepositions</p> <p>Sentence level work: statements, questions, commands</p> <p>Word meaning: alliteration (consonance and assonance), metaphor, simile, personification,</p>

GRADE 6 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 – 2	<p>Listens to and discusses an instructional text, e.g. recipe, directions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify <p>Comments on clarity of instructions</p>	<p>Reads a recipe or other instructional text</p> <ul style="list-style-type: none"> • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or instructions 	<p>Writes an instructional text, e.g. on how to make a cup of tea</p> <ul style="list-style-type: none"> • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	<p>Word level work: stems, prefixes, suffixes</p> <p>Sentence level work: subject, object</p> <p>Spelling and punctuation: word division, dictionary use</p>

GRADE 6 TERM 2

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3 – 4	<p>Listens to a novel</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listen to extracts from the novel • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response • Discusses the social, moral and cultural values in the text <p>Participates in group discussion</p> <ul style="list-style-type: none"> • Takes turns to turn • Stays on topic • Asks relevant questions • Maintains discussion <p>Responds to others' ideas with empathy and respect</p>	<p>Reads a short novel</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central events • Identifies and discusses point of view • Discusses the characters • Identifies and discusses feelings expressed • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Identifies the difference/s between biographies/diaries and stories • Uses a dictionary for vocabulary development <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life experiences • Compares books/texts read 	<p>Writes a book review</p> <ul style="list-style-type: none"> • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically - uses chronology • Uses appropriate grammar, spelling and punctuation, including subject-verb concord • Uses a dictionary for spelling and vocabulary development <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	<p>Word level work: verbs (finite, infinitives)</p> <p>Sentence level work: present continuous tense, past continuous tense, future continuous tense</p> <p>Spelling and punctuation: dictionary use</p>

GRADE 6 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5 – 6	<p>Listens to and discusses a story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies themes, asks questions, and relates ideas to own life experiences • Identifies and discusses how stereotypes are created • Discusses response to text • Links to own life • Discusses social, moral and cultural values in different texts and comments on how these are conveyed in the text, e.g. stereotyping. • Uses presentation skills, e.g. volume, pace, pausing, posture, gesture etc. 	<p>Reads a story from the textbook or from the Teacher's Resource File (TRF) or class reader.</p> <ul style="list-style-type: none"> • Pre-reading activities: prediction based on title and or graphics • Reads aloud and silently, adjusting reading strategies to suit the purpose and audience • Discusses social and cultural values in texts • Interprets and discusses message • Shows understanding of the text, its relationship to own life, its purpose and how it functions 	<p>Writes a story</p> <ul style="list-style-type: none"> • Creates believable characters • Shows knowledge of character, plot, setting, conflict, climax • Plots main events using a flow chart – beginning (exposition), middle (rising action, climax) and ending (denouement) • Orders logically • Expresses ideas clearly and logically • Uses a theme or message 	<p>Word level work: auxiliary verbs</p> <p>Sentence level work: present perfect tense</p> <p>Word meaning: idioms</p>

GRADE 6 TERM 2				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7 – 8	<p>Listens to and discusses an information text e.g a weather report</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Links information to own life • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in discussions, justifying own opinion • Identifies features of weather reports: register and the nature of language used • Uses interaction strategies to communicate effectively in group situations • Interprets and discusses more complex visual texts 	<p>Reads an information text e.g. weather report from newspaper, a textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title, headings and pictures • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Compares differences and similarities in different places • Reads an information text with visuals e.g. map • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets visuals • Uses a dictionary for vocabulary development 	<p>Writes an information text e.g a weather chart</p> <ul style="list-style-type: none"> • Selects appropriate visuals and content for the purpose • Presents information using a map, chart, graph or diagram. <p>Writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: adjectives (attributive)</p> <p>Sentence level work: simple past tense</p> <p>Spelling and punctuation: dictionary usage</p>
WEEK 9 – 10	SUMMATIVE ASSESSMENT			

GRADE 6 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEK 1 – 2	<p>Discusses a novel</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listening to read novel extract • Predicts what is going to happen • Explains author and reader’s point of view • Stays on topic • Explains logically • Discusses main ideas and specific details • Asks relevant questions and responds appropriately 	<p>Reads a novel</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central idea • Discusses the characters • Identifies and discusses feelings expressed • Discusses suspense and twist • Relates events and characters to own life • Uses a range of reading strategies • Discusses the structure, language use, purpose and audience • Uses a dictionary for vocabulary development <p>Reflects on texts read independently</p> <ul style="list-style-type: none"> • Retells story or main ideas in 3 to 5 sentences • Expresses emotional response to texts read. • Relates to own life • Compares books/texts read 	<p>Writes a book review</p> <ul style="list-style-type: none"> • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses the correct format • Organises content logically - uses chronology • Uses appropriate grammar, spelling and punctuation, including subject-verb concord • Uses a dictionary for spelling and vocabulary development <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	<p>Word level work: interrogative, demonstrative, indefinite pronouns</p> <p>Sentence level work: simple present tense, past tense, future tense</p> <p>Spelling and punctuation: dictionary usage, word division</p>

GRADE 6 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEK 3 – 4	<p>Listens to and discusses a folklore, e.g. a myth or a legend,</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Listening: • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects cultural customs, values and beliefs • Reflects on the struggle between good and evil 	<p>Reads a folklore, e.g. a myth or a legend from the textbook or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities e.g. prediction based on title and or graphics • Uses reading strategies: skimming, scanning, prediction, views visuals in order to interpret • Discusses elements of fables, e.g. characters and messages • Explains interpretation and overall response to text • Invents and describes preferred results or endings 	<p>Writes a character sketch</p> <ul style="list-style-type: none"> • Thinks about characterisation • Uses descriptive words to compare characters • Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs • Shows understanding of setting, plot, conflict and theme. • Correct use of tenses <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting 	<p>Word level work: verbs (gerunds)</p> <p>Sentence level work: future perfect tense</p> <p>Spelling and punctuation: commas</p>

GRADE 6 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEK 5 – 6	<p>Listens to a short story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the listener. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text 	<p>Reads a short story from the textbook, class reader or from the Teacher’s Resource File (TRF).</p> <ul style="list-style-type: none"> • Pre-reading activities: prediction based on title and or graphics • Examines the text for hidden messages and summarizes the main and supporting ideas • Explains how the writer manipulates the reader’s perceptions: the techniques used, characterisation • Critically discusses cultural and social values in text • Discusses plot, theme, setting and characterisation • Uses a dictionary for vocabulary development 	<p>Writes a friendly letter/A diary entry</p> <ul style="list-style-type: none"> • Uses correct layout • Shows awareness of audience and style • Uses appropriate tone • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs • Uses connecting words, e.g. ‘however’, synonyms and antonyms to link sentences into cohesive paragraphs • Uses correct spelling and punctuation 	<p>Word level work: adjectives (predicative), tenses, connecting words</p> <p>Sentence level work: past perfect tense; future perfect tense</p> <p>Spelling and punctuation: word division, dictionary usage</p>

GRADE 6 TERM 3

SKILLS	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEK 7 – 8	<p>Listens or view audio/visual /read text: cartoon / comic strips</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Views and discusses content and messages of the text • Discusses appropriateness of the graphics to the text • Discusses the effectiveness of the graphics and music • Shares ideas on the title and the text • Discusses any new words vital to the understanding of the programme • Discusses main characters and the underlying message • Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker's body language 	<p>Reads a cartoon / comic strips from the textbook or from the Teacher's Resource File (TRF).</p> <ul style="list-style-type: none"> • Follows short printed instructions and interprets them and explains simple visual text: graphs, diagrams, graphics • Examines the text for hidden messages and summarises the main and supporting ideas • Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation • Critically discusses cultural and social values in text • Identifies different perspectives and gives own perspective based on evidence in the text • Interprets and analyses details in graphical texts • Transfers detail from one form to another 	<p>Writes a cartoon / comic script</p> <ul style="list-style-type: none"> • Uses a frame • Defines the concept • Outlines the script • Uses correct format • Uses interesting main and supporting characters • Uses effective plot and conflict • Writes and designs visual texts using language, pictures and sound effects creatively, e.g. an advertisement for television <p>Uses the Writing process:</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: verbs (participle), moods, adverbs, adjectives</p> <p>Sentence level work: active voice, passive voice, direct and indirect speech</p> <p>Spelling and punctuation: dictionary use, word division</p>

GRADE 6 TERM 3				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEK 9 – 10	<p>Listens to and discusses drama</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Discusses key feature of the text. • Identifies how stereotypes are created and how this affects the listener • Identifies themes, asks questions • Identifies and discusses values in the text • Links content and messages in the text to own life • Gives critical comment on messages in the text 	<p>Reads reviews of play/drama</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning to identify main and supporting ideas • Critically discusses cultural and social values in text • Identifies different perspectives and gives own perspective based on evidence in the text 	<p>Writes a dialogue / a short play script</p> <ul style="list-style-type: none"> • Uses characterisation • Uses correct layout • Establishes tone or mood • Shows an understanding of style and register <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: stems, prefixes, suffixes</p> <p>Sentence level work: active voice, passive voice</p> <p>Spelling and punctuation: quotation marks</p>

GRADE 6 TERM 4

SKILLS	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
WEEK 1 – 2	<p>Listens to and discusses an information text</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and responds appropriately • Participates in discussions, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Expresses and justifies own opinion with reasons • Uses interaction strategies to communicate effectively in group situations <p>Role play interview in class</p> <ul style="list-style-type: none"> • Makes an oral presentation facing the audience • Shows an awareness of different audiences • Varies the volume, tone and tempo of voice • Reflects on own, and others' presentations and skills, sensitively • Gives balanced and constructive feedback 	<p>Reads an information text</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning to identify the main and supporting ideas and responds appropriately • Identifies and explains cause and effect • Uses previous knowledge or textual clues to determine meaning • Makes inferences 	<p>Writes a descriptive paragraph</p> <p>Creative writing (four paragraphs)</p> <ul style="list-style-type: none"> • Chooses relevant content • Stays on topic • Uses descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Sequences a series of steps or events in a logical way <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Word level work: adverbs of degree, duration, frequency</p> <p>Sentence level work: direct speech, indirect speech</p> <p>Word meaning: understatement, multiple meaning, ambiguity</p> <p>Spelling and punctuation: question mark</p>

GRADE 6 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
WEEK 3 – 4	<p>Listens to and discusses an instructional text, e.g. recipe, directions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions 	<p>Reads an instructional text e.g. recipe, direction</p> <ul style="list-style-type: none"> • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Uses appropriate reading and comprehension strategies: scanning • Shows understanding of the text and how it functions: literal reading • Recognises and explains the different structures, language use and purposes • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or instructions 	<p>Writes an instructional text</p> <ul style="list-style-type: none"> • Orders logically • Lists materials and ingredients • Uses dictionaries • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Defines procedures • Organises words and sentences appropriately 	<p>Word level work: adverbs of manner, time, place</p> <p>Sentence level work: compound sentences, complex sentences</p>

GRADE 6 TERM 4				
SKILLS	LISTENING AND SPEAKING (ORAL)	READING	WRITING	LANGUAGE USE
WEEK 5 – 6	<p>Listens to a Story</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Responds critically by identifying the key elements of a book review • Recalls main ideas and details from a text • Retells part of a story • Identifies and discusses values • Identifies and discusses messages in the text • Invents and describes preferred results or endings 	<p>Reads a Story</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning • Identifies main and supporting ideas • Interprets and discusses message • Comments on storyline • Comments on response to the text • Comments on values • Comments on messages in the text • Invents and describes preferred results or endings 	<p>Writes a short summary</p> <ul style="list-style-type: none"> • Writes a short summary • Plots main events using a flow chart • Orders logically • Expresses ideas clearly and logically • Reflects on emotional response • Makes recommendations <p>Use the writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Sentence level work: noun phrases and clauses</p> <p>Sentence level work: verb phrases and clauses</p> <p>Word meaning: pun</p> <p>Spelling and punctuation: colon, semi-colon, contraction</p>
WEEK 7 – 8	<p>Listens to and discusses poems</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Listens for information and summarises main ideas, and notes specific details • Discusses social, moral and cultural values in the text • Comments on how values and messages are conveyed in the text • Sensitively gives balanced and constructive feedback 	<p>Reads a poem</p> <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g. :skimming, scanning • Responds critically to poems • Comments on the use of alliteration, repetition, simile and onomatopoeia • Reads and responds critically to poetry • Interprets and discusses message • Shows understanding of the poem and its relationship to own life 	<p>Writes a poem</p> <ul style="list-style-type: none"> • Uses alliteration, metaphor, onomatopoeia, simile, symbol, theme • Reflects on and evaluates writing and creative work • Develops and organises ideas through a writing process <p>Use the writing process</p> <ul style="list-style-type: none"> • Planning/pre-writing • Drafting • Revising • Editing • Proofreading • Presenting 	<p>Sentence level work: subject; object</p> <p>Word meaning: similes, metaphors, personification, simile, onomatopoeia, symbol</p> <p>Spelling and punctuation: parentheses</p>
WEEK 9 – 10	SUMMATIVE ASSESSMENT			