

**GRADE-6 TERM -1**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p><b>Weekly phonographics Library Journal</b></p> <p><b>Assessments :</b></p> <ul style="list-style-type: none"> <li>- Phonographix test /10</li> <li>- Unprepared reading /10</li> <li>- Newspaper article /20</li> </ul>	<p><b>Listens to newspaper reports and discusses current issues</b></p> <ul style="list-style-type: none"> <li>- Listens for specific details</li> <li>- Identifies how stereotypes are created</li> <li>- Asks critical questions</li> <li>- Listens for information in a variety of oral texts: reports, and summarises main ideas</li> <li>- Develops a balanced argument on relevant and challenging issues</li> <li>- Expresses an opinion and supports it with solid evidence</li> <li>- Acknowledges opinions that conflict with own and responds appropriately</li> <li>- in the context</li> <li>- Discusses the validity of information by comparison with other sources</li> </ul> <p><b>Read NTB</b> Refer to News articles on poverty, homelessness, etc Discuss stereotypes in an interview scenario see pg23P</p>	<p><b>Reads newspaper articles</b></p> <ul style="list-style-type: none"> <li>• Pre-reading activities; prediction based on title and/or graphics</li> <li>• Identifies and discusses both the intended and hidden cultural messages</li> <li>• Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction</li> <li>• Discusses how the message can be manipulated</li> <li>• Discusses how the techniques used by writers, graphic designers and photographers construct particular views of the world</li> <li>• Invents and describes preferred results or endings</li> <li>• Hypothesises and offers alternatives when trying to solve a problem</li> </ul> <p><b>Students bring in own news articles or research online in computer room</b></p> <p><b>Compare different points of view (eg.Homeless Talk vs. Sandton Chronicle)</b></p>	<p><b>Writes a newspaper article</b></p> <ul style="list-style-type: none"> <li>• Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>• Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>• Selects, classifies and categorises relevant information from different sources</li> <li>• Plans, drafts and refines writing,</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Writes neatly and legibly</li> </ul> <p>Uses clear structure:</p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• Ending</li> </ul> <p><b>Worksheet on news article</b></p> <p><b>Pg8-12 Platinum</b></p> <p><b>Topic Sentence w/s</b></p>	<p><b>Word level work:</b> pronouns (Interrogative)</p> <p><b>Sentence level work:</b> subject-verb agreement</p> <p><b>Spelling and punctuation:</b> dictionary use,colon</p> <p><b>Interrogative pronoun w/s or page 12 Platinum</b></p> <p><b>Verb agreement pg 15 Platinum</b></p> <p><b>Dictionary work based on vocabulary from NTB</b></p> <p><b>Colon: pg16 Platinum</b></p>

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<p>Week 3-4</p> <p><b>Weekly phonographics Library Journal</b></p> <p><b>Assessments :</b></p> <p>Prepared reading (10) Myths &amp; Legend Project (20) Own myth/ legend (20) Spelling (10)</p>	<p>Listens to and discusses some folklore</p> <ul style="list-style-type: none"> <li>- Introductory activities: prediction</li> <li>- Recalls events in the correct sequence and using the correct tense</li> <li>- Interacts positively during group discussions</li> <li>- Identifies how stereotypes are created and their effects on the listener.</li> <li>- Discusses characters</li> <li>- Discusses plot, conflict and setting</li> <li>- Discusses messages in the text</li> <li>- Reflects cultural customs, values and beliefs</li> <li>- Reflects on the struggle between good and evil</li> </ul> <p>Legends, Myths and Folktales supplied:</p> <p>Read NTB</p>	<p>Reads a folklore, e.g. a myth or a legend</p> <ul style="list-style-type: none"> <li>- Pre-reading activities e.g. prediction based on title and or graphics</li> <li>- Reading strategies: skimming, scanning, prediction, views different visual texts, in order to interpret</li> <li>- Discusses elements of fables, e.g. characters and messages</li> <li>- Explains interpretation and overall response to text</li> <li>- Invents and describes preferred results or endings</li> <li>- Uses a dictionary for vocabulary development</li> </ul> <p><b>Research group project: Find myth/ legend (preferably from own culture) in groups; retell to class in form of an oral</b></p>	<p>Writes a folklore, e.g. a myth or legend</p> <ul style="list-style-type: none"> <li>- Writes for personal, exploratory, playful, imaginative and creative purposes</li> <li>- Tries to teach a moral lesson</li> <li>- Uses superhuman characters</li> <li>- Uses appropriate vocabulary</li> <li>- Brainstorms ideas for a topic and develops ideas</li> <li>- Expresses ideas clearly and logically</li> <li>- Reflects on and evaluates writing and creative work</li> <li>- Produces a first draft with awareness of the central idea, and appropriate language and conventions for the specific purpose and audience</li> <li>- Writing process</li> <li>- Planning/pre-writing</li> <li>- Drafting</li> <li>- Revising</li> <li>- Editing</li> <li>- Proofreading</li> </ul> <p>Presenting</p> <p>Write own</p>	<p>Word level work abstract nouns</p> <p>Sentence level work: tenses</p> <p>Word meaning: metaphors</p> <p><b>Abstract nouns pg 27P</b></p> <p><b>Tenses: pg27P</b></p> <p><b>Find idioms, proverbs &amp; metaphors in novel Page28P</b></p>

presentation/play

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<p>Week 5-6</p> <p>Weekly phonographics Library Journal</p> <p><b>Assessments :</b></p> <ul style="list-style-type: none"> <li>- Advertisement (10)</li> <li>- Spelling (10) pg42P</li> <li>- Language Test (30) pg 40-41P</li> </ul>	<p>Listens to a persuasive text, e.g. radio advertisement</p> <ul style="list-style-type: none"> <li>- Introductory activities: prediction</li> <li>- Asks thought-provoking questions using appropriate language</li> <li>- Identifies opinions which differ from own</li> <li>- Contrasts opposing perspectives and gives reasons</li> <li>- Interacts positively during group discussions</li> <li>- Shares ideas and offers opinions on challenging topics in a logical, coherent and structured way.</li> <li>- Develops factual and reasonable arguments to justify opinions.</li> <li>- Contrasts opposing perspectives and gives reasons</li> <li>- Focuses on description</li> </ul> <p>Read NTB Listen to radio ads Watch persuasive speech</p>	<p>Reads a persuasive text (Advertisement or advertorial)</p> <ul style="list-style-type: none"> <li>- Pre-reading activities, e.g. prediction based on title and or graphics</li> <li>- Uses different reading strategies in order to understand what is being read: skimming, scanning, prediction</li> <li>- Identifies and critically discusses cultural and social values in texts</li> <li>- Interprets the writer's intentional and Unintentional messages</li> <li>- Identifies different perspectives within more complex texts and gives own perspectives based on evidence within the text</li> <li>- Discusses the diversity of social and cultural values in texts</li> <li>- Uses a dictionary for vocabulary development</li> </ul> <p>Pg 32-38P</p>	<p>Writes a persuasive text</p> <ul style="list-style-type: none"> <li>- Evokes emotional responses</li> <li>- Makes promises</li> <li>- Stirs the audience</li> <li>- Plans, drafts and refines writing</li> <li>- Brainstorms ideas for a topic and develops ideas</li> <li>- Reflects on and evaluates writing and creative work</li> <li>- Expresses ideas clearly and logically</li> <li>- Shows understanding of style and register</li> <li>- Presents work with attention to neatness and enhanced presentation</li> <li>- Clearly and appropriately conveys meaning</li> <li>- Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> </ul> <p>Write a 30 second radio advertisement for Mr Danny's store or for street children's shelter</p>	<p>Word level work: conjunctions Word meaning: idioms</p> <p>Conjunction pg39P Idiom quiz</p>



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	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 9-10</p> <p><b>Weekly phonographics Library Journal</b></p> <p><b>Assessments :</b></p> <ul style="list-style-type: none"> <li>- CLASS TEST</li> <li>- Own poem /20</li> </ul>	<p><b>Listens to and discusses a song</b></p> <p>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> <p>Listen to 'Another Day in Paradise' and discuss issues raised</p> <p>Panel discussion on</p>	<p><b>Reads a simple poem</b> "I am" poem supplied</p> <p>Pre-reading activities, e.g. prediction based on title and or graphics</p> <p>Reads aloud with appropriate tempo, clear pronunciation, and proper phrasing</p> <p>Adjusts the way in which a text is read to suit the listener</p> <p>Shows understanding of the text, its relationship to own life</p> <p>Identifies and analyses the characteristics of various writing genres or text types, e.g. rhythm, rhyme, personification, metaphor</p> <p>Uses a dictionary for vocabulary development</p> <p><b>Use "I am" format and rewrite to include figures of speech (Project)</b> Poetry pg 55-56P Poetry comprehension pg62-63P NTB Comprehension pg207-209P Watch film related to</p>	<p><b>Writes a poem</b> 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</p> <ul style="list-style-type: none"> <li>- Shows understanding of style and register</li> <li>- Reflects on and evaluates writing and creative work</li> <li>- Writing process</li> <li>- Planning/pre-writing</li> <li>- Drafting</li> <li>- Revising</li> <li>- Editing</li> <li>- Proofreading</li> <li>- Presenting</li> </ul> <p><b>Write and present "I am" poem (Part of project)</b></p> <p><b>Write a poem pg64P (based on visual)</b></p>	<p><b>Word level work:</b> prepositions <b>Word meaning:</b> alliteration (consonance and assonance), metaphor, simile, personification</p> <p>Figures of speech:pg58P and 228P</p> <p>Prepositions pg65P</p>

	homelessness pg210P	theme eg <i>Beat the Drum</i>		
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**GRADE-6 TERM -1**  
**GRADE-6 TERM -2**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 1-2  Reading Programme Weekly phonographics Library Journal  <b>Assessments :</b> <ul style="list-style-type: none"> <li>- Unprepared reading (10)</li> <li>- Phonographix test (20)</li> <li>- Writing instructions</li> </ul>	Listens to and discusses an instructional text, e.g. recipe, directions <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Recalls procedure</li> <li>• Identifies the features of instructional text</li> <li>• Notes key headings</li> <li>• Gives clear instructions, e.g. on how to make a cup of tea</li> <li>• Makes notes and applies instructions read</li> <li>• Asks questions to clarify</li> </ul> Comments on clarity of instructions  Communicating Instructions pg67-68	Reads an instructional text <ul style="list-style-type: none"> <li>• Analyses the characteristics of the text: organisation and conventions of instructional texts</li> <li>• Orders jumbled instructions</li> <li>• Uses appropriate reading and comprehension strategies: scanning</li> <li>• Shows understanding of the text and how it functions: literal reading</li> <li>• Recognises and explains the different structures, language use and purposes</li> <li>• Identifies and evaluates register of a text</li> <li>• Understands and uses information texts appropriately</li> <li>• Compares two different recipes or instructions</li> </ul>	Writes an instructional text <ul style="list-style-type: none"> <li>• Orders logically</li> <li>• Lists materials and ingredients</li> <li>• Uses dictionaries</li> <li>• Uses imperatives</li> <li>• Develops a frame for writing</li> <li>• Uses linking phrases and organisational methods</li> <li>• Defines procedures</li> <li>• Organises words and sentences appropriately</li> </ul> Uses the writing process <ul style="list-style-type: none"> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul> Write instructions pg74-75	Word level work: stems, prefixes, suffixes Sentence level work: subject, object Spelling and punctuation: word division, dictionary use  BtT vocab w/s

(15) - Language revision test pg78P (35)	Read BTT	Begin reading Bridge to Terabithia	Compare recipes pg70-71	Word division pg16P Subject/predicate pg76-77P Prefix/suffix pg72-73
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**GRADE-6 TERM -2**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
Week 3-4  Reading Programme Weekly phonographics Library Journal  <b>Assessments :</b>  Book review (10)  Phonographix test (10)	<b>Listens to a novel</b> <b>Bridge to Terabithia</b> <ul style="list-style-type: none"> <li>- Introductory activities: prediction</li> <li>- Listen to extracts from the novel</li> <li>- Listens for specific details</li> <li>- Identifies the main message</li> <li>- Relates to own life</li> <li>- Discusses the main ideas and specific detail</li> <li>- Uses information from the text in response</li> <li>- Discusses the social, moral and cultural values in the text</li> </ul> <b>Participates in group discussion</b> <ul style="list-style-type: none"> <li>- Takes turns to speak</li> <li>- Stays on topic</li> <li>- Asks relevant questions</li> <li>- Maintains discussion</li> <li>- Responds to others' ideas with empathy and respect</li> </ul>	<b>Reads a novel (BtT)</b> <ul style="list-style-type: none"> <li>- Pre-reading: predicts from title and discusses related themes/content</li> <li>- Identifies and explains the central events</li> <li>- Identifies and discusses point of view</li> <li>- Discusses the characters</li> <li>- Identifies and discusses feelings expressed</li> <li>- Relates events and characters to own life</li> <li>- Uses a range of reading strategies</li> <li>- Discusses the structure, language use, purpose and audience</li> <li>- Identifies the difference/s between biographies/diaries and stories</li> <li>- Uses a dictionary for vocabulary development</li> <li>- Reflects on texts read independently</li> <li>- Retells story or main ideas in 3 to 5 sentences</li> <li>- Expresses emotional response to texts read.</li> <li>- Relates to own life</li> </ul>	<b>Writes a book review</b> <ul style="list-style-type: none"> <li>- Uses a frame</li> <li>- Pre-writing: listens to extracts from a read novel</li> <li>- Selects content appropriate for the purpose</li> <li>- Uses appropriate language and text structure</li> <li>- Uses the correct format</li> <li>- Organises content logically - uses chronology</li> <li>- Uses appropriate grammar, spelling and punctuation, including subject-verb concord</li> <li>- Uses a dictionary for spelling and vocabulary development</li> <li>- Uses the writing process</li> <li>- Planning / pre-writing,</li> <li>- Drafting,</li> <li>- Revising,</li> <li>- Editing,</li> <li>- Proofreading, and</li> <li>- Presenting</li> </ul>	<b>Word level work:</b> verbs (finite, infinitives) <b>Sentence level work:</b> present continuous tense, past continuous tense, future continuous tense <b>Spelling and punctuation:</b> dictionary use



Phonographix test (10) Narrative essay (10) BIG TEST (Reading and viewing)				Auxiliary verbs: Pg100P
<b>Skills</b>	<b>Listening and Speaking</b>	<b>Reading and Viewing</b>	<b>Writing and Presenting</b>	<b>Language Structures and conventions</b>
<p>Week 7-8</p> <p>Reading Programme Weekly phonographics Library Journal</p> <p><b>Assessments :</b> Info poster (10) Phonographix test (10)</p>	<p>Listens to and discusses an information text e.g a weather report</p> <p>Listens for specific details Discusses usefulness of the information Links information to own life</p> <ul style="list-style-type: none"> <li>•Discusses possible effects on people</li> <li>•Compares conditions in different places, indicates preferred destinations with reasons</li> <li>•Participates in discussions, justifying own opinion</li> <li>•Identifies features of weather reports: register and the nature of language used</li> <li>•Uses interaction strategies to communicate effectively in group situations</li> <li>•Interprets and discusses more complex visual texts</li> </ul> <p>Read information brochures</p>	<p>Reads an information text</p> <ul style="list-style-type: none"> <li>- Pre-reading: predicting from title, headings and pictures</li> <li>- Uses reading strategies: skims to get the general idea, scans for specific details</li> <li>- Identifies the way the text is organised</li> <li>- Compares differences and similarities in different places</li> <li>- Reads an information text with visuals e.g. map</li> <li>- Uses reading strategies, e.g. makes predictions and uses textual and contextual clues</li> <li>- Interprets visuals</li> <li>- Uses a dictionary for vocabulary development</li> </ul> <p>Finish reading BtT</p>	<p>Writes an information text e.g a weather chart</p> <p>Selects appropriate visuals and content for the purpose Presents information using a map, chart, graph or diagram.</p> <p>Writing process Planning/pre-writing Drafting Revising Editing Proofreading Presenting</p> <p>Create an information poster for a museum</p>	<p>Word level work: adjectives Sentence level work: simple past tense Spelling and punctuation: dictionary usage</p> <p>Commonly misspelled words w/s</p>



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**GRADE 6 -TERM 3**

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 1-2</p> <p><b>THEME – Singing for Miss Pettigrew (SMP)</b></p> <p><i>Phonographix Journal</i> <i>Library period</i> <i>Reading Lab</i></p> <p><b>ASSESSMENT</b></p>	<p><b>Discusses a novel</b></p> <ul style="list-style-type: none"> <li>• Introductory activities: prediction</li> <li>• Listening to read novel extract</li> <li>• Predicts what is going to happen</li> <li>• Explains author and reader’s point of view</li> <li>• Stays on topic</li> <li>• Explains logically</li> <li>• Discusses main ideas and specific details</li> <li>• Asks relevant questions and responds appropriately</li> </ul>	<p><b>Reads a novel</b></p> <ul style="list-style-type: none"> <li>• Pre-reading: predicts from title and discusses related themes/content</li> <li>• Identifies and explains the central idea</li> <li>• Discusses the characters</li> <li>• Identifies and discusses feelings expressed</li> <li>• Discusses suspense and twist</li> <li>• Relates events and characters to own life</li> <li>• Uses a range of reading strategies</li> <li>• Discusses the structure, language use, purpose and audience</li> <li>• Uses a dictionary for vocabulary development</li> <li>Reflects on texts read independently</li> <li>• Retells story or main ideas in 3 to 5sentences</li> <li>• Expresses emotional response to texts read.</li> </ul>	<p><b>Writes a book review</b></p> <ul style="list-style-type: none"> <li>• Uses a frame</li> <li>• Pre-writing: listens to extracts from a read novel</li> <li>• Selects content appropriate for the purpose</li> <li>• Uses appropriate language and text structure</li> <li>• Uses the correct format</li> <li>• Organises content logically – uses chronology</li> <li>• Uses appropriate grammar, spelling and punctuation, including subject verb concord</li> <li>• Uses a dictionary for spelling and vocabulary development</li> <li>Uses the writing process</li> <li>• Planning / pre-writing,</li> <li>• Drafting,</li> <li>• Revising,</li> <li>• Editing,</li> <li>• Proofreading, and</li> <li>• Presenting</li> </ul>	<p><b>Word level work:</b> interrogative, demonstrative, indefinite pronouns</p> <p><b>Sentence level work:</b> simple tenses</p> <p><b>Spelling and punctuation:</b> dictionary usage</p> <p><b>Pronouns:</b> pg130-132P</p>













	Instructions: pg201-204P	attached	Groupwork: Instructions (Photographer activity)	Simple/complex sentences: pg203-204P
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<p>Week 5-6</p> <p>Journal Library Reading Lab Phonographix</p> <p>ASSESSMENTS -</p> <p>Class test (30) (Writing) Summary (10) Spelling (10)</p>	<p>Listens to a Short Story <b>POEM</b></p> <p>Introductory activities: prediction</p> <p>Responds critically by identifying the key elements of a book review</p> <p>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> <p>(covered in previous term so poetry now)</p> <p>The Railway Train: Pg 218P</p>	<p><b>Reads a Short Story</b> 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> <p>POETRY until page 225 SHORT STORY pg148-151P</p>	<p><b>Writes a short summary</b> 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> <p>Use the writing process Planning/pre-writing Drafting Revising Editing Proofreading Presenting</p> <p>SUMMARY: pg213P</p>	<p><b>Sentence level work:</b> noun phrases and clauses <b>Sentence level work:</b> verb phrases and clauses <b>Word meaning:</b> pun <b>Spelling and punctuation:</b> apostrophe</p> <p>Apostrophe w/s Contractions: pg 214 and 216P</p>

## GRADE-6 TERM - 4

Skills	Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and conventions
<p>Week 7-8</p> <p>Journal Library Reading Lab Phonographix</p> <p>ASSESSMENTS -</p> <p>Poem (10) Spelling (10)</p>	<p><b>Listens to and discusses poems</b></p> <ul style="list-style-type: none"> <li>- Introductory activities: prediction</li> <li>- Listens for information and summarises main ideas, and notes specific details</li> <li>- Discusses social, moral and cultural values in the text</li> <li>- Comments on how values and messages are conveyed in the text</li> <li>- Sensitively gives balanced and constructive feedback</li> </ul> <p>Poems from pack or own selection</p>	<p><b>Reads a poem</b></p> <ul style="list-style-type: none"> <li>- Pre-reading activities, e.g. prediction based on title and or graphics</li> <li>- Uses different reading strategies e.g. :skimming, scanning</li> <li>- Responds critically to poems</li> <li>- Comments on the use of alliteration, repetition, simile and onomatopoeia</li> <li>- Reads and responds critically to poetry</li> <li>- Interprets and discusses message</li> <li>- Shows understanding of the poem and its relationship to own life</li> </ul> <p>Poetry Q&amp;A worksheet Types of Poems info sheet</p>	<p><b>Writes a poem</b></p> <ul style="list-style-type: none"> <li>- Uses alliteration, metaphor, onomatopoeia, simile, symbol, theme</li> <li>- Reflects on and evaluates writing and creative work</li> <li>- Develops and organizes ideas through a writing process</li> <li>- Use the writing process</li> <li>- Planning/pre-writing</li> <li>- Drafting</li> <li>- Revising</li> <li>- Editing</li> <li>- Proofreading</li> <li>- Presenting</li> </ul> <p>Give students a theme and instruct to write a poem of a specific type within this theme. Refer to EH and Types of Poems info sheet</p>	<p><b>Sentence level work:</b> subject; object <b>Word meaning:</b> similes, metaphors, personification, simile, onomatopoeia <b>Spelling and punctuation:</b> parentheses</p> <p>Subject/object: pg226P Parentheses: pg227P Figures of speech: pg226 and 228P Sound devices: pg221P</p>

