

ENGLISH

First Additional Language

Grade 6

Management Document

Term 3

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basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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Alignment to RATP 2023 – 2024

RATP CYCLE	PSRIP ALIGNMENT CYCLE
<u>T3 WEEKS 1-2</u> L&S: Listens to and discusses a folklore R: Reads a folklore W: Writes a character sketch	<u>T3 WEEKS 1-2 (Mythical Characters)</u> L&S: Listens to and discusses a folklore R: Reads a folklore W: Writes a character sketch
<u>T3 WEEKS 3-4</u> L&S: Listens to and participates in a short conversation on the CWP based on the selected genre R: Read for information based on the genre selected W: Use different types of graphic organisers to collate research findings of the CWP	<u>T3 WEEKS 3-4 (Finding out more about Myths)</u> L&S: Listens to and participates in a short conversation on the CWP based on the selected genre R: Read for information based on the genre selected W: Use different types of graphic organisers to collate research findings of the CWP
<u>T3 WEEKS 5-6</u> L&S: Listening and Speaking strategies – Focus on the relevant literature genre R: Reading & Viewing Strategies: Guide learners to follow the writing process W: Write / draw / create the written aspect of the selected topic.	<u>T3 WEEKS 5-6 (Writing about Myths)</u> L&S: Listening and Speaking strategies – Focus on the relevant literature genre R: Reading & Viewing Strategies: Guide learners to follow the writing process W: Write / draw / create the written aspect of the selected topic.
<u>T3 WEEKS 7-8</u> L&S: Listens to and discusses drama R: Reads reviews of play/drama W: Writes a dialogue / a short play script	<u>T3 WEEKS 7-8 (Family Communication)</u> L&S: Listens to and discusses drama R: Reads reviews of play/drama W: Writes a dialogue / a short play script
<u>T3 WEEKS 9-10</u> L&S: Listens to cartoon / comic strips R: Reads a cartoon / comic strips W: Writes a cartoon / comic strips	<u>T3 WEEKS 9-10</u> <i>Please use the DBE guidelines on teaching cartoons or comic strips to structure a relevant theme</i>

Curriculum Tracker

Use the following tables to keep track of your curriculum coverage.

Complete the reflection at the end of every cycle as part of this process.

Thank you!

WEEK 1		
Day	CAPS content, concepts, skills	Date completed
THEME: MYTHICAL CHARACTERS		
Monday	Activity 1: ORAL ACTIVITIES • Activate background knowledge • Start KWL chart • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: LISTENING ACTIVITY • Listening Text: Myths from around the world • Three read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 2: PHONICS REVIEW • /f/ /a-e/ /ing/ • Word find	
Tuesday	Activity 3: SHARED READING Pre-Read • Learner Book: The Myth of Tāne • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • Learner Book: The Myth of Tāne • Model comprehension skill: Making inferences • Oral comprehension	
Thursday	Activity 1: SHARED READING Second Read • Learner Book: The Myth of Tāne • Model comprehension skill: Making inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: Making inferences	
Friday	Activity 1: SHARED READING Post-Read • Complete activity: Making a summary	
Friday	Activity 2: TEACH THE GENRE • Character sketch • Sample text: Anansi	
Friday	Activity 3: END OF WEEK CONSOLIDATION • Update KWL chart	

WEEK 2		
Day	CAPS content, concepts, skills	Date completed
THEME: MYTHICAL CHARACTERS		
Monday	Activity 1: WRITING Planning - Genre: Character sketch - Topic: Write a character sketch of a character from a myth - Planning Strategy: List	
Monday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Tuesday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Tuesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Wednesday	Activity 1: LSC & WRITING Drafting - LSC: Adjectives that describe personality traits - Use plan to draft	
Wednesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Thursday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 1: WRITING Editing and Publishing - Edit using checklist - Publish and share writing	
Friday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart - Reflect on learning	

THEME REFLECTION: MYTHICAL CHARACTERS

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

WEEK 3		
Day	CAPS content, concepts, skills	Date completed
THEME: FINDING OUT MORE ABOUT MYTHS Creative Writing Research Project		
Monday	Activity 1: INTRODUCTION TO RESEARCH PROJECT - Give overview - Select pairs - Complete pair agreement	
Monday	Activity 2: EXPLAIN RESEARCH TASKS 1-3 Read through tasks in Learner Book	
Tuesday	Activity 1: DEVELOP TASK 4 Process for learners to develop own driving question	
Tuesday	Activity 2: REVIEW ASSESSMENT GUIDELINES Explain the assessment guidelines for the project	
Wednesday	Activity 1: NOTE-MAKING USING KEY WORDS - Explain note-making and key words - I do, we do, you do	
Wednesday	Activity 2: USING A GRAPHIC ORGANISER - Explain Mind Map - Explain Venn Diagram - Explain a Table - Show examples in Learner Book	
Thursday	Activity 1: BIBLIOGRAPHY - Explain bibliography for books and articles - Explain bibliography for online sources - Explain bibliography for interviews - Show examples in Learner Book	
Thursday	Activity 2: TEACH VOCABULARY Use PATS to teach theme vocabulary	
Friday	Activity 1: TEACH LSC Adjectives related to five senses	
Friday	Activity 2: FIRST READ OF TEXTS - Read theme texts aloud - Give basic explanation of texts	

WEEK 4		
Day	CAPS content, concepts, skills	Date completed
THEME: FINDING OUT MORE ABOUT MYTHS Creative Writing Research Project		
Monday	Activity 1: FIRST READ OF TEXTS - Read theme texts aloud - Give basic explanation of texts	
Monday	Activity 2: RESEARCH AND NOTE-TAKING Find answers for task 1	

Tuesday	Activity 1: RESEARCH AND NOTE-TAKING	
	• Make mind map for task 1 • Make Venn Diagram for task 1 • Make bibliography for task 1	
Tuesday	Activity 2: RESEARCH AND NOTE-TAKING	
	• Read texts for task 2 • Find answers for task 2	
Wednesday	Activity 1: RESEARCH AND NOTE-TAKING	
	• Make mind map for task 2 • Make Venn Diagram for task 2 • Make bibliography for task 2	
Wednesday	Activity 2: RESEARCH AND NOTE-TAKING	
	• Fill in table for task 3	
Thursday	Activity 1: RESEARCH AND NOTE-TAKING	
	• Fill in table for task 3 • Make bibliography for task 3	
Thursday	Activity 2: RESEARCH AND NOTE-TAKING	
	• Find answers for task 4	
Friday	Activity 1: RESEARCH AND NOTE-TAKING	
	• Make mind map for task 4 • Make Venn Diagram for task 4 (if required) • Make table for task 4 (if required) • Make bibliography for task 4	
Friday	Activity 2: FINAL DRAFT OF RESEARCH PRESENTATION	
	• Edit tasks 1-4 • Finalise presentation of tasks 1-4	
Friday	Activity 3: REFLECTION	
	• Reflect on the project process	

THEME REFLECTION: FINDING OUT MORE ABOUT MYTHS

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

WEEK 5		
Day	CAPS content, concepts, skills	Date completed
THEME: WRITING ABOUT MYTHS Creative Writing Research Project		
Monday	Activity 1: INTRODUCTION TO WRITING PART OF PROJECT - Give overview - Work independently	
Monday	Activity 2: EXPLAIN WRITING TASKS 5-6 Read through tasks in Learner Book	
Tuesday	Activity 1: REVIEW ASSESSMENT GUIDELINES Explain assessment guidelines for tasks 5 and 6	
Tuesday	Activity 2: TEACH LSC VOCABULARY Adjectives related to the five senses	
Wednesday	Activity 1: LOOKING AT AN INTERVIEW - Structure and format - Look at example in learner Book	
Wednesday	Activity 2: WRITING AN INTERVIEW Content of interview	
Thursday	Activity 1: PLANNING AN INTERVIEW - Interview with god or goddess about where they live - Use planning guidelines	
Thursday	Activity 2: PLAN INTERVIEW Complete planning of interview	
Friday	Activity 1: DRAFT INTERVIEW - Use plan to draft interview - Use drafting guidelines	
Friday	Activity 2: DRAFT INTERVIEW - Use plan to draft interview - Use drafting guidelines	

WEEK 6		
Day	CAPS content, concepts, skills	Date completed
THEME: WRITING ABOUT MYTHS Creative Writing Research Project		
Monday	Activity 1: EDIT INTERVIEW Use editing guidelines	
Monday	Activity 2: EDIT INTERVIEW Complete editing of interview	
Tuesday	Activity 1: PLAN DRAWING OF GOD OR GODDESSES' HOME AND SURROUNDS Use planning guidelines	
Tuesday	Activity 2: PLAN DRAWING OF GOD OR GODDESSES' HOME AND SURROUNDS	

		Complete plan of drawing	
Wednesday	Activity 1:	DRAFT DRAWING Using drafting guidelines	
Wednesday	Activity 2:	DRAFT DRAWING Complete draft of drawing	
Thursday	Activity 1:	EDIT DRAFT OF DRAWING Use editing guidelines	
Thursday	Activity 2:	EDIT DRAFT OF DRAWING Complete edit of drawing	
Friday	Activity 1:	PUBLISHING AND PRESENTATION - Go through assessment rubric for interview - Go through assessment rubric for drawing	
Friday	Activity 2:	PUBLISHING AND PRESENTATION - Finalise task 5 – interview with god or goddess about their home and surrounds - Finalise task 6 – labelled drawing of god or goddesses' home and surrounds	

THEME REFLECTION: WRITING ABOUT MYTHS	
1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

WEEK 7		
Day	CAPS content, concepts, skills	Date completed
THEME: FAMILY COMMUNICATION		
Monday	Activity 1: ORAL ACTIVITIES • Activate background knowledge • Start KWL chart • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: LISTENING ACTIVITY • Listening Text: A tale of two sisters • Three read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 2: PHONICS REVIEW • /wh/ /u-e/ /oo/ • Word find	
Tuesday	Activity 3: SHARED READING Pre-Read • DBE Workbook 2 page 60: The prodigal brothers • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • DBE Workbook 2 page 60: The prodigal brothers • Model comprehension skill: Making inferences • Oral comprehension	
Thursday	Activity 1: SHARED READING Second Read • DBE Workbook 2 page 60: The prodigal brothers • Model comprehension skill: Making inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: Making inferences	
Friday	Activity 1: SHARED READING Post-Read • Complete activity: Making a summary	
Friday	Activity 2: TEACH THE GENRE • Dialogue • Sample text: Baone and Bonolo	
Friday	Activity 3: END OF WEEK CONSOLIDATION • Update KWL chart	

WEEK 8		
Day	CAPS content, concepts, skills	Date completed
THEME: FAMILY COMMUNICATION		
Monday	Activity 1: WRITING Planning - Genre: Dialogue - Topic: Communicating with siblings - Planning Strategy: List	
Monday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Tuesday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Tuesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Wednesday	Activity 1: LSC & WRITING Drafting - LSC: Word families - Use plan to draft	
Wednesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Thursday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 1: WRITING Editing and Publishing - Edit using checklist - Publish and share writing	
Friday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart - Reflect on learning	

THEME REFLECTION: FAMILY COMMUNICATION

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment 	
SMT name and signature	Date

Programme of Formal Assessment

1. There are 2 formal assessment tasks for Grade 6 Term 3 2023.
2. Please complete these tasks as detailed below.

TASK	DESCRIPTION	MARKS
FAT 6	CREATIVE WRITING PROJECT	
	Stage 1: Research (Learners do research on their project) Stage 2: Writing (Learners engage in the write-up of their project and a creative response)	20 marks 30 marks
FAT 7	CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the Oral presentation of their project) Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.	20 marks

All assessment tasks and tools may be changed in accordance with directives from the province or district.

ASSESSMENT RUBRIC TASK 6 Stage 1: Research 20 marks

Research Criteria	Level Descriptors			
	4	3	2	1
Driving question/s		Strong, clear driving question/s with a good sense of where to find the answer/s. The question is relevant for the whole research project.	Driving question/s with some idea of where to find the answer/s. The question is connected to the research.	Driving question/s is connected to the research. Not clear where to find the answers.
Organisational skills and graphic organisers	The research is well-organised. Graphic organisers set out correctly, with clear headings. All information displayed accurately, accessibly and in a visually appealing way.	The research is organised. Graphic organisers correctly set out. The information is easy to access and looks appealing.	The research is generally organised. Graphic organisers include some errors causing confusion. Some information left out. Not much effort with the presentation.	The research is disorganised. Graphic organisers incorrectly set out. Missing information. Hard to read and not visually appealing.
Relevance		All information is completely relevant and answer the research questions precisely.	Most information is relevant. Most questions answered.	Only some or little information is relevant, but much is off the topic. Not all questions answered.
Note-making		Effective use of key words to highlight main points. Only necessary details and examples included. Notes show a thorough understanding of texts and information.	Mostly key words used. Mostly necessary details and examples. Notes show a partial understanding of texts and information.	No clear use of key words. The texts have been copied/ or important information has been left out. Notes show a lack of understanding.
Bibliography			Set out correctly, all necessary details included. Arranged alphabetically. More than one source used.	Not set out correctly or arranged alphabetically. Only one source used.
Editing and presentation		The research is clearly presented with no mistakes. It has a cover page and everything is correctly labelled. The project is visually appealing and easy to read.	The research has some mistakes. An attempt has been made for a cover page. Most of the research is clear and well set out, but more effort could have been put in.	The research has lots of errors. No effort has gone into the cover page or there is no cover page. The research is incomplete. Needs much more effort.
Independent work			The learner worked very well in the pair. The signed agreement was kept: conflict was handled well; responsibilities were shared; time was well used in class and the learner did not disrupt others.	The learner did not work well in class. Conflict was not handled well; time was wasted in class; the learner disrupted others and did not share the responsibilities of the tasks.

ASSESSMENT RUBRIC TASK 6 Stage 2: Writing 30 marks

Writing Criteria	Level Descriptors				
	5	4	3	2	1
Follow process: Interview and drawing	Thorough planning, drafting, editing and presenting. All stages show thoughtful changes and progress.	Good evidence of process. All stages are shown. Learner has used process to better improve their work.	Evidence of process. Some attempt at using the stages of planning, drafting and editing to improve writing.	Limited evidence of using process. Little attempt to use planning, drafting and editing to improve the final product.	Little or no evidence of the process.
Interview: format and structure	Learner has understood and used the correct format and structure of the interview. There are colons after each speaker's name. All the spoken lines are aligned. Interview is easy to read.	Learner has mostly used the correct format and structure of the interview. Interview is mostly easy to read.	Attempted to use the correct format and structure of the interview, but there are some errors. The interview can be read and understood.	Attempted to use the correct format and structure of the interview, but there are many errors. The interview is hard to read.	Learner has not used the correct format and structure of the interview. The interview is difficult to read and understand.
Interview: content	The interview is original and creative. There is an opening and a closing greeting. The god or goddess sounds like a real person. Much thought has gone into creating this person and all the details of their life. Their home or land is excellently described.	The interview is original and creative. There is an opening and a closing greeting. Learner has tried to make the god or goddess sound like a real person. Thought has gone into creating this person and all the details of their life. Their home or land is well described.	Learner has some original ideas. There is an attempt at greetings. Some thought has gone into making the sound like a real person. Some effort has gone into creating this person and some details of their life. Their home or land is well described.	Learner has not used original or creative ideas. The interview does not start or end with greetings. Not much thought has gone into making the god or goddess sound like real person or thinking about the details of their life or home or land.	Learner has not put effort into making this interview sound like a real interview. No effort in creating a god or goddess or any details about their life or their home or land.
Labelled drawing	Excellent visual representation of the paragraph. The cover's images and layout illustrate the character and the story excellently.	Good visual representation of the god or goddess's home. The visuals illustrate the description of the home in the interview excellently. The labels included are correctly written and add important detail.	Average visual representation of the god or goddess's home. The visuals illustrate the description of the home in the interview well. The labels included are mostly correct and add good detail.	The visual attempts to represent the god or goddess's home. The visuals illustrate the description of the home in the interview adequately. The labels included have some errors and do not contribute much detail.	No connection between the drawing of the god or goddess's home and the description in the interview.
LSC: adjectives in the interview and the drawing	Excellent creative adjectives have been used in both the interview and the drawing. Adjectives appeal to at least 4 senses.	Good adjectives help to describe the life and home/land of the god or goddess. Adjectives appeal to some of the senses.	Some adjectives help to describe the life and home/land of the god or goddess. Adjectives appeal to 2 of the senses.	A few adjectives help to describe the life and home/land of the god or goddess. 1 of the senses.	One or two adjectives used. Adjectives don't appeal to the senses.
Editing and proof of editing	Ample proof of editing. Excellent edits made.	Ample proof of editing. Good edits made.	Some proof of editing. Average edits made.	Little proof of editing. Not all edits lead to improvements.	No proof of editing.

ASSESSMENT RUBRIC TASK 7 Stage 3: Oral Presentation 20 marks

Speaking Criteria	Level Descriptors				
	5	4	3	2	1
Structure: introduction of topic, research, poem/song and conclusion	Excellent structure; proper introduction and concluding greeting; good research done; choices well explained; well thought-through links between interview and labelled drawing; thorough understanding of the genre.	Good structure; good introduction and concluding greetings; good research done; good connection between the interview and labelled drawing; solid understanding of the genre.	Tried to structure the presentation; tried to do have appropriate introduction and concluding greetings; average research done; average connection between the interview and labelled drawing. Some understanding of the genre.	Weak structure – not all components done; weak introduction and concluding greetings; some research done but not convincing; weak or no connection between the interview and labelled drawing.	Weak or no structure; greetings not done; limited or no research done; no connection between the interview and labelled drawing.
Delivery: pronunciation, articulation, and expression	Excellent pronunciation, articulation, voice projection and volume. Excellent expression in voice.	Good pronunciation, articulation and voice projection and volume. Good expression in voice.	Fair pronunciation, articulation, voice projection and volume. Fair expression in voice.	Some issues with pronunciation, articulation, voice projection and volume. An attempt to use expression in voice.	Many issues with pronunciation, articulation, voice projection and volume. No attempt to use expression in voice.
Appropriate body language: eye contact with audience, posture, gestures and facial expression	Excellent use of body language, gestures and facial expressions.	Good use of body language, gestures AND facial expressions.	Good use of body language, gestures OR facial expressions.	Some issues with use of body language, gestures and facial expressions.	Body language inappropriate for the presentation. Limited or no use of facial expressions.
Use of resources, visual cues and props	Very good use of poster and props to create excellent presentation.	Good use of poster and props to add to presentation.	Average use of resources to help presentation.	Unsatisfactory use of resources – poster or props used but did not add value to presentation.	Limited to no use of resources – no effort to use poster or props.