



# PLANNER & TRACKER

## English First Additional Language Grade 5

- *Progress tracker*
- *Intervention strategies*
- *Assessment support*
- *Photocopiable worksheets*
- *Extra activities*



## Contents

### Progress Tracker

Term 1	3
Term 2	5
Term 3	7
Term 4	9

### Worksheets

Term 1	11
Term 2	21
<i>Sample mid-year examination paper</i>	26
Term 3	30
Term 4	36
<i>Sample end of year examination paper</i>	42

<b>How to develop assessment tools: rubrics and checklists</b>	47
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<b>Intervention strategies</b>	51
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**Note:** The formal assessments in this workbook have been taken from the *Oxford Successful English First Additional Language Grade 5 Teacher's Guide*.

**Note:** The worksheets in this workbook have been adapted from *Let's Practise English First Additional Language Grade 5* (9780190403744) and *Let's Practise English Home Language Grade 5* (9780190400118).

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**Progress Tracker for Oxford Successful English Grade 5**

**First Additional Language Term 1**

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 1 activity name and page (in this Resource Book)*	Learner's Book page	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 1–2	<p><b>A place called home</b></p> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	<p>Activity 1: Verbs (p. 11) Activity 2: Simple future tense (p. 12)</p>	<p><b>6</b> 7, 15 8, 9, 12, 13 10, 14, 16 10, 11, 13, 14, 16</p>	6–11	<p>2 hours 5 hours 2 hours 1 hour</p>		
Weeks 3–4	<p><b>Places people live</b></p> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	<p>Activity 3: Simple past tense (p. 13) Activity 4: Adverbs of time and frequency (p. 14)</p>	<p><b>17</b> 19, 26 18, 20, 21, 24, 25 19, 26–27 22, 23, 25–27</p>	12–17	<p>2 hours 5 hours 2 hours 1 hour</p>		
Weeks 5–6	<p><b>Music makers</b></p> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	<p>Activity 5: Write a descriptive paragraph (p. 15) Activity 6: Common and proper nouns (p. 17)</p>	<p><b>28</b> 29, 36, 38 29-32, 34–35, 37 35, 40 32–34, 39, 40</p>	18–23	<p>2 hours 5 hours 2 hours 1 hour</p>	<p>LB p. 38 LB pp. 29–32, 34, 35 LB pp. 35, 36 LB pp .32, 35</p>	

**Progress Tracker for Oxford Successful English Grade 5**

**First Additional Language Term 1**

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 1 activity name and page (in this Resource Book)*	Learner’s Book page	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 7–8	<b>Musical instruments</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 7: Present progressive tense (p. 18)	<b>41</b> 42, 43, 47, 48, 52 44–46, 49, 50 47, 48, 51, 52 43, 44, 47, 51	24–29	2 hours 5 hours 2 hours 1 hour		
Weeks 9–10	<b>Getting into trouble</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 8: Write instructions (p. 19) Activity 9: Adverbs of place and manner (p. 20)	<b>52</b> 54, 55, 59, 60 58–62 57, 62, 64 55–57, 63	30–34	2 hours 5 hours 2 hours 1 hour	LB pp. 59, 60 LB p. 58 LB p. 64 LB pp. 56, 57	
<b>Teacher reflection</b>							

*\*Note: Some activities can be done elsewhere in the term or year where the same Language skills and content are taught, as per the ATPs.*

**Progress Tracker for Oxford Successful English Grade 5**

**First Additional Language Term 2**

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 2 activity name and page (in this Resource Book)*	Learner's Book page	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 1–2	<b>Who makes the rules?</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 1: Syllables (p. 21)	<b>65</b> 66, 67, 73 67–70, 73, 74 72, 74 70–72, 75	35–40	2 hours 5 hours 2 hours 1 hour		
Weeks 3–4	<b>Our daily bread</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 2: Modal verbs (p. 22) Activity 3: Synonyms (p. 23) Activity 4: Irregular verbs (p. 24)	<b>76</b> 77, 78, 83 78–80, 84, 85 81, 82, 85, 86 81, 82, 86, 87	41–46	2 hours 5 hours 2 hours 1 hour	LB pp. 78–80  LB p. 81	
Weeks 5–6	<b>Lost and found</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>		<b>88</b> 89, 90, 95 90–92, 95 94 92, 93, 96, 97	47–52	2 hours 5 hours 2 hours 1 hour	LB pp. 89–90 LB pp. 90–92 LB p. 94 LB pp. 92–93	

**Progress Tracker for Oxford Successful English Grade 5**

**First Additional Language Term 2**

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 2 activity name and page (in this Resource Book)*	Learner’s Book page	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 7–8	<b>Going places</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 5: Personal pronouns (p. 25)	<b>98</b> 99, 103 100, 101, 103–105 101, 102, 104, 105 102, 104, 105	53–58	2 hours 5 hours 2 hours 1 hour		
Weeks 9–10	<b>Revision and assessment</b>	<b>Formal Assessment: Page 26 of this Teacher’s Resource Book</b>					
<b>Teacher reflection</b>							

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**Progress Tracker for Oxford Successful English Grade 5**

**First Additional Language Term 3**

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 3 activity name and page (in this Resource Book)*	Learner’s Book page	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 1–2	<p><b>Sporting heroes</b></p> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	<p>Activity 1: Singular and plural nouns (p. 30)</p> <p>Activity 2: Direct speech (p. 31)</p> <p>Activity 3: Indirect speech (p. 32)</p>	<p><b>109</b></p> <p>110, 111, 116</p> <p>112, 113, 115</p> <p>114, 117</p> <p>113, 114, 116, 117</p>	59–63	<p>2 hours</p> <p>5 hours</p> <p>2 hours</p> <p>1 hour</p>		
Weeks 3–4	<p><b>The Olympic Games</b></p> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	<p>Activity 4: Make a mind map (p. 33)</p>	<p><b>118</b></p> <p>119, 124</p> <p>120–122, 123, 125–126</p> <p>123, 124, 126–128</p> <p>122, 123, 126, 128, 129</p>	64–69	<p>2 hours</p> <p>5 hours</p> <p>2 hours</p> <p>1 hour</p>	<p>LB pp. 120–123</p> <p>LB pp. 120–122</p>	
Weeks 5–6	<p><b>Monsters</b></p> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>		<p><b>130</b></p> <p>131, 132, 139, 222</p> <p>132–134, 137, 138</p> <p>136, 137, 140</p> <p>135–137, 139, 140</p>	70–77	<p>2 hours</p> <p>5 hours</p> <p>2 hours</p> <p>1 hour</p>	<p>LB p. 132</p> <p>LB pp. 132–134</p> <p>LB pp. 136, 137</p> <p>LB pp. 134, 135</p>	

### Progress Tracker for Oxford Successful English Grade 5

#### First Additional Language Term 3

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 3 activity name and page (in this Resource Book)*	Learner’s Book page	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 7–8	<p><b>It’s hot!</b></p> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 5: Concord (p. 34)	<p><b>141</b></p> <p>142, 148</p> <p>144, 145, 148–151</p> <p>147, 148, 152</p> <p>143, 144, 146, 150–152</p>	78–83	<p>2 hours</p> <p>5 hours</p> <p>2 hours</p> <p>1 hour</p>		
Weeks 9–10	<p><b>Our rights</b></p> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 6: Rhythm and rhyme (p. 35)	<p><b>153</b></p> <p>154, 160</p> <p>155–157, 160, 161</p> <p>159, 162, 163</p> <p>158, 159, 162, 163</p>	84–93	<p>2 hours</p> <p>5 hours</p> <p>2 hours</p> <p>1 hour</p>	<p>LB p. 154</p> <p>LB pp. 155–157</p> <p>LB pp. 162, 163</p> <p>LB p. 157</p>	
<b>Teacher reflection</b>							

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**Progress Tracker for Oxford Successful English Grade 5**
**First Additional Language Term 4**

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 4 activity name and page (in this Resource Book)*	Learner's Book page	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 1–2	<b>Nature in danger</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 1: Write a story (p. 36) Activity 2: Possessive pronouns (p. 37) Activity 3: Parts of a sentence (p. 38) Activity 4: Connecting words (p. 39)	<b>164</b> 165, 169–171 166–168, 171–174 169, 170, 175, 176 166, 168–171, 174–175, 176	94–98	2 hours 5 hours 2 hours 1 hour		
Weeks 3–4	<b>Celebrations</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>		<b>177</b> 178, 184 179–180, 185–186 182–184, 187, 188 178, 181, 182, 184, 186, 188	99–104	2 hours 5 hours 2 hours 1 hour	LB p. 178 LB pp. 179–180 LB pp. 187, 188 LB p. 181, 186	
Weeks 5–6	<b>Good times, bad times</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>	Activity 5: Write an information text (p. 40) Activity 6: Negative sentences (p. 41)	<b>189</b> 190, 191, 197 191–194, 197–199 194, 196, 197, 201 194–196, 200, 201	105–112	2 hours 5 hours 2 hours 1 hour		

**Progress Tracker for Oxford Successful English Grade 5**

**First Additional Language Term 4**

Planned timeline	Content and concepts (as per CAPS and 2023/24 ATP)	Worksheet 4 activity name and page (in this Resource Book)*	Learner’s Book page	Reading Book page	Time allocated (as per CAPS)	Formal Assessment Activities	Date of completion
Weeks 7–8	<b>Change</b> <ul style="list-style-type: none"> <li>– Listening and speaking</li> <li>– Reading and viewing</li> <li>– Writing and presenting</li> <li>– Language structures and conventions</li> </ul>		<b>202</b> 203, 211 204–206, 210–212 209, 210, 213 207–210, 212–213	113–124	2 hours 5 hours 2 hours 1 hour		
	<b>Revision and assessment</b>						
Weeks 9–10	<b>End-of-the-year controlled test</b>	<b>Formal Assessment: Page 42 of this Teacher’s Resource Book</b>					
<b>Teacher reflection</b>							

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**Worksheet: English Term 1**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 1: Verbs**

1. Circle the simple verbs in these sentences.

a) My brother watches television.

b) Mrs Mulder feels sad.

c) They are healthy.

d) It is windy today.

e) She washes her hair.

f) We were thirsty.

g) You are clever.

2. Use the correct verbs from the box below to complete these sentences.

walked	are	feel	rained	feels	is	paints
--------	-----	------	--------	-------	----	--------

a) I \_\_\_\_\_ tired.

b) Mr Bailey \_\_\_\_\_ the house.

c) She \_\_\_\_\_ a doctor.

d) Lions \_\_\_\_\_ dangerous.

e) They \_\_\_\_\_ to school yesterday.

f) My mother has flu and \_\_\_\_\_ sick.

g) It \_\_\_\_\_ earlier and the road is wet.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 2: Simple future tense**

1. Underline the simple future tense verbs in these sentences.

a) I am going to do my homework next.

b) The athletes may train next week.

c) The visitors are going to arrive soon.

d) They will stay with us.

e) We will wave the flag at the match.

2. Choose the correct verb in brackets to put the sentences below into the simple future tense. Rewrite the sentences on the blank lines.

a) I (wash/am going to wash) my hair today.

\_\_\_\_\_

b) Bobby (will read/reads) a poem to the class.

\_\_\_\_\_

3. Use *going to* to put these sentences into the simple future tense.

a) The puppy runs after the ball.

\_\_\_\_\_

b) The animals lie in the shade.

\_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 3: Simple past tense**

1. Form the simple past tense of the underlined verbs below.

Present tense	Past tense
a) You <u>look</u> for the keys.	You _____ for the keys.
b) She <u>picks</u> the flowers.	She _____ the flowers.
c) He <u>polishes</u> the floor.	He _____ the floor.
d) She <u>likes</u> the movie.	She _____ the movie.
e) I <u>learn</u> the poem.	I _____ the poem.

2. Choose the correct form of the verb in brackets to create sentences in the simple past tense.

- a) The dog (chase/chased) the bird.
- b) The flag (waved/waves) in the breeze.
- c) The branch (knocks/knocked) against the window.
- d) The boat (sailed/sails) around the bay.
- e) I (wrap/wrapped) the presents.
- f) She (tied/ties) a knot in the rope.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 4: Adverbs of time and frequency**

1. Underline the adverb in each sentence. Write down whether it is an adverb of place or an adverb of time in the brackets after each sentence.

a) We take our dog for a walk daily. (Adverb of \_\_\_\_\_)

b) I was sick yesterday. (Adverb of \_\_\_\_\_)

c) The builder will remove the old bricks tomorrow. (Adverb of \_\_\_\_\_)

d) We are going to watch the match next week. (Adverb of \_\_\_\_\_)

e) Always come to school early. (Adverb of \_\_\_\_\_)

f) Mrs Marshall never sleeps late. (Adverb of \_\_\_\_\_)

g) Our father often drives us to school. (Adverb of \_\_\_\_\_)

h) Paul arrived late again. (Adverb of \_\_\_\_\_)

i) I have sometimes tripped over the step. (Adverb of \_\_\_\_\_)

j) Dad came home early today. (Adverb of \_\_\_\_\_)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 5: Write a descriptive paragraph**



Write a paragraph to describe the photograph in the margin. Choose sentences from the options in boxes and use them to write your paragraph.

Next to her in the air is a rugby ball.	She is wearing short socks.
In the background is a cave.	In the middle of the field is an older girl.
Her hair is loose. She is frowning.	She is wearing long socks.
The girl is wearing her soccer uniform.	Next to her on the ground is a soccer ball.
In the background is a goalpost.	She is tying her shoe's lace.
The girl is wearing her school uniform.	Her dark hair is tied back. She is smiling.
In the middle of the field is a young girl.	The picture shows a soccer field.



Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 6: Common nouns and proper nouns**

1. Underline the common nouns and circle the proper nouns. Rewrite each sentence on the line below it using capital letters for the proper nouns. The first one has been done for you.

a) The bank closes early on saturdays. The bank closes early on Saturdays.

b) My mother will buy our groceries at checkers on friday.

\_\_\_\_\_

c) lebo was born in a town called estcourt in kwazulu-natal.

\_\_\_\_\_

d) That is mr modise's car.

\_\_\_\_\_

2. Choose nouns from the box to complete the sentences below. Write the proper nouns with capital letters.

song	soccer	kruger national park	friday
------	--------	----------------------	--------

a) My brother plays \_\_\_\_\_ on Saturdays.

b) Muslims go to mosque every \_\_\_\_\_ afternoon.

c) We went to a big game reserve, the \_\_\_\_\_.

d) She sang a beautiful \_\_\_\_\_ in church.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 7: Present progressive tense**

1. Underline the present progressive tense verbs and circle the auxiliary verbs.

- a) Lesedi is counting his money.
- b) I am sitting on the chair.
- c) Miss Milford is mending the shirt.
- d) The birds are making a noise.
- e) Zinzi and Grace are skipping.
- f) Father is gathering the leaves.

2. Change the verb in brackets so that each sentence below is in the present progressive tense. Write out the new sentences and underline the verb. The first one has been done for you.

a) My mother (dress) the baby. My mother is dressing the baby.

b) I (look) for my shoe. \_\_\_\_\_

c) Lufuno (help) his father. \_\_\_\_\_

d) Steve and I (paint) the fence. \_\_\_\_\_

e) Sandla and you (drive) to town.  
\_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 8: Write instructions**

Write instructions on how to get ready for school. Think of what you do before school. What order do you do things in? Write planning notes in the shaded box below.

1. Give your instructions a heading.
2. Write down anything you will need.
3. Use some of the hints on the page to help you.

get dressed  
 eat breakfast  
 brush teeth  
 wash face  
 brush hair  
 make bed  
 pack bag

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**Heading:** \_\_\_\_\_

**You will need:** \_\_\_\_\_

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Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 9: Adverbs of place and manner**

1. Underline the adverb in each sentence. Write down whether it is an adverb of place or an adverb of manner in the brackets after each sentence. The first one has been done for you.

a) Come here! (Adverb of place)

b) We hang the wet clothes outside to dry. (Adverb of \_\_\_\_\_)

c) He waits patiently. (Adverb of \_\_\_\_\_)

d) Mandla held the baby tenderly. (Adverb of \_\_\_\_\_)

e) It is hot outside. (Adverb of \_\_\_\_\_)

f) Please carry that bag carefully. (Adverb of \_\_\_\_\_)

g) My mother was quite tired and she fell asleep quickly. (Adverb of \_\_\_\_\_)

h) She skipped happily along the pavement. (Adverb of \_\_\_\_\_)

**Worksheet: English Term 2**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 1: Syllables**

1. Break the following words into syllables. Write each syllable into its own box. The first one has been done for you.

a) setting 

set
-----

ting
------

b) meaning 

--	--

c) sentence 

--	--

d) underline 

--	--	--

e) circle 

--	--

2. Break these words into syllables. Use a slash (/) to separate the syllables.

a) story \_\_\_\_\_

b) recount \_\_\_\_\_

c) poem \_\_\_\_\_

d) fiction \_\_\_\_\_

e) play \_\_\_\_\_

f) syllable \_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 2: Modal verbs**

1. Underline the modals in these sentences.

a) They must work harder.

b) You should visit your grandparents.

c) We must have good manners.

d) I could do better next time.

e) He must return these books to the library.

2. Choose the correct modal from below to complete these sentences.

Use the clues in brackets to guide you.

could	should	must	could	should	should
-------	--------	------	-------	--------	--------

a) You \_\_\_\_\_ eat good food to stay healthy. (Modal that explains what you need to do)

b) Zinzi \_\_\_\_\_ meet us at the movies if she finishes her homework. (Modal that explains what she can do)

c) Children \_\_\_\_\_ respect adults. (Modal that explains what they have to do)

d) We \_\_\_\_\_ attend school on school days. (Modal that explains what we need to do)

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 3: Synonyms**

1. Underline the two synonyms in each of the sentences below.

a) The table is broad. The table is wide.

b) The children cry. The children sob.

c) The pie is tasty. The pie is delicious.

d) The mother rubbed her baby softly. The mother rubbed her baby gently.

2. Find and list two synonyms from the words below for each word listed underneath.

soft	sprint	sharp	cry	dash	gentle	bright	weep
------	--------	-------	-----	------	--------	--------	------

a) run \_\_\_\_\_

b) sob \_\_\_\_\_

c) tender \_\_\_\_\_

d) clever \_\_\_\_\_

3. In the table below, draw a line from each sentence in the column on the left to the sentence it matches in the column on the right.

a) My dog is loyal to me.	That family is rich.
b) That question is hard.	The icy wind blew hard.
c) The cold wind blew hard.	That question is difficult.
d) That family is wealthy.	My dog is faithful to me.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 4: Irregular verbs**

1. Choose the correct verbs from the box below to create sentences in the simple past tense.

went	thought	caught	hung	had	threw
felt	was	said	rang	sank	wore

- a) The mirror (hang) \_\_\_\_\_ on the wall.
- b) The ship (sink) \_\_\_\_\_ at sea.
- c) The man (ring) \_\_\_\_\_ the bell.
- d) I (think) \_\_\_\_\_ it (is) \_\_\_\_\_ a good plan.
- e) She (wear) \_\_\_\_\_ a red dress.

2. Read the paragraph below. Replace the verb in brackets with the simple past tense form.

Last night we (go) \_\_\_\_\_ to the movies. I (wear) \_\_\_\_\_ my new jeans. Mr father (drive) \_\_\_\_\_ us to the cinema. We (see) \_\_\_\_\_ a comedy. I (think) \_\_\_\_\_ it (is) \_\_\_\_\_ very funny. Our parents (watch) \_\_\_\_\_ an action film. Afterwards, we (eat) \_\_\_\_\_ at a restaurant. We (have) \_\_\_\_\_ pizza and (drink) \_\_\_\_\_ cooldrinks.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 5: Personal pronouns**

1. Replace the underlined nouns with the correct pronouns in the spaces provided. The first one has been done for you.

a) Mr and Mrs Botha have three children. They have three children.

b) The monkey steals the banana. \_\_\_\_\_steals the banana.

c) Rabbits like to eat lettuce. \_\_\_\_\_like to eat lettuce.

d) My name is Peter. \_\_\_\_\_am Peter.

e) Nomhle braids her hair. \_\_\_\_\_braids her hair.

f) My uncle keeps chickens and goats. \_\_\_\_\_keeps chickens and goats.

2. Circle the correct pronoun in brackets.

a) My story is good. (He/I/You) wrote a good story.

b) Tumelo is my brother. (She/He/You) is my brother.

c) The goat chews everything. (She/He/It) chews everything.

d) Our neighbours own a horse. (He/We/They) own a horse.

e) Lindiwe wears glasses. (She/He/We) wears glasses.

f) Your name is Lucy. (We/He/You) are Lucy.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Sample mid-year examination paper

**Paper 1: Oral** [30 marks]

A: Reading aloud (15)

B: Listening and speaking (15)

The mark for Paper 1 will be a summative assessment of the learner's progress up to the time of this mid-year examination.

**Paper 2: Written** [70 marks]

### Section A: Reading comprehension

Read the following text.

It was a bright morning. The sun was shining brightly in the sky and the birds were singing. I was happy and skipping down the street to the corner spaza. My gogo needed milk. I saw my school friend, Adam, standing in front of a lamp post with a few pink pages and some tape in his hands.

"Hey, Adam!" I shouted. "Adam, who's Lucy?" I asked, when I read one of the pages. The pages had the name all over them, in very big black letters.

"She's my dog... she's missing." Adam replied. He looked sad.

"Zuli, she had enough food and I took her for a walk every day. We also played on the field every day," said Adam sadly.

"Well, have you looked at the field? You said she liked it there, so maybe..." I said.

"Zulani! You're a genius! I will look there!" He smiled. Adam looked happier again.

"I'll come with you," I said. "I know we will find her."



**Section B: Language in context**

1. Write the sentences below in the past tense. Write down only the letter and the correct form of the verb.

- a. Adam (call) Lucy's name to see if she would come. (1)
- b. Zulani and Adam (are) best friends now. (1)
- c. The neighbours (find) Lucy on the field. (1)

2. Use the words in the box below in the sentences that follow. Write down only the letter and the word that you have chosen:

mine	yours	ours	his	theirs
------	-------	------	-----	--------

- a. We want our dog back. It is \_\_\_\_\_. (1)
- b. Adam told the man that Lucy was \_\_\_\_\_ dog. (1)

3. Choose the antonyms of the words in brackets from the box. Write down the words next to the letter. Choose carefully:

unhappy	abused	small	happy	unfriendly
---------	--------	-------	-------	------------

- a. Lucy was (big) and (friendly). (2)
- b. She was (well treated) by Adam's family and had no reason to be (miserable). (2)

4. Divide the following words into their syllables. Write down each word and separate it with dashes in between the syllables. Example: divide would be *di-vide*.

- a. genius
- b. afternoon (2)

5. Choose the correct preposition between brackets. Then rewrite the whole sentence correctly. Zulani and Adam stood (on/next to) the fence at the field and watched Lucy play (on/next to) the grass. (2)

6. Rewrite the sentences below and use the correct word from the words in brackets.

a. Adam (must/should) find her or she will die of hunger. (1)

b. The policeman (should/ must) speak kindly to the boy or he might cry. (1)

[Total: 15 marks]

### Section C: Writing

#### 1. Creative writing text

Write the first two paragraphs of a story in which you and a friend look for Lucy. Each paragraph should be about 40–50 words.

- Give your own short title.
- Describe where you were when this happened. What did the place look like?
- How did you and your friend feel when you were looking for the dog?

[Total: 15 marks]

#### 2. Transactional text

Write a few instructions in which you describe what Adam and Zulani need to do to find Lucy. Your instructions should be in two paragraphs and be between 40–50 words.

- Write them in the order they need to do them in. Write: First, ... . Next, ... . Then ... etc. until you have completed everything you need to say.
- Remember to hand in your planning, draft and edited writing with your paper.

[Total: 10 marks]

[Total: 25 marks]

[Total for paper: 70 marks]

**Worksheet: English Term 3**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 1: Singular nouns and plural nouns**

1. Underline the singular nouns and circle the plural nouns in the sentences below.

- a) There are seven days in a week.
- b) They travel to work in buses and trains.
- c) She stroked the bunnies in the cage.
- d) He wears expensive watches and a gold earring.
- e) The donkeys pull the cart to the market.
- f) The witch gave her three wishes.

2. Fill in the plural form of the noun in brackets to complete these sentences.

- a) She put the (flower) \_\_\_\_\_ in the (vase)

\_\_\_\_\_.

- b) They ate a lot. Their (belly) \_\_\_\_\_ are full.

- c) We love (present) \_\_\_\_\_ at Christmas.

- d) Move the (dish) \_\_\_\_\_ and the (glass)

\_\_\_\_\_.

- e) (Fox) \_\_\_\_\_ hunt in (pack) \_\_\_\_\_.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 2: Direct speech**

1. Place a tick above each correct punctuation mark and make a cross above each incorrect punctuation mark.

a) The policeman shouted ! " Stop ! "

b) Her mother asked ? "Where is your homework ! "

c) Mr Marumo said ! " I am going to Lesotho ? "

2. Fix these sentences by filling in the missing punctuation. Rewrite the sentences as correct examples of direct speech.

a) what is the time asked Lorna

\_\_\_\_\_

b) Mr Mkhize said the shop is closed today

\_\_\_\_\_

c) the principal shouted be quiet

\_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 3: Indirect speech**

1. Fill in the gaps to complete the sentences in indirect speech.

a) Direct speech: My brother said, "I won the race."

Indirect speech: My brother \_\_\_\_\_  
\_\_\_\_\_ the race.

b) Direct speech: Mona said, "I need my pen."

Indirect speech: Mona \_\_\_\_\_ needed  
\_\_\_\_\_ pen.

c) Direct speech: Mrs Ntini said, "My son is famous."

Indirect speech: Mrs Ntini \_\_\_\_\_ son  
\_\_\_\_\_ famous.

d) Direct speech: My father said, "Supper is ready."

Indirect speech: My father \_\_\_\_\_  
supper \_\_\_\_\_ ready.

Name: \_\_\_\_\_

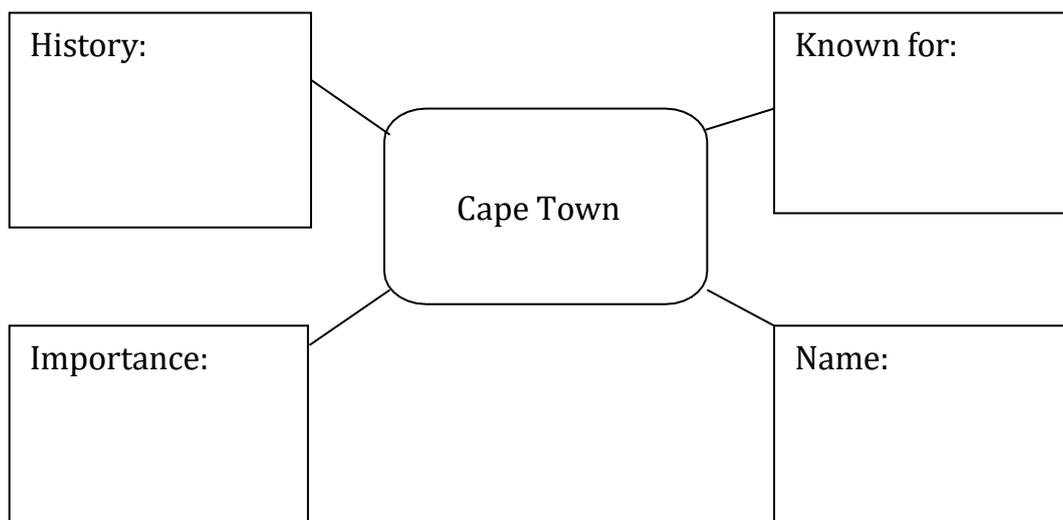
Class: \_\_\_\_\_

**Activity 4: Make a mind map**

Read the information on Cape Town below and then complete the mind map that follows with a summary of the information.

Cape Town is the second largest city in South Africa. It is found on the southernmost tip of Africa at the edge of Table Bay. The city was founded by the Dutch East India Company so that there was a place for sailors to rest and get fresh food and water when they sailed from Europe to India. Jan van Riebeeck arrived in Table Bay in 1652 and built the Castle of Good Hope.

Every year, many tourists visit Cape Town and go to the top of Table Mountain. The city is also famous for its beaches, the wine farms and the history of the Cape Flats and District Six. Cape Town is called Kaapstad in Afrikaans and iKapa in isiXhosa. Parliament meets in this city even though Pretoria is the capital of South Africa. Cape Town has some of the oldest schools in the country as well as the University of Cape Town, which is one of the oldest universities in South Africa.



Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 5: Concord**

1. Circle the verb in each sentence below. Underline the subject that the verb agrees with.

- a) The cat stretched.
- b) The cat stretched its neck.
- c) The dogs bark at night.
- d) Penny is lonely.
- e) Fleas jump high.
- f) He is scared.

2. Circle the correct form of the verb in brackets that agrees with the subject.

- a) The man (answer/answers) the phone.
- b) Lions (roars/roar).
- c) The bank (was/were) full.
- d) We (enjoy/enjoys) our meal.
- e) The clothes (is/are) wet.
- f) Mandisa and Lebo (plays/play) tennis.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 6: Rhythm and rhyme**

1. Choose rhyming words from below to complete the poem.

head	right	mat
door	sight	wise

**It happened in the middle of the night**

It happened in the middle of the night.

The sound gave me a terrible fright.

I crept out of bed.

Scared thoughts filled my \_\_\_\_\_.

I jumped as my feet hit the cold floor.

I jumped as my hand touched the \_\_\_\_\_.

Oh my! What an awful \_\_\_\_\_!

I saw it just to my \_\_\_\_\_.

I was too scared to open my eyes.

But then I realised that was not \_\_\_\_\_.

My black and white cat,

Was sitting in the middle of the \_\_\_\_\_.

And there it was in a puddle of melting snow ...

You'll need to read on or you will never know ...

**Worksheet: English Term 4**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 1: Write a story**

Help to complete the story on this page. The person who wrote the story got confused with the past tense and subject-verb agreement. Circle the correct words in brackets so that the story is in the past tense and all the subjects and verbs agree.

***Where did the present go?***

Karabo (is/was) very excited. It (is/was) her best friend's birthday and she had (buy/bought) her a lovely present. Karabo (is/was) going to give it to her at her birthday party. All she had to do was wrap the present first. Karabo (get/got) dressed in her favourite dress and (goes/ went) to her cupboard to fetch the present. She pulled the door open only to find nothing there. Karabo was very surprised. She (is/was) sure she had left the present in the cupboard. The only other place it (can/could) be was under her bed. She (look/looked) there and there was nothing. Karabo started to panic.

Next she looked in her school bag but there was nothing. She (searched/ search) through all the bags in the kitchen but there was nothing. Karabo (asked/ asks) her brother if he had seen it but he just (shakes/shook) his head. Karabo (sees/saw) that it was getting late. The party was starting in half an hour and she (had/has) no present to give Lerato. Karabo (started/starts) to cry. She had looked everywhere and the present was gone. It must have been (stolen/stealing). Just then Karabo's mother walked into the room carrying the present wrapped in beautiful paper. Suddenly Karabo remembered that her mom had said she would take the present to Neo to wrap it. Karabo (smiled/smiling) because she knew her present would have the best wrapping.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 2: Possessive pronouns**

1. Circle the correct possessive pronoun to complete the sentences below. The first one has been done for you.

a) This is my computer. The computer is (his/ mine /ours).

b) The orange jersey belongs to Sarah. It is (his/hers/theirs).

c) We live in this country. This country is (ours/yours/theirs).

d) That ball belongs to my dog. The ball is (his/yours/ours).

e) My mother grows those roses. The roses are (mine/his/hers).

2. Complete these sentences with the correct possessive pronouns.

a) The giraffe has a long neck. The neck is \_\_\_\_\_.

b) Debbie drives a car. The car is \_\_\_\_\_.

c) John has a warm coat. The coat is \_\_\_\_\_.

d) We clean the shed. The shed is \_\_\_\_\_.

e) They wash the windows at home. The home is \_\_\_\_\_.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 3: Parts of a sentence**

1. Write into each space whether the word above each shaded area is the subject, verb or object in these sentences.

a) She	climbed	the tree.
subject		

b) They	run	races.
subject		

2. Circle the subject and underline the verb in each of these sentences. Put brackets around the object.

a) He washed the plate.

b) The lion roared.

c) The cat licked the bowl.

d) Lambs drink milk.

e) The dog wagged its tail.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

#### **Activity 4: Connecting words**

1. Circle the connecting word in the compound sentences below and underline the two simple sentences that it joins.

a) I can go there or you can come here.

b) He eats a lot so he will get fat.

c) She likes flowers, for example she likes roses and lilies.

d) Sello worked hard, however he didn't finish the job.

e) Mother baked a cake, then she decorated it.

2. Circle the correct connecting word in brackets to complete each sentence.

a) We brushed our teeth, (then/or) we went to bed.

b) Murray enjoys most sport, (because/for example) he enjoys rugby, cricket and soccer.

c) We wash our hands (so/before) we eat our food.

d) I have to study (so/because) I can't go out.

e) She writes poetry (and/so) she plays in a band.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Activity 5: Write an information text**

The hippopotamus is an animal that is found in watery areas of Africa. The hippopotamus loves water and can usually be found in dams, rivers and lakes. These animals live up to 40 years and eat grass, but they only eat at night. A hippopotamus will leave the water at the end of the day when it is cool and walk to a place where there is grass to eat. These animals can eat up to 35 kilograms of grass in one night. Even though they only eat grass they are very strong. They are also very good swimmers and their ears, eyes and noses are high on their heads so that they can keep most of their body underwater all day. A hippo will stay in the water most of the day to stay cool in the hot weather. If these animals feel threatened they run to the water. The amazing thing about these big animals is that they can run short distance as fast as a person.

***The hippopotamus***

General facts: \_\_\_\_\_

\_\_\_\_\_

Food: \_\_\_\_\_

\_\_\_\_\_

Water: \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Class: \_\_\_\_\_

### **Activity 6: Negative sentences**

1. Underline the words that make each sentence negative.

a) The music isn't loud.

b) No, I can't go to the party.

c) Those birds don't lay eggs.

d) Palesa went to the bookshop but she didn't buy a book.

2. Choose the correct negative words from the list to make these positive sentences negative.

won't	don't	isn't
-------	-------	-------

a) The light is switched on.

The light \_\_\_\_\_switched on.

b) I know how to fix this problem.

I \_\_\_\_\_know how to fix this problem.

c) They will win the match.

They \_\_\_\_\_win the match.

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Sample end of year examination paper****Paper 1: Oral**

[30 marks]

**A: Reading aloud** (15)**B: Listening and speaking** (15)

The mark for Paper 1 will be a summative assessment of the learner's progress up to the time of this end of year examination.

**Paper 2: Written**

[70 marks]

**Section A: Reading comprehension****What people do to the ocean**

Have you ever been to the sea and thought about the trouble we cause it?

Our oceans cover nearly 71% of the earth's surface. People who study the oceans have just explored 10% of them. There is still much ocean to be discovered and explored.

More than 99% of the earth's living creatures live in the oceans. Some strange creatures are studied by marine biologists. The vampire squid is a good example of a strange creature. It puts its prey into a deep sleep by flashing little reflectors, called photophores, attached to its arms. These are not real lights, but they look like lights.

Some other creatures, like the unattractive angler fish, also have these reflectors or photophores on parts of their bodies. They trick their prey into coming close enough and then gulp them up!

If we keep polluting the ocean, we may never know all there is to know. People have made a giant rubbish dump out of our beautiful oceans.

Every year plastic waste kills over 100 000 sea birds and many underwater mammals and fish. Plastic has to be removed from the water; otherwise it stays there. Every year, oil runs into the oceans from factories, docks, and streets. This oil is called run-off. Eighty percent of the pollution in the oceans comes from activities happening on land.

Write answers for the following questions:

1. Answer each of the following questions:
  - a. How much of the earth's surface is covered by water? (1)
  - b. How little of the ocean has been explored? (1)
  - c. How much of the earth's living creatures live in the sea? (1)
2. Say whether the following sentence is true or false:  
71% is more than half of 100%. (2)
3. Name two kinds of strange creatures that use lights to catch prey. (2)
4. Do you agree with the following statement? Explain why you say yes or no.  
The angler fish is a beautiful creature. (2)
5. What do we call someone who studies life under the ocean? Write down the two words for such a person. (2)
6. Explain the meaning of "gulp up". Write it in your own words. (2)

7. The words “life”, “live” and “living” are used in the piece. Choose the correct one for each of the following sentences. Write down only the letter and the right form of the word:
    - a. (Life/Live/Living) is very precious and we have to take care of it (1)
    - b. We have been (life / live / living) in a house by the ocean for ten years now. (1)
    - c. Where does the angler fish (live / life)? (1)
  8. Find an adverb in the second paragraph that means “only”. (2)
  9. Why do you think the oil that ends up in the ocean is called “run-off”? (2)
  10. Give three facts that you can find in the last paragraph. 3 x 2 = (6)
  11. Give two good reasons why people’s activities may endanger the oceans. 2 x 2 = (4)
- [Total: 30 marks]

**Section B: Language in context**

1. Pollution means to dump waste where it does not belong, for example, spilling oil into the sea. Give the correct form of the word pollution in each of the following sentences.
  - a. The factory owners are (pollution) the ocean every day.
  - b. To (pollution) is one of the crimes against Mother Nature. (2)
2. Complete the table by putting the subject, verb and object from the sentence below into the right column. Draw the table in your book or on the page and write each part of the sentence below into the right column.

The Angler Fish swallows other fish. (4)

Subject	Verb	Object
---------	------	--------

3. Change the following sentences into the negative form.
  - a. People should throw their litter in the sea. (2)
  - b. It does matter what happens to the fish in the sea. (2)
4. Write the correct form of the word in brackets.
  - a. Where is the (deep) part of the ocean? (1)
  - b. The (far) he swims, the more tired he becomes. (1)
5. Complete the passage using the correct connecting words in the block below.

than	then	either	and	because	it
------	------	--------	-----	---------	----

We know less about our oceans \_\_\_\_\_ we know about outer space.  
 \_\_\_\_\_ of pollution, we may never learn about some creatures  
 before they are gone. We have a choice now to \_\_\_\_\_ keep  
 polluting our oceans or begin to save them. (3)

[Total: 15 marks]

**Section C: Writing**

1. Creative writing text

Write a short play about a person who finds a strange new underwater creature while out at sea. The play must have at least two characters and be about 100 words long. One of the characters can be a sea animal (fish, bird or mammal).

- Give your own short title.
- Give a name to each of the characters.
- Write each character’s name, a colon and then his or her words.

For example, Fish: I feel very sad that you are polluting my home. Sniff ...

- Each character should have a few turns to speak.
- Remember to hand in your planning, draft and edited writing with your final writing.

[Total: 15 marks]

## 2. Transactional text

Write a letter to your school principal in which you explain why you believe your school should recycle to help save our oceans and life on earth from plastic. Your letter should have the correct form and two paragraphs of between 60–80 words in total.

- Start with the date and then *Dear Mrs Kutu* (or the name of your principal).
- Use the right format for writing a letter. You can write this as a personal letter.
- Remember to be polite and give the reason for your letter clearly.
- Provide one good idea/plan in the letter of how the plastic recycling could work.
- Remember to hand in your planning, draft and edited writing with your final writing.

[Total: 10 marks]

[Total: 25 marks]

[Total for paper: 70 marks]

## How to develop assessment tools: rubrics and checklists

### Rubrics

A rubric is a tool teachers use to assess a learner's performance on a specific task. It is presented in the form of a grid that clearly outlines the criteria used for assessment as well as different levels of performance per criterion.

#### Benefits of using a rubric

- A rubric helps learners to understand objectives. Developing rubrics with your learners will help them to understand the purpose and content and help them to prepare for the assessment.
- A rubric has a clear and standardised approach to assessment, which ensures that learners are assessed consistently and fairly.
- A rubric allows teachers to provide specific feedback to learners, highlighting areas of strength and areas for improvement.
- A rubric helps learners get a clear idea on how to improve their performance after assessment.
- A rubric allows learners to self-improve. Encourage learners to use the rubric before they hand in their work.
- A rubric is easy to use and can be easily adapted to meet changing needs.

#### Steps to creating a rubric

**Step 1:** Clearly define the purpose of the assessment. Use the assessment guidelines in the curriculum documents to determine what task/assignment the learners are required to complete.

**Step 2:** Define the criteria.

Use the objectives in the curriculum documents to consider what skills, knowledge or behaviours the assessment will evaluate. Make sure that:

- criteria can be observed and measured
- criteria are important to the task at hand
- each criteria assesses a single aspect of the task.

Each criteria contains levels of performance. When creating these, consider:

- what will constitute outstanding achievement
- how will you define moderate or adequate achievement
- how would you define work that falls below expectations.

Ask yourself: Are there key criteria points that should carry a greater weight than others?

**Step 3:** Design a rating scale that clearly defines the levels of performance.

Check your mark allocation to ensure that your rubric falls in line with curriculum expectations.

Make sure you use language and terminology that the learner is familiar with so that they have a clear understanding of what is required of them.

Provide a scale of achievement that can assess the learners' overall competency in completing the task. For example, you can provide an overall mark according to the seven-point rating code or scale of achievement:

Rating code	Description of Competence	Percentage
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

**Step 4:** Write descriptions of expected performance at each level of the rating scale.

Describe observable and measurable behaviour and use parallel language across the scale. Indicate the degree to which the standards are met. Ensure that learners understand the expectations before and during the assessment.

**Step 5:** Create the rubric.

For ease of use, keep it to one page. Ask your colleagues for feedback and consider testing it before you use it for assessment. After you use the rubric, consider how effective it was and make any necessary revisions.

*Exemplar:*

<b>Speaks about a story or personal or factual recount</b>						
<b>[Total 20 marks]</b>						
	<b>1 mark</b>	<b>1 mark</b>	<b>1 mark</b>	<b>1 mark</b>	<b>1 mark</b>	<b>Total for Criteria 5 marks</b>
<b>Basic summarisation</b>	Identifies the main idea	States the facts	Identifies main characters	Identifies historical setting	Identifies locational setting	
<b>Reorganisational skills</b>	Retells the story in the correct sequence	Recalls important details	Avoids unnecessary details	Uses a variety of linking words for sequencing	Displays a good range of vocabulary	
<b>Inference</b>	Explains the main idea	Explains cause and effect	Makes comparisons	Understands connections between characters	Can understand background both stated and implied	
<b>Evaluation</b>	Expresses feelings about the story	Relates to own life	Predicts what will happen next			
<b>Appreciation</b>	Expresses opinions and judgements about content with reasons	Can make broad generalisations				
<b>Total</b>						<b>___ / 20</b>

## Checklists

A checklist is a simple assessment tool that provides a list of items or criteria to be checked off. It differs from a rubric in that it provides learners with the criteria of the requirements of an assignment rather than a means of assessing acquired knowledge. A checklist can be used solely by you as a teacher, or you can give your learners a checklist that they can refer to in order to make sure that they have included the required components for a task.

Checklists usually consist of a number of statements that refer to specific criteria and where the answer will be, for example, “Yes” or “No”, or “Achieved”, “Not yet” or “Almost”.

**Benefits of using a checklist**

- A checklist ensures that all relevant criteria are assessed and evaluated.
- A checklist helps to ensure consistent assessment of specified criteria.
- A checklist can be used by learners as a self-assessment tool.
- A checklist identifies learning needs in a clear and simple way.
- A checklist is easy to create and use and provides an uncomplicated guide for assessment.

**Steps to create a checklist**

**Step 1:** Define the purpose and what you want to assess.

This could be specific skills or a general assessment.

**Step 2:** Identify the criteria.

What specific elements or content will be assessed?

**Step 3:** Create your checklist.

Check that it contains everything you want to assess.

**Exemplar:**

*Reading aloud*

Reading should assess learners' understanding of what they read, not just their ability to recognise or decode words.

<b>Reads aloud – Prepared Text</b>			
	<b>Yes 2</b>	<b>Partially 1</b>	<b>No 0</b>
Demonstrates preparation and practice			
Reads with fluency (has the ability to read easily and accurately)			
Pronounces words clearly			
Adjusts reading according to punctuation and language conventions and structures			
Reads with expression and originality			
<b>Total</b>	_____ / 10		

## Intervention strategies

### Baseline assessment and intervention strategies

Some learners may experience academic backlogs for various reasons, including the impact on learning due to the COVID-19 pandemic, underlying learning barriers or special education needs such as visual or hearing impairments or intellectual barriers. Baseline assessment will help you identify learners that may be experiencing these barriers.

Analysing baseline assessment questions will provide insight into learners' current knowledge and skills regarding certain topics, as well as their preparedness for the work ahead. The results of baseline assessments can help to identify the areas where learners require support and/or intervention.

Learners may require support and/or intervention for the following reasons:

- barriers to learning
- class size
- reading comprehension (the ability to understand what they have read).

### Barriers to learning

Some learners may face barriers to learning. It is important to accommodate learners with barriers to learning to ensure that our classrooms remain inclusive. These learners may require and should be granted more time for completing tasks, acquiring thinking skills (own strategies), and completing assessment activities. Adapt the number of activities to be completed without interfering with learners gaining the required skills. Learners experiencing barriers to learning can also be paired with others who may be able to support them.

### Class size

- Peer tutoring can be an effective intervention method when class size is problematic.
- Quieter learners often struggle in a large class, as they tend not to ask questions. Organising learners into groups or pairs can help to create a more inclusive and enabling learning environment.
- Ensure that groups are made up of learners with varying ability, so that learners who may be struggling are supported by their peers.
- Peer assessment can also be used successfully during informal assessment and allows you to gauge learners' understanding in a less intimidating manner than a formal test or assignment.
- The following strategies can be used in a large class:
  - *Thumbs up/thumbs down:* Check understanding by a show of thumbs. Thumbs up indicate that learners have understood; thumbs down show that they have not understood; thumbs sideways could show that they are not sure.

- *Response boards:* These are small chalkboards or whiteboards where learners record their response to a question. When you say “Show your answers” they all hold up the board. This way you can quickly see who is struggling.
- *Show fingers 1-2-3:* Ask learners to show fingers to indicate if they understand activity instructions before working in a group. 1 = I do not understand; 2 = I sort of understand but I need some help; 3 = I understand completely.

### Reading comprehension

- Support learners by giving them pre-reading questions and post-reading strategies to organise what they have learnt. Pre-reading questions could include asking the learners what they already know about the topic. Teach learners to summarise the content into bullet points and make use of mind maps. This requires the learners to rewrite the content in their own words.
- Write difficult terminology on the board and give simple explanations.
- Diagrams can be very useful to explain concepts in a way that learners can visualise the situation.

### General teaching intervention strategies

#### Teach from the learner’s point of view

- Put yourself in the learner’s position: If you were the learner, what would you like the teacher to explain or show you that you could not learn previously?
- Remember that learners might still have emotional issues related to the COVID-19 pandemic, which you may need to address.

#### Reteach topic(s) for which learners achieved low scores (closing the gap)

- Focus on concepts, and not only on factual content. Then use illustrations to support learners’ understanding and avoid superficial rote learning. The more “real-life” examples used, the easier it will be for the learners to conceptualise the topic.
- Make the structure of your lessons and teaching materials clear: State specific, achievable goals, provide graphic organisers to link parts of the lesson and give frequent summaries of sections of the lesson. A graphic organiser can be any visual representation of content that gives an immediate overview of main points.
- Refer frequently to your progress in terms of the lesson structure. This will help learners to develop an overall and cohesive (holistic) grasp of the content.
- Skills, knowledge and concepts run like threads through the previous grades. Explain these threads to learners, as you begin teaching a new topic or module – it will help learners to link the new content to what they already know.

### Metacognition

Metacognition is the ability to understand our own thought processes. It is essential that metacognition takes place during lessons.

Learners retain information best when they can visualise situations. Visual aids, such as flash cards and mind maps, and practical work can aid with developing metacognition, or getting learners to think about and understand their own thought processes. After completing practical tasks, give learners sentence starters to complete. For example: I learnt ...; I wonder ...; I still want to know ...; I still don't understand ...; I still have a question about ....

### Retaining information

- Flash cards and mind maps can be useful tools to help learners memorise facts.
- Encourage learners to break down content into more manageable sections. They can then create a mind map for each sub-topic. Tables can also help learners summarise content into more manageable sections.
- A mnemonic is a word, sentence or poem that helps you remember something. Mnemonics help learners to memorise content. Use the first letter of each word to create a sentence that the learners can memorise easily. For example, a mnemonic such as “**Eat An Apple As A Nice Snack**” can help learners to memorise the names of the continents: **E**urope, **A**sia, **A**frica, **A**ustralia, **A**ntarctica, **N**orth America, **S**outh America.

### Develop presentation skills

Many learners find it challenging to speak in front of the class, but this improves with practice. Encourage learners to answer questions in class and take part in class discussions by using one or more of the following strategies:

- *Use the think-pair-share method:* Posing a question and giving learners a short time to think about it, followed by discussion with a partner and then sharing with others. Learners who are shy will find it easier to share ideas with a partner first.
- *Tell-check-say:* A learner tells the answer to a friend, together they check if the answer is correct by referring to the textbook, and then the first learner says the answer out loud to the class or writes it down.
- *Target basic and then more advanced questions to specific learners based on their readiness to answer them:* A good strategy is to first ask the question to the whole class. This ensures that everyone thinks about it. Then, ask a specific learner the question.
- *Keywords on cards:* These can be used to help the learner remember their presentation. Eye contact is essential, so emphasise to learners that they should not read their presentation.

### **Interventions for learners with special education needs**

- Special educational needs may include visual or hearing impairments or intellectual barriers. Do not form an opinion about a learner too early. This could lead to an inaccurate assessment of a learner's barrier, or an inaccurate assessment of the existence of a barrier (when in fact there may not be one). If the barrier is obvious after the first term and becomes a serious obstacle to the learner, seek professional help from the district office.
- Immediate steps could include: observing the learner inside and outside of the classroom, contacting the learner's previous teachers and consulting learner progress reports to understand their needs.





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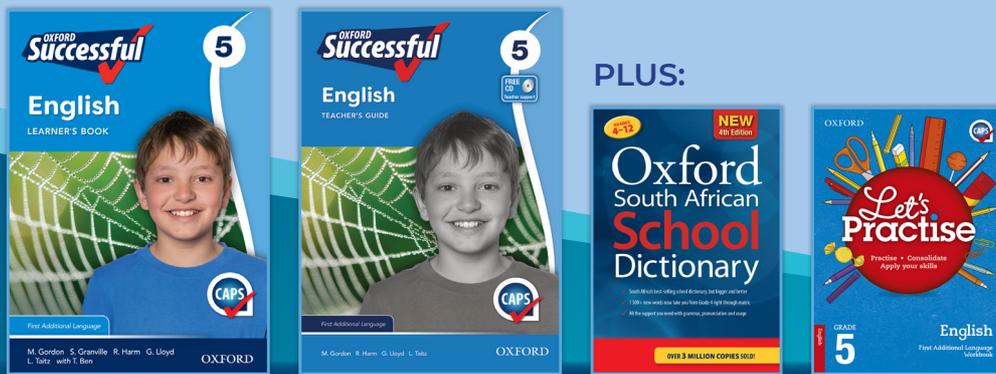
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