



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL REVISED ANNUAL TEACHING PLANS

GRADE 6

HOME LANGUAGE

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1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans after the extended lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming, as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards in all subjects have been set;
- Progression: content and context of each grade shows progression from simple to complex

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility – the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject

2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1st June 2020.

4. Revised Teaching Plans per Subject

This document presents the revised national annual teaching plans for Grade 6

1. Afrikaans Home Language

Revised National Teaching Plan

GRAAD 6 HT KWARTAAL 2				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
WEEK 1 – 2	Luister na 'n inligtingstek - Inleidende aktiwiteite: voorspelling - Luister na spesifieke inligting - Bespreek bruikbaarheid van inligting - Vergelyk omstandighede in verskillende plekke, wys die verkose bestemmings met redes - Deelname in klasbesprekings (Onderwyser fasiliteer), eie opinie	Lees 'n inligtingstek, byvoorbeeld 'n koerantberig, 'n teks van 'n handboek of uit die onderwyser se hulpbronnêr - Pre-leesaktiwiteite: voorspelling wat op die titel en/of grafiese voorstellings gebaseer is - Gebruik leesstrategieë, vluglees en soeklees, - Evalueer die teks vir verskuilde boodskappe en som die hoofidees en ondersteunende idees op - Vergelyk omstandighede in verskillende plekke - Lees informasie teks met visuele soos kandkaarte - Gebruik woordeboek vir woordeskat ontwikkeling	Skryf 'n inligtingstek - Selekteer geskikte visuele en inhoud vir die doel - Voorlegging van inligting deur gebruik te maak van 'n landkaart, kaart, grafiek of diagram Gebruik die stappe van die skryfproses - Beplanning/pre-skryf - Skryf die eerste weergawe - Hersien - Proefless - Skryf die finale weergawe	Werk met woorde Byvoeglike naamwoorde (Attributief) Werk met sinne Verlede tyd Spelling en puntuasie Gebruik van woordeboek
WEEK 3 – 4	Luister na 'n roman - Luister na uittreksels van die roman - Luister vir spesifieke inligting - Identifiseer die hoofidees en spesifieke inligting - Verbind met eie ervaringe - Bespreek kulturele en sosiale waardes in teks krities	Lees 'n kort roman - Pre-leesaktiwiteite: voorspelling wat op die titel en/of grafiese voorstellings gebaseer is - Identifiseer en verduidelik die sentrale gebeurtenisse - Identifiseer en bespreek gevoelens - Gebruik woordeboek vir woordeskat ontwikkeling Reflekteer op teks wat onafhanklik gelees word Hervertel storie in 3 tot 5 sinne	Skryf 'n boek resensie - Gebruik 'n skryfraam - Pre-skryf: Luister na uittreksels van die drama - Selekteer inhoud geskik vir die doel - Gepaste taalgebruik en teks struktuur - Gebruik woordeboek vir woordeskat ontwikkeling - Gebruik die skryfproses	Werk met woorde; werkwoorde (finitiewe en infinitiewe en Werk met sinne Teenwoordige, verlede en toekomstige deurlopende tye
	FORMELE ASSESSERINGSTAAK 6 MONDELING [20 punte] - Voorbereide / Onvoorbereide Toespraak OF - Luister met begrip			
WEEK 5 – 6	Luister na en bespreek 'n instruksionele teks, byvoorbeeld 'n resep, aanwysings, ens - Inleidende aktiwiteite: voorspelling - Identifiseer die kenmerke van 'n instruksionele teks - Let op sleutelopskrifte	Lees instruksionele tekste soos 'n resep, aanwysings, ens - Ontleed kenmerke van die teks - Orden opdragte - Toon begrip vir die teks en hoe dit funksioneer - Vergelyk twee verskillende inligtingstekste	Skryf 'n instruksionele teks, byvoorbeeld hoe om 'n koppie tee te maak - Maak 'n lys van toerusting / bestanddele - Gebruik woordeboeke - Ontwikkel 'n skryfraam - Gebruik verbindingswoorde en organisatoriese metodes	Werk met woorde - Woordvorming: basis, voor- en agtervoegsels, Spelling en puntuasie - Woord afbakening - Gebruik van woordeboek

GRAAD 6 HT KWARTAAL 2				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
	- Gee duidelike instruksies bv hoe om 'n koppie tee te maak - Vra vrae vir duidelikheid		Gebruik die stappe van die skryfproses	
WEEK 6	FORMELE ASSESSERINGSTAAK 7 – Toets (Totaal: 50 punte) RESPONS OP TEKS: 2 URE Vraag 1 - Literêre / Nie-literêre teks (20 punte) Vraag 2 - Visuele teks vir Begrip (10 punte) Vraag 3 - Opsomming (5 punte) Vraag 4 - Taalstrukture en konvensies (15 punte)			

GRAAD 6 HT KWARTAAL 3				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
WEEK 1 – 2	Luister na kortverhaal - Inleidende aktiwiteite - Herroep hoofdees en besonderhede en gebruik korrekte tyd - Bespreek karakters - Bespreek plot, konflik en plek - Bespreek boodskappe in die teks	Lees kortverhaal - Pre-leesaktiwiteite: voorspelling wat op die titel en/of grafiese voorstellings gebaseer is - Evalueer die teks vir verskuilde boodskappe en som die hoofdees en ondersteunende idees op - Bespreek kulturele en sosiale waardes in teks krities - Bespreek plot, tema, plek en karakterisering - Gebruik woordeboek vir woordeskat ontwikkeling	Skryf 'n karakterskets - Skep geloofwaardige karakters - Gebruik beskrywende woorde om karakters te vergelyk - Beplan, en verfyn skryfwerk, met die fokus op verbetering van spel, tye en verbinding van sinne - Toon kennis van karakter, intrige, agtergrond, konflik, klimaks - Korrekte gebruik van tye - Gebruik skryfproses	Werk met woorde Werkwoorde Werk met sinne Toekomende Tyd; Teenwoordige Tyd
WEEK 3 – 4	Luister en kyk na audio/visueel/ lees teks: strokiesprente - Pre-leesaktiwiteite: voorspelling - Kyk en bespreek inhoud en boodskappe in die teks - Bespreek gepastheid van illustrasies in teks - Deel idees omtrent die titel en die teks - Bespreek nuwe woorde - Identifiseer en bespreek hoe persepsie beïnvloed word deur die inhoud, woordkeuse en liggaamstaal van spreker	Lees 'n strokiesprent - Volg kort gedrukte instruksies en verduidelik eenvoudige visuele teks: diagramme, grafieke - Evalueer die teks vir verskuilde boodskappe en som die hoofdees en ondersteunende idees op. - Verduidelik hoe die skrywer die leser se persepsie manipuleer (tegnieke) - Bespreek kulturele en sosiale waardes in die teks - Ondersoek die teks vir verskuilde boodskappe en som die hoof- en ondersteunende idees op	Skryf 'n informele brief/ 'n dagboek inskrywing - Gebruik korrekte uitleg - Wees bewus van gehoor en styl - Gebruik korrekte toon - Beplan, redigeer en verfyn skryfwerk, fokus op verbetering van taal, spel, tyd en verbinding van sinne - Gebruik verbindingswoorde, sinonieme en antonieme om sinne tot samehangende paragrawe te verbind - Gebruik korrekte spelling en puntuasie	Werk met woorde Byvoeglike naamwoorde (predikatief); verbindingswoorde Spelling en puntuasie: Woord verdeling Gebruik van woordeboek
WEEK 5 - 6	Luister na of kyk na klank / visuele / geleesde teks: strokiesprente / strokiesprente Mondeling	Lees 'n tekenprent / strokiesprent Mondeling	Skryf 'n strokiesprent - Gebruik 'n skryfraam - Definieer die konsep - Sit die manuskrip in breë trekke uiteen - Gebruik effektiewe intrige en konflik - Gebruik korrekte formaat, doel en teikengroep - Ontwerp en skryf visuele tekste deur taal, prente en klank te gebruik wat kreatiwiteit beïnvloed, soos in 'n televisie-advertensie - Gebruik die skryfproses Literatuurstudie taak	Werk met woorde: Werkwoorde Bywoorde van manier, tyd, plek Werk met sinne: Lydende en bedrywende vorm

WEEK 6	FORMELE ASSESSERINGSTAAK 8 SKRYF VRAESTEL 3 (Totaal: 30 punte) - Transaksionele teks (10 punte) EN - Verhalend / Beskrywende Opstel (20 punte) 5 paragrawe			
WEEK 7 - 8	Luister na en bespreek drama - Pre-leesaktiwiteite: voorspelling - Bespreek belangrike kenmerke van die teks - Verbind inhoud en boodskappe in teks met eie ervaring - Verskaf kritiese terugvoering	Lees resensie van toneelstuk/drama - Pre-leesaktiwiteite: voorspelling wat op die titel en/of grafiese voorstellings gebaseer is - Gebruik verskillende leesstrategie, vluglees en soeklees - Identifiseer verskillende perspektiewe en gee eie perspektief wat uit die teks gemotiveer is	Skryf 'n dialoog/n kort toneelstuk - Stel karakters bekend - Korrekte formaat - Vestig toon of stemming - Toon begrip van styl en register Gebruik die skryfproses	Werk met woorde: stam, voorvoegsels, agtervoegsels Werk met sinne: bywoorde, tydsduur, frekwensie Spelling en punktuasie: Aanhalingstekens en kommas
WEEK 7-8	FORMELE ASSESSERINGSTAAK 9 – (Totaal: 50 punte) RESPONS OP TEKS: 2 URE Vraag 1 - Literêre / Nie-literêre teks (20 punte) Vraag 2 - Visuele teks vir Begrip (10 punte) Vraag 3 - Opsomming (5 punte) Vraag 4 - Taalstrukture en konvensies (15 punte)			

GRAAD 6 HT KWARTAAL 4				
VAARDIGHEDE	LUISTER EN PRAAT (MONDELING)	LEES EN KYK	SKRYF EN AANBIED	TAALSTRUKTURE EN -KONVENSIES
WEEK 1 - 2	Luister en bespreek inligtingstek - Pre-leesaktiwiteite, voorspelling. - Identifiseer hoofgedagte - Neem deel in klasbesprekings, verduidelik eie opinie Identifiseer Oorsaak en gevolg - Bespreek kulturele en sosiale waardes in die teks Vra kritiese vrae	Lees 'n inligtingstek - Pre-leesaktiwiteite: voorspelling wat op die titel en/of grafiese voorstellings gebaseer is - Gebruik verskillende leesstrategieë, vluglees en soeklees en reageer - Identifiseer verskillende perspektiewe en gee eie perspektief wat uit die teks gemotiveer is Identifiseer Oorsaak en gevolg - Gebruik vorige kennis of leidrade uit teks - Maak afleidings	Skryf 'n beskrywende paragraaf - Kreatiewe skryf (4 paragrawe) - Kies relevante inhoud - Bly by onderwerp - Gebruik beskrywende woordeskat soos byvoeglike naamwoorde - Gebruik figuurlike taal soos vergelykings, metafore - Orden 'n reeks stappe of gebeurtenisse logies - Gebruik die skryfproses	Werk met woorde Onderskatting, Veelvuldige betekenis, dubbelsinnigheid Werk met sinne Direkte en indirekte rede Spelling en punktiasie Vraagtekens, parentesis
WEEK 3 - 4	Luister na 'n storie - Pre-leesaktiwiteite, soos voorspelling. - Reageer krities deur die hoof kenmerke van boek resensie te identifiseer - Herroep hoof gedagtes en inligting van 'n teks - Identifiseer en bespreek waardes - Ontwerp en bespreek uitslae of die einde	Lees 'n storie - Pre-leesaktiwiteite, soos voorspelling gebaseer op die title en/of grafieke - Gebruik verskillende leesstrategieë, vluglees en soeklees en reageer - Identifiseer hoof en ondersteunende gedagtes - Interpreteer en bespreek boodskappe - Gee terugvoering oor storielyn	Skryf 'n kort opsomming - Skryf 'n kort opsomming - Gebruik n vloekaart - Rangskik logies - Druk gedagtes duidelik en logies uit - Maak aanbevelings - Gebruik die skryfproses	Werk met sinne Selfstandige naamwoord frases en sinsdele Werk met woorde woordspeling Spelling en punktiasie Dubbelpunte; semi dubbelpunte, kontraksies
WEEK 5 - 6	Luister na en bespreek gedigte - Pre-leesaktiwiteite, soos voorspelling. - Luister vir inligting en som hoofidees op. - Bespreek kulturele en sosiale waardes in die teks - Lewer kommentaar op hoe kulturele en sosiale waardes in teks oorgedra word - Verskaf konstruktiewe terugvoering	Lees 'n eenvoudige gedig - Pre-leesaktiwiteite, soos voorspelling wat op die titel en / of grafiese voorstellings gebaseer is. - Gebruik leesstrategieë, vluglees en soeklees - Kritiese respons - Die gebruik van alliterasie, herhaling, klanknabootsing, vergelykings, - Interpreteer en bespreek boodskap - Toon begrip vir die teks en bring dit in verband met eie ervaring	Skryf 'n gedig - Ontwikkel en organiseer idees deur die skryfproses - Gebruik alliterasie, metafoor klanknabootsing, vergelykings, simbool, tema	Werk met woorde vergelikings, metafore, personifikasie, klanknabootsing, simbole Werk met sinne Samegestelde sinne, komplekse sinne
WEEK 6	FORMELE ASSESSERINGSTAAL 10 SKRYF VRAESTEL 3 (Totaal 30 punte) - Transaksionele teks (10 punte) EN - Verhalend / Beskrywende Opstel (20 punte) 5 paragrawe			
WEEK 7 - 8	Luister na en bespreek gedigte Luister met begrip/onvoorbereide toespraak	Lees 'n gedig Luister met Begrip/onvoorbereide toespraak	Skryf van 'n gedig - Reflekteer op en evalueer skryf en kreatiewe werk - Gebruik die skryfproses	Werk met sinne Onderwerp, voorwerp Hersiening: Woordsoorte, tye, sinonieme

KWARTAAL 4 FORMELE EINDJAAR EKSAMEN		
	FORMELE ASSESSEINGSTAAK 11 MONDELING VRAESTEL 1 (20 punte) Voorbereide / Onvoorbereide Spraak OF Luister met begrip (Voltooi gedurende die Kwartaal) <i>Taak 11 - Vraestel 1 se Mondeling bestaan uit Kwartaal 4 se Mondeling punt ALLEENLIK.</i>	FORMELE ASSESSEINGSTAAK 12 VRAESTEL 2 (Totaal: 50 punte) RESPONS OP TEKS: 2 URE Vraag 1 – Literêre / Nie-Literêre Teks (20 punte) Vraag 2 - Visuele teks vir Begrip (10 punte) Vraag 3 - Opsomming (5 punte) Vraag 4 - Taalstrukture en konvensies in konteks (15 punte) <i>Voltooi gedurende die skryfperiode in die Eksamen.</i>

2. English Home Language

Revised National Teaching Plan

GRADE 6 HL TERM 2				
SKILLS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEK 1 – 2	Listens to and discusses an information text • Introductory activities: prediction • Listens for specific details • Discusses usefulness of the information • Discusses possible effects on people • Compares conditions in different places, indicates preferred destinations with reasons • Participates in class discussions (facilitated by teacher), justifying own opinion	Reads an information text from newspaper, a textbook or Teacher's Resource File (TRF) • Pre-reading: predicting from title, headings and pictures • Uses reading strategies: skims to get the general idea, scans for specific details • Identifies the way the text is organised • Compares differences and similarities in different places • Reads an information text with visuals e.g map • Interprets visuals • Uses a dictionary for vocabulary development	Writes an information text • Selects appropriate visuals and content for the purpose • Presents information using a map, chart, graph or diagram. • Uses writing process ○ Planning/pre-writing ○ Drafting ○ Revising ○ Editing ○ Proofreading ○ Presenting	Word level work: adjectives (attributive) Sentence level work: simple past tense Spelling and punctuation: dictionary usage
WEEK 3 – 4	Listens to a novel • Listens to extracts from the novel • Listens for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Discusses the social, moral and cultural values in the text	Reads a short novel • Pre-reading: predicts from title and discusses related themes/content • Identifies and explains the central events • Discusses the characters • Identifies and discusses feelings expressed • Uses a dictionary for vocabulary development Reflects on texts read independently • Retells story or main ideas in 3 to 5 sentences	Writes a book review • Uses a frame • Pre-writing: listens to extracts from a read novel • Selects content appropriate for the purpose • Uses appropriate language and text structure • Uses a dictionary for spelling and vocabulary development • Uses the writing process	Word level work: verbs (finite, infinitives and gerunds) Sentence level work: present continuous tense, past continuous tense, future continuous tense
	FORMAL ASSESSMENT TASK 6 ORAL [20 marks] • (Un)prepared speech OR • Listening Comprehension			
WEEK 5 – 6	Listens to and discusses an instructional text, e.g. recipe, directions • Introductory activities: prediction • Identifies the features of instructional text • Notes key headings • Gives clear instructions, e.g. how to make a cup of tea • Asks questions to clarify •	Reads a recipe or other instructional text • Analyses the characteristics of the text: organisation and conventions of instructional texts • Orders jumbled instructions • Shows understanding of the text and how it functions: literal reading • Compares two different recipes or instructions	Writes an instructional text, e.g. how to make a cup of tea • Lists materials and ingredients • Uses imperatives • Develops a frame for writing • Uses linking phrases and organisational methods • Uses the writing process	Word level work: stems, prefixes, suffixes Spelling and punctuation: word division, dictionary use

GRADE 6 HL TERM 2				
SKILLS	LISTENING AND SPEAKING	READING AND VIEWING	WRITING AND PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
Week 6	FORMAL ASSESSMENT TASK 7 - Test [Total: 50 Marks] RESPONSE TO TEXTS: 2 HOURS Question 1 - Literary / non-literary text comprehension (20 marks) Question 2 - Visual text comprehension (10 marks) Question 3 - Summary writing (5 marks) Question 4 - Language Structures and Conventions in context (15 marks)			

GRADE 6 HL TERM 3				
SKILLS	LISTENING AND SPEAKING	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEKS 1 – 2	Listens to a short story • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text	Reads a short story • Pre-reading activities: prediction based on title and or graphics • Examines the text for hidden messages and summarizes the main and supporting ideas • Critically discusses cultural and social values in text • Discusses plot, theme, setting and characterisation • Uses a dictionary for vocabulary development	Writes a character sketch • Thinks about characterisation • Uses descriptive words to compare characters • Plans, drafts and refines writing, focusing on improving spelling, tenses and linking sentences into cohesive paragraphs • Shows understanding of setting, plot, conflict and theme. • Correct use of tenses • Uses the writing process	Word level work: verbs (gerunds) Sentence level work: present perfect, future perfect and past perfect tense
WEEKS 3 – 4	Listens to or views audio/ visual /read text: cartoon / comic strips • Introductory activities: prediction • Views and discusses content and messages of the text • Discusses appropriateness of the graphics to the text • Shares ideas on the title and the text • Discusses any new words vital to the understanding of the programme • Identifies and discusses how perceptions are influenced by the content, choice of words and the speaker's body language	Reads a cartoon / comic strips • Follows short printed instructions and interprets them and explains simple visual text: graphs, diagrams, graphics • Examines the text for hidden messages and summarises the main and supporting ideas • Explains how the writer manipulates the reader's perceptions: the techniques used, characterisation • Critically discusses cultural and social values in text • Identifies different perspectives and gives own perspective based on evidence in the text	Writes a friendly letter/A diary entry • Uses correct layout • Shows awareness of audience and style • Uses appropriate tone • Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs • Uses connecting words, e.g.'however', synonyms and antonyms to link sentences into cohesive paragraphs • Uses correct spelling and punctuation	Word level work: adjectives (predicative), connecting words Spelling and punctuation: word division, dictionary usage
WEEKS 5 – 6	Listens to or views audio/ visual /read text: cartoon / comic strips Oral Presentation	Reads a cartoon / comic strips Oral Presentation	Writes a cartoon / comic script • Uses a frame • Defines the concept • Outlines the script • Uses interesting main and supporting characters • Uses effective plot and conflict • Writes and designs visual texts using language, pictures and sound effects creatively, e.g.an advertisement for television • Uses the Writing process	Word level work: verbs (participle), moods, adverbs of manner, time, place Sentence level work: active voice and passive voice
Week 6	FORMAL ASSESSMENT TASK 8 WRITING [Total: 30 Marks] • Transactional text (10 marks) AND • Narrative / descriptive essay (20 marks) • 5 paragraphs			

GRADE 6 HL TERM 3				
SKILLS	LISTENING AND SPEAKING	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEKS 7 – 8	Listens to and discusses drama • Introductory activities: prediction • Discusses key feature of the text. • Links content and messages in the text to own life • Gives critical comment on messages in the text	Reads reviews of play/drama • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g.: skimming, scanning to identify main and supporting ideas • Identifies different perspectives and gives own perspective based on evidence in the text	Writes a dialogue / a short play script • Uses characterisation • Uses correct layout • Establishes tone or mood • Shows an understanding of style and register • Uses the writing process	Word level work: stems, prefixes, suffixes Sentence level work: adverbs of degree, duration, frequency Spelling and punctuation: quotation marks and commas
Weeks 7-8	FORMAL ASSESSMENT TASK 9 - [Total: 50 Marks] RESPONSE TO TEXTS: 2 HOURS Question 1 • Literary / non-literary text comprehension (20 marks) Question 2 • Visual text comprehension (10 marks) Question 3 • Summary writing (5 marks) Question 4 • Language Structures and Conventions in context (15 marks)			

GRADE 6 HL TERM 4				
SKILLS	LISTENING AND SPEAKING	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEK 1 – 2	Listens to and discusses an information text • Introductory activities: prediction • Identifies main ideas and responds appropriately • Participates in a class discussion, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions	Reads an information text • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g.: skimming, scanning to identify the main and supporting ideas and responds appropriately • Identifies and explains cause and effect • Uses previous knowledge or textual clues to determine meaning • Makes inferences	Writes a descriptive paragraph • Creative writing (four paragraphs) • Chooses relevant content • Stays on topic • Uses descriptive vocabulary especially a range of adjectives • Uses figurative language, e.g. similes, metaphors • Sequences a series of steps or events in a logical way • Uses the writing process	Sentence level work: direct speech, indirect speech Word meaning: understatement, multiple meaning, ambiguity Spelling and punctuation: question mark and parenthesis
WEEK 3 – 4	Listens to a Story • Introductory activities: prediction • Responds critically by identifying the key elements of a book review • Recalls main ideas and details from a text • Identifies and discusses values • Invents and describes preferred results or endings	Reads a Story • 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	Writes a short summary • Writes a short summary • Plots main events using a flow chart • Orders logically • Expresses ideas clearly and logically • Makes recommendations • Use the writing process	Sentence level work: noun phrases and clauses Sentence level work: verb phrases and clauses Word meaning: pun Spelling and punctuation: colon, semi-colon, contraction
WEEK 5 – 6	Listens to and discusses poems • Introductory activities: prediction • Listens for information and summarises main ideas, and notes specific details • Discusses social, moral and cultural values in the text • Comments on how values and messages are conveyed in the text • Sensitive gives balanced and constructive feedback	Reads a poem • Pre-reading activities, e.g. prediction based on title and or graphics • Uses different reading strategies e.g.: skimming, scanning • Responds critically to poems • Comments on the use of alliteration, repetition, simile and onomatopoeia • Interprets and discusses message • Shows understanding of the poem and its relationship to own life	Writes a poem • Develops and organises ideas through a writing process • Uses alliteration, metaphor, onomatopoeia, simile, symbol, theme	Word meaning: similes, metaphors, personification, simile, onomatopoeia, symbol Sentence level work: compound sentences, complex sentences
Week 6	FORMAL ASSESSMENT TASK 10 WRITING PAPER 3 [Total 30 Marks] • Transactional text (10 marks) AND • Narrative / descriptive essay (20 marks) • 5 paragraphs			
WEEK 7 – 8	Listens to and discusses poems Paper 1 Task: Listening Comprehension/ unprepared speech	Reads a poem Independent reading Paper 1 Task: Listening Comprehension/ unprepared speech	Writes a poem • Reflects on and evaluates writing and creative work • Use the writing process	Sentence level work: subject; object Revision: parts of speech, tenses, synonyms

TERM 4 FORMAL END OF YEAR EXAMINATION		
TASK	FORMAL ASSESSMENT TASK 11 ORAL PAPER 1 [20 Marks] (Un)prepared speech OR - Listening Comprehension (Completed during the term) Task 11 (PAPER 1) Oral comprises term 4 oral mark only.	FORMAL ASSESSMENT TASK 12 PAPER 2 [Total: 50 Marks] RESPONSE TO TEXTS: 2 HOURS Question 1 - Literary / non-literary text comprehension (20 marks) Question 2 - Visual text comprehension (10 marks) Question 3 - Summary writing (5 marks) Question 4 - Language Structures and Conventions in context (15 marks) Timetabled during exam writing period.

3. IsiXhosa Home Language

Revised National Teaching Plan

IBANGA LESI-6 ULWIMI LWASEKHAYA IKOTA -2				
	UKUPHULAPHULA NOKUTHETHA	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAO YOKUSETYENZISWA KOLWIMI
IIVEKI 1 – 2	Ukuphulaphula nokuxoxa ngetekisi enika ulwazi • Imisebenzi yentshayeleyo: ukuqikelela • Ukuphulaphula iinkcukacha ezithile • Ukuxoxa ngokubaluleka kolwazi • Ukunxulumanisa ulwazi nokwenzeka kubomi bakhe • Ukuxoxa ngefuthe elinokubakho ebantwini • Ukuthelekisa isimo kwiindawo ezahlukeyo, ukuchaza indawo ayithandayo nakhethe ukuba kuzo anike izizathu • Ukuthatha inxaxheba kwiingxoxo ethethelela izimvo zakhe	• Ukufunda itekisi enika ulwazi (esuka kwiphephandaba, kwincwadi okanye kuvimba katitshala) • Phambi-kokufunda: ukuqikelela kwisihloko nakwimifanekiso • Ukusebenzisa iindlela zokufunda: ukukrwaqula ukufumana ingcinga ethile, ukufunda ngokukhawuleza ukufumana iinkcukacha ezizizo • Ukuchonga indlela itekisi ecwangciswe ngayo • Ukuthelekisa umahluko nokufana kweendawo ezahlukeyo • Ukufunda itekisi enika ulwazi enemifanekiso, umz.imephu • Ukusebenzisa iindlela zokufunda, umz.ukuthelekisa nokusebenzisa imikhondo enikwa yitekisi • Ukutolika itekisi ebonwayo • Ukusebenzisa isichazi magama ukukhulisa isigama	• Ukubhala itekisi enika ulwazi • Ukukhethe imifanekiso nomxholo ofanelekileyo ukulungiselela injongo • Ukunikezela ulwazi usebenzisa imephu, itshati, igrafu okanye umzobo • Ukusebenzisa inkqubo yokubhala • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela	Umsebenzi kwizinga lamagama: Izichazi-isiphawuli, isibaluli Umsebenzi kwizinga lezivakalisi: Amaxesha ezenzi – langoku, elidlulileyo, elizayo Upelo neempawu zokubhala/ ukufunda: ukusebenzisa isichazi magama
IIVEKI 3 – 4	Ukuphulaphula inoveli • Ukuphulaphula kwizicatshulwa eziphuma kwinoveli • Ukuphulaphula iinkcukacha ezithile • Ukuchonga umyalezo ophambili • Ukunxulumanisa nobomi bakhe • Ukuxoxa iingongoma eziphambili nezithile • Ukuxoxa ngokuxabiseka kwesimo sentlalo, ukuziphatha nezenkcubeko okwitekisi	Ukufunda inoveli emfutshane • Phambi kokufunda: ukuqikelela ususela kwisihloko nokuxoxa ngemixholo enxulumeneyo • Ukuchonga nokucacisa iingongoma eziphambili • Ukuxoxa ngabalinganiswa • Ukuchonga nokuxoxa • ngemvakalelo ezichazwayo • Ukusebenzisa isichazi magama ukukhulisa isigama Ukubonakalisa iitekisi abazifundeleyo	Ukubhala isigxeko-ncomo sencwadi (irivyu) • Ukusebenzisa isakhelo • Phambi kokubhala: ukuphulaphula kwizicatshulwa zenoveli efundiweyo • Ukukhethe umxholo ofanele injongo • Ukusebenzisa isakhiwo setekisi nolwimi olufanelekileyo • Ukusebenzisa ulwimi, upelo neempawu zokufunda nokufakela izivumelanisi kakuhle • Ukusebenzisa inkqubo yokubhala: • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela	Umsebenzi kwizinga lamagama: Izenzi Umsebenzi kwizinga lezivakalisi: Ixesha langoku, eladlulayo nelizayo Ukusebenzisa izivakalisi ezimbaxa Upelo neempawu zokubhala/funda: ukuyila isichazi magama sakhe

		Ukuphinda ubalise ibali okanye iingongoma eziphambili ngezivakalisi ezi-3 ukuya kwezi-5	• Ukuvavanya ushicilelo lokuqala • Ukunikezela	
	UHQLOLO OLUSESIKWENI: UMSEBENZI -6 IORALI[20 amanqaku] • Intetho engalungiselelwanga OKANYE • Isicatshulwa esiphulaphulwayo			
IIVEKI 5 – 6	Ukuphulaphula nokuxoxa ngetekisi enika imiyalelo, umzekelo, iresiphi, isalathiso • Imisebenzi yentshayeleyo: ukuqikelela • Ukuchonga iimpawu zetekisi enika imiyalelo • Ukuqaphela izihloko eziphambili • Ukunika imiyalelo ecacileyo, umz • yokwenza ikomityi yeti • Ukubuza imibuzo yengcaciso	Ukufunda iresiphi okanye itekisi enika imiyalelo • Ukuhlela iimpawu zetekisi: ukulungelelaniswa nemigaqo yeetekisi ezinika imiyalelo • Ukulandelelanisa imiyalelo exutyiweyo • Ukusebenzisa iindlela ezifanelekileyo zokufunda nokwenza isicatshulwa: ukufunda ngokukhawuleza • Ukuthelekisa iiresiphi okanye imiyalelo emibini eyahlukileyo.	Ukubhala itekisi enika imiyalelo, umz.indlela yokwenza ikomityi yeeti • Ukulandelelanisa ngendlela ecwangcise kakuhle • Ukudwelisa izixhobo nezithako • Ukusebenzisa iziyaleli • Ukwakha isakhelo sokubhala • Ukusebenzisa amabinzana aqhagamshelanayo neendlela zokucwangcisa • Ukusebenzisa inkqubo yokubhala: • Ukucwangisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela	Umsebenzi kwizinga lamagama: Izenzi,iziyaleli, izimaphambili,ingcambu nezimamva Upelo neempawu zokubhala Amagama emboleko; isichazi magama
	UHQLOLO OLUSESIKWENI Uvavanyo [Ewonke:50 amanqaku] UMSEBENZI - 7 2 IYURE Umbuzo -1 • Izicatshulwa zokuqonda (20 amanqaku) Umbuzo 2 • Ezibonwayo (10 amanqaku) Umbuzo 3 • Isishwankathelo (5 amanqaku) Umbuzo 4 • Izakhi nemigaqo yolwimi(15 amanqaku)			

IBANGA LESI-6 ULWIMI LWASEKHAYA IKOTA – 3				
	UKUPHULAPHULA NOKUTHETHA	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKEZELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
IIVEKI 1 – 2	Ukuphulaphula ibali elifutshane • Imisebenzi yentshayeleyo: uqikelelo • Ukukhumbula iziganeko ngokulandelelana nangokusebenzisa ixesha elililo • Ukunxibelelana ngendlela eyakhayo kwiingxoxo zamaqela • Ukuchonga intetho ethile esetyenziswa rhoqo evelisa abantu abathile ngendlela ethile nefuthe layo kubaphulaphuli • Ukuxoxa ngabalinganiswa • Ukuxoxa ngesakhiwo, impixano nesimo sentlalo • Ukuxoxa ngeemfundiso ezikwitekisi	Ukufunda ibali elifutshane kwincwadi yokufunda okanye kuvimba katitshala • Imisebenzi yaphambi kokufunda: ukuqikelela ngokusekelwe kwisihloko okanye okuzotyiweyo • Ukuxilonga imiyalezo efihlakeleyo kwitekisi nokushwankathela iingongoma eziphambili nezixhasayo • Ukucacisa indlela umbhali athimba ngayo indlela umfundi abona ngayo, ubuchule obusetyenzisiweyo, ukuyilwa kwabalinganiswa • Ukuxoxa ngengqiqo, ngokuxabiseka kwenkcubeko nezentlalo kwitekisi • Ukuxoxa ngesakhiwo, umxholo, isimo sentlalo nababalinganiswa • Ukusebenzisa isichazi magama ukukhulisa isigama	Ukuthlekisa abalinganiswa • Ukucinga ngokubunjwa kwabalinganiswa • Ukusebenzisa izichazi ukuthlekisa abalinganiswa • Ukucwangcisa, ukwenza uyilo lokuqala nokuphonononga ukubhala, ugqale ekuphuculeni upelo, amaxesha nokudibanisa izivakalisi ukwakha imihlathi enentsingiselo • Ukubonakalisa ukuqonda isimo sentlalo, isakhiwo, impixano nomxholo • Ukusebenzisa amaxesha ngendlela efanelekileyo • Ukusebenzisa inkqubo yokubhala • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela	Umsebenzi kwizinga lamagama Izenzi Umsebenzi kwizinga lezivakalisi: Amaxesha ezenzi
IIVEKI 3 – 4	Ukuphulaphula okanye ukubuka itekisi eviwayo/ebonwayo/ efundwayo: iikhathuni/imicwe yokuhlekisa(cartoon strips) • Imisebenzi yentshayeleyo • Ukuqwalasela nokuxoxa ngomxholo nangeemfundiso kwitekisi • Ukuxoxa ngokufaneleka kokuzotyiweyo kwitekisi • Ukuxoxa ngefuthe lemizobo nomculo • Ukwabelana ngezimvo ngesihloko nangetekisi • Ukuxoxa ngamagama amatsha abalulekileyo ukuncedisa ekuqondeni isikhokelo • Ukuxoxa ngabalinganiswa abaphambili nangemfundiso ezisekeleleyo • Ukuchonga nokuxoxa ngendlela umxholo, ukhethe lwamagama nendlela isithethi esiwasebenzisa ngayo amalungu omzimba, ezinefuthe ngayo ekuqondeni/ kwizimvo.	Ukufunda iikhathuni/imicwe yokuhlekisa (cartoon strip) kwincwadi yokufunda okanye kuvimba katitshala • Ukulandela imiyalelo emifutshane ebhaliweyo aze ayitolike acacise itekisi emifutshane ebukwayo: iigrafu, imizobo: okuzotyiweyo • Ukuxilonga itekisi ukhangela imiyalezo efihlakeleyo uze ushwankathele izimvo eziphambili nezixhasayo • Ukucacisa indlela umbhali athimba ngayo indlela umfundi abona ngayo, ubuchule obusetyenzisiweyo, ukuyilwa kwabalinganiswa • Ukuxoxa ngokunzulu imiba yokuxabiseka kwezentlalo nezenkcubeko kwitekisi	Ukubhala ileta yobuhlobo/ldayari • Ukusebenzisa isakhiwo esifanelekileyo • Ukubonakalisa ukuqaphela abaphulaphuli nendlela yokubhala • Ukusebenzisa ithoni ngokufanelekileyo • Ukucwangcisa, ukwenza uyilo lokuqala nokuphonononga indlela yokubhala kugqaliswe ekuphuculeni ulwimi, upelo, amaxesha nokudibanisa izivakalisi ukwakha imihlathi enentsingiselo • Ukusebenzisa izihlanganisi, umz.'naxa kunjalo', izithetha- ntonye nezichasi, ukuqhagamshela izivakalisi zibe yimihlathi enentsingiselo • Ukusebenzisa iimpawu zokubhala nopelo ngokufanelekileyo	Umsebenzi kwizinga lamagama: Izichazi Izihlanganisi Upelo neempawu zokubhala/funda: Ukusetyenziswa kwesichazi magama

		• Ukuchonga iibono ezahlukeneyo unike owakho umbono ngobungqina obusekelwe kwitekisi • Ukutolika aze ahlalutye inkcukacha kwitekisi ezotyweyo • Ukutshintsha inkcukacha ukusuka kwesinye isimo (imizobo) uzise kwesinye.(okubhaliweyo)		
IIVEKI 5 – 6	Ukuphulaphula okanye ukubuka itekisi eviwayo/ebonwayo/efundwayo: iikhathuni/imicwe yokuhlekisa(cartoon strips) Intetho yomlomo	Intetho yomlomo Ukufunda iikhathuni/imicwe yokuhlekisa (cartoon strip) kwincwadi yokufunda okanye kuvimba katitshala	Ukubhala iikhathuni/imicwe yokuhlekisa (cartoon strip) • Ukusebenzisa isakhelo • Ukuchaza ingqiqo(ikhonsepti) • Ukunika amagqabantshintshi ngetekisi (khathuni) • Ukusebenzisa uyilo olufanelekileyo • Ukusebenzisa abalinganiswa abaphambili abanikisa umdla nabaxhasanayo • Ukusebenzisa isakhiwo sebali nempixano nabachaseneyo • Ukubhala nokuzoba iitekisi ezibonwayo esebenzisa ulwimi, imifanekiso nezandi ngokuyilayo • Ukusebenzisa inkqubo yokubhala • Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela	Umsebenzi kwizinga lamagama: Izichazi, izihlomelo Umsebenzi kwizinga lezivakalisi: Izixando Intetho-ngqo negxelo- ntetho
Week 6	UHLOLO OLUSESIKWENI: Umsebenzi 8 UKUBHALA [Ewonke: 30 amangaku] • Iitekisi ezimfutshane (10 amangaku) KUNYE • Isincoko esibalisayo/ Isincoko esichazayo (20 amangaku) 5 imihlathi			
	Ukuphulaphula nokuxoxa ngomdlalo omfutshane/drama • Imisebenzi yentshayeleyo: ukuqikelela • Ukuxoxa ngeempawu eziphambili zetekisi • Ukuqhagamshela umxholo neemfundiso ezikwitekisi nobomi bakhe • Ukunika inkcazelo kwiimfundiso ezikwitekisi	Ukufunda isigxeko-ncomo somdlalo/drama • Imisebenzi yaphambi kokufunda, umz. ukuqikelela kusekelwe kwisihloko okanye okuzotyweyo • Ukusebenzisa iindlela ezahlukeneyo zokufunda, umz. ukukrwazula, ukufunda	Ukubhala umdlalo wokulinganisa okanye intetho yababini • Ukusebenzisa indlela yokwakhiwa kwabalinganiswa • Ukusebenzisa uyilo olulo • Ukuvelisa ithoni okanye imo • Ukubonisa ukuqonda isimo sokubhala • Ukusebenzisa inkqubo yokubhala	Umsebenzi kwizinga lamagama Ingcambu, Isimaphambili nesimamva Umsebenzi kwizinga lezivakalisi

		ngokukhawuleza ukuchonga izimvo eziphambili nezixhasayo • Ukuxoxa ngokunzulu ukuxabiseka kwezentlalo nezenkcubeko kwitekisi • Ukuchonga iimbono ezahlukileyo aze anike owakhe umbono osekelwe kubungqina obukwitekisi.	• Ukucwangcisa/phambi kokubhala • Uyilo lokuqala • Ukuqwalasela kwakhona • Ukuhlela • Ukuvavanya ushicilelo lokuqala • Ukunikezela	Izihlomelo sobunjani, esexesha nesobungakanani Upelo neempawu zokubhala Iimpawu zocaphulo, ikoma
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UHLOLO OLUSEKIKWENI Uvavanyo [Ewonke:50 amaqaku]

UMSEBENZI 9 - 2 IYURE

Umbuzo -1

- Izicatshulwa zokuqonda (20 amaqaku)

Umbuzo 2

- Ezibonwayo (10 amaqaku)

Umbuzo 3

- Isishwankathelo (5 amaqaku)

Umbuzo 4

Izakhi nemigaqo yolwimi(15 amaqaku)

IBANGA LESI- 6 ULWIMI LWASEKHAYA IKOTA- 4				
	UKUPHULAPHULA NOKUTHETHA	UKUFUNDA NOKUBUKELA	UKUBHALA NOKUNIKELA	IZAKHI NEMIGAQO YOKUSETYENZISWA KOLWIMI
IIVEKI 1 – 2	Ukuphulaphula nokuxoxa ngetekisi enika ulwazi - Imisebenzi yentshayeleyo: ukuqikelela - Ukuchonga izimvo eziphambili nokuphendula ngokufanelekileyo - Ukuthatha inxaxheba kwiingxoxo ucacisa uluvo lwakho - Ukuchonga nokucacisa unobangela nefuthe - Ukuchaza ngokuxabiseka kwezentlalo nezenkcubeko - Ukubuza imibuzo enengqiqo	- Ukufunda itekisi enika ulwazi - Imisebenzi yaphambi kokufunda, umzukuqikelela ngokusekelwe kwisihloko okanye okuzotyiweyo - Ukusebenzisa iindlela ezahlukeyo zokufunda umzukuqikelela, ukufunda ngokukhawuleza uchonga izimvo eziphambili nezixhasayo nokuphendula ngendlela efanelekileyo - Ukuchonga nokucacisa unobangela nefuthe - Ukusebenzisa ulwazi lwangaphambili okanye imikhondo yombhalo ukuzuza intsingiselo - Ukwenza intelekelelo	Ukubhala umhlathi ochazayo Ukubhala ngokuyila (imihlathi emine) - Ukukhetha umxholo ofanelekileyo - Ukunamathela emxholweni - Ukusebenzisa isigama esichazayo kakumbi uluhlu lweziphawuli - Ukusebenzisa izafobe umzizifaniso, izikweko - Ukulandelelanisa amanyathelo okanye iziganeko ngokukhwencayo - Ukusebenzisa inkqubo yokubhala - Ukucwangcisa/phambi kokubhala - Uyilo lokuqala - Ukuqwalasela kwakhona - Ukuhlela - Ukuvavanya ushicilelo - Ukunikezela	Umsebenzi wezinga lezivakalisi Intetho-gqo nengxelo-ntetho Intsingiselo yamagama Izithethantonye Intsingiselo efihlakeleyo Upelo neempawu zokubhala Uphawu lokubuza Izibiyeli
IIVEKI 3 – 4	Ukuphulaphula ibali - Imisebenzi yentshayeleyo - Ukuphendula ngokuthi achonge iimpawu eziphambili zesigxekoncomo sencwadi (irvyu) - Ukukhumbula iingcinga ezingundoqo neenkcukacha ezithile kwitekisi - Ukubalisa kwakhona indawo ethile ebalini - Ukukhumbula iingcinga neenkcukacha ezingundoqo kwitekisi - Ukuchonga nokuxoxa ngomyalezo kwitekisi - Ukuvelisa aze achaze iziphumo/ isiphelo esinqwenelekayo	Ukufunda ibali - misebenzi yaphambi kokufunda, umz. uqikelelo ngokwesihloko nangemifanekiso - Ukusebenzisa iindlela ezahlukeyo zokufunda umz. ukukhumbula, ukufunda ngokukhawuleza - Ukuchonga iingcinga ezingundoqo nezixhasayo - Ukuchaza aze axoxe ngemfundiso - Ukuthetha ngesakhiwo sebali	Ukubhala isishwankathelo - Ukubhala isishwankathelo - Ukwakha iziganeko eziphambili usebenzisa iflowutshati - Ukulandelelanisa ngendlela ecwangcisiweyo - Ukuvakalisa izimvo zakhe ngokucacileyo nangokwengqiqo - Ukucinga ngempendulo enovakalelo - Ukunika iingcebiso Ukusebenzisa inkqubo yokubhala - Ukucwangcisa/phambi kokubhala - Uyilo lokuqala - Ukuqwalasela kwakhona - Ukuhlela - Ukuvavanya ushicilelo lokuqala - Ukunikezela	Umsebenzi kwizinga lezivakalisi: Izibizo, izimelabizo nezenzi Umsebenzi okwizinga lamagama: Izazi namaqhalo Upelo neempawu zokubhala Ikhloni, semi- khloni

IIVEKI 5 – 6	Ukuphulaphula ze axoxe ngemibongo - Imisebenzi yentshayeleyo: ukuqikelela - Ukuphulaphulela ukufumana ulwazi ze ashwankathele iingcinga eziphambili, athathe amanqaku eenkcukacha ezithile - Ukuxoxa ngokuxabiseka kwezentlalo, ukuziphatha nezenkcubeko ezikwitekisi - Ukuchaza ngendlela ukuxabiseka nemiyalezo evezwa ngayo kwitekisi - Ukunika impendulo elungelaniweyo neyakhayo ngovelwano	Ukufunda umbongo - misebenzi yaphambi kokufunda, umzuqikelelo olusekelwe kwisihloko okanye kokuzotyweyo - Ukusebenzisa iindlela ezahlukileyo zokufunda: ukukrwaqula, ukufunda ngokukhawuleza - Ukuphendula ngokunzulu kwimibongo - Ukuthetha ngokusetyenziswa kwemfano-zandi, uphinda-phindo, isifaniso nesifanadumo - Ukutolika nokuxoxa ngomyalezo - Ukubonakalisa ukuqonda umbongo ngokunxulumana kwawo kubomi bakhe	Ukubhala umbongo - Ukukhulisa nokucwangcisa izimvo ngokusebenzisa inkqubo yokubhala - Ukusebenzisa imfano-zandi, isikweko, isifana-dumo, isifaniso, umqondiso nomxholo	Intsingiselo yamagama: Izifaniso Izikweko Isimntwiso Isifanadumo Umsebenzi kwizinga lezivakalisi Ukusebenzisa izivakalisi ezimbaxa
Week 6	UHLOLO OLUSESIKWENI:UMSEBENZI-10 IPHEPHA-3 [30 amanqaku] - Itekisi ezimfutshane (10 amanqaku) - Kunye - Isincoko esibalisayo / Isincoko esichazayo (20 amanqaku) 5 paragraphs			
IIVEKI 7 – 8	UHLAZIYO UKULUNGISELELA UVIWO /UVAVANYO LOKUPHELA KONYAKA	UHLAZIYO UKULUNGISELELA UVIWO /UVAVANYO LOKUPHELA KONYAKA	UHLAZIYO UKULUNGISELELA UVIWO /UVAVANYO LOKUPHELA KONYAKA	UHLAZIYO UKULUNGISELELA UVIWO /UVAVANYO LOKUPHELA KONYAKA
KOTA-4 UVIWO OLUSESIKWENI LOKUPHELA KONYAKA				
UMSEBENZI	UHLOLO -OLUSESIKWENI : UMSEBENZI 11 I PHEPHA LE-ORALI [20 amanqaku] - Intetho engalungiswanga OKANYE - Isicatshulwa esiphulaphulwayo (Umsebenzi ugqitywe apha kwikota) Umsebenzi -11 (iphepha 1) IORALI yenziwe yo Orall yeKota yesine)	UHLOLO OLUSESIKWENI :IPHEPHA 2 [Ewonke: 50 amanqaku] UMSEBENZI 12 - 2 IYURE Umbuzo -1 - Izicatshulwa zokuqonda (20 amanqaku) Umbuzo 2 - Ezibonwayo (10 amanqaku) Umbuzo 3 - Isishwankathelo (5 amanqaku) Umbuzo 4 Izakhi nemigaqo yolwimi(15 amanqaku) Ixesha lakwabiwa xa iliithuba lokubhala		

4. IsiZulu Home Language

Revised National Teaching Plan

IBANGA LESI-6 ITHEMU YESI-2 UHLELO OLUNCISHIWE LOMSEBENZI WONAKA NGENXA YE-COVID-19. IBANGA LESI-6				
Amasonto	Ukulalela nokukhuluma	Ukufunda nokubekela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
1 - 2	Amasu okulalela nokukhuluma: Ukulalela nokuxoxa ngolwazi: - Isingeniso somsebenzi: Ukuqagela - Ukulalela imininingwane yendaba - Ukuxoxa ngosizo lolwazi - Ukuxoxa ngomthelela wolwazi kubantu - Qhathanisa izimo zezindawo ezehlukene usho nezindawo okhetha ukuya kuzo unikeze nezizathu. - Yiba yingxenywe yomsebenzi oholwa uthisha unikeze neyakhokho imibono.	Ukufunda ngolwazi olutholaka kwi: -phephandaba/ encwadini/ efayilini lemisebenzi kathisha (TRF). Ngaphambi kokufunda: - Qagela usebenzisa isihloko nezithombe - Sebenzisa inqubo yokufunda: Ukufunda ugijimisa emehlo; ukufunda ukha phezulu. - Bona ukuthi umbhalo uhleleke kanjani. - Qhathanisa ubone umehluko nokufana ezindaweni ezehlukene. - Buka izithombe ezihambisana nombhalo, njenge balazwe/ igrafu/ imidwebho njll. - Humusha umbhalo obukwayo ohambisana nolwazi olusendabeni. - Sebenzisa isichazamazwi ukukhulisa ulwazi lamagama amasha	Bhala isiqeshana ngolwazi oluthile /umbhalo onika ulwazi Khetha izithombe ezifanele ezihambisana nengqikithi. - Yethula ulwazi usebenzisa ibalazwe, ishadi, igrafu noma umdwebho <i>Ukulandela inqubo yokubhala:</i> - Ukuhlela - Ukubhala umzamo wokuqala - Ukubuyekeza - Ukulungisa amaphutha - Ukufunda ngokuqapheliswa - Ukwethula umbhalo/ umkhqizo wokugcina	Ezingeni lamagama: izichasiso Ezingeni lemisho: inkathi edlule. Incazelo yamagama: omqondofana, omqondophika, umqondo osobala, izifengo, ulimi oluchukuluza imizwa Izimpawu zokuloba nopelamagama Kugqaguzelwa ukusetshenziswa.kwesichazamazwi
3 - 4	Amasu okulalela nokukhuluma: Ukulalela inoveli: - Lalela isiqeshana esithathwe kwi Noveli. - Lalela imininingwane yendaba ebalulekile. - Thola umyalezo obalulekile wendaba. - Yamanisa umyalezo wendaba nempilo yakho - Xoxa ngenhlalo yomphakathi, amasiko ngokuhambisana nengqikithi yendaba	Ukufunda inoveli: Izimpawu ezisemqoka zombhalo: - Isakhiwo - Umlingiswa omkhulu kanye nezinhlobo zabalungiswa, - Isakhiwo, - Isizinda, - Udweshu, - Isisusa - Umlandi, - Indikimba - Sebenzisa isichazamazwi ukukhulisa ulwazi lamagama amasha Ukucabanga ngendaba ebifundwa	Ukubhalwa kwesibuyekezo se Noveli: - Sebenzisa isakhiwo esifanele - Ngaphambi kokubhala thola amaphuzu asemqoka endaba. - Hlaziya indaba eyethuliwe. - Sebenzisa ulimi olufanele/ olwamukelekile - Sebenzisa isichazamazwi - Nikeza amaphuzu afanele, njenge gama lomdidiyeli/ lombhali/ lomculi, isihloko somdlalo, njll.. <i>Ukulandela inqubo yokubhala:</i> - Ukuhlela - Ukubhala umzamo wokuqala - Ukubuyekeza	Ezingeni lamagama: isenzo Ezingeni lemisho: inkathi yamanje eqhubekayo, inkathi edlule eqhubekayo, inkathi ezayo

		Xoxa Indaba ngamafuphi noma unikeze amaphuzu abalulekile endaba okungaba imisho emi-3 kuya kwemi-5	- Ukulungisa amaphutha - Ukufunda ngokuqaphelisisa - Ukwethula umbhalo/ umkhqizo wokucina	
5- 6	Ukulalela nokuxoxa ngemibhalo eyalelayo, isib. Iresiphi, izinkomba - Imisebenzana yokwethula: ukuqagela - Ukubona /ukuthola imininingwane yombhalo oyalelayo - Ukubona izihloko ezisemqoka - Ukunikeza imiyalelo eqondile isib. Indlela yokwenza inkomishi yetiye - Ukubuza imibuzo ukuze aphawule ngokucaca kwemiyalelo	Ukufunda iresiphi noma eminye imibhalo eyalelayo - Ukuhlaziya izimpawu zombhalo: ukuhleleka nezimiso zemibhalo eyalelayo - Ukuhlela kahle imiyalelo ebhalwe yaxovwa - Ukukhombisa ukuqonda umbhalo ukuthi usebenza kanjani: ukufunda njengoba kubekiwe - Ukuqhathanisa amaresiphi amabili noma imiyalelo	Bhala umbhalo oyalelayo isib. Lenziwa kanjani itiye - Bala izinto ezizosetshenziswa kanye nezithako - Sebenzisa impoqo uma ubhala - Yenza uhlaka lokubhala - Sebenzisa izisho ezihlanganisayo kanye nezindlela zokuhlela <i>Ukulandela inqubo yokubhala:</i> - Ukuhlela - Ukubhala umzamo wokuqala - Ukubuyekeza - Ukulungisa amaphutha - Ukufunda ngokuqaphelisisa - Ukwethula umbhalo/ umkhqizo wokucina	Ezingeni lamagama: isiqu, isiphongozo kanye nesijobelelo Ezingeni lemisho: Umenziwa nomenzi Upelomagama nokusebenzisa izimpawu zokubhala: Ukuhlukanisa amagama, ukusebenzisa isichazimagama
	UKUHLOLA OKUNEZIMISO ITHASKI YESI – 6 OKUKHULUNYWAYO (amamaki angama – 20) - Inkulumo elungiselelwe/engalungiselelwe NOMA - Isifundo sokulalela ngokuqondisisa			
ISONTA LESI – 6 UKUHLOLA OKUNEZIMISO ITHASKI YESI – 7 ISIVIVINYO (amamaki angama – 50)				
	UKUFUNDELA UKUQONDISISA (AMAHORA AMABILI) Umbuzo 1 - Umbhalo ofundwayo/umbhalo ofundwayo onezithombe (amamaki angama – 20) Umbuzo 2 - Umbhalo obukwayo (amamaki ayi -10) Umbuzo 3 - Ukufingqa (amamaki ayisi – 5) Umbuzo 4 Izakhiwo nezimiso zolimi engqikithini (amamaki ayi -15)			

IBANGA LESI 6 ITHEMU YESI-3 ISIZULU ULIMI LWASEKHAYA				
AMAKHONO	UKULALELA NOKUKHULUMA	UKUFUNDA NOKUBUKELA	UKUBHALA NOKWETHULA	IZAKHIWO NEZIMISO ZOKUSETSHENZISWA KOLIMI
1-2	Ukulalela indaba emfishane • Umsebenzi wokuqala/wokwethula: ukuqagela • Khumbula zonke izehlakalo ngokulandelana kwazo, usebenzisa inkathi efanele • Xoxa ngabalingiswa • Xoxa ngesakhiwo, udweshu nesizinda • Xoxa ngomyalezo / isifundo	Ukufunda indaba emfishane • Ngaphambi kokufunda: qagela ngesihloko nangesithombe • Cubungula umbhalo ukuze uthole umqondo ocashile wendaba • Fingqa amaphuzu asemqoka nomqondo osekelayo • Thola usikompilo nokuphathana kwabantu • Xoxa ngesakhiwo, umongo, isizinda nabalingiswa • Sebenzisa isichazamazwi ukuthuthukisa ulwazi onalo	Bhala indaba enomlingiswa • Cabanga ngokusebenza kwabalingiswa • Sebenzisa amazwi achazayo ukuqhathanisa abalingiswa • Hlela, umzamo wokuqala ubhale ngokucacile, isipelingi esifanele, inkathi yesenzo nokuhlanganisa imisho ibe izigaba ezinikezelanayo • ukukhombisa ukuqonda isizinda, ukulandelana kwezigameko, ukudonsisana/ udweshu nendikimba • Inkathi yesenzo efanele • Sebenzisa inqubo yokubhala <i>Ukulandela inqubo yokubhala:</i> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqapheliswa • Ukwethula umbhalo/ umkhqizo wokugcina	Ezingeni lamagama: isenzo Ezingeni lomusho: Inkathi ezayo nenkathi edlule
3-4	Ukulalela umbhalo oqoshiwe/eyisithombe/efundwayo: ikhathuni/ imicu yamahlaya • Qagela ngesithombe/ngesihloko • Imibono, okuqokethwe kanye nomlayezo wombhalo • Ukuhambisana kwezithombe nombhalo • Yabelanani ngemibono ngesihloko nangombhalo • Thola ulwazi ngamagama amasha • Qondisisa umongo wombhalo, ukukhethwa kwamagama nokusebenza komzimba ngendlela	Ukufunda ikhathuni/ imicu yamahlaya • Landela imiyalelo ebhaliwe bese uchaza izithombe : amagrafu, nemidwebo • Hlolisisa umbhalo ukuze uthole Umqondo ocashile wombhalo • Fingqa amaphuzu asemqoka nomqondo osekelayo • Amasu umbhali awasebenzisile nabalingiswa • Thola usikompilo nokuphathana kwabantu • Qhathanisa umbono wakho nemibono yabanye mayelana nombhalo	Ukubhala incwadi yobungani noma ldayari • Sebenzisa isakhiwo esifanele • Qaphela izethameli nesitayela • Sebenzisa amagama afanele • Hlela, umzamo wokuqala ubhale ngokucacile, isipelingi esifanele, inkathi yesenzo nokuhlanganisa imisho ibe izigaba ezinikezelanayo • Sebenzisa izihlanganiso ezifanele ukuhlanganisa imisho ukwakha izigaba ezinikezelanayo • Sebenzisa isipelingi nezimpawu zokuloba ezifanele	Ezingeni lamagama: isiphawulo, izihlanganiso Izimpawu zokuloba: ikhonco (udwi), ukusebenza kwesichazamazwi
5 – 6	Ukulalela umbhalo oqoshiwe/eyisithombe/efundwayo: ikhathuni/ imicu yamahlaya Okukhulunywayo	Ukufunda ikhathuni/ imicu yamahlaya okukhulunywayo	Ukubhala ikhathuni/umucu wamahlaya • Sebenzisa uhlaka • Chaza ngamafuphi amazwi ombiko omfushane • Sebenzisa abalingiswa abasemqoka abajabulisayo kanye nalabo abasekelayo • Sebenzisa isakhiwo nodweshu olufanele • Sebenzisa ulimu, izithombe nomsindo ngendlela efanele, isibonelo: isikhangiso sikamabonakude • Sebenzisa inqubo yokubhala <i>Ukulandela inqubo yokubhala:</i>	Ezingeni lamagama: izenzo Ezingeni lemisho: inkathi yesenzo ephoqayo

IBANGA LESI 6 ITHEMU YESI-3 ISIZULU ULIMI LWASEKHAYA				
AMAKHONO	UKULALELA NOKUKHULUMA	UKUFUNDA NOKUBUKELA	UKUBHALA NOKWETHULA	IZAKHIWO NEZIMISO ZOKUSETSHENZISWA KOLIMI
			• Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisisa • Ukwethula umbhalo/ umkhqizo wokugcina • Umsebenzi ngemibhalo yobuciko	
ISONTO LESI - 6	UKUHLOLA OKUNEZIMISO ITHASKI YESI – 8 UKUBHALA NOKWETHULA (amamaki angama – 30) • Umbhalo odlulisa umyalezo (amamaki ayi -10) KANYE • Indaba elandisayo/echazayo (amamaki angama -20) • Bhala izigaba ezinhlanu			
7-8	Ukulalela umdlalo • Qagela ngesihloko/ngesithombe • Ukuxoxa ngezimpawu ezibalulekile zomdlalo. • Umthelela womongo womdlalo nomlayezo womdlalo empilweni yakho • Nikeza umbono wakho ngomlayezo womdlalo	Ukufunda nokuphinda abukisise umdlalo noma umdlalo omfushane • Qagela ngesihloko nangesithombe • Sebenzisa amasu okufunda ahlukeni: njengokufunda udlulise amehlo/ubone umqondo osemqoka nosekelayo • Qhathanisa umbono wakho nemibono yabanye mayelana nombhalo	Ukubhala ingxoxo/ umdlalo omfishane • Sebenzisa abalingiswa • Sebenzisa isakhiwo esifanele • Iphimbo / imizwa efanele • Ukukhombisa ukuqonda Isitayela nesakhiwo • Sebenzisa inqubo yokubhala	Ezingeni lamagama: isiqu, isiqalo, isijobelelo Ezingeni lomusho: Isandiso senkathi, sesimo nesendawo Izimpawu zokuloba: omacaphuna nokhefane
UKUHLOLA OKUNEZIMISO ITHASKI YESI – 9 (amamaki angama – 50)				
ISONTO 7 - 8	UKUFUNDELA UKUQONDISISA AMAHORA AMABILI Umbuzo 1 • Umbhalo ofundwayo/umbhalo ofundwayo onezithombe (amamaki angama – 20) Umbuzo 2 • Umbhalo obukwayo (amamaki ayi -10) Umbuzo 3 • Ukufingqa (amamaki ayisi – 5) Umbuzo 4 • Izakhiwo nezimiso zolimi engqikithini (amamaki ayi -15)			

IBANGA LESI-6 ITHEMU YESI-4

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakhiwo nezimiso zokusetshenziswa kolimi
1-2	Amasu okulalela nokukhuluma: Ukulalela nokuxoxa ngombhalo onikeza ulwazi • Umbhalo othathwe encwadini yomsebenzi noma kufayela likathisha lezinsizakufundisa (TRF) • Imisebenzi yokwethula isifundo: ukuqagela. • Ukubona umqondo ongumongo nokuphendula ngendlela efanele • Ukuzimbandakanya kwabafundi ezingxoxweni zasekilasini bachaze imibono yabo. • Ukubalula kanye nokuchaza imbangela kanye nomthelela. • Ukuphawula ngezinto ezithinta inhlalo nokuziphatha kanye nokubaluleka kwamasiko ezitholakala embhalweni. • Ukubuza imibuzo ecubungulayo	Ukufunda ngombhalo onikeza ulwazi • Imisebenzi eyandulela ukufunda • ukuqagela okususelwe esihlokweni kanye / noma kwimifanekiso sithombe • ukusebenzisa amasu okufunda ahlukene ukuqonda lokho okufundwayo • ukufunda ngokushesha ukuthola imininingwane, amaphuzu asemqoka nemibono esekelayo aphenidule ngendlela efanele. • Ukukhomba kanye nokuchaza imbangela nomthelela. • Ukusebenzisa ulwazi lwangaphambili noma izimpawu zombhalo ukuthola incazelo. • Ukuzakhela ngokwakho okuqondiwe	Ukubhalwa kwendaba elandisayo (izigaba ezi-4 kuya kweziyisi-6/ amagama ayi-140 kuya kwangama-150) • Ukukhetha isihloko esifanele. • Ukungachezuka esihlokweni. • Ukusebenzisa ulwazimagama oluchazayo oluhambisana nesihloko, isib. Iziphawulo. • Ukusebenzisa izifengqo ezifana nesifaniso nesingathekiso. • Ukulandelanisa izehlakalo ngendlela eyiyona aphinde achaze <i>Ukulandela inqubo yokubhala:</i> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisisa • Ukwethula umbhalo/ umkhiqizo wokugcina	Ezingeni lemisho: inkulumo ngqo kanye nenkulumo ewumbiko Incazelo yamagama: isifenyiso, izincazelo ezingi, indida Izimpawu zokuloba: umbuzi [?] <i>Kugqaguzelwa ukusetshenziswa kwesichazamazwi</i>
3-4	Amasu okulalela nokukhuluma: Ukulalela indaba Imisebenzi yokwethula isifundo: ▪ ukuqagela. • Ukubona umqondo ongumongo nokubheka isakhiwo sendaba • Ukubuka konke okusemqoka endabeni • Ukuphinda uxoxe ngezingxenywe zendaba • Ukubona nokuxoxa ngomongo wendaba • Ukubona kanye nokuxoxa ngomlayezo osendabeni Ukuthola nokuchaza umphumela noma isiphetho esilindelekile	Ukufunda indaba • Ukuhlaziya izimpawu zombhalo: • Ukuqagela ubuka isihloko / izithombe ukuthi indaba izokhuluma ngani • Ukusebenzisa amasu okufunda ahlukene ukuqonda lokho okufundwayo : • ukufunda ngokushesha ukuthola imininingwane • ukufunda weqise amehlo • Ukubona umongo wendaba kanye nemibono esekelayo • Ukuhumusha nokuxoxa ngomyalezo • Ukuphawula ngokhondolo lwendaba	Ukubhala kafishane ngokufingqiwe • Ukubhala indaba efinqiwe • Ukwethula izigameko ezibalulekile esebenzisa ishadi lokulandelana kwezigameko • Ukuhlela ngokulandelana. • Ukwethula imibono ngendlela ecacile nelandelanayo • Ukwenza iziphakamiso. <i>Ukulandela inqubo yokubhala:</i> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisisa Ukwethula umbhalo/ umkhiqizo wokugcina	Ezingeni lemisho: imisho eyinhloko Ezingeni lemisho: imishwana yesenzo Incazelo yamagama: uteku Izimpawu zokuloba: ikholoni, isemi kholoni

Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakiwo nezimiso zokusetshenziswa kolimi
5-6	Amasu okulalela nokukhuluma: Ukulela nokuxoxa ngezinkondlo • Imisebenzana yokwethula: ukuqagela • Ukulalela ukuze uthole ulwazi bese ufigqa amaphuzu abalulekile, nokubhekisa imininingwane ekhethekile • Ukuxoxa ngenhlalo, ukuziphatha nangamagugu ngokwenhlalo embhalweni • Ukuphawula ngokuthi amagugu nomyalezo kwethulwe kanjani embhalweni • Ukunikeza umbiko owakhayo ngokungachemi	Ukufunda inkondlo • Imisebenzi eyandulela ukufunda: ukuqagela okususelwe esihlokwini kanye / noma kwimifanekiso sithombe • Ukusebenzisa amasu okufunda ahlukeni ukuqonda lokho okufundwayo • ukufunda ngokushesha ukuthola imininingwane • Ukuphendula ngokucubungula inkondlo • Ukuphawula ngokusetshenziswa kokuphindwa kwamagama, ifanamsindo, izingathekiso, izifaniso • Ukufunda nokuphendula ngokucubungula enkondlweni • Ukuhumusha nokuxoxa ngomyalezo • Ukuhombisa ukuqonda inkondlo nobudlelwano bayo nempilo yakho	Ukubhala inkondlo • Ukuthuthukisa nokuhlela imiqondo enqubweni yokubhala • Ukusebenzisa ifanamsindo, isingathekiso, isifaniso, uphawu, indikimba	Incazelo yamagama: izifaniso, izingathekiso, ukwenzasamuntu Ezingeni lemisho: imisho embaxa, imisho emagatsha
ISONTO LESI - 6	UKUHLOLA OKUNEZIMISO ITHASKI YE - 10 UKUBHALA NOKWETHULA (amamaki angama – 30) • Umbhalo odlulisa umyalezo (amamaki ayi -10) KANYE • Indaba elandisayo/echazayo (amamaki angama -20) Bhala izigaba ezinhlanu			
Amasonto	Ukulalela nokukhuluma	Ukufunda nokubukela	Ukubhala nokwethula	Izakiwo nezimiso zokusetshenziswa kolimi
7-8	Amasu okulalela nokukhuluma: Ukulela nokuxoxa ngezinkondlo Ukubuyekeza	Ukufunda ngokuqondisisa: Ukufunda inkondlo Ukubuyekeza	Ukubhala inkondlo • Ukucabanga nokuhlolisisa okubhaliwe nomsebenzi oqanjwe <i>Ukulandela inqubo yokubhala:</i> • Ukuhlela • Ukubhala umzamo wokuqala • Ukubuyekeza • Ukulungisa amaphutha • Ukufunda ngokuqaphelisisa • Ukwethula umbhalo/ umkhqizo wokugcina	Ezingeni lemisho: umenzi, umenziwa Ukubuyekeza: izingcezu zenkulumo, izinkathi zesenzo, amagama amqondofana
UKUHLOLWA KOKUPHELA KONYAKA ITHASKI YE – 11		UKUHLOLWA KOKUPHELA KONYAKA ITHASKI YE -12		
Ithaski	IIPHEPHA LOKU – 1 (amamaki angama – 20) Ukulalela nokukhuluma • Ukulalela isifundo sokuqondisisa • inkulumo lungiselelwe/inkulumo engalungiselelwe Ithaski ye – 11 (IIPHEPHA LOKU – 1) imaki LOKUKHULUNYWAYO elemisebenzi eyenziwe kwithemu yesine kuphela	IPHEPHA LESI – 2 (amamaki angama – 50) UKUFUNDELA UKUQONDISISA (AMAHORA AMABILI) Umbuzo 1 • Umbhalo ofundwayo/umbhalo ofundwayo onezithombe (amamaki angama – 20) Umbuzo 2 • Umbhalo obukwayo (amamaki ayi -10) Umbuzo 3 • Ukufingqa (amamaki ayisi – 5) Umbuzo 4 Izakiwo nezimiso zolimi engqikithini (amamaki ayi -15) KUMELE KUBHALWE NGESIKHATHI SEZIVIVINYO		

5. Sepedi Home Language

Revised National Teaching Plan

MPHATO WA 6 SEPEDI LELEME LA GAE KOTARA YA 2				
MABOKGONI	GO THEELETŠA LE GO BOLELA	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 1 – 2	Theeletša le go ahlaahla setšweletšwa sa ditaelo - Mešongwana ya matsenyagae:Kakanyo - Theeletša dintlha ka botlalo - Ahlaahla ka fao tshedimošo e nago le mohola - Ahlaahla ditlamorago tše di ka kgonegago mo bathong - Bapetša mabaka mo mafelong a go fapana,bontšha ka mabaka boyo bjo bo ratwang ka mabaka - Tsea karolo go dikahlaahlo, a fahlela dikakanyo tša gagwe	Bala setšweletšwa sa tshedimošo Go tšwa kuranteng, pukukgakollo goba faele ya methopo ya Morutiši - Pele ga go bala:akanya go tšwa go leina la puku,dihlogo le diswantšho - Šomiša mekgwanakgwana ya go bala:sekima go kgona go hwetša kgopolo kakaretšo,sekenela dintlha ka botlalo - Lemoga tsela yeo setšweletšwa se rulagantšweng ka gona - Bapetša diphapano le diitšwalano go mafelo a go fapana - Bala setšweletšwa sa tshedimošo le tša go bonwa,mohlala,mmepe - Hlatha tša go bonwa - Šomiša pukuntšu go godiša tlotlontšu	Ngwala setšweletšwa sa tshedimošo - Kgetha tša go bonwa diteng tša maleba tše di labanego le morero - Hlagiša tshedimošo ka go šomiša mmepe,tšhate,kerabo goba sethalwa - Magato a go ngwala - Gobeakanya/pele ga go ngwala - Go ngwala dikakanywa - Go boeletša - Go hlokola - Go phošolla - Go hlagiša	Šoma ka lentšu:Mahlaodi Šoma ka lefoko: Lefitile Mopeleto le maswaodikga: tšhomišo ya pukuntšu
BEKE 3 – 4	Ahlaahla Padi - Theeletša ditsopolwa tša dipadi tše di badilwego - Theeletša dintlha ka botlalo tše itšeng - Lemoga le go ahlaahla meholo ka gare ga setšweletšwa - Tswalanya diteng le melaetša ka gare ga setšweletšwa le bophelo bja gagwe - Fa tshwayatswayo ye e tseneletšego ya molaetša mo go setšweletšwa - Ahlaahla ka tša leago,setho,le meholo ya setšo ditšweletšweng tše di fapanego le go swayaswaya ka fao dilo tše di sepetšwago ka gona ka setšweletšweng,mohlala,go nagana ka go sekamela lehlakoreng le tee. <u>KELO WA SEMMUŠO: 6</u>	Bala Padi - Pele ga go bala: akanya go tšwa go leina la puku le go ahlaahla merero ye e tswalanago le diteng - Lemoga le go hlaloša kgopolokgolo - Ahlaahla baanegwa - Lemoga le go ahlaahla maikutlo ao a hlagišitšwego - Šomiša pukuntšu go godiša tlotlontšu Gopodišiša ka ditšweletšwa tše o ipaletšego - Bolela gape kanegelo goba dintihakgolo ka mafoko a 3 go iša go a 5	Ngwala tshwayatshwayo ya puku - Šomiša foreime - Pele ga go ngwala: theeletša ditsopolwa go tšwa go dipadi tše di badilwego - Kgetha diteng tše di lebanego le morero - Šomiša polelo ya maleba - Šomiša pukuntšu go godiša tlotlontšu le mopeleto - Šomiša magato a go ngwala	Šoma ka lentšu: Madiri(mafedi le mafetedi) Šoma ka lefoko: lebaka la bjale,fetilego le le letlago

MPHATO WA 6 SEPEDI LELEME LA GAE KOTARA YA 2				
MABOKGONI	GO THEELETŠA LE GO BOLELA	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
	BOMOLOMO(meputso 20) .Polelo ya go ipeakanyetšwa/go se ipeakanyetšwe goba .Tekatlhaloganyo ya go theeletša			
BEKE 5 – 6	Theeletša le go ahlahlala setšweletšwa sa tshedimošo,mohlala,motswako,ditshupetšo • Mešongwana ya matsenyagae: kakanyo • Lemoga diponagalo tša setšweletšwa sa ditaelo • Lemoga dihlogo tše bohlokwa • Fa ditaelo tšeo di kwešišegago,mohlala,tsela ya go dira komiki ya tee • Botšiša dipotšišo go hlathollo	Bala motswako goba setšweletšwa sa ditaelo • Sekaseka dipharologantšho tša setšweletšwa:peakanyo le melao ya setšweletšwa sa ditaelo • Beakanya ditaelo tša go hlakahlakana • Bontšha kwešišo ya setšweletšwa le ka mo se šomago ka gona:go bala ka ntšu ka ntšu • Bapetša metswako ye mebedi ya go fapana goba ditaelo	Ngwala setšweletšwa sa ditaelo,mohlala,ka fao bogobe bo apewago ka gona • Ngwala ka lenaneo ditlabakelo le ditswaki • Šomiša ditaelo • Hlama foreime ya go ngwala • Šomiša dikafoko tša go kgokagantšha le mekgwa ya peakanyo • Šomiša magato a go ngwala	Šoma ka lentšu: Kutu,dihlogo,meselana Mopeleto le maswaodikga: karogano ya mantšu,tšhomišo ya pukuntšu
KELO YA SEMMUŠO: 7- MOLEKWANA (MEPUTSO 50)				
BEKE 6	<u>GO ARABA SETŠWELETŠWA: IRI TŠE 2</u> <u>Potšišo 1</u> .Tekatlhaloganyo ya dingwalwa tša go balwa/tša go se balwe (meputso 20) <u>Potšišo 2</u> Tekatlhaloganyo ya dingwalwa tša go bonwa(meputso 10) <u>Potšišo 3</u> Kakaretšo (meputso 5) <u>Potšišo 4</u> Dibopego le melao ya tšhomišo ya polelo go kamano (meputso 15)			

MPHATO WA 6 SEPEDI LELEME LA GAE KOTARA YA 3				
MABOKGONI	GO THEETŠA LE GO BOLELA	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 1 – 2	Theeletša kanegelokopana - Mešongwana ya matsanyagae:kakanyo - Gopola ditiragalo gape ka tatelano ya maleba le go šomiša lebaka la maleba - Ahlaahla baanegwa - Ahlaahla thulaganyo,phapano, le tikologo - Ahlaahla melaetša ka go setšweletšwa	Bala kanegelokopana - Mešongwana ya pele ga go bala: Kakanyo ye e theilwego mo go leina la puku goba dithalwa - Lekola setšweletšwa mabapi le melaetša ye e khutilego le go dira kakaretšo ya dikgopolokgolo le dikgopolotlaleletšo - Ahlaahla ka tsinkelo meholo ya setšo le leago ka gare ga ditšweletšwa - Ahlaahla thulaganyo,phapano,le tikologo,tshwantšho ya baanegwa - Šomiša pukuntšu go godiša tlotlontšu	Ngwala seswantsho sa moanegwa .Gopola ka tshwantšho ya moanegwa .šomiša mantšu a go hlaloša go bapetša baanegwa .Go beakanya,go ngwala,dingwalwakanywa, le go thumeletša go ngwala,go nepiša go kaonafatša mopeleto, mabaka le go kgokaganya mafoko go bopa temana ye tsenelelago ka kgohlagano. .Bontšha kwešišo ya tikologo,thulaganyo,,thulano le morero .Tšhomišo ya maleba ya mabaka .Šomiša magato a go ngwala	Šoma ka lentšu: Madiri Šoma ka lefoko:Lebaka le le fetilego lebaka le letlago
BEKE 3 – 4	Theeletša goba bogela ditšweletšwa tša go kwewa/bonwa/balwa/khathune/mesetho ya metlae - Mešongwana ya matsenyagae:Kakanyo - Bogela le go ahlaahla diteng le melaetša ya setšweletšwa - Ahlaahla bohlokwa bja dithalwa - Abelana dikgopolo mabapi le leina la puku le setšweletšwa - Ahlaahla mantšu a mangwe le a mangwe a maswa a a legobohlokwa go kwešišeng lenaneo - Lemoga le go ahlaahla ka fao mahlakore a huetšwago ke diteng, kgetho ya mantšu le polelo ya mmele ya mmoledi	Bala khathune/mesetho ya metlae - Latela ditaelo tše kopana tše digatišitšwego le go hlatholla le go hlalosa setšweletšwa sa tša go bonwa:dikerafo,diswantšho,dithalwa - Lekola setšweletšwa mabapi le melaetša ye e khutilego le go dira kakaretšo ya dikgopolokgolo le dikgopolotlaleletšo - Hlaloša ka fao mongwadi a goketšago tebelelo ya mmadi:dithekniki tše di diretšwego,tshwantšho ya baanegwa - Ahlaahla ka tsinkelo meholo ya tša setšo le leago ka gare ga ditšweletšwa - Lemoga mahlakore ka go fapana le go fa lehlakore la gagwe le le theilwego godimo ga bohlatse bja ka gare ga setšweletšwa	Ngwala lengwalo la segwera/ditsenywa tša pukutšatši - Šomiša kalo ya maleba - Bontšha temogo ya baamogedi ba tshedimošo le setaele - Šomiša segalo sa maleba - Go beakanya,go ngwala, dingwalwakanywa le go thumeletša go ngwala,go nepiša go go kaonafatša mopeleto,mabaka le kgokaganya mafoko go bopa temana ye tsenelelago ka kgohlagano - Šomiša mantšu a dikgokaganyi,mohlala,"le ge go le bjalo"mahlalosešagotee le malatodi go kopanya mafoko go bopa temana ye tsenelelago ka kgohlagano - Šomiša mopeleto wo o nepagetšego le maswaodikga	Šoma ka lentšu: makopanyi Mopeleto le maswaodikga: karogano ya mantšu,tšhomišo ya pukuntšu
BEKE 5 – 6	Theeletša goba bogela ditšweletšwa tša kwewa/bonwa/balwa/khathune/mesetho ya metlae BOMOLOMO <u>KELO YA SEMMUŠO: 8</u> GO NGWALA: [PALOMOKA: MEPUTSO 30] .Ditšweletšwa tša tirišano (meputso 10) Le .Taodišo (meputso 20) Ditemana tše 5	Bala khathune/mesetho ya metlae BOMOLOMO	Ngwala khathune/mesetho ya metlae - Šomiša foreime - Hlalosa kgopolo - Akaretša mogatišo - Šomiša baanegwa thwadi le baanegwatlaleletšo ba go thabiša - Šomiša thulaganyo le thulano ya maatlakgogedi - Ngwala le go akanyetša ditšweletšwa tša go bonwa ka go šomiša polelo,diswantšho le dipolelo tša medumo ka boithamelolo bj.k papatšo ya thelebišene - Šomiša magato a go ngwala Mošongwana ka Padi	Šoma ka lentšu: madiri,medirišo,mahlathi,mahlaodi Šoma ka lefoko: tiro le tirwa

MPHATO WA 6 SEPEDI LELEME LA GAE KOTARA YA 3				
MABOKGONI	GO THEETŠA LE GO BOLELA	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 7 – 8	Theeletša le go ahlaahla ditiragatšo/papadi/terama - Mešongwana ya matsenyagae: kakanyo - Ahlaahla diponagalo tše bohlokwa tša setšweletšwa. - Tswalanya diteng le melaetša ka gare ga setšweletšwa le bophelo bja gagwe - Fa tshwayatshwayo ye e tseneletšego ya molaetša mo go setšweletšwa	Bala ditshwayatshwayo tša papadi/terama - Mešongwana ya pele ga go bala,mohlala,kakanyo ye e theilwego mo go leina la puku goba dithalwa - Somiša mekgwanakgana ya go bala ya go fapana,mohlala,go sekima,go sekena go laetša dikgopolokgolo le dikgopolotlaleletšo - Lemoga mahlakore a go fapana gomme a fa lehlakore la gagwe le le theilwego godimo ga bohlatse bja ka gare ga setšweletšwa	Ngwala poledišano/sengwalo se sekopana sa tiragatšo/terama - Somiša tshwantšho ya baanegwa - Somiša kalo ya maleba - Nyaka segalo goba moya wo o fokago - Bontšha kwešišo ya setaele le retšistare - Somiša magato a go ngwala	Šoma ka lentšu: Kutu, dihlogo, meselana Šoma ka lefoko: Mahlathi a felo,mokgwa, nako Mopeleto le maswaodikga: maswao a ditsebjana, le difegolwana
BEKE 7-8 KELO YA SEMMUŠO : 9 [PALOMOKA:MEPUTSO 50] ARABA DINGWALWA: [IRI TŠE 2] Potšišo 1 .Tekatlhaloganyo ya dingwalwa tša go balwa/go se balwe(meputso 20) Potšišo 2 .Tekatlhaloganyo ya dingwalwa tša go bonwa (meputso 10) Potšišo 3 .Kakaretšo (meputso 5) Potšišo 4 Diboego le melao ya tšhomišo ya polelo (meputso 15)				

MPHATO WA 6 SEPEDI LELEME LA GAE KOTARA YA 4				
MABOKGO NI	GO THEELETŠA LE GO BOLELA	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 1 – 2	Theeletša le go ahlaahla setšweletšwa sa tshedimošo - Mešongwana ya matsenyagae: Kakaretšo - Lemoga kgopolokgolo - Tšea karolo ka phapošing gomme o hlagiše boikgopelo bja gago - Lemoga le go hlaloša lebaka le phetho - Ahlaahla ka tša leago, setho, le meholo ya setšo ditšweletšweng - Botšiša dipotšišo tša maleba	Bala setšweletšwa sa tshedimošo - Pele ga go bala: akanya go tswa go leina la puku, dihlogo le diswantšho - Šomiša mekgwanakgwana ya go bala: sekima go kgona go hwetša kgopolo kakaretšo, sekenala dintlha ka botlalo tše itšego - Lemoga le go hlaloša lebaka phetho - Šomiša tsebo ya pele goba ditlhahli tša setšweletšwa go hwetša tlhalošo	Ngwala tematlhaloši - Go ngwala ka bitlhamelo (ditemana tše nne) - Kgetha diteng tša maleba - Swarelela go sererwa - Šomiša tlotlontšu ya go hlaloša kudu mehutahuta ya mahlathi - Šomiša dikapolelo, mohlala, tshwantšhišo le tshwantšhanyo ka tsela ya go kwešišega - Latelantšha dikgato goba ditiragalo tša tlhamano ka tsela ya go kwešišega - Šomiša magato a go ngwala	Šoma ka lefoko: Polelotebanyi le polelotharedi Šoma ka lefoko: Ditatamente Mopeleto le maswaodikga; Maswao a potšišo
BEKE 3 – 4	Theeletša kanegelo - Mešongwana ya matsenyagae: Kakanyo - Iphetolele ka tsinkelo ka go šupa dintlha tše bohlokwa tša tshwayatshwayo ya puku - Gopola dikgopolokgolo le dintlha ka botlalo go tšwa go setšweletšwa - Lemoga le go ahlaahla meholo - Hlama le go hlaloša dipelo goba mafelelo ao a ratago	Go bala kanegelo - Mešongwana ya pele ga go bala, mohlala, dikakanyo tše di theilwego mo go leina la kanegelo goba dithalwa. - Šomiša mekgwanakgwana ya go bala ya go fapana, mohlala, go sekima, go sekena - Lemoga dikgopolokgolo le dikgopolotlaleletšo - Hlatholla le go ahlaahla molaetša - Swayaswaya ka thulaganyo	Ngwala kakaretšo ye kopana - Ngwala kakaretšo ye kopana - Rulaganya ditiragalokgolo ka go šomiša tšhate ya tatelano ya tshpetšo - Beakanya ka kwešišo - Hlagiša dikgopolo ka tshwanelo le ka tatelano ya maleba - Dira ditšhišinyo - Šomiša magato a go ngwala	Soma ka lefoko: dikafokoina le dithabe Soma ka lefoko: dikafokodiri le dithabe Tlhaloso mantsu: papadisantšu Mopeleto le maswaodikga: kgorwana, khutlo-fegolwana, khunyetso
BEKE 5 – 6	Theeletša le go ahlaahla direto - Mešongwana ya matsenyagae: kakanyo - Theeletša tshedimošo gomme a dira kakaretšo ya dikgopolokgolo le go lemoga dintlha ka botlalo tše itšego - Ahlaahla ka tša leago, setho, le meholo setšo ditšweletšweng - Swayaswaya ka fao meholo le melaetša di sepetšwago ka gona ka gare ga setšweletšwa - Ka tlhoko o fao dipelo tše di lekanetšego le go agiša <u>KELO YA SEMMUŠO : 10</u> <u>GO NGWALA: LETLAKALA LA 3 [PALOMOKA:30]</u> .Ditšweletšwa tša tirišano (meputso 10) Le .Taodišo (meputso 20) Ditemana tše 5	Bala sereto - Mešongwana ya pele ga go bala, mohlala, dikakanyo tše theilwego mo go leina la sereto goba dithalwa - Šomiša mekgwanakgwana ya go bala ya go fapana, mohlala, go sekima, go sekena - Iphetolele go theto ka tsinkelo - Swayaswaya ka tšhomišo ya poeletšamedumo, poeletšo, tshwantšhanyo, onomatopia - Hlatholla le go hlaloša molaetša - Bontšha kwešišo ya sereto le tswalano ya sona le bophelo bja gagwe	Ngwala sereto - Tšweletša le go beakanya dikgopolo ka go šomiša magato a go ngwala - Šomiša poeletšamedumo, tshwantšhišo, onomato poeia, tshwantšhanyo, tshwantšhišo, mothofatšo, sekai	Tlhalošo ya lentšu: ditshwantšhanyo, diswantšhišo, mothofatšo, onamatopia, sekai Šoma ka lefoko: lefokontši, lefokofokwana

MPHATO WA 6 SEPEDI LELEME LA GAE KOTARA YA 4				
MABOKGO NI	GO THEELETŠA LE GO BOLELA	GO BALA LE GO BOGELA	GO NGWALA LE GO HLAGIŠA	DIBOPEGO LE MELAO YA TŠHOMIŠO YA POLELO
BEKE 7 – 8	Theeletša le go ahlaahla direto Letlakala 1: Tekatthaloganyo ya go theeletša/Polelo ya go se ipeakanyetšwe	Bala sereto Tekatthaloganyo ya go theeletšwa/polelo ya go se ipeakanyetšwe	Ngwala sereto - Gopodišiša le go lekola mongwalo le mošomo wa boithamelolo - Šomiša magato a go ngwala	Soma ka lefoko: sediri, sedirwa Poeletso: Dikapolelo, mabaka, mahlalosešagotee
KOTARA YA 4 MOŠOMO WA MAFELELO A NGWAGA				
MOŠOMO	KELO YA SEMMUŠO 11		KELO YA SEMMUŠO 12	
	LETLAKALA LA 1: BOMOLOMO [MEPUTSO 20] .Polelo ya go ipeakanyetšwa/go se ipakanyetšwe GOBA .Tekatthaloganyo ya go theeletšwa yeo e dirilwego mo gare ga kotare MOŠOMO 11 (Letlakala 1) : ke meputso ya bomolomo bja kotara ya 4 fela		LETLAKALA LA 2: PALOMOKA (MEPUTSO 50) GO ARABA DINGWALWA: IRI TŠE 2 <u>Potšišo 1</u> .Tekatthaloganyo ya dingwalwa tša go balwa/ go se balwe(meputso 20) Potšišo 2 .Tekatthaloganyo ya dingwalwa tša go bonwa (meputso 10) Potšišo 3 .Karetšo (mepitso 5) Potšišo 4 Dibopego le melao ya tšhomišo ya polelo (meputso 15) Di tla ngwalwa semmušo ka nako ya dihlahlobo tša mafelo a ngwaga	

6. Sesotho Home Language

Revised National Teaching Plan

MORALO WA HO RUTA WA SELEMO O FOKODITSWENG – KOTARA 2, 3 LE 4 KEREITI YA 6: SESOTHO PUO YA LAPENG

KEREITI YA 6 – PUO YA LAPENG KOTARA YA 2				
BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
BEKE 1 – 2	Ho mamela le ho buisana ka tema ya tlhahisoleseding Mesebetsi e lelekelang: - Ho akanya - Mamela dintlha tse ikgethileng - Buisana ka bohlokwa ba tlhahisoleseding - Buisana ka diphetho tse ka bang teng bathong - Bapisa maemo dibakeng tse fapaneng, ho bontsha dibaka tse labalabelwang ka mabaka - Eba le seabo dipuisanong o tshehetsa ka mabaka (tlasa tataiso ya titjhere)	Ho bala tema ya tlhahisoleseding ho tswa koranteng, bukeng, kapa Faeleng ya Titjhere ya Mehlopi (FTM) - Pele ho ho bala: ho lepa ho tswa sehloohong le ditshwantshong - Sebedisa mawa a ho bala, mohl., ho okola le ho tlodisa tema mahlo bakeng sa dintlha tse itseng - Bontsha ka moo tema e hlophisitsweng ka teng - Bapisa diphapang le ditshwanang dibakeng tse fapaneng - Bala tema ya tlhahisoleseding e nang le ditshwantsho, mohl., mmapa - Hlalosa ditshwantsho - Sebedisa bukantswe bakeng sa kgodiso ya tlotlontswe	Ho ngola tema ya tlhahisoleseding - Kgetha ditshwantsho le dikahare tse loketseng sepheo - Hlahisa tlhahisoleseding o sebedisa mmapa, tjhate, kerafo kapa dayekeramo - Ho sebedisa tshebetso ya ho ngola - Ho etsa moralo / boitokisetso ba ho ngola - Ho ngola mekgwaritso - Ho boelatsa mosebetsi - Ho bala hape bakeng sa ntlafatso - Ho hlaola diphoso, le - Ho nehelana	Mosebetsi o boemong ba lentswe: makgethi, mahlalosi Mosebetsi o boemong ba polelo: lekgahe lefetile Mopeleto le matshwao a puo: tshebediso ya bukantswe
BEKE 3 – 4	Ho mamela padi - Ho mamela tema ho tswa pading - Mamela bakeng sa dintlha tse ikgethileng - Hlwaya molaetsa wa sehlooho - O amahanye le bophelo ba hao - Buisana ka mohopolo wa sehlooho le dintlha tse ikgethileng - Buisana ka makgabane a phedisano, boitshwano le setso temeng	Ho bala padi e kgutshwane Pele ho ho bala: - Akanya ka sehlooho le ho buisana ka mookotaba/ dikahare tse amehang - Hlwaya le ho hlalosa diketsahalo tsa sehlooho - Hlwaya le ho buisana ka nthakemo - Buisana ka bapetwa - Hlwaya le ho buisana ka maikutlo a hlahisitsweng - Sebedisa bukantswe ho hodisa tlotlontswe Ho ikgopotsa ka ditema tse badilweng ka boikemelo - Pheta pale kapa mohopolo wa sehlooho hape ka dipolelo tse 3 ho isa ho tse 5	Ho ngola tekolobotjha ya buka - Sebedisa foreimi - Pele ho ho ngola: mamela ditema tse qotsitsweng ho tswa pading e badilweng - Kgetha dikahare tse loketseng bakeng la sepheo - Sebedisa puo le sebopeho sa tema se loketseng - Sebedisa bukantswe bakeng sa mopeleto le ntshetsopele ya tlotlontswe - Sebedisa tshebetso ya ho ngola	Mosebetsi o boemong ba lentswe: maetsi Mosebetsi o boemong ba polelo: lekgahe lelwale letsweli, lekgahe lefetile letsweli, lekgahe letlang letsweli
	TEKANYETSO YA SEMMUSO MOSEBETSI WA 6 Tsa Molomo (Matshwao 20) - Puo e hlophisitsweng/ Puo e sa hlophiswang. - Temakutlwisiso e mamelwang.			

BEKE 5 – 6	Ho mamela le ho buisana ka tema ya ditaelo, mohl. resepe, ditshupiso • Mesebetsi e lelekelang: ho akanya • Hlwaya makgetha a tema ya taelo • Ngola dintlha tsa sehlooho • Fana ka ditaelo tse hlakileng, mohl., Ho etsa kopi ya tee • Botsa dipotso bakeng sa tlhakisetso	Ho bala resepe kapa tema e nngwe ya ditaelo • Sekaseka makgetha a tema: tlhophiso le melawana ya ditema tsa ditaelo • Beha ditaelo tse lobokantsweng ka tatellano • Bontsha kutlwisiso ya tema le ka moo e sebetsang ka teng: ho bala • Bapisa mefuta e mmedi e fapaneng ya diresepe kapa ditaelo	Ho ngola tema ya ditaelo, mohl. ho etsa kopi ya tee. • Ngola disebediswa le mehlodi • Lokodisa dintlha • Etsa foreimi ya ho ngola • Sebedisa dipolelwana tse kopanyang le mekgwa e kopanyang • Sebedisa tshebetso ya ho ngola	Mosebetsi o boemong ba lentswe: dikutu, dihlolongwapele, dihlolongwanthao Mopeleto le matshwao a ho bala: ho arola lentswe, tshebediso ya bukantswe
TEKANYETSO YA SEMMUSO MOSEBETSI 7 TEKO (MATSHWAO 50)				
	Araba tema : Hora 2 Potso 1 • Tema ya Dingolwa / Tema eo e seng ya sengolwa. (Matshwao 20) Potso 2. • Tema ya ditshwantsho (Matshwao 10) Potso 3 • Kgutsufatso (Matshwao 5) Potso 4 • Dibopeho le Melao ya Tshebediso ya Puo Maemong (Matshwao a 15)			

KEREITI YA 6 – PUO YA LAPENG KOTARA YA 3				
BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
BEKE 1 – 2	Ho mamela le ho buisana ka palekgutshwe. - Mesebetsi e lelekelang: ho akanya - Ikgopotse diketsahalo ka tatelano le ho sebedisa makgetha a nepahetseng - Buisana ka baphethwa - Buisana ka poloto , kgohlano le tikoloho - Buisana ka molaetsa temeng	Ho bala pale e kgutshwane eo e seng ya nnete. - Pele ho ho bala: Ho akanya ho itshetlehleng ka sehlooho kapa ditshwantsho - Lekola tema bakeng sa melaetsa e patehileng/ siretseng le ho kgutsufatsa mohopolo wa sehlooho le mehopolole e tshehetsang - Qoqa ka botebo ka boleng ba makgabane a botjhaba le a phedisano temeng - Qoqa ka , Poloto, Mookotaba, tikoloho le semelo - Sebedisa bukantswe bakeng sa kgodiso ya tlotlontse	Ho ngola thaloso ya semelo sa mophetwa. - Nahana ka semelo - Sebedisa mantswe a hlaosang ho bapisa baphetwa - Etsa meralo, mekgwaritso le ho ntlafatsa sengolwa, tsepamisa ho ho ntlafatsa mopeleto, makgathe le ho kopanya dipolelo ka diratswana tse momahaneng - Bontsha kutlwisiso ya tikoloho, poloto, kgohlano le mookotaba. - Tshebediso e nepahetseng ya makgathe - Ho sebedisa tshebetso ya ho ngola	Mosebetsi o boemong ba lentswe: Maetsi Mosebetsi o boemong ba polelo: lekgathe lelwale lephethi, lekgathe letlang lephethi le lekgathe lefetile lephethi
BEKE 3 – 4	Ho mamela ditema tse mamelwang/ balwang : dikhathuni / dikhomiki - Mesebetsi e lelekelang: ho akanya - Hlahisa le ho buisana ka dikahare le melaetsa ya tema - Buisana ka ho nepahala ha ditshwantsho temeng - Arolelana mehopolole ka sehlooho le tema - Buisana ka mantswe a matjha a bohlokwa kutlwisisong ya lenaneo - Hlwaya le ho buisana ka moo maikutlo a susumetswang ke dikahare , kgetho ya mantswe le puo ya mmele ya sebui	Ho bala khathuni / khomiki - Latela ditaelo tse kgutshwane tse hatsitsweng le ho di hlalosa, hlalosa tema ya ditshwantsho e bonolo , dikerafo , didaekeramo - Hlahloba tema hore o fumane melaetsa e patehileng le ho kgutsufatsa mohopolo wa sehlooho le e e tshehetsang - Hlalosa kamoo mongodi a hlohleletsang tjhebo ya mmadi kateng: mawa a sebedisitsweng , le semelo - Buisana ka tshekatsheko ya makgabane a botjhaba le a phedisano temeng. - Hlwaya ka moo ditaba tse fapaneng di hlahang ka teng temeng le ho fana kamoo wena o di onang ka teng o itshetlehle ka tema	Ho ngola lengola lengolo la setswalle / ho tlatsa bukatsatsi - Sebedisa sebopeho se nephetseng - Kgetha dikahare tse loketseng bakeng sa sehlooho - Sebedisa sehlo se nepahetseng - Sebedisa thutapuo, mopeleto le matshwao a puo a loketseng le dibaka dipakeng tsa diratswana - Hokela diratswana o sebedisa makopanyi, mohl. Leha ho le jwalo, mahlalosongwe le malatodi - Sebedisa mopeleto o nepahetseng le matshwao a puo.	Mosebetsi o boemong ba lentswe: Makgethi a bontshang papiso Mopeleto le matshwao a puo: Ho arola mantswe dipolelong, tshebediso ya bukantswe.
BEKE 5 – 6	Ho mamela ditema tse mamelwang/ balwang : dikhathuni / dikhomiki Nehelano ya Mosebetsi wa Molomo	Ho bala khathuni/Khomiki Nehelano ya Mosebetsi wa Molomo	Ho ngola khathuni / khomiki - Sebedisa foreimi - Hlalosa kgopolotaba - Rala tema - Sebedisa mophetwa wa sehlooho le baphetwa ba tshehetsang - Sebedisa poloto le kgohlano ka katleho. - Ngola le ho bopa ditema tsa ditshwantsho o sebedisa puo, ditshwantsho, le tshusumetso ya modumo ka boqapi; mohl., papatso ya thelevisheneng	Mosebetsi o boemong ba lentswe: maetsi , dikao Mahlalosi a mokgwa, nako, sebaka Mosebetsi o boemong ba polelo: Sebopeho sa boetsi , sebopeho sa boetsuwa.

KEREITI YA 6 – PUO YA LAPENG KOTARA YA 3				
BOKGONI	HO MAMELA LE HO BUA (MESEBETSI YA MOLOMO)	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
			Ho sebedisa tshebetso ya ho ngola. Mosebetsi wa Tekanyetso wa Dingolwa	
	TEKANYETSO YA SEMMUSO MOSEBETSI 8 Ho ngola (Matshwao 30) - Tema ya kgokahano (Matshwao 10) Le - Moqoqo wa Tlhaloso / Moqoqo wa Phetelo (Matshwao 20) - Diratswana tse 5			
BEKE 7 – 8	Ho mamela le ho qoqa ka terama e kgutshwane - Mosebetsi e lelekelang : ho akanya - Buisanang ka makgetha a tema ya sehlooho - Hokela dikahare le melaetsa temeng le bophelo ba hao - Hlahisa maikutlo a hlokolotsi ka molaetsa o temeng	Ho bala tekolokakaretso ya terama/Tshwantshiso - Mosebetsi e lelekelang , mohl., Ho akanya ka sehlooho o itshetlehile ka ditshwantsho - Sebedisa mawa a fapaneng a ho bala, mohl., Ho okola, ho tlodisa mahlo ho hlahisa mohopolo wa sehlooho le dintlha tse tshetsang. - Hlwaya maikutlo a fapaneng mme o fane ka maikutlo a hao o itshetlehile ka tema	Ho ngola puisano kapa tshwantshiso e kgutshwane - Sebedisa tlhahiso le kgolo ya baphetwa - Sebedisa sebopeho se nepahetseng - Bopa sehalo kapa boikutlo - Bontsha kutlwisiso ya setaele le rejsitara - Ho sebedisa tshebetso ya ho ngola.	Mosebetsi o boemong ba lentswe: dikutu, dihlolongwapele, dihlolongwanthao , Mosebetsi o boemong ba polelo: Mahlalosi Mopeleto le matshwao a puo: Diabulwadiakwala le feelwane
MESEBETSI YA TEKANYETSO YA KOTARA YA 3				
Beke -8	Mosebetsi wa tekanyetso wa 9 (Matshwao 50) Araba tema : Hora 2 Potso 1 - Tema ya dingolwa / Tema eo e seng ya sengolwa. (Matshwao 20) Potso 2. - Tema ya ditshwantsho (Matshwao 10) Potso 3 - Kgutsufatso (Matshwao 5) Potso 4 - Dibopeho le Melao ya Tshebediso ya Puo maemong (matshwao a 15)			

KEREITI YA 6 – PUO YA LAPENG KOTARA YA 4				
DIBEKE	HO MAMELA LE HO BUA	HO BALA LE HO BOHA	HO NGOLA LE HO NEHELANA	DIBOPEHO LE MELAO YA TSHEBEDISO YA PUO
1 – 2	Ho mamela le ho buisana ka tema ya tlhahisoleseding - Mesebetsi e lelekelang: ho lepa/akanya - Ho supa/bontsha dintlha tsa sehlooho/bohlokwa le ho araba ka tshwanelo/ ka ho loka - Ho nka karolo dipuisanong tsa ka phaposeng o hlalosa maikutlo a hao - Hlwaya le ho hlalosa sesosa le sephetho - Bua ka makgabane a phedisano, boitshwaro le setso - Botsa dipotso tse hlokolotsi	Ho bala tema ya Tlhahisoleseding Ho tswa bukeng kapa faeleng ya titjhere (FT) - Pele ho ho bala: Mohl., Ho akanya ho itshetlehileng ho sehlooho kapa ho ditshwantsho - Sebedisa mawa a fapaneng a ho bala: ho okola, ho tlodisa mahlo bakeng sa ho hlalosa mohopolo wa sehlooho le dintlha tse tshehetsang le ho araba ka tshwanelo - Hlwaya le ho hlalosa sesosa le sephetho - Sebedisa tsebo e fetileng ka ditemoso tsa maemo ho nka qeto ka moelelo - Etsa dikakanyo	Ho ngola seratswana se hlaosang - Bongodi ba boiqapelo (diratswana tse nne) - Kgetha dikahare tse loketseng - Tsepama sehloohong - Sebedisa tlhotlontse e hlaosang haholo mahlalosi a fapaneng - Sebedisa puo ya bonono, mohl., papiso, tshwantshiso - Hlahlamanya mehato kapa diketsahalo ka tatelano - Sebedisa tshebetso ya ho ngola	Mosebetsi o boemong ba polelo: Puommui le puopehelo Moelelo wa lentswe: Meelelomengata Mopeleto le matshwao a puo: Letshwao la potso
3 – 4	Ho mamela pale - Mesebetsi e lelekelang: Ho lepa/akanya - Arabala ka tshekatsheko ka ho hlwaya dintlha tsa sehlooho tsa tekolobotjha ya buka - Ikgopotse dintlha tsa sehlooho tsa tema - Hlwaya le ho buisana ka makgabane - Sibolla le ho hlalosa diphetho le qetelo tse labalabelwang	Ho bala pale - Mesebetsi ya pele ho ho bala: mohl., ho akanya ho itshetlehileng ho sehlooho kapa ditshwantsho - Sebedisa mawa a fapaneng a ho bala: mohl., ho okola, ho tlodisa mahlo - Hlwaya mohopolo wa sehlooho le mehopol e e tshehetsang - Hlalosa le ho buisana ka molaetsa - Bua ka neheletsano ya diketsahalo paleng	Ho ngola kgutsufatso e kgutshwane - Ngola kgutsufatso e kgutshwane - Hlophisa diketsahalo tsa sehlooho o sebedisa tjate ya tokodiso - Hlophisa ka tatellano - Hlahisa maikutlo ka ho hlaka le ka tatellano - Etsa dikgothalletso/ditlhahiso - Sebedisa tshebetso ya ho ngola	Mosebetsi o boemong ba polelo: Dipolelwana Mosebetsi o boemong ba polelo: Polelwana bitso Moelelo wa lentswe: Maetsisamedumo Mopeleto le matshwao a puo: kgutlwana le feelo
5 – 6	Ho mamela le ho buisana ka dithothokiso - Mesebetsi e lelekelang: ho lepa/akanya - Ho mamela bakeng sa tlhahisoleseding le ho kgutsufatsa mehopol ya sehlooho le ho ngola/ ela hloko dintlha tse itseng - Bua ka makgabane a phedisano, boitshwaro le setso tse temeng - Bua ka moo boitshwaro le melaetsa di hlahisitsweng ka teng temeng - Nehelana ka maikutlo le karabelo ya hao e ahang ka kakaretso ho thothokiso ena	Ho bala thothokiso - Mesebetsi ya pele ho ho bala: mohl., ho akanya ho itshetlehileng ho sehlooho kapa ditshwantsho - Sebedisa mawa a fapaneng a ho bala: mohl., ho okola, ho tlodisa mahlo - Araba dithothokiso ka tshehollo - Bua ka tshebediso ya poeletsomodumo, phetapheto, tshwantshiso le leetsisa - Hlalosa le ho buisana ka melaetsa - Bontsha kutlwisiso ya thothokiso le kamano ya yona bophelong ba hae	Ho ngola thothokiso - Ntshetsa pele le ho hlophisa mehopol ka mokgwa wa ho ngola o tswellang - Sebedisa poeletsomodumo, tshwantshiso, leetsisa, papiso, matshwao, mookotaba	Moelelo wa lentswe: papiso, tshwantshiso, mothofatso, leetsisa, poeletsomodumo Mosebetsi o boemong ba polelo: polelokokpane, Polelomamarane
Beke 6	Tekanyetso ya Semmuso Mosebetsi wa 10. Ho ngola pampiri ya 3 (Matshwao 30) - Tema ya kgokahano (Matshwao 10) - Le - Moqoqo wa Tlhaloso/ Moqoqo wa Phetelo (Matshwao 20) - Diratswana tse 5			

BEKE 7 – 8	Ho mamela le ho buisana ka dithothokiso Mosebetsi wa Tekanyetso wa Pampiri ya 1: Temakutlwisiso e mamelwang /puo e sa hlophiswang	Ho bala thothokiso Ho bala ka boikemelo Mosebetsi wa Tekanyetso wa Pampiri ya 1: Temakutlwisiso e mamelwang /puo e sa hlophiswang	Ho ngola thothokiso • Sheba hape le ho lekola sengolwa le mosebetsi wa boiqapelo • Sebedisa tshebetso ya ho ngola	Mosebetsi o boemong ba lentswe: Moetsi le moetsuwa Poeletso: dikarolo tsa puo, makgathe, mahlalosongwe
KEREITI 6 KOTARA YA 4 TEKANYETSO YA SEMMUSO YA MAFELONG A SELEMO				
	Pampiri ya 1 (Matshwao 20) • Puo e hlophisitsweng / Puo e sa hlophiswang. • Tema emamelwang (Ke entsweng mahareng a kotara) Mosebetsiwa 11 (Pampiri ya 1) Matshwao a tsa molomo.		Pampiri ya 2 (MATSHWAO 50) Araba tema : Hora 2 Potso 1 Tema ya Dingolwa / Tema eo e seng ya sengolwa. (Matshwao 20) Potso 2. Tema ya ditshwantsho (Matshwao 10) Potso 3 Kgutsufatso (Matshwao 5) Potso 4 • Dibopeho le Melao ya Tshebediso ya Puo maemong (matshwao a 15) (Ho ngolwa ho latela melao ya hlahlobo)	

7. Setswana Home Language

Revised National Teaching Plan

SETSWANA PUO YA GAE MOPHATO 6 THULAGANYO YA GO TUTA E E FOKODIKODITSWENG – KGWEDITHARO 2, 3 LE 4

MOPHATO 6 PUO YA GAE KGWEDITHARO 2				
DIKGONO	GO REETSA LE GO BUA	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOPEGO TSA PUO LE MELAWANA YA TIRISO
BEKE 1 – 2	Go reetsa le go buisana ka sethangwa sa tshedimosetso, sekao, resipe le dikaelo • Ditiwana tsa matseno: ponelopele • Gopola tsamaiso • Tlhaola diponagalo tsa sethangwa sa ditaello • Kwala dithogo tse di bothokwa • Neela ditaello tse di thaloganyegang, sekao, o tla dira jang kopi ya mogodungwana (tee) • Kwala dintlha le go diragatsa ditaello. • Botsa dipotso go batla thaloso • Tshwaela ka ga go thaloganyega ga ditaello	Go buisa resipe kgotsa sethangwa sengwe sa ditaello • Ranola diponagalo tsa sethangwa: thulaganyo le melawana ya dithangwa tsa ditaello. • Rulaganya ditaello tse di tlhakatlhakaneng. • Dirisa ditogamaano tse di maleba tsa go buisa le go thaloganya: go tlodisa matlho. • Bontsha go thaloganya sethangwa le gore se dira jang: puiso ya lefoko ka lefoko • Lemoga le go thalosa dipopego tse di farologaneng, tiriso ya puo le maitlhomSupa le go thathoba rejisetara ya sethangwa. • Thaloganya le go dirisa dithangwa tsa tshedimosetso ka tsela e e maleba. • Bapisa/tshwantshanya diresipe le ditaello tse pedi tse di farologaneng	Go kwala sethangwa sa ditaello, sekao, o tla dira jang kopi ya mogodungwana (tee) • Rulaganya ka tatelano. • Kwala lenaane la didiriswa le ditswaki • Dirisa dithanodi • Dirisa modirisotaelo • Tlhamo foreimi/letlhomeso la go kwala • Dirisa mekgwa ya go kopanya dipolelwana le ya go rulaganya. • Thalosa ditsamaiso • Rulaganya mafoko le dipolelo ka tshwanelo - Dikgato tsa go kwala • Go dira paakanyetsotiro / Pele ga go kwala • Go kwala dithangwa tsa nthla • Go boeletsa • Go tseleganya • Go tlhotlha diphoso le • Go tlhagisa	Kgato ya go dira ka mafoko: Kutu, megatlana, dithogo, Kgato ya go dira ka dipolelo: Sediri, sedirwa Mopeleto le matshwao a puiso: Kgaoganyo ya mafoko, tiriso ya thanodi
BEKE 3 – 4	Go reetsa padi • Ditiwana tsa matseno: ponelopele • Reetsa dinopolo go tswa mo pading • Reeletsa dintlha tse di kgethegileng/ totobetseng • Supa molaetsa mogolo • Amanyane le botshelo jwa gago • Buisanang ka dikakanyokgolo le dintlha tse di kgethegileng/ totobetseng • Dirisa tshedimosetso go tswa mo sethangweng go tsiboga • Buisanang ka boleng jwa tsa loago, tsa setho le tsa setso mo sethangweng.	Go buisa padi e khutshwane • Pele ga puiso: ponelopele go tswa mo sethogong le go buisana ka dithitokgang/diteng tse di amanang • Supa le thalosa ditiragalo tse dikgolo • Supa le go buisana ka ga nthakemo. • Buisanang ka baanelwa • Supa le go buisana ka maikutlo a a bontshiwang. • Amanyane ditiragalo le baanelwa le botshelo jwa gago. • Go dirisa dikgato tsa ditogamaano tsa go buisa tse di farologaneng. • Buisanang ka popego, tiriso ya puo, maitlomo/maikaelelo le baamogedi/ bareetsi • Supa pharolaganyo magareng ga makwalotshelo/dibukatsatsi le dikgannyana. • Dirisa thanodi go godisa tlotofo - Akanya ka ga kgannyana e o e buisitsweng ka bowena. • Tlotla kgannyana kgotsa dikgopolo/ dikakanyo tse dikgolo ka dipolelo di le 3 go ya go di le 5.	Go kwala thadiso ya buka • Dirisa foreimi/letlhomeso • Pele ga go kwala: reetsa dinopolo go tswa mo pading e e buisitsweng • Tlhopho diteng tse di maleba le maitlomo/maikaelelo • Dirisa puo le popego e e maleba le sethangwa • Dirisa kagego e e maleba • Rulaganya diteng tse di kgodisang ka tatelano • Dirisa thutapuo, mopeleto le matshwao a puiso a a maleba, go akaretsa dithuanyi tsa sediri le lediri • Dirisa thanodi go peleta mafoko le kgodiso ya tlotofo Dikgato tsa go kwala	Kgato ya go dira ka mafoko: Madiri (madiritota le modirisogo) Kgato ya go dira ka dipolelo: Pakajaanong tsewedi, pakaphethi tsewedi, pakatlang tsewedi Mopeleto le matshwao a puiso: Tiriso ya thanodi

MOPHATO 6 PUO YA GAE KGWEDITHARO 2				
DIKGONO	GO REETSA LE GO BUA	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOEGO TSA PUO LE MELAWANA YA TIRISO
	TEKANYETSO E E TLHOMAMENG TIRO 6 TIRO YA MOLOMO [maduo 20] Puo e e sa ipaakanyediwang KGOTSA Tekatlhologanyo ya theetso			
BEKE 5 – 6	Go reetsa le go buisana ka sethangwa sa ditaelo sekai: ditaelo, dikaelo - Ditirwana tsa matseno: ponelopele - Gopola tsamaiso - Tlhaola diponagalo tsa sethangwa sa ditaelo - Kwala ditlhogo tse di bothokwa - Neela ditaelo tse di tlhologanyegang, sekao, o tla dira jang kopi ya mogodungwana (tee) - Kwala dintlha le go diragatsa ditaelo. - Botsa dipotso go batla tlhaloso - Tshwaela ka ga go tlhologanyega ga ditaelo	Go buisa resipe kgotsa sethangwa sengwe sa ditaelo - Ranola diponagalo tsa sethangwa sa ditaelo - Rulaganya ditaelo tse di tlhakathakaneng - Bontsha go tlhologanya sethangwa le gore sethangwa se dira jang: Puiso ya lefoko ka lefoko. - Tshwantshanya/ bapisa ditlhagwa diresipe le ditaelo tse pedi tse di farologaneng.	Go kwala sethangwa sa ditaelo, sekao, o dira jang kopi ya mogodungwana (tee) - Kwala lenaane la didiriswa le ditswaki - Dirisa modirisotaelo - Tlhama foreimi/letlhomeso la go kwala - Dirisa mekgwa ya go kopanya dipolelwana le ya go rulaganya. Dikgato tsa go kwala	Kgato ya go dira ka mafoko: dikutu, ditlhogo, megatlana Mopeleto le matshwao a puiso: Kgaoganyo ya mafoko, tiriso ya thanodi
Beke 6	TEKANYETSO E E TLHOMAMENG TIRO 7 – Teko [Maduo otlhe: 50]			
MOPHATO 6 PUO YA GAE KGWEDITHARO 2				
DIKGONO	GO REETSA LE GO BUA	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOEGO TSA PUO LE MELAWANA YA TIRISO
	TSIBOGELO YA DITLHANGWA: 2 Diura <u>Potso 1</u> - Sethangwa se se buisiwang / Sethangwa se se sa buisiweng(maduo 20) <u>Potso 2</u> - Tshekatsheko ya setshwantsho (maduo 10) <u>Potso 3</u> - Tshosobanyo (maduo 5) <u>Potso 4</u> Dipopego tsa puo le melawana ya tiriso (maduo 15)			

MOPHATO 6 PUO YA GAE KGWEDITHARO 3				
DIKGONO	GO REETSA LE GO BUA	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOPEGO TSA PUO LE MELAWANA YA TIRISO
DIBEKE 1 – 2	Reetsa kangkhutshwe • Ditiwana tsa matseno: ponelopele • Gakologelwa ditiragalo ka tatelano e e siameng o dirisa paka e e siameng/ nepagetseng • Buisanang ka baanelwa • Buisanang ka poloto, kgotlhang le maitshetlego (lefelokgang le nako) • Buisanang ka melaetsa mo setlhangweng	Buisa kangkhutshwe • Ditiwana tsa pele ga puiso: ponelopele e ikaegileng ka ditlhago le ditshwantsho • Tlhatlhoba setlhangwa go bona melaetsa e e bofitlha le go sobokanya dikakanyokgolo le tsa tshegetso. • Buisana ka boleng jwa setso le loago mo setlhangweng • Buisanang ka poloto, thitokgang/ nthakgolo, maitshetlego (lefelokgang le nako) le baanelwa • Dirisa thanodi go godisa tlotlofoko	Go kwala sethalo/setshwantsho sa moanelwa • Nagana ka baanelwa • Dirisa mafoko a a thalosang go bapisa/tshwantshanya baanelwa • Rulaganya, kwala setlhangwa sa ntliha le go boeletsa tiro ya gago, o totile go tokafatsa mopeleto, dipaka le go lomaganya dipolelo go nna ditemana tse di lomaganeng. • Bontsha go thaloganya maitshetlego (lefelokgang le nako), poloto, kgotlhang le thitokgang/ntlhakgolo • Tiriso e e nepagetseng ya dipaka. Dirisa dikgato tsa go kwala	Kgato ya go dira ka mafoko: madiri (modiriso-go) Kgato ya go dira ka dipolelo: pakatlang/ isago le pakapheti
DIBEKE 3 – 4	Go reetsa le go lebelela didiriswa tsa pono le theetso/buisa setlhangwa: khathunu/ dikgemetshana tsa khomiki • Ditiwana tsa matseno: ponelopele • Lebelela le go buisana ka diteng le melaetsa ya setlhangwa. • Buisanang ka bo maleba jwa ditshwantsho le setlhangwa. • Aroganya dikakanyo ka setlhago le setlhangwa. • Buisanang ka mafoko a mangwe le a mangwe a mašwa a a bothokwa mo go thaloganyeng lenaneo. • Supa le go buisana ka mokgwa o temogo e tlhotlheletswang ke diteng, tlhopho ya mafoko le puo ya mmele	Go buisa khathunu/dikgemetshana tsa khomiki • Sala ditaello tse dikhutshwane tse di kwadilweng morago, go di ranola le go thalosa setlhangwapono se se bonolo: dikerafo, dithalo, ditshwantsho • Tlhatlhoba setlhangwa go bona melaetsa e e bofitlha le go sobokanya dikakanyokgolo le tsa tshegetso • Tlhalosa ka mokgwa o mokwadi a o dirisang go digela temogo ya ya mmuisi ka teng: ditogamaano tse di dirisitsweng, baanelwa • Buisanang ka tsenelelo ka boleng jwa setso le loago mo setlhangweng • Supa dikakanyo tse di farologaneng le go naya kakanyo ya gago e e ikaegileng ka bosupi.	Kwala lekwalo la botsalano/ bukatsatsi • Dirisa kagego e e nepagetseng. • Bontsha temogo ya baamogedi/ babuisi le setaele • Dirisa segalo se se maleba • Rulaganya, kwala setlhangwa sa ntliha le go boeletsa tiro ya gago, o totile go tokafatsa mopeleto, dipaka le go lomaganya dipolelo go nna ditemana tse di kopanengDirisa makopanyi, sekao, le gale, makaelagongwe le malatodi go tshwaraganya dipolelo go bopa ditemana tse di lomaganeng • Dirisa matshwao a puiso le mopeleto o o nepagetseng	Kgato ya go dira ka mafoko: Matthaodi (letiro), dipaka, makopanyi Mopeleto le matshwao a puiso: kgaoganyo ya mafoko, tiriso ya thanodi
DIBEKE 5 – 6	Reetsa kgotsa leba setshwantsho pono se se reediwang/bonwang/buisi wang: Khathunu/ dikgemetshana tsa dikhomiki Tlhagiso ya tiro ya molomo	Buisa khathunu/ dikgemetshana tsa khomiki Tlhagiso ya tiro ya molomo	Go kwala khathunu/ dikgemetshana tsa khomiki • Dirisa foreimi/letlhomoso. • Tlhalosa kgopolo. • Neela boalo jwa kgatiso • Dirisa kagego/popego e e nepagetseng. • Dirisa baanelwa bagolo le ba tshegetso ba ba kgathisang. • Dirisa poloto le kgotlhang tse di nonofileng. • Kwala le go tlhama ditlhangwapono lo dirisa puo, ditshwantsho le tlhotlheletso ya modumo ka boithamedu, sekao, papatso ya thelebišene Dirisa dikgato tsa go kwala Tiro ya Dikwalo	Kgato ya go dira ka mafoko: madiri (tsweledi), mediriso, letlhalosi la mokgwa, nako, felo Kgato ya go dira ka dipolelo: Tira le tirwa

MOPHATO 6 PUO YA GAE KGWEDITHARO 3				
DIKGONO	GO REETSA LE GO BUA	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOPEGO TSA PUO LE MELAWANA YA TIRISO
Beke 6	TEKANYETSO E E TLHOMAMENE TIRO 8 GO KWALA [Maduo otlhe 30] - Setlhangwa sa tirisano (maduo 10) LE <u>Tlhamo ya Kanelo/Tlhaloso</u> (maduo 20) (Ditemana di le 5)			
DIBEKE 7 – 8	Go reetsa le go buisana ka terama - Ditirwana tsa matseno: ponelopele - Buisanang ka diponagalo tse di botlhokwa tsa setlhangwa. - Supa le go buisana ka mokgwa o puo e e tsayang lethakore e tlhamiwang ka gona le gore e tlhotlheletsa jang moreetsi. - Supa le go buisana ka boleng jwa setlhangwa. - Golaganya diteng le melaetsa mo setlhangweng le botshelo jwa gago. - Neela ditshwaelo tse di tseneletseng ka melaetsa e e mo setlhangweng.	Buisa dithadiso tsa motshameko/ terama - Pele ga puiso: ponelopele ya setlhogo, ditlhogo le ditshwantsho - Dirisa ditogamaano tse di farologaneng tsa puiso: sekao, go okola, go tlodisa matlho go bona dikakanyokgolo le tsa tshegetso . - Supa dikakanyo tse di farologaneng le go naya kakanyo ya gago e e ikaegileng mo bosuping jo bo mo setlhangweng.	Go kwala puisano/teramakhutshwe - Dirisa boanedi - Dirisa foreimi/letlhomeso le le nepagetseng. - Bontsha go tlhaloganya setaele le rejisetara. Dirisa dikgato tsa go kwala	Kgato ya go dira ka mafoko: dikutu, ditlhogo, megatlana Kgato ya go dira ka dipolelo: Maemo a matlhalosi, nako, mokgwa Mopeleto le matshwao a puiso: Ditsejwana/ matshwao a nopolole le phegelwana
	TEKANYETSO E E TLHOMAMENG TIRO 9 – [Maduo otlhe: 50] TSIBOGILO YA DITLHANGWA: 2 DIURA <u>Potso 1</u> - Setlhangwa se se buisiwang / Setlhangwa se se sa buisiweng(maduo 20) <u>Potso 2</u> - Tshekatsheko ya setshwantsho (maduo 10) <u>Potso 3</u> - Tshosobanyo (maduo 5) <u>Potso 4</u> Dipopego tsa puo le melawana ya tirisano (maduo 15)			

MOPHATO 6 PUO YA GAE KGWEDITHARO 4				
DIKGONO	GO REETSA LE GO BUA	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOPEGO TSA PUO LE MELAWANA YA TIRISO
BEKE 1 – 2	Reetsa le go buisana ka sethangwa sa tshedimosetso • Ditiwana tsa matseno: ponelopele • Supa dikakanyokgolo le go tsiboga sentle • Tsaya karolo mo dipuisanong, le go tthalosa kakanyo ya gago. • Supa le go tthalosa mabaka le ditlamorago • Tshwaela ka boleng jwa loago, setho le setso. • Botsa dipotso tse di tseletseng.	Buisa sethangwa sa tshedimosetso • Ditiwana tsa pele ga puiso: ponelopele e e ikaegileng ka sethogo le ditshwantsho • Dirisa ditogamaano tse di farologaneng tsa puiso: Sekao, go okola le go tlodisa matlho mo ditlhaweng go ba kgontsha go tthaola/supa dikakanyokgolo le go tsiboga ka nepagalo. • Supa/tthaola mabaka le ditlamorago • Dirisa kitso e e fetileng kgotsa metlhala ya sethangwa go tthomamisa bokao • Tsaya tshwetso ka bokao	Go kwala temana ya tthaloso • Sethangwa sa boithamede (ditemana di le nne) • Tlhopho diteng tse di maleba • Tthomama mo sethogong • Dirisa tlotlofoko ya tthaloso bogolo jang matlhaodi a a farologaneng. • Dirisa puo ya papiso, sekao, tshwantshanyo, tshwantshiso • Rulaganya tthatlhamano ya dikgato kgotsa ditiragalo ka mokgwa o o kgodisang Dirisa dikgato tsa go kwala	Kgato ya go dira ka mafoko: Puosebui, puopegelo Bokao jwa mafoko: dikapuo, Bokaobontsi, botemepedi Mopeleto le matshwao a puiso: letshwao la potso le masakana
BEKE 3 – 4	Go reetsa kgang • Ditiwana tsa matseno: ponelopele • Tsiboga ka tsenelelo ka go tthaola diponagalo tse di bothokwa tsa thadiso ya buka. • Gakologelwa dikakanyo tsa bothokwa le tsa tshetsetso tsa sethangwa • Tlotla karolo ya kgang. • Tthaola le go buisana ka boleng • Tthaola le go buisana ka melaetsa ya sethangwa • Tthama le go tthalosa dipholo kgotsa	Buisa kgang • Ditiwana tsa pele ga puiso: ponelopele e e ikaegileng ka sethogo le ditshwantsho • Dirisa ditogamaano tse di farologaneng tsa puiso: Sekao, go okola, go tlodisa matlho • Tthaola dikakanyo tse dikgolo le tsa tshetsetso. • Tshwaela ka tatelano ya ditiragalo tsa kgang. • Tshwaela ka melaetsa e e mo sethangweng	Go kwala tshobokanyo e khutshwane • Kwala tshobokanyo e khutshwane. • Kwala ditiragalo tse dikgolo ka go dirisa tshate kekele ya dikakanyo. • Rulaganya sentle • Tlhagisa dikakanyo tse di kgodisang sentle • Dira dikatlenegiso. Dirisa dikgato tsa go kwala	Kgato ya go dira ka dipolelo: maina, dipolelo le dipolelwana Kato ya go dira ka dipolelo: madiri, dipolelo le dipolelwana Bokao jwa mafoko: Makaelagongwe Mopeleto le matshwao a puiso: Khutlwana, phegelo, tlogelo
BEKE 5 – 6	Reetsa le go buisana ka maboko • Ditiwana tsa matseno: ponelopele • Reetsa tshedimosetso le go sobokanya dikakanyokgolo, le go tthokomela dintlha tse di totobetseng. • Buisa ka boleng jwa loago, setho le setso mo ditlhaweng. • Tshwaela ka mokgwa o boleng le melaetsa e fetisiwang ka ona mo sethangweng. • Neela pegelo e e tletseng tshisimogo, e lekalekana e bile e aga	Buisa leboko • Ditiwana tsa pele ga puiso: ponelopele e e ikaegileng ka sethogo kgotsa ditshwantsho • Dirisa ditogamaano tsa go puiso tse di farologaneng: sekao, go okola, go tlodisa matlho mo ditlhaweng • Tsibogela maboko ka tsenelelo • Tshwaela ka tiriso ya poeletsomedumo, tshwantshanyo le maetsi • Ranola le go buisana ka molaetsa • Bontsha go tthaloganya leboko le kamano ya lona le botshelo jwa gago	Kwala leboko • Tthama le go rulaganya dikakanyo ka go dirisa dikgato tsa go kwala. • Dirisa poeletsomedumo, tshwantshanyo, maetsi, tshwantshiso, letshwao, thitokgang	Bokao jwa mafoko: Tshwantshiso, tshwantshanyo, mothofatso, maetsi, letshwao Kgato ya go dira ka dipolelo: polelotswako, polelopate
Beke 6	TEKANYETSO E E TLHOMAMENE TIRO 10 GO KWALA PAMPIRI 3 [Maduo otlhe 30] LE • Sethangwa sa tirisano (maduo 10) • Tthamo ya Kanelo/Tthaloso (maduo 20) (Ditemana di le 5)			
BEKE 7 – 8	POELETSO	POELETSO	POELETSO	
KGWEDITHARO 4 TEKANYETSO YA BOFELO JWA NGWAGA				

MOPHATO 6 PUO YA GAE KGWEDITHARO 4				
DIKGONO	GO REETSA LE GO BUA	GO BUISA LE GO LEBELELA	GO KWALA LE GO TLHAGISA	DIPOPEGO TSA PUO LE MELAWANA YA TIRISO
TIRO	TEKANYETSO E E TLHOMAMENE TIRO 11 TIRO YA MOLOMO: Pampiri1: (maduo 20) • puo e e sa ipaakanyediwang KGOTSA • Tekathaloganyo ya puiso (E dirwe mo tsamaong ya kgweditharo) TIRO 11(PAMPIRI 1) Tiro ya molomo ya kgweditharo 4 e akaretse maduo a kgweditharo ya 4 fela	TEKANYETSO E E TLHOMAMENE TIRO 12 Pampiri 2: [maduo otlhe: 50] TSIBOGILO YA DITLHANGWA: 2 Diura <u>Potso 1</u> • Setlhangwa se se buisiwang / Setlhangwa se se sa buisiweng(maduo 20) <u>Potso 2</u> • Tshokatsheko ya setshwantsho (maduo 10) <u>Potso 3</u> • Tshosobanyo (maduo 5) <u>Potso 4</u> • Dipopego tsa puo le melawana ya tiriso (maduo 15) Go ralwa Letlhomiso la go kwala ditlhatlhobo		

8. Siswati Home Language

Revised National Teaching Plan

Libanga 6: Emathemu 2, 3, 4

Emakhono	Kulalela Nekukhuluma	Kufundza Nekwehlwazi	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
EMAVIKI 1-2	Ulalela abuye acoce ngetheksthi yelwati - Imisebenti yesingeniso: kucombela - Ulalelela kutfoli imininingwane letsite - Ucoca ngekubaluleka kwelwati - Ucoca ngemitselela lengabakhona ebantwini - Ucatsanisa timo letitfolakala etindzaweni letehlukene bese ukhetha kufinyelela endzaweni tsite ngekubeka tizatfu - Uhlanyanya etingcweni taseklasini (letiholwa nguthishela), asekele umbono wakhe	Ufundza itheksthi yelwati letsetfwe ephephandzabeni, ebhukwinitifundvo nobe eFayeleni Yathishela (TRF) - Ngembi kwekufundza: kucombela ngesihloko sencwadzi, tihlokwana netitfombe - Usebentisa emasu ekufundza: kufundza ukhe etulu, kufundza ujule kuze utfole imicondvo lemcoka - Ubona indlela yekuhleleka kwetheksthi - Ucatsanisa umehluko nekufanana lokukhona etindzaweni letehlukene - Ufundza itheksthi yelwati lenetibonwa, sib; libalave - Uhumusha tibonwa - Usebentisa sichazamagama kutfutukisa silulumagama	Ubhala itheksthi yelwati - Ukhetha lokucuketfwe netibonwa letifanele inhloso yekutfoli lwati - Wetfula lwati asebentisa libalave, lishadi, igrafu nemdvwebu. Usebentisa inchubo yekubhala - Uyahlela/ulungiselela kubhala - Ubhala luhlaka - Uyabuyeketa - Uhlela umbhalo kabusha - Ufundza alungise emaphutsa - Uyetfula	Lizinga lekusebenta ngemagama: tiphawulo, tibaluli Lizinga lekusebenta ngemisho: sikhatsi lesengcile lesilula Lupelomagama netimphawu tekubhala: kusetjentiswa kwesichazamagama
EMAVIKI 3-4	Ulalela inoveli - Ulalela sicashunwa enovelini - Ulalela imininingwane letsite - Ufola umlayeto lobalulekile - Uhlanyanya indzaba nemphilo yakhe - Ucoca ngemcondvo lobalulekile - nemininingwane letsite - Ucoca ngetenhlalo, tekutiphatsa, temasiko nemagugu latfolakala - etheksthini	Ufundza inoveli lemfisha/inovelana - Ngembi kwekufundza: kucombela ngesihloko sencwadzi nekucoca ngetingcikitsi/lokucuketfwe lokuhabisa naso - Ufola abuye achaze tgameko - letibalulekile - Ucoca ngebalingisi - Ufola abuye acoce ngemiva levetiwe - Usebentisa sichazamagama - kutfutukisa silulumagama - Ubuyeketa ngemathheksthi lafundvwe ngekutimela - Uphindze acoce indzaba nobe imicondvo lebalulekile ngemisho le-3 - kuya kule-5	Ubhala kuhlatiwa kwelimbuku - Usebentisa luhlaka - Kulungiselela kubhala: ulalela - ticashunwa letitfolakala enovelini lefundziwe. - Ukhetha lokucuketfwe lokufanele inhloso - Usebentisa lulwimi - nesakhiwo setheksthi lesifanele - Usebentisa sichazamagama kupela nekutfutukisa silulumagama - Usebentisa inchubo yekubhala	Lizinga lekusebenta ngemagama: Kusebenta ngetento (sikhatsi lesichubekako nesikhatsi sanyalo) Lizinga lekusebenta ngemisho: sikhatsi sanyalo lesichubekako, sikhatsi lesengcile lesichubekako, sikhatsi lesitako lesichubekako
	UMSEBENTI LOHLELEKILE UMSEBENTI 6 TEMLOMO (20 emamaki) - Inkhulumo lengakalungiselelwa/lelungiselelwe - Sivisiso lesilalelwako			
EMAVIKI 5-6	Ulalela abuye acoce ngetheksthi yeticondziso, sib: iresiphi, tinkhombandlela misebenti yesingeniso: - kucombela - Ubona timphawu tetheksthi yeticondziso - Unaka tihloko letimcoka - Unika ticondziso letivakalako, inchubo yekwenta inkhomishi yelitya	Ufundza iresiphi noma lolunye luhlobo lwetheksthi yeticondziso - Uhlatiya timphawu tetheksthi: kuhleleka nendlela yekucocisana ngemathheksthi eticondziso - Uhlela kahle ticondziso letihlangahlangene - Ukhomba kuvisisa itheksthi nekutsi isebenta njani: kufundzela kutfoli umcondvo losebaleni	Ubhala itheksthi yeticondziso, sib: indlela yekwenta inkhomishi yelitya - Uhlela luhla lwetintfo netitsako - Usebentisa lokumcoka - Wenta luhlaka lwekubhala - Usebentisa tindlanchubo tekuhlanganisa emabintana/imisho lemifisha nekuhlela - Usebentisa inchubo yekubhala	Lizinga lekusebenta ngemagama: ticalo, ticu nemsuka Lupelomagama netimphawu tekubhala: Kuhlalela emagama, kusebentisa sichazamagama

Emakhono	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
	Ubuta imibuto yekucacisa lokutsite	Ucatsanisa emaresiphi noma ticondziso letimbili letehlukene		
Liviki 6	LUHLOLO LOLUHLELEKILE UMSEBENTI 7-Sivivinyo (Samba: 50 emamaki)			
	KUSEBENTA NGEMATHEKSTHI: 2 EMA-AWA Umbuto 1 - Ithekesthi yesivisiso yetemibhalo lengewona emaciniso/lengemaciniso (20 emamaki) - Umbuto 2 - Ithekesthi yevisiso lesibonwa (10 emamaki) Umbuto 3 - Kubhala sifinyeto (5 emamaki) - Umbuto 4 - Takhi Netimiso Telulwimi letikusimongcondvo lesitsite (15 emamaki)			

LIBANGA 6 ITHEMU3

Emakhono	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
EMAVIKI 1-2	Ulalela indzaba lemfisha - Imisebenti yesingeniso: kucombela - Ukhumbula kahle tigameko ngekulandzelana kwato asebentisa sikhatsi sesento lesifanele - Ucoca ngebalingisi - Ucoca ngesakhiwo, ludvweshu nesibekandzaba - Ucoca ngemilayeto letfolakala kutheksthi	Ufundza indzaba lemfisha - Imisebenti yangembi kwefundza: Kucombela ngesihloko sencwadzi noma imifanekiso/titfombe - Uhlwaya ngetheksthi kutfola imilayeto lebhacile abuye afinyete imicondvo lemcoka nalesekelako - Ucoca ngalokujulile ngemagugu etemasiko netekuhlalisana - Ucoca ngesakhiwo, ingcikitsi, sibekandzaba nekuvetwa kwebalingisi - Usebentisa sichazamagama - kutfutukisa silulumagama	Ubhala ngekuvetwa kwebalingisi - Ucabanga ngekuvetwa kwebalingisi - Usebentisa emagama lachazako kucatsanisa balingisi - Uyahlela, abhale luhlaka abuye alungise emaphutsa embhalweni agcile ekutfukiseni lupelomagama, tikhatsi tesento nekuhlela imisho yakhe tindzima letibumbene - Ukhomba lwati ngesibekandzaba, sakhiwo, ludvweshu nengcikitsi - Usebentisa tikhatsi tesento letifanele - Usebentisa inchubo yekubhala	Lizinga lekusebenta ngemagama: tento, tabito tekukhomba netelinali Lizinga lekusebenta ngemisho: Sikhatsi sanyalo lesichubekako Sikhatsi lesitako nesikhatsi lesengca
EMAVIKI 3-4	Ulalela noma ubukela timviwa/tibonwa/ itheksthi lefundziwe: ikhathuni/ticeshana temahlaya (ikhomikhi stripsi). - Imisebenti yesingeniso: kucombela - Ubukela abuye acoce ngemlayeto nalokucuketfwe yitheksthi - Ucoca ngekuhambelana kwemidvwebo/titfombe netheksthi - Kwabelana imicondvo ngesihloko ngetheksthi - Ucoca ngemagama lamasha lavelako kuze avisise loluhlelo - Ubona abuye acoce kutsi lokucuketfwe, kukhetfwa kwemagama nelulwimi lwemtimba lesikhulumi kuyitsintsa njani indlela lekubukwa ngayo tintfo	Ufundza ikhathuni/ticeshana temahlaya (ikhomikhi stripsi) - Unaka ticondziso letimfisha letiprintiwe atihumushe abuye achaze itheksthi yesibonwa lelula: emagrafu, imidvwebo, titfombe - Uhlwaya ngetheksthi atfole imilayeto lefihlakele abuye afinyete imicondvo lemcoka nalesekelako - Uchaza kutsi umbhali uyihunga njani indlela labuka ngayo tintfo emphilweni lofundzako: emasu lasetjentisiwe, nekuvetwa kwebalingisi - Ucoca ngalokujulile ngemagugu etemasiko netekuhlalisana lokukuletheksthi - Ubona tindlela tekubuka tintfo (emaphesiphekthivi) letehlukahlukene bese unika yakhe indlela labuka ngayo tintfo lehambelana nalokutfolakala kuletheksthi	Ubhala incwadzi yebungani/dayari - Usebentisa sakhiwo lesifanele - Ukhomba kunaka tetsamelilwati nesitayela - Usebentisa indlela yesimo lefanele/ithoni - Uyahlela, ubhala luhlaka, ulungisa emaphutsa embhalo agcile ekutfukiseni lulwimi, lupelomagama, tikhatsi tesento nekuhlela imisho yakhe tindzima letibumbene - Usebentisa tihlanganisi, sib. 'nanobe', bomcondvofana nabomcondvophika kuhlela imisho yakhe tindzima letibumbene - Usebentisa lupelomagama netimphawu tekubhala letifanele	Lizinga lekusebenta ngemagama: tiphawulo, tihlanganisi Lupelomagama netimphawu tekubhala: Kuhlalela emagama, kusebentisa sichazamagama
EMAVIKI 5-6	Ulalela noma ubukela timviwa/tibonwa/ itheksthi lefundziwe: ikhathuni/ticeshana temahlaya (ikhomikhi stripsi) Setfulo setemlomo	Ufundza ikhathuni/ticeshana temahlaya (ikhomikhi stripsi) Setfulo setemlomo	• Ubhala ikhathuni/ticeshana temahlaya (ikhomikhi stripsi)• • Usebentisa sakhiwo • Uchaza ngemcondvo lotfolakalako/ngesihloko • Ubhala siceshana semahlaya • Usebentisa balingisi labamcoka nalabasekelako labahehako • Usebentisa sakhiwo neludvweshu lolukholwekako • Ubhala abuye atisungulele ematheksthi etibonwa asebentisa lulwimi, titfombe nemisindvo leveta likhono lelisetulu, sib. sikhangisi sakumabonakudze • Usebentisa inchubo yekubhala • Umsebenti wetemibhalo	• Lizinga lekusebenta ngemagama: tento, tindlela tesento, tandziso (tendzawo, tesimo, tesikhatsi) • Lizinga lekusebenta ngemisho: imphambosi yekwenta, imphambosi yekwentiwa

Emakhono	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
Liviki 6	LUHLOLO LOLUHLELEKILE UMSEBENTI 8 KUBHALA (Samba: 30 emamaki) • Itheksthi yembhalombiko (10 emamaki) Kanye ne • Eseyi lelandzisako/lechazako (20 emamaki) • Tindzima le-5			
EMAVIKI 7-8	Ulalela abuye acoce ngemdlalo • Imisebenti yesingeniso: kucombela • Ucoca ngetimphawu letimcoka tetheksthi • Uhlanganisa lokucuketfwe nemlayeto wetheksthi nemphilo yakhe • Unika imibono lejulile mayelana nemlayeto lokuletheksthi	Ufundza tibuyeketo temdlalo lonkhundlanye/temdlalo • Imisebenti yangembi kwekufundza, sib. kucombela ngesihloko sencwadzi noma tiffombe • Usebentisa emasu ekufundza, sib. kufundza ukhe etulu, kufundza ujule kuze utfole imicondvo lemcoka nalesekelako • Ubona tindlela tekubuka tintfo (emaphesiphektivi) letehlukahlukene bese unika yakhe indlela labuka ngayo tintfo lehambelana nalokutfolakala kuletheksthi	Ubhala inkhulumomphendvulwano/siceshana semdlalo lonkhundlanye • Usebentisa kuvetwa kwebalingisi • Usebentisa sakhiwo lesifanele • Uveta simo nemoya webalingisi labakuwo • Ukhomba kuvisisa sitayela neregista • Usebentisa inchubo yekubhala	Lizinga lekusebenta ngemagama: Ticalo, tiku, imisuka Lizinga lekusebenta ngemisho: Inkhulumongco nenkhulumombiko Lupelomagama netiphawu tekubhala: Bokhulunyiwe, tiphumuti/bokhefana
Emaviki 7-8	LUHLOLO LOLUHLELEKILE UMSEBENTI 9-[Samba: 50 emamaki] KUSEBENTA NGEMATHEKSTHI: 2-EMA-AWA Umbuto 1 • theksthi yesivisiso yetemibhalo lengewona emaciniso/lengemaciniso (20 emamaki) Umbuto 2 • Itheksthi yevisiso lesibonwa (10 emamaki) Umbuto 3 • Kubhala sifinyeto (5 emamaki) Umbuto 4 • Takhi Netimiso Telulwimi letikusimongcondvo lesitsite (15 emamaki)			

LIBANGA 6 ITHEMU4

Emakhono	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
EMAVIKI 1-2	Ulalela abuye acoce ngetheksthi yelwati - Imisebenti yesingeniso: kucombela - Utfola imicondvo lebelulekile abuye - aphendvule ngendlela lefanele - Uhlanganyela etingcweni taseklasini, asho umbono wakhe - Utfola abuye achaze imbangela - nemphumela - Uphawula ngemagugu etenhlo, - Simile nemasiko - Ubuta imibuto lejulile	Ufundza itheksthi yelwati - Imisebenti yangembi kwefundza: - kucombela ngesihloko sencwadzi noma imidvwebo - Usebentisa emasu ekufundza lahlukahlukene: - kufundza akhe etulu, kufundza ajule - kuze atfole imicondvo lebelulekile - nalesekelako abuye aphenvule - ngalokufanele - Utfola abuye achaze imbangela - nemphumela - Usebentisa lwati lwangaphambilini nobe tinkomba tetheksthi kufola inshokutsi yemagama - Uyacombela	Ubhala indzaba lechazako - Ubhala indzaba (tindzima - letine) - Ukhetsa lokucuketfwe lokufanele - Ugcila esihlokweni - Usebentisa silulumagama lesichazako ikakhulukati asebentise tinhlobo letihlukene - tesiphawulo - Usebentisa lulwimi - Lolujulile/tinongo tenkhulumo, sib.sifaniso, sifanisongco - Ulandzelanisa tintfo - nobe tigameko ngekulandzelana kwato - Usebentisa inchubo yekubhala	Lizinga lekusebenta ngemagama: Inkhumongco nenkhulumombiko Inshokutsi yemagama: sitatimende, mcondvomnyenti, emabitogcogca Lupelomagama netiphawu Tekubhala: Tibuti, nemapharenthesis { }
EMAVIKI 3-4	Ulalela indzaba - Imisebenti yesingeniso: kucombela - Uphendvula ngalokujulile ngekutfole - timphawu letibalulekile telibhuku lelihlatywako - Ukhumbula imicondvo lebalulekile - nemininingwane letfolakala - kuletheksthi - Utfola abuye acoce ngemagugu - Utfola abuye achaze ngemiphumela netiphetfo letincomekako	Ufundza indzaba - Imisebenti yangembi kwefundza, - sib. Kucombela ngesihloko sencwadzi nobe imidvwebo/titfombe. - Usebentisa emasu lahlukene - ekufundza, sib. Kufundza ukhe etulu, - kufundza ujule kuze utfole umcondvo - lobalulekile nalosekelako - Utfola umcondvo lobalulekile - nalosekelako - Uhumusha abuye acoce ngemlayeto - Uphawula ngekulandzelana - kwetigameko	Ubhala sifinyeto lesifisha - Ubhala sifinyeto lesifisha - Ufaka tigameko letimcoka asebentise ifloshadi - Uhlela kahle ngekulandzelana - Ubeka imicondvo ivakalisise futsi ilandzelane kahle - Ubuyeketa ngetimphendvulo - letitsintsa imiva - Wenta tiphakamiso - Usebentisa inchubo yekubhala	Lizinga lekusebenta ngemisho: emabitana/imisho lemifisha Inshokutsi yemagama: kuteketisa, kuhloniphisa/inhlonipho Lupelomagama netimphawu tekubhala: Ikholoni, isemikhholoni, sicedzelamcondvo
EMAVIKI 5-6	Ulalela lokutsi abuye acoce ngetinkondlo - Imisebenti yesingeniso: kucombela - Ulalelela kufola lwati nekufinyeta - imicondvo lemcoke abuye atsatse - emanotsi eminingwane lebalulekile - Ucoca ngemagugu etenhlo, similo netemasiko latfolakala - kuletheksthi - Uphawula ngekutsi itheksthi iyetfule njani imilayeto nemagugu - Unika timphendvulo letinako konkhe ngalokungatsintsi imiva	Ufundza inkondlo - Imisebenti yangembi kwefundza: - kucombela ngesihloko sencwadzi nobe titfombe - Usebentisa emasu ekufundza - lehlukene sib. kufundza ukhe etulu, - kufundza ujule kuze utfole umcondvo - lotsite - Uphendvula inkondlo ngalokujulile - Uphawula ngekusetjentiswa - kwesifanamsindvo, imphindza, - sifaniso nesifutamsindvo - Uhumusha abuye acoce ngemlayeto	Ubhala inkondlo - Utfutukisa abuye ahlele imicondvo alandzela inchubo yekubhala - Usebentisa sifanamsindvo, - sifanisongco, sifutamsindvo, sifaniso, luphawu, ingcikitsi	Inshokutsi yemagama: sifaniso, sifanisongco, kumuntfutisa, sifutamsindvo, luphawu Lizinga lekusebenta ngemisho: imisho lemagalagala

Emakhono	Kulalela Nekukhuluma	Kufundza Nekwehlwaya	Kubhala Nekwetfula	Takhi Netimiso Telulwimi
		- Ukhomba kuvisisa inkondlo - nebudlelwano lobunayo empilweni - yakhe		
Liviki 6	LUHLOLO LOLUHLELEKILE UMSEBENTI 10 KUBHALA LIPHEPHA 3 [Samba: 30 Emamaki] - Itheksthi yembhalombiko (10 emamaki) Kanye ne - Eseyi lelandzisako/lechazako (20 emamaki) - Tindzima le-5			
EMAVIKI 7-8	Ulalela lokutsite abuye acoce ngetinkondlo Umsebenti weLiphepha 1: Sivisiso lesilalelwako /inkhulumo lengakalungiselelwa	Ufundza inkondlo Kufundza ngekutimela Umsebenti weLiphepha 1: Sivisiso lesilalelwako/ inkhulumo lengakalungiselelwa	Ubhala inkondlo Kubhala abuye ahlole umbhalo nemsebenti wekucicambela Sebentisa inchubo yekubhala	Lizinga lekusebenta ngemisho: inhloko, mentiwa Kubuyeketa: Titfo tenkhulumo, tikhatsi tesento, bomcondvofana
ITHEMU 4 LUHLOLO LOLUHLELEKILE LWEKUPHELA KWEMYAKA				
UMSEBENTI LUHLOLO LOLUHLELEKILE UMSEBENTI 11	UMSEBENTI LUHLOLO LOLUHLELEKILE UMSEBENTI 11 TEMLOMO LIPHEPHA 1 [20 Marks] (LUHLOLO LOLUHLELEKILE UMSEBENTI 11) - Inkhulumo lelungiselelwe/lengakalungiselelwa noma - Sivisiso lesilalelwako (kweniwa kucedvwe ngekuchubeka kwethemu) - Umsebenti 11 (LIPHEPHA 1) Temlomo tifaka emamaki etemlomo ethemu 4 kuphela			
	LUHLOLO LOLUHLELEKILE UMSEBENTI 12 LIPHEPHA 2 [Samba: 50 Emamaki] KUSEBENTA NGEMATHEKSTHI: 2 Ema-awa Umbuto 1 - Itheksthi yesivisiso yetemibhalo lengewona emaciniso/lengemaciniso (20 emamaki) - Umbuto 2 - Itheksthi yevisiso lesibonwa (10 emamaki) Umbuto 3 - Kubhala sifinyeto (5 emamaki) Umbuto 4 - Takhi Netimiso Telulwimi letikusimongcondvo lesitsite (15 emamaki) Kuhlelwa ehlelweni loluhlelelwe tikhatsi tekubhala luhlolo			

9. Tshivenda Home Language

Revised National Teaching Plan

GIREIDI YA 6: LUAMBO LWA HAYANI

GIREIDI YA 6 HL THEMO YA 2				
ZWIKILI	U THETSEHELESA NA U AMBA	U VHALA NA U ȚALELA	U ȚWALA NA U ȚEKEDZA	MILAYO NA ZWIVHUMBEO ZWA LUAMBO
VHEGE 1 – 2	U thetshesela na u amba nga ha tshibveledzwa tsha mafhungo - Nyitothangeli: u humbulela - U thetshesela u itela u wana zwidodombedzwa zwo khetheaho - U amba nga ha ndeme/vhudi ha mafhungo - U amba nga ha u shumisea ha mafhungo - U vhambedza nyimele ya fhethu ho fhambanaho, u sumbedza fhethu hune ha takalelwa hu tshi tikedzwa nga zwiitisi U dzhenelela kha nyambedzano dza kijasini (i rangwaho phanda nga mudededzi), u imelela/khwaṭhisedza muhumbulo wau.	U vhala tshibveledzwa tsha mafhungo U bva bva kha gurandḡa, bugupfarwa kana faela ya zwishumiswa zwa mudededzi - U rangela u vhala: u humbulela zwi tshi bva kha ṭhoho ya mafhungo na zwifanyiso - U shumisa zwitirathedzhi zwa u vhala: u sikima u itela u wana muhumbulo nga u angaredza, u sikena u itela u wana zwidodombedzwa zwo khetheaho - U ḡivha ngila ye tshibveledzwa tsha dzudzanywa ngayo - U vhambedza zwi fanaho na zwi sa fani fhethu ho fhambanaho - U vhala tshibveledzwa tsha mafhungo tshi re na zwithu zwa u tou vhone, tsumbo, mapa - U ṭalutshedzela zwithu zwa u tou vhona - U shumisa ṭhalusamaipfi u itela mveledziso ya ḡivhaipfi	U ṛwala tshibveledzwa tsha mafhungo - U nanga zwithu zwa u tou vhona na mafhungo o teaho u itela ndivho - U ṛekedza mafhungo hu tshi shumiswa mapa, tshati, girafu kana dayagiramu. - U tevhela maitele a u ṛwala - U pulana/rangela u ṛwala - U ita mvetomveto - U dovholola - U dzudzanya - U vhalulula u itela u khakhulula ho khakheaho - U ṛekedza	U shuma na /nga maipfi: maṭaluli U shuma na /nga mafhungo: tshifhinga tsho fhelaho Mupeleṭo na ndongazwiga: Kushumisele kwa dikishinari/ṭhalusamaipfi
VHEGE 3 – 4	U thetshesela nganea - U thetshesela zwipḡa zwi bvaho kha nganea - U thetshesela u itela u wana zwidodombedzwa zwo khetheaho - U topola mulaedza muhulwane - U livhanya na vhtushilo ha iwe muḡe - U amba nga ha mihumbulo mihulwane na zwidodombedzwa zwo khetheaho U amba nga ha ndeme ya matshilisano, mikhwa na mvelele kha tshibveledzwa.	U vhala nganeapfufhi - U rangela u vhala: u humbulela ho sendekwaho kha ṭhoho ya mafhungo na u ita nyambedzano nga ha thero/mafhungo - U ḡivha na u ṭalutshedza muhumbulo muhulwane - U ita nyambedzano nga ha vhaanewa - U ḡivha na u ita nyambedzano nga ha vhuḡipfi ho bviselwaho khagala - U shumisa ṭhalusamaipfi u itela mveledziso ya ḡivhaipfi U vhuisa muhumbulo kha zwibveledzwa zwo vhalwaho nga mugudi e eṭhe U dovha u anetshela tshṭori kana mihumbulo mihulwane nga mafhungo 3 u ya kha 5	U ṛwala tsedzuluso ya bugu - U shumisa fureme - U rangela u ṛwala: u thetshesela mafhungo a bvaho kha nganea yo vhalwaho - U nanga mafhungo o teaho ndivho - U shumisa luambo na tshivhumbeo tsha tshibveledzwa tsho teaho - U shumisa ṭhalusamaipfi u itela mupeleṭo na u fhaṭa ḡivhaipfi - U shumisa maitele a u ṛwala	U shuma na /nga maipfi: Maiti, dzherandi U shuma na /nga mafhungo: Tshifhinga tsha zwino, Tshifhinga tsho fhelaho, Tshifhinga tshi ḡaho
	MUSHUMO WA U LINGA WA FOMALA WA VHU 6: Oraḡa Tholokanyongivho ya u thetshesela / Tshipitshi tsho lugiselwaho / tshi so ngo lugiselwaho (20 maraga)			
VHEGE 5 – 6	U thetshesela na u amba nga ha tshibveledzwa tsha ndaela, tsumbo, risipi, masia	U vhala risipi kana tshibveledzwa tsha ndaela	U ṛwala tshibveledzwa tsha ndaela, tsumbo: kuitele kwa tie	U shuma na /nga maipfi: Thangi, matsinde, mitshila

GIREIDI YA 6 HL. THEMO YA 2				
ZWIKILI	U THETSHELESA NA U AMBA	U VHALA NA U TALELA	U N'WALA NA U NEKEDZA	MILAYO NA ZWIVHUMBEO ZWA LUAMBO
	- Nyitothangeli: u humbulela - U topola mbonalo dza tshibveledzwa tsha ndaela - U dzhiela n̄tha t̄hoho dza ndeme - U ŋea ndaela dzi pfalaho, tsumbo, kuitele kwa tie U vhudzisa mbudziso u itela u t̄angavhudza	- U sengulusa zwiṭaluli zwa tshibveledzwa: nzudzanyo na milayo ya zwibveledzwa zwa ndaela - U dzudzanya ndaela dzo vilinganaho - U sumbedza u pfesesa tshibveledzwa na uri tshi shuma hani: u vhala ha jitherala - U vhambedza risipi kana ndaela mbili dzo fhambanaho	- U ita mutevhe wa zwishumiswa na thimbanywa dza u bika - U shumisa malaeli - U bveledzwa fureme ya tshibveledzwa - U shumisa mafurase a u t̄anganya na ngona dza nzudzanyo - U shumisa maitete a u n̄wala	Mupeleṭo na ndongazwiga: khethekanyo ya maipfi, Kushumisele kwa dikishinari
VHEGE 6	MUSHUMO WA U LINGA WA FOMALA WA VHU 7: U fhindula zwibveledzwa zwa vhudavhidzani Mbudziso 1 (maraga dza 20) - Tholokanyongivho ya u tou vhala tshibveledzwa tsha vhudavhidzani tsha litherari kana tshi si tsha litherari Mbudziso 2 (maraga dza 10) - Tholokanyongivho ya u tou vhala tshibveledzwa tsha vhudavhidzani tsha vishuala Mbudziso 3 (maraga 5) - U n̄wala samari (manweledzo) Mbudziso 4 (maraga dza 15) - Milayo na Zwivhumbeo zwa Luambo			

GIREIDI YA 6 HL THEMO YA 3				
ZWIKILI	U THETSHELESA NA U AMBA	U VHALA NA U TALELA	U NWALA NA U NEKEDZA	MILAYO NA ZWIVHUMBEO ZWA LUAMBO
VHEGE 1 – 2	U thetshesela tshitori tshipufhi - Nyitothangeli: u humbulela - U humbula zwiwo nga mutevhe u re wone na u shumisa tshifhinga nga ngila yone - U amba nga ha vhaanewa - U amba nga ha puloto, khuḡano na fhethuvhupo - U amba nga ha milaedza i re kha tshibveledzwa	U vhalu tshitori tshipufhi - U rangela u vhalu: U humbulela zwo sendekiwa kha thoho kana girafiki - U ṭola tshibveledzwa u itela milaedza yo dzumbamaho na u nweledza mihumbulo mihulwane na i i tikedzaho - U ita nyambedzano dzi konḡaho nga ha ndeme dza mvelele na matshilisano dzi re kha tshibveledzwa - U ita nyambedzano nga ha puloto, thero, fhethuvhupo na vhubvumbedzi U shumisa ṭhalusamaipfi u itela mveledziso ya ḡivhaipfi	U ṅwala nga ha mvumbo ya muanewa - U humbula nga ha mvumbo - U shumisa maipfi a mbuletshedzo u vhambedza vhaanewa - U pulana, u ita mvetomveto na u khwinisa tshibveledzwa, u sedza kha u khwinisa mupeleṭo, zwifhinga na u ṭanganya mafhungo a vha pharagirafu dzi tevhelelaho - U sumbedza u pfesesa fhethuvhupo, puloto, vhaanewa, khuḡano na thero - U shumisa zwifhinga nga ngila yone - U shumisa maitele a u ṅwala	U shuma na/nga maipfi: Maiti (dzherandi) U shuma na/nga mafhungo: tshifhinga tshigaho na tshifhinga tsho fhelaho
VHEGE 3 – 4	U thetshesela kana u ṭalela tshibveledzwa tsha u tou thetsheswa/u vhona/u vhalu: khathunu/zwitiripi zwa khomiki - Nyitothangeli: u humbulela - U ṭalela na u amba nga ha magudiswa na milaedza i re kha tshibveledzwa - U amba nga ha vhuḡi ha girafiki/zwifanyiso kha tshibveledzwa - U kovhekana mihumbulo nga ha thoho ya mafhungo na tshibveledzwa - U amba nga ha maipfi maswa maṅwe na maṅwe a ndeme u itela u pfesesa mbekanyamushumo. U ḡivha na u amba nga ha kuvhonele kwa zwithu uri ku ṭuṭuwedzwa hani nga mafhungo, u nangwa ha maipfi na luambo lwa muvhili lwa muambi	U vhalu khathuni/zwitiripi zwa khomiki - U tevhela ndaela pfufhi dzo gandiswaho na u dzi ṭalutshedzela na u ṭalutshedza tshibveledzwa tshi re na zwithu zwa u tou vhona zwi sa konḡi: girafu, dayagiramu, girafiki - U ṭola tshibveledzwa u itela milaedza yo dzumbamaho na u nweledza mihumbulo mihulwane na i i tikedzaho - U ṭalutshedza uri muṅwali o shumisa hani kuvhonele kwa zwithu kwa muvhali: thekhiniki dzo shumiswaho, vhubvumbedzi - U ita nyambedzano nga ha ndeme dza mvelele na matshilisano zwi re kha tshibveledzwa U ḡivha kuvhonele kwo fhambanaho kwa zwithu vha tshi vhona kuvhonele kwo ḡisendekaho nga vhuṭanzi vhu re kha tshibveledzwa	U ṅwala vhurifi ha vhukonani/dayari - U shumisa tshivhumbeo tshi re tshone - U sumbedza u dzhiela nṭha vhatsheshelesi na tshitaela - U shumisa thounu yo teaho - U pulana, u ita mvetomveto na u khwinisa tshibveledzwa, u sedza kha u khwinisa luambo, mupeleṭo, zwifhinga na u ṭanganya mafhungo a tshi vha pharagirafu dzi tevhelelaho - U shumisa maṭanganyi a ngaho sa honeha, pfanywa na mafhambanyi u ṭanganya mafhungo a ita pharagirafu dzi tevhelelaho - U shumisa mupeleṭo na ndongazwiga nga ngila yone	U shuma na/nga maipfi: maṭaluli, maipfi a u ṭanganya(maṭanganyi) Mupeleṭo na ndongazwiga: Khethekanyo ya maipfi, kushumisele kwa ṭhalusamaipfi
VHEGE 5 – 6	U thetshesela kana u ṭalela tshibveledzwa tsha u tou thetsheswa (odio)/u vhona/u vhalu: khathuni/zwitiripi zwa khomiki Mukumedzo wa oraḷa	U vhalu khathuni/ khomiki U nekedza ha orala	U ṅwala khathuni na zwitiripi zwa khomiki - U shumisa fureme - U ṭalutshedza khontseputhi - U dzudzanya bammhiri - U shumisa vhaanewa vhaulwane vha takadzaho na vhane vha vha tikedza - U shumisa puloto na khuḡano zwo bveledzwaho zwavhuḡi - U ṅwala na u ola zwibveledzwa zwi re na zwithu zwa u tou vhona hu tshi shumiswa luambo, masiandaitwa a zwifanyiso na muungo	U shuma na/nga maipfi: maiti (patisipulu), mamudi, maḡadzisi a maitele,tshifhinga,fhethu U shuma na/nga: Maambaita na maambaitwa

GIREIDI YA 6 HL. THEMO YA 3				
ZWIKILI	U THETSHELESA NA U AMBA	U VHALA NA U TALELA	U N'WALA NA U NEKEDZA	MILAYO NA ZWIVHUMBEO ZWA LUAMBO
			nga ndila ya vhusiki, tsumbo, khudano ya thelevishini U shumisa maitele a u n'wala Mushumo wa Jitheretsha	
VHEGE 6	MUSHUMO WA U LINGA WA FOMALA WA VHU 8: U n'wala (Maraga dza 30) - Tshibveledzwa tsha vhudavhidzani (Maraga dza 10) - Maanea: Maanea a u anetshela/ mbuletshedzo (Maraga dza 20) (Pharagirafu 5)			
VHEGE 7 – 8	U thetshesela na u ita nyambedzano nga girama - Nyitothangeli: u humbulela - U amba nga ha mbonalo dza ndeme dza tshibveledzwa - U livhanya magudiswa na milaedza i re kha tshibveledzwa na vhutshilo ha iwe mune - U nea muhumbulo kha milaedza i re kha tshibveledzwa	U vhalwa riviya ya Jitambwa/girama - Nyito dza u rangela u vhalwa, tsumbo, u humbulela zwo sendekwa kha thoho na girafiki - U shumisa zwiṭirathedzhi zwa u vhalwa, tsumbo, u sikima, u sikena u wana mihumbulo mihulwane na i i tikedzaho U divha kuvhonele kwa zwithu zwo fhambanaho na u nea kuvhonele kwawe kwa zwithu kwo disendekaho nga vhuṭanzi vhu re kha tshibveledzwa	U N'WALA MUFHINDULANO/ NGANEAPFUFHI - U shumisa vhaanewa - U shumisa tshivhumbeo tshone - U wanulusa thounu na Jimudi - U sumbedza u pfesesa tshitaela na redzhisitara - U shumisa maitele a u n'wala	U shuma na/nga maipfi: matsinde, thangi, mitshila U shuma na/nga mafhungo: maḡadzisi a digirii, a tshifhinga, a maitele Mupeleṭo na ndongazwiga: tshivhudzisi na khoma
VHEGE 7-8	MUSHUMO WA U LINGA WA FOMALA WA VHU 9: U fhindula zwiḡveledzwa zwa vhudavhidzani Mbudziso 1 (maraga dza 20) - Tholokanyondivho ya u tou vhalwa tshibveledzwa tsha vhudavhidzani tsha litherari kana tshi si tsha litherari Mbudziso 2 (maraga dza 10) - Tholokanyondivho ya u tou vhalwa tshibveledzwa tsha vhudavhidzani tsha vishuala Mbudziso 3 (maraga 5) - U n'wala samari (manweledzo) Mbudziso 4 (maraga dza 15) - Milayo na Zwivhumbeo zwa Luambo			

GIREIDI YA 6 HL THEMO YA 4				
ZWIKILI	U THETSHELESA NA U AMBA	U VHALA NA U TALELA	U N'WALA NA U NEKEDZA	MILAYO NA ZWIVHUMBEO ZWA LUAMBO
VHEGE 1 – 2	U thetshelesa na u amba nga ha tshibveledzwa tsha mafhungo - Nyitothangeli: u humbulela - U topola mihumbulo mihulwane na u fhindula nga ndila yo teaho - U dzhenelela kha nyambedzano ya kijasini, u tšalutshedza muhumbulo wau. - U qivha na u tšalutshedza zwiitisi - U ŋea mihumbulo nga ha ndeme dza matshilisano, mikhwa na mvelele - U vhudzisa mbudziso dza ndeme	U vhalala tshibveledzwa tsha mafhungo - Nyito dza u rangela u vhalala, tsumbo, u humbulela ho dšisendekaho kha tšohohu na girafiki - U shumisa zwiŋirathedzhi zwa u vhalala zwo fhambanaho, tsumbo, u sikima, u sikena u itela u qivha mihumbulo mihulwane na ine ya i tikedza - U qivha na u tšalutshedza zwiitisi - U shumisa ŋqivho ya murahu kana ludungela lwa tshibveledzwa u itela u wana tšalutshedzo/mafhungo nga vhuŋalo U humbulela	U n'wala pharagirafu ya mbuletshedzo (pharagirafu nna-4) - U nanga mafhungo a yelanaho na tšohohu - U sa bva nŋa ha tšohohu ya mafhungo - U shumisa qivhaipfi ya mbuletshedzo nga maŋga kha mutevhe wa maŋaluli - U shumisa figara dza muambo, tsumbo, mafanyisi na mamethafore - U ita mutevhe wa maga kana zwiwo nga u tevhekana. - U shumisa maitele a u n'wala	U shuma na/nga maipfi: maŋadzi a digirii, a tshifhinga, a maitele U shuma na/nga mafhungo: Mafhungo a u tou amba (maambiawathi) na a u vha (maambelwa) Tšalutshedzo ya maipfi: Mafhungo a dzhiwaho a sa dzi/a nyadziwaho, nyambahunzhi na ambigwithi Mupeleto na/nga ndongazwiga: tshivhudzisi
VHEGE 3 – 4	U thetshelesa tshitori - Nyitothangeli: u humbulela - U fhindula nga u topola zwiŋerwa zwa ndeme zwa tšedzuliso ya bugu - U humbula mihumbulo mihulwane na zwiŋdombedzwa zwi bvaho kha tshibveledzwa - U qivha na u ita nyambedzano nga ha ndeme - U tumbula na u buletshedza mvelelo kana mafhedziselo a takalelwaho	U vhalala tshitori - Nyito dza u rangela u vhalala, tsumbo, u humbulela ho sendekwaho kha tšohohu ya mafhungo na/ kana zwiŋanyiso - U shumisa zwiŋirathedzhi zwo fhambanaho zwa u vhalala, tsumbo, u sikima, u sikena - U qivha mihumbulo mihulwane na i i tikedzaho - U tšalutshedzela na u ita nyambedzano nga ha mulaedza - U amba nga ha ndunzhendunzhe ya tshitori	U n'wala maŋweledzo mapufhi - U n'wala maŋweledzo mapufhi - U nanga zwiwo zwiŋulwane a tshi shumisa fuŋoutshathi - U dzudzanya nga ŋqila i tevhekanaho - U bvisela khagala mihumbulo mihulwane nga ŋqila i pfalaho i tevheleleaho - U ŋea themendelo - U shumisa mautele a u n'wala	U shuma na/nga maipfi: maŋadzi a maitele, a tshifhinga na fhethu U shuma na/nga mafhungo: mafhungo mbumbano, mafhungo tserekano Mupeleto na ndongazwiga: kholoni, semi kholoni, u hwetekanya/pfufhihadza
VHEGE 5 – 6	U thetshelesa na u ita nyambedzano nga ha zwiŋendo - Nyitothangeli: u humbulela - U thetshelesa mafhungo na u ita maŋweledzo a mihumbulo mihulwane na u dzhiela nzhele zwiŋdombedzwa zwo khetheaho - U amba nga ha ndeme ya matshilisano, mikhwa na mvelele kha tshibveledzwa - U ŋea mihumbulo nga ha ndeme na milaedza yo fhiriswaho kha tshibveledzwa. - U ŋea muvhigo wo linganelaho u pfalaho	U vhalala tshirendo - Nyito dza u rangela u vhalala, tsumbo, u humbulela ho dšisendekaho nga tšohohu na zwiŋanyiso - U shumisa zwiŋirathedzhi zwa u vhalala, tsumbo, u sikima, u sikena - U fhindula ha u sasaladza kha tshirendo - U amba nga ha kushumisele kwa aŋithresheni, ndovhololo, mafanyisi na onomatopia - U tšalutshedzela na u ita nyambedzano nga ha mulaedza U sumbedza u pfesesa tshirendo na vhusaka kha vhusilo hau	U n'wala tshirendo - U sedzulisa na u tšatšuvha tshibveledzwa na mushumo wa vhusiki - U shumisa aŋithresheni, (khontsonentsi na asonensti), methafore , mafanyisi	U shuma na maipfi: similes, methafore, ŋifanyamuthu, mafanyisi, onomatopia, tshiga U shuma na/nga mafhungo: mafhungo mbumbano na mafhungo tserekani

GIREIDI YA 6 HL. THEMO YA 4				
ZWIKILI	U THETSHELESA NA U AMBA	U VHALA NA U TALELA	U N'WALA NA U N'EKEDZA	MILAYO NA ZWIVHUMBEO ZWA LUAMBO
VHEGE 6	MUSHUMO WA U LINGA WA FOMALA WA VHU 10: Bambiri 2 - U n'wala (Maraga dza 30) - Tshibveledzwa tsha vhudavhidzani (Maraga dza 10) - Maanea: Maanea a u anetshela/ mbuletshedzo (Maraga dza 20) (Pharagirafu 5)			
VHEGE 7 – 8	U thetshesha na u ita nyambedzano nga ha zwirendo Tholokanyondivho ya u thetshesha /tshipitshi tshi so ngo lugiselwaho	U vhala tshirendo Tholokanyondivho ya u thetshesha/tshipitshi tshi songo lugiselwaho	U n'wala tshirendo - U sedzulusa na u tshatshuvha tshibveledzwa na mushumo wa vhusiki - U shumisa maitela a u n'wala	U shuma na/nga mafhungo: nefhungo, tshiitwa Ndovhololo: thinwaipfi dza muambo, tshifhinga, pfanywa
MUSHUMO WA U LINGA WA SAMETHIVI				
MUSHUMO WA U LINGA WA FOMALA WA VHU 11: ORALA Bambiri 1 (Maraga dza 20) - Tholokanyondivho ya u thetshesha / Tshipitshi tsho lugiselwaho / tshi so ngo lugiselwaho - Mushumo uyu u itwa kha themo, maraga dza shumiswa kha Bambiri 1.			MUSHUMO WA U LINGA WA FOMALA WA VHU 12: Bambiri 2 - U fhindula zwibveledzwa zwa vhudavhidzani (Maraga dza 50) Mbudziso 1 (maraga dza 20) - Tholokanyondivho ya u tou vhala tshibveledzwa tsha vhudavhidzani tsha litherari kana tshi si tsha litherari Mbudziso 2 (maraga dza 10) - Tholokanyondivho ya u tou vhala tshibveledzwa tsha vhudavhidzani tsha vishuala Mbudziso 3 (maraga 5) - U n'wala samari (manweledzo) Mbudziso 4 (maraga dza 15) Milayo na Zwivhumbeo zwa Luambo	

10. Xitsonga Home Language

Revised National Teaching Plan

GIREDI YA 6: RIRIMI RA LE KAYA

GIREDI YA 6 RIRIMI RA LE KAYA KOTARA YA 2				
VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIHISELO YA RIRIMI
VHIKI RA 1 – 2	U yingisela na ku kanela xitshuriwa xa mahungu • Misingiriko ya masungulo: ku bvumba • Ku yingisela ki kuma vuxokoxoko byo karhi • U kanela ku pfuna ka mahungu • U yelanisa mahunguna vutomi bya yena n'wini • U pimanisa swiyimo eka tindhawu to hambanahambana, u kombisa tindhawu leti a ti tsakelaka hi swivangelo • U teka xiave eka minkanerisano (leyi fambisiwa hi mudyondzisi), a seketela mavonelo ya yena	U hlaya xitshuriwa xa mahungu xo huma eka phephahungu, buku ya mudyondzi kumbe fayili ya switirhiswa swa mudyondzisi (FSM) • Ku tilulamisela ku hlaya: ku bvumba loku humaka eka vito ra xitshuriwa, nhlokomhaka na swidirowiwa • U tirhisa magginga yo hlaya: u hlaya hi ku hatlisa ku kuma miehleketo hi ku angarhela, a hlaya hi ku hatlisa ku kuma vuxokoxoko byo karhi • U kombisa leswi xitshuriwa xi vumbisiweke xiswona • U pimanisa ku hambana ku fana ka tindhawu to hambanahambana • U hlaya xitshuriwa xa mahungu lexi nga na swo voniwa, xik mepe • U hlamusela swo voniwa • U tirhisa dikixinari ku dlandlamuxa ntivomarito	U tsala xithuriwa xa mahungu • U hlawula swo voniwa na vundzeni bya xikongomelo • U andlala mahungu hi ku tirhisa mepe, chati, girafu kumbe dayagiramu • U tirhisa matsalelo yo landzelela magoza ○ Ku kunguhata/ ku tilulamisela ku tsala ○ Ku mpapfarhuta ○ Ku pfuxeta ○ Ku hlela ○ Ku hlerisisa, na ○ Ku andlala	Mpimo wa ntirho wa rito: Mahalwuri yo bumabumela Mpimo wa ntirho wa xivulwa: Nkarhi lowu nga hundza Mapeletelo ni mahikahatelo: ku tirhisa dikixinari
VHIKI RA 3 – 4	Ku yingisela ku hlayiwa ka novhele • U yingisela ku hlayiwa ka mintshaho ya novhele • U yingisela ku kuma vuxokoxoko byo karhi • U kombisa hungunkulu • U ri yelanisa na vutomi bya yena • U kanela mhakankulu na vuxokoxoko byo karhi • U kanela hi mikoko ya swa vanhu, na ndhavuko lowu nga eka xitshuriwa	Ku hlaya novhele yo koma • Ku tilulamisela ku hlaya: ku bvumba ku suka eka nhlokomhaka no kanela minkongomelo/ vundzeni lebyi fambelanaka • U kombisa no hlamusela swiendlekonkulu • U hlamusela swimunhuhatwa • U kombisa no hlamusela matitwelo lawa ya humesiwaka • U tirhisa dikixinari ku dlandlamuxa ntivomarito U ehleketa hi xitshuriwa lexi a xi hlayeke a ri yexe • U rungula xitori kumbe mhakankulu nakambe hi swivulwa swi 3 ku fika eka 5	U tsala nhluto wa buku • U tirhisa rimba • Ku tilulamisela ku tsala: u yingiseal ku hlayiwa ka mintshaho yo huma eka novhele leyi hlayiweke • U hlawula vundzeni lebyi faneleke xikongomelo • U tirhisa ririmi na xivumbeko lexi faneleke • U tirhisa dikixinari ku ndlandlamuxa mapeletelo na ntivoririmi • U tirhisa matsalelo yo landzelela magoza	Mpimo wa rito: Riendli (leri hetisekeke na leri nga hetisekangiki) Mpimo na ntirho wa xivulwa: nkarhi wa seswi wo ya emahlweni, nkarhi lowu nga hundzeke wo ya emahlweni, nkarhi lowu taka wo ya emahlweni
	MAKAMBELELO YA MAFUNDZA NITRHO 6 SWANOMO (20 wa Timaraka) • Mbulavulo wa xijumana/ Mbulavulo wo tilulamisela KUMBE • Xikambelantwisiso xo yingisela			
VHIKI RA 5 – 6	U yingisela na ku kanela xitshuriwa xa swileriso, xik. Rhipisi, swilelelo swa matlhelo	U hlaya rhipisi kumbe xitshuriwa xin'wana xa swileriso	U tsala xitshuriwa xa swileriso, xik. Maendlelo ya khapu ya tiya	Mpimo wa ntirho wa rito: Minsiya, swirhang, swilandzi

GIREDI YA 6 RIRIMI RA LE KAYA KOTARA YA 2				
VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIHISELO YA RIRIMI
	- Migingiriko ya masungulo: ku bvumba - U kombisa swihlawulekiso swa xitshuriwa xa swiletelo - U lemuka timhakankulu - U nyika swileriso leswi twalaka, xik. Maendleo ya khapu ya tiya - U vutisa swivutiso swo basisa ntwisiso	- U xopaxopa swihlawulekisi swa xitshuriwa: mavumbekelo na milawu ya swithshuriwa swa swileriso - U longoloxa swileriso leswi nga pfanganyisiwa - U komba ku tswisisa xitshuriwa na leswi xi tirhisaka swona: ku hlaya ka masiku hinkwawo - U pimanisa tirhisipi timbirhi to hambana kumbe swileriso	- U longoloxa switirhiswa na swichelachelana - U tirhisa mahlayelo ya ndzeriso - U tumbuluxa rimba ro tsalela - U tirhisa swivulwana swo hlanganisa na maendleo yo xaxameta - U tirhisa matsalelo yo landzelela magoza	Mapeletelo na mahikahatelo: Maavanyiselo ya rito, ku tirhisa dikixinari
VHIKI RA 6	MAKAMBELELO YA MAFUNDZA NTIRHO 7 – XIKAMBELO (50 WA Timaraka U HLAMULA EKA SWITSHURIWA: 2 wa tiawara			
	Xivutiso 1 - Xitshuriwa xa matsalwa/ xitshuriwa xo ka xi nga ri xa matsalwa (20 wa timaraka) Xivutiso 2 - Xikambelantwisiso xa xitshuriwa xo voniwa (10 wa timaraka) Xivutiso 3 - Nkomiso (5 wa timaraka) Xivutiso 4 Swiaki na Milawu ya Matirhiselo ya Ririmi eka mbangu (15 marks)			

GIREDI 6 RIRIMI RA LE KAYA KOTARA YA 3				
VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
VHIKI RA 1 – 2	U yingisela xitori xo koma - Migingiriko ya masungulo: ku bvumba - U tsundzuka swiendleko hi ndzandzelelano lowu lulameke no tirhisa nkarhi wa maendli lowu lulameke - U kanela swimunhuhata - U kanela kungu, ntlimbo na mbangu - U kanela ,mahungu ya le ka xitshuriwa	U hlaya xitori xo koma - Migingiriko yo tilulamisela ku hlaya: u bvumba ku suka eka vito ra xitori kumbe swidirowiwa - U kambela xitshuriwa ku kuma mahungu yo tumbela no endla nkomiso wa mhakankulu na miehleketo yo seketela - U kanela hi vuxiyaxiya minkoka ya ndhavuko na swa vanhu leyi kumekaka eka xitshuriwa. - U kanela kungu, nkongomelo na vumunhuhati - U tirhisa dikixinari ku dlandlamuxa ntivomarito	U tsala xidirowiwa xa ximunhuhata - U ehleketa hi vumunhuhati - U tirhisa marito yo hlamusela ku pimanisa vumunhuhata - U kunguhata , a mpapfarhuta, na ku basisa leswi a swi tsalaka, a kongomisa eka ku antswisa mapeletelo, minkarhi ya maendli na ku hlanganisa swivulwa swi endla ndzimana leyi khomaneke - U konba ku twisisa mbangu, kungu, ntlimbo na nkongomelo - U tirhisa minkarhi ya maendli hi ndlela yo lulama - U tirhisa matsalelo yo landzelela magoza	Mpimo wa ntirho wa rito: minkarhi ya maendli Mpimo wa ntirho wa xivulwa: nkarhi lowu taka lowu hetisekeke, nkarhi lowu hundzeke lowu hetisekeke
VHIKI RA 3 – 4	U yingisela kumbe ku langutisa swo twiwa/ swo voniwa/ xitshuriwa xo hlayiwa: Khathuni, khomiki - Migingiriko ya masungulo: ku bvumba - U langutisa na ku kanela vundzeni na mahungu ya xitshuriwa - U kanela nkhaqhato kumbe nkala hoxeko wa swidirowiwa eka xitshuriwa - U nyikana miehleketo na van'wana hi vito na xitshuriwa - U kanela marito man'wana na manwana yantshwa lawa ya nga pfunaka ku twisisa nongonoko - U kombisa na ku kanela hilaha matitwelo ya hlohleteriwa hakona hi vundzeni, mahlawulelo ya marito na ririmi ra miri wa xivulavuri	U hlaya khathuni/ khomiki - U landzelela swileriso swo koma swo kandziyisiwa na ku hlamusela switshuriwa swo voniwa swo koma: Tigirafu, tidayagiram, swidirowiwa - U kambela xitshuriwa loko xi ri na mahungu yo tumbela no nyika nkomiso wa mhakankulu na yo seketela - U hlamuselo hilaha mustari a ongaka hakona mavonelo ya muhlayi: Tithekiniki leti a ti tirhisaka hi vumunhuhati - U kanela hi ku xopaxopa minkanelo ya swa ndhavuko na swa vanhu eka switshuriwa - U kombisa matitwelo yo hambanahambana na ku nyika matitwelo ya yena yo huma eka vumbhoni bya le ka xitshuriwa	U tsala papila ra xinghana, vuxokoxoko bya le ka dayari - U tirhisa vuandlari byo lulama - U kombisa ku tekela enhlokweni vahlayi na xitayili - U tirhisa thoni leyi faneleke - U kunguhata, a mpapfarhuta no hlerisisa ku tsala, a kongomisa eka ku antswisa ririmi, mapeletelo, minkarhi ya maendli no hlanganisa swivulwa swi endla tindzimana leti khomaneke - U tirhisa mahlanganisi, xik 'hambiswiritano', vamavizweni na maritofularha ku hlanganisa swivulwa swi endla tindzimana leti khomaneke - U tirhisa mapeletelo lamanene na mahikahatelo	Mpimowa ntirho wa rito: Mabumabumeri, Mahlanganisi Mapeletelo na mahikahatelo: avanyiso wa rito, ku tirhisa dikixinari
VHIKI RA 5 – 6	U yingisela kumbe ku langutisa swo twiwa/ swo voniwa/ xitshuriwa xo hlayiwa: Khathuni, khomiki Ku vika swanomo	U hlaya khathuni/ khomiki Ku vika swanomo		Mpimo wa wa ntirho wa rito: marhavi ya maendli, mahlayelo ya maendli, maengeteri Mpimo wa ntirho wa xivulwa: Xivulwa xa riendli ra nghinghiriko, xivulwa xa riendli ra xiendliwa
VHIKI RA 6	MAKAMBELELO YA MAFUNDZA NTIRHO WA 8 KU TSALA [NTSENGO : 30 wa Timaraka] - Xitsalwambiko (10 wa timaraka) NA - Xitsalwana xa Ndzungulo/ Nhlamuselo (20 wa timaraka) 5 wa tindzimana			

GIREDI 6 RIRIMI RA LE KAYA KOTARA YA 3				
VUSWIKOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
VHIKI RA 7 – 8	U yingisela na ku kanela ntlangu - Migingiriko ya masungulo: ku bvumba - U kanela swihlawulekisinkulu swa xitshuriwa - U hlanganisa vundzeni na mahungu eka xitshuriwa na vutomi bya yena n'wini - U nyika vonelo ro xopaxopiwa hi mahungu lawa ya nga eka xitshuriwa	U hlaya nhluto wa ntlangu - Migingiriko yo tilulamisela ku hlaya: u bvumba ku suka eka vito ra xitori kumbe swidirowiwa - U tirhisa maqhinga yo hlaya yo hambanahambana, xik u hlaya hi ku hatlisa ku endlela ku kuma mahungu hi ku angarhela, a hlaya hi ku hatlisa ku endlela ku kuma vuxokoxoko byo karhi - kombisa hungunkulu na mahungu yo seketela - U kombisa mavonelo yo hambanahambana na ku nyika mavonelo ya yena hi ku ya hi vumbhoni lebyi nga eka xitshuriwa	U tsala n'wangulano/ xintlangwana xo koma - U tirhisa vumunhuhati - U tirhisa byandlalo lebyi lulameke - U humesa thoni kumbe matitwelo - U kombisa ku twisisa xitayili na rejisitara - U tirhisa matsalelo yo landzelela magoza	Mpimo wa ntirho wa rito: minsinya, swirhanghi na swilandzi Mpimo wa ntirho wa xivulwa: Xivulwa xa riendli ra nghingiriko na xivulwa xa riendli ra xiendiwa Mapeletelo na mahikahatelo: Mimfungho ya mintshaho, na hefemulo
VHIKI YA 7-8	MAKAMBELELO YA MAFUNDZA NTIRHO WA 9 - [Ntsengo: 50 wa Timaraka] U HLAMULA EKA SWITSHURIWA: 2 wa tiawara Xivutiso 1 - Xitshuriwa xa matsalwa/ xitshuriwa xo ka xi nga ri xa matsalwa (20 wa timaraka) Xivutiso 2 - Xikambelo ntwisiso xa xitshuriwa xo voniwa (10 wa timaraka) Xivutiso 3 - Nkomiso (5 wa timaraka) Xivutiso 4 - Swiaki na Milawu ya Matirhiselo ya Ririmi eka mbangu (15 wa timaraka)			

GIREDI 6 RIRIMI RA LE KAYA KOTARA 4				
VUSWI KOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
VHIKI R A 1 – 2	U yingisela na ku kanela xitshuriwa xa mahungu - Migingiriko ya masungulo: ku bvumba - U kombisa mhakankulu no angula hi mfanelo - U teka xiave eka minkanerisano, a hlamusela mavonelo ya yena - U kombisa no hlamusela xivangelo na switandzhaku - U nyika vonelo hi minkoka ya swa ndhavuko na ya swa vanhu - U vutisa swivutiso leswi xopaxoperiweke	Hlaya xithsuriwa xa mahungu - Migingiriko yo tilulamisela ku hlaya: u bvumba ku suka eka vito ra xitori kumbe swidirowiwa - U tirhisa maqhinga yo hlaya yo hambanahambana: xik. ku hlaya hi ku hatlisa ku endlela ku kuma mhakankulu na miehleketo yo seketela na ku angula hi ndlela leyi faneleke - U kombisa no hlamusela xivangelo na switandzhaku - U tirhisa vutivi bya khale kumbe vuthala bya mbangu ku kuma nhlamuselo - U endla minkumbetelo	U tsala ndzimana ya nhlamuselo - Ku tsala vutumbuluxi (tindzimana ta 4) - U hlawula vundzeni lebyi faneleke - U tshama eka nhlokomhaka - U tirhisa ntivo marito wo hlamusela, ngopfungopfu mahlawuri yo hambanahambana - U tirhisa ririmi ro gega, xik. Swifananiso na swigego - U landzelerisa magoza kumbe swindleko hi ndlela leyi faneleke - U tirhisa matsalelo yo landzelela magoza	Mpimo wa ntirho wa xivulwa: marito yo tshaha xivulavuri na marito yo vula leswi vulavuriweke Nhlamuselo ya rito: ku tekela ehansi, tinhlamulo to tala, tinhlamuselo timbirihi Mapeletelo na mahikahatelo: mfungho wa xivutiso na swiangamelo
VHIKI RA 3 – 4	U yingisela xitori - Migingiriko ya masungulo: ku bvumba - U angula hi ku xopaxopa , a kobisa swiyenge swa nkoka swa nhluto wa buku - U tsundzuka mhakankulu na vuxokoxoko ku suka eka xitshuriwa - U kombisa no kanela minkoka - U tumbuluxa na ku lulamisela mimbuyelo leyi tsariweke kumbe mahetelelo	U hlaya xitori - Migingiriko yo tilulamisela ku hlaya: u bvumba ku suka eka vito ra xitori kumbe swidirowiwa - U tirhisa maqhinga yo hlaya yo hambanahambana: ku hlaya hi ku hatlisa ku endlela ku kuma mahungu hi ku angarhela, ku hlaya hi ku hatlisa ku endlela ku kuma vuxokoxoko byo karhi - U kombisa mhakankulu no seketela - U nyika na ku hlamusela hungu - U nyika mavonelo hi mahungu lawa ya nga eka xitshuriwa	U tsala nkomo wo koma - U tsala nkomo wo koma - U veketela swindlekonkulu hi ku tirhisa chati yo komba magoza ya swindleko - U lulamisa hi mfanelo - U humesa miehleketo hi ndlela yo twala no lulama - U endla swibumabumelo - U tirhisa matsalelo yo landzelela magoza	Mpimo wa ntirho wa xivulwa: swivulwanahava na swivulwana (swa maviti) Mpimo wa ntirho wa xivulwa: swivulwanahava na swivulwana (swa maendli) Mapeletelo na mahikahatelo: Hikombirhi, hikwana na swirhatana swo pfala na swo pfala
VHIKI 5 – 6	U tsala na ku kanela swithokovetselo - Migingiriko ya masungulo: ku bvumba - U yingiselela ku kuma mahungu, no endla nkomo wa nhakankulu na ku tsala vuxokoxoko byo karhi - U kanela hi minkoka ya swa vanhu, mahanyelo na ndhavuko lowu nga eka xitshuriwa - U nyika mavonelo hilaha minkoka na mahungu swi hundzisiwaka hakona eka xitshuriwa	U hlaya xithokovetselo - Migingiriko yo tilulamisela ku hlaya: u bvumba ku suka eka vito ra xitori kumbe swidirowiwa - U tirhisa maqhinga yo hlaya yo hambanahambana: xik. ku hlaya hi ku hatlisa ku endlela ku kuma mhakankulu na miehleketo yo seketela na ku angula hi ndlela leyi faneleke - U angula eka swithokovetselo hi nxopelo - U nyika mavonelo hi ku tirhisiwa ka mbuyelelo wa mimpfufumawulo yo yelana, mbuyelelelo, xifananisi, xigego na maencisi	U tsala xithokovetselo - U tumbuluxa no lulamisa miehleketo hi matsalelo yo landzelela magoza - U tirhisa mbuyelelo wa mimpfufumawulo yo fana, xigego, vuencenyetampfumawulo, xifananisi, nkongomelo	Mpimo wa ntirho wa rito: xifanaisi, xigego, vumnhuhato, vuencenyetampfumawulo Mpimo wa ntirho wa xivulwa: nhlokomhaka; xiendlwa

GIREDI 6 RIRIMI RA LE KAYA KOTARA 4				
VUSWI KOTI	KU YINGISELA NA KU VULAVULA	KU HLAYA NA KU LANGUTISA	KU TSALA NA KU ANDLALA	SWIAKI NA MILAWU YA MATIRHISELO YA RIRIMI
	U nyika hi vukhetha xivikontsundzuxo lexi nga voyameriki tlhelo	- U hlamusela na ku kanela hungu - U komba ku twisisa xitlhokovetselo na vuxaka bya xona na vutomi bya yena		
VHIKI RA 6	MAKAMBELELO YA MAFUNDZA NTIRHO WA 10 KU TSALA : PAPILA RA 3 [Ntsengo 30 wa Timaraka] - Xitsalwambiko (10 wa timaraka) NA - Xitsalwana xa Ndzungulo/ Nhlamuselo (20 wa timaraka) 5 wa tindzimana			
VHIKI 7 – 8	U yingisela na ku kanela switlhokovetselo Xikambelantwisiso xo yingisela/ Mbulavulo wa xijumana	U hlaya xitlhokovetselo Xikambelantwisiso xo yingisela/ Mbulavulo wa xijumana	U tsala xitlhokovetselo - U ehleketa no pima nkoka wo tsala na ntirho wa vutumbuluxi - U tirhisa matsalelo yo landzelela magoza	Mpimo wa ntirho wa xivulwa: nhlokomhaka, xiendlwa, Mpfluxeto : swiaki swa marito: swiaki swa marito, minkarhi ya maendli, vamavizweni
KOTARA YA 4 MAKAMBELELO YA MAFUNDZA YA XIKAMBELO XA KU HELA KA LEMBE				
NTIRHO	MAKAMBELELO YA MAFUNDZA NTIRHO WA 11		MAKAMBELELO YA MAFUNDZA NTIRHO WA 12	
NTIRHO	.SWANOMO PAPILA RA 1 [20 wa Timaraka] - Mbulavulo wa xijumana/ mbulavulo wo tilulamisela - KUMBE - Xikambelantwisiso xo yingisela (wu fanele ku endlwa exikari ka kotara) Ntirho wa 11 (PAPILA RA 1) Swanomo swi vumbiwa hi timaraka ta kotara wa 4 ntsena	PAPER 2 [Total: 50 Marks] HLAMULA SWITSHURIWA: 2 WA TIAWARA Leti kunguhatiweke hi nkarhi wa pheriyodo ya ku tsala xikambelo PAPILA RA 2: [Ntsengo: 50 wa Timaraka] <u>Xivuitiso 1 (20 marks)</u> Xitshuriwa xa matsalwa / xithsuriwa xo kala xi nga ri xa matsalwa <u>Xivutiso 2</u> Xikambelo ntwisiso xa xitshuriwa xo voniwa (10 marks) <u>Xivuitiso 3</u> Nkomiso (5 wa timaraka) <u>Xivutiso 4</u> Swiaki na Milawu ya Matirhiselo ya Ririmi eka mbangu (15 wa timaraka)		

11. South African Sign Language (SASL)

Revised National Teaching Plan

GRADE 6: SOUTH AFRICAN SIGN LANGUAGE HOME LANGUAGE

GRADE 6 SASL HL TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEKS 1 – 2	Observes and discusses an information text, e.g. on Covid 19 - Observes for specific details - Discusses usefulness of the information - Discusses possible effects on people - Compares conditions in different places, indicates preferred destinations with reasons - Participates in class discussions (facilitated by teacher), justifying own opinion - Follows the observing process	'Reads' an information text on Covid 19 - Identifies the way the signed text is organised - Compares differences "Reads" and interprets visuals - Weigh whether ideas correspond with latest research and are supported with evidence - Clarify unfamiliar concepts or signs - Follows the visual reading process	Records an information text on Covid 19 - Communicates thoughts and ideas coherently - Researches ideas and support with evidence. - Clarifies any unfamiliar concepts - Organises logically - Takes the viewer from the known to the unknown - Presents in the present tense - Follows the recording process	Syntax/Semantics: Preposition
WEEKS 3 – 4	Observes a story - Identifies and discusses the main message - Recall specific detail in the story - Reflects on values and messages values - Discuss character, plot and setting - Follows the observing process	"Reads" a longer story Focus on key features of literature texts: - Plot / sub-plot - Characterisation - Message / theme - Background and setting - Mood, ironic twist and ending - Follows the visual reading process Reflects on signed texts - Re-signs story or state main ideas in 1 minute	Records a story - Depict a story/a past event/fiction - Use a storyline that is convincing - Establish a time frame (i.e. past, present, future) and mark time changes when needed - Use a captivating introduction - Use an interesting ending - Ensure sustained interest with style and action - Use descriptive elements - Follows the recording process	Syntax/Semantics: Adjectives Synonyms Antonyms Discourse Cohesion and coherence Chunking
	FORMAL ASSESSMENT TASK 6 OBSERVING AND SIGNING [20 marks] (Un)prepared presentation OR - Observing for Comprehension			
WEEKS 5 – 6	Observes and discusses an instructional text, e.g. recipe - Introductory activities: prediction - Identifies the features of instructional text - Signs clear instructions - Asks questions to clarify - Follows the observing process	'Reads' an instructional text, e.g. a recipe - Analyses the characteristics of the signed text: organisation and conventions of instructional texts - Orders jumbled instructions - Shows understanding of the signed text	Records instructions, e.g. how to wash your hands effectively - Instructions must be in chronological order - Plan and prepare - Become familiar with process - Consider vocabulary, grammar, expressions	Syntax/Semantics Figures of speech, metaphor, personification, idioms

		• Compares two different recipes or instructions • Follows the visual reading process	- Prepare logical sequence and instructions - Use visual material • Record instructions • Follows the recording process	
Week 6	FORMAL ASSESSMENT TASK 7 – Test [Total: 50 Marks] RESPONSE TO TEXTS: 2 HOURS Question 1 • Literary / non-literary text comprehension (20 marks) Question 2 • Visual text comprehension (10 marks) Question 3 • Summary recording (5 marks) Question 4 • Language Structures and Conventions in context (15 marks)			

GRADE 6 SASL HLTERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEKS 1 – 2	Observes a short story - Introductory activities: prediction - Identifies and discusses the main message - Recall specific detail in the story - Reflects on values and messages values - Discuss character, plot and setting - Follows the observing process	'Reads' a review of a play/drama - Identifies different perspectives and gives own perspective based on the play/drama - Pre-reading activities, e.g. prediction based on title - Follows the visual reading process	Records a character sketch - A brief description of a character as if you were trying to introduce the character - Include in the description aspects such as physical appearance, mannerisms and values - Shows understanding of setting, plot, conflict and theme - Follows the recording process	Discourse: Role shift
WEEKS 3 – 4	Prepared presentation - Conduct some form of research - Plan an introduction, body and conclusion - Show clear logical links with topic - Organise material coherently - Use appropriate signing mode, size, intensity, pace, pausing, eye contact, posture and gestures - Adjust style and register for different purposes and audiences	'Reads' a short story - Pre-reading activities: prediction based on title - Examines the signed text for hidden messages and summarises the main and supporting ideas - Critically discusses cultural and social values in text - Discusses plot, theme, setting and characterisation - Follows the visual reading process	Records a diary entry / social media message (friendly "letter") - A diary is a portrayal of daily events - Present his/her evaluation of the day or event - Record from the signer 's point of view - The language choice is simple and to the point - Uses everyday language and keep to the point - The signing mode will be determined by the nature of the entry - Follows the recording process	Morphology: Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs; Function of space
WEEKS 5 – 6	Observes a humorous story - Depicts a story or humorous event - Identifies and discusses the main message - Recall specific detail in the story - Reflects on values and messages values - Discuss character, plot and setting - Follows the observing process	'Reads' a humorous story - Pre-reading activities, e.g. prediction based on title - Uses different types of questions in SASL - Identifies main and supporting ideas - Interprets and discusses message - Comments on storyline - Follows the visual reading process	Records a humorous story - Depict a story or humorous event - Use a story line that is convincing - Use a captivating introduction - Use an interesting ending - Ensure sustained interest with style and action - Use descriptive elements - Follows the recording process	Syntax/Semantics Adjectives Adverbs Pronouns (placement and indexing)
Week 6	FORMAL ASSESSMENT TASK 8 RECORDING [Total: 30 Marks] - Transactional text (10 marks) 2-3 minutes AND - Narrative / descriptive essay (20 marks) 2 – 4 minutes			

WEEKS 7 – 8	Observes and discusses an instructional text, e.g. directions • Introductory activities: prediction • Identifies the features of instructional signed text • Signs clear instructions • Asks questions to clarify • Follows the observing process	'Reads' an instructional text, e.g. giving directions • Analyses the characteristics of the signed text: organisation and conventions of instructional texts • Shows understanding of the signed text • Compares two different instructions • Follows the visual reading process	• Records an instructional text, e.g. giving directions • Uses imperative form • Clear and concise sign choice and language • Directions in chronological order • Gives landmarks and signs indicating position and direction • Follows the recording process	Consolidation Morphology Syntax/semantics Discourse
Weeks 7-8	FORMAL ASSESSMENT TASK 9 - [Total: 50 Marks] RESPONSE TO TEXTS: 2 HOURS Question 1 • Literary / non-literary text comprehension (20 marks) Question 2 • Visual text comprehension (10 marks) Question 3 • Summary recording (5 marks) Question 4 • Language Structures and Conventions in context (15 marks)			

GRADE 6 SASL HL TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING AND VIEWING	RECORDING	LANGUAGE STRUCTURES AND CONVENTIONS
WEEKS 1 – 2	Observes and discusses an information text • Introductory activities: prediction • Identifies main ideas and responds appropriately • Participates in a class discussion, explaining own opinion • Identifies and explains cause and effect • Comments on the social, moral and cultural values • Asks critical questions • Follows the observing process	'Reads' an information text • Pre-reading activities, e.g. prediction based on title • Uses different visual reading strategies • Identifies and explains cause and effect • Uses previous knowledge to determine meaning • Makes inferences • Follows the visual reading process	Records descriptive chunk • Use descriptive elements • Uses figurative language, e.g. similes, metaphors • Keep the interest of viewer • Follows the recording process	Syntax and Semantics: Adverbs of time, manner, location, intensification
WEEKS 3 – 4	Observes a Story • Identifies and discusses the main message • Recall specific detail in the story • Reflects on values and messages values • Discuss character, plot and setting • Follows the observing process	'Reads' a Story • Pre-reading activities, e.g. prediction based on title • Uses different types of questions in SASL • Identifies main and supporting ideas • Interprets and discusses message • Comments on storyline • Follows the visual reading process	Records a short summary • Records a short summary • Plots main events using a flow chart • Orders logically • Expresses ideas clearly and logically • Follows the recording process	Morphology: Predicates Temporal aspect, simple/punctual – repetitive /iterative, habitual
WEEKS 5 – 6	Unprepared presentation • Show some sense of structure • Remain on the topic • Keep presentation short but effective • Use register, signing mode and language appropriate to the audience and purpose	'Reads' a poem Identify and discuss: • Literal meaning • Figurative meaning • Figures of speech, imagery, sign choice, signing mode (emotional intention), emotional responses and interpretations • Lines, signs, rhythm, eye gaze, pausing and refrain • Analyse and discuss the five parameters in different sign utterances and how they impact on the meaning	Records a poem • Produce short simple poems • Begin to use appropriate poetic devices, e.g. symmetry, rhythm, imagery, pace and sign size • Use appropriate SASL discourse conventions	Syntax: Tense Modals Syntax/ Semantics: Figures of speech, simile, metaphor, personification, idioms
Week 6	FORMAL ASSESSMENT TASK 10 RECORDING PAPER 3 [Total 30 Marks] • Transactional text (10 marks) • 2-3 minutes AND • Narrative / descriptive essay (20 marks) • 2 – 4 minutes			

Week 7 - 8	Observes and discusses an information text, e.g. a news report • Introductory activities: prediction • Identifies main ideas and responds appropriately • Participates in a class discussion, explaining own opinion • Reflects, clarify and discuss • Asks critical questions • Follows the observing process	'Reads' an information text, e.g. news report • Infer meaning • Understand purpose of text • Coherence of presentation • Sign choice / Language structure • Follows the visual reading process	Record a dialogue on a news report (done in Visual Reading and Viewing) • Initiates the conversation • Maintains topic • Follows turn-taking rules • Uses SASL conventions appropriately including eye contact, register, style • Concludes the dialogue • Follows the recording process	Consolidation Morphology Syntax/semantics Discourse
TERM 4 FORMAL END OF YEAR EXAMINATION				
TASK	FORMAL ASSESSMENT TASK 11 OBSERVING AND SINGING PAPER 1 [20 Marks] • (Un)prepared presentation OR • Observing for Comprehension (Completed during the term) Task 11 (PAPER 1) Observing and Singing comprises term 4 Observing and Singing ("oral") mark only.		FORMAL ASSESSMENT TASK 12 PAPER 2 [Total: 50 Marks] RESPONSE TO TEXTS: 2 HOURS Question 1 • Literary / non-literary text comprehension (20 marks) Question 2 • Visual text comprehension (10 marks) Question 3 • Summary recording (5 marks) Question 4 • Language Structures and Conventions in context (15 marks) Timetabled during exam writing period.	