

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 5 – Term 1

GRADE 5 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 3 days	Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			
WEEK 1 – 2	Observes and discusses a story <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies and discuss the main message • Recalls specific detail in the story • Reflects on values and messages values • Discusses character, plot and setting • Follows the observing process 	“Reads” a story <ul style="list-style-type: none"> • “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 story (Narrative /Descriptive) <ul style="list-style-type: none"> • Depicts a story /a past event / fiction • Uses a story line that is convincing • Establishes a time frame (i.e. past, present, future) and marks time changes when needed • Uses a captivating introductory paragraph • Uses an interesting ending • Ensures sustained interest with style and action • Uses descriptive elements • Uses clear structure – Beginning/ Middle / Ending Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording • Produces first draft (signed) • Revising, • Editing, • Final recording, and • Publishing/Presenting 	Phonology: Parameters Types of signs

GRADE 5 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 3 – 4	Observes and discusses an information text <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and responds appropriately • Participates in a class discussion, explaining own opinion • Reflects, clarifies and discusses • Asks critical questions and expresses and justifies own opinion with reasons • Follows the observing process 	“Reads” information text <ul style="list-style-type: none"> • Infers meaning • Understands purpose of text • Expresses personal response to images • Evaluates the image for effectiveness • Confirms purpose and audience • Uses a mind-map to summarise information • Follows the visual reading process “Reads” a social media message <ul style="list-style-type: none"> • Explains main message • Identifies features of text • Discusses purpose of text Reflects on texts “read” independently <ul style="list-style-type: none"> • “Retells” story or main ideas • Expresses emotional response to texts • Relates to own life 	Records information text <ul style="list-style-type: none"> • Plan and prepare • Uses relevant content appropriate to the audience and purpose of the text • Consider vocabulary, grammar, expressions, technical language and phrases that might be use • Links sentences into a coherent chunk using pronouns, connecting signs • Uses a variety of sentence types • Organises content logically • Follow the recording process Records a social media message to a friend <ul style="list-style-type: none"> • Communicates thoughts and ideas coherently • Selects appropriate detail and content for the topic • Uses correct format • Uses a variety of vocabulary • Links chunks using connecting signs and phrases • Relates to own experiences • Follow the recording process Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	Morphology: Plural Numeral incorporation Classifiers Syntax/Semantics: Concrete nouns Abstract nouns

FORMAL ASSESSMENT TASK 1 - OBSERVING AND SIGNING: Based on the work done in the term (20 marks)

Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.

GRADE 5 TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 5 – 6	Observes and discusses current issues based on news item <ul style="list-style-type: none"> • Introductory activities: prediction • Observes for specific details • Identifies the main message • Relates to own life • Discusses the main ideas and specific detail • Uses information from the text in response to the questions • Discusses the social, moral and cultural values in the text • Participates in a class / teacher-led discussion • Follows the observing process 	“Reads” a news item <ul style="list-style-type: none"> • “Pre-reading”: predicting based on title and pictures • Activates prior knowledge • Asks and answer questions • Explains opinions about the text • Discusses new signs from the text • Shares thoughts and opinions • Reflects on what was viewed • Visualises what is being ‘read’ • Evaluates and draws conclusions • Follows the visual reading process 	Records a news item <ul style="list-style-type: none"> • Plans: collects and organize information; sign facts • Gives a title • Uses an appropriate format, introduction (background, purpose, scope), body (answers to Who, What, Where, When, Why and How), conclusions • Selects appropriate content • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate language and conventions –roleshifting if needed Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	Syntax/Semantics: Basic sentence types: Statements, negations, questions Discourse: Register, style and genre
FORMAL ASSESSMENT TASK 2: RECORDING <ul style="list-style-type: none"> • Essay (20 marks) Narrative or Descriptive (2 – 4 minutes) Done during the term				

GRADE 5 TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 7 – 8	Observes and discusses a short story <ul style="list-style-type: none"> Collects and synthesises information Expresses ideas and opinions Asks and answers questions Identifies and comments on main idea and specific details Discusses character, plot and setting “Retells” the events in sequence Follows the observing process 	“Reads” a short story <ul style="list-style-type: none"> “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 story <ul style="list-style-type: none"> Selects content appropriate to the audience and purpose of the text Uses a story line that is convincing Establishes a time frame (i.e. past, present, future) and marks time changes when needed Uses a captivating introductory paragraph and an interesting ending Ensures sustained interest with style and action Uses figurative language, e.g. similes, metaphors Follows the recording process Uses the recording process <ul style="list-style-type: none"> Planning/pre-recording, Drafting (recording), Revising, Editing, Final recording, and Publishing/Presenting 	Syntax/ Semantics: Figures of speech: simile, metaphor, personification, idioms etc.
FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks) <ul style="list-style-type: none"> Literary/Non- literary text (15 marks) Visual text (10 marks) Language Structures and Conventions (15 marks) Activities for this task do not have to be done in one session				

GRADE 5 TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 9 – 10	Observes a discusses a dialogue (one signer) <ul style="list-style-type: none"> Observes dialogue conventions, such as turn taking. Observes body language Observes language register and tone. Observes beginning and conclusion Compiles questions Makes notes Participates in a class discussion, explaining own opinion 	“Reads” a poem <ul style="list-style-type: none"> Asks and answers questions Compares different poems viewed Expresses feelings stimulated by the poem Discusses main idea and specific details such as the figure of speech elements presented in the poem Discusses the purpose of the text Identifies and discuss design features, rhyme, rhythm, eye gaze, pausing, parameters, repetition etc. 	Records a poem <ul style="list-style-type: none"> Produce short poems Use appropriate poetic devices, e.g. symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size Use appropriate SASL discourse conventions Uses the recording process <ul style="list-style-type: none"> Planning/pre-recording, Drafting (recording), Revising, Editing, Final recording, and Publishing/Presenting 	Syntax/ Semantics: Figures of speech: simile, metaphor, personification, idioms etc.

FORMATIVE ASSESSMENT ACTIVITIES				
	Observing and Signing activities <ul style="list-style-type: none"> Variety of Observing and Signing activities Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> Visual Reading Process “Reading” for Comprehension activities Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> Recording Process Chunking Transactional Texts Essay Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 5 SASL HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 1		
FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING: Based on the work done in the term (20 marks) Commence with this task in term 1 and conclude in term 2 when the mark will be recorded.	FORMAL ASSESSMENT TASK 2: RECORDING <ul style="list-style-type: none"> Essay (20 marks) Descriptive / narrative (2 – 4 minutes) During the term	FORMAL ASSESSMENT TASK 3: RESPONSE TO TEXTS (40 marks) <ul style="list-style-type: none"> Literary/Non- literary text (15 marks) Visual text (10 marks) Language Structures and Conventions (15 marks)

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 5 – Term 2

GRADE 5 TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 1 - 2	Gives and follows instructions <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Gives clear instructions, e.g. on how to make a cup of tea • Asks questions to clarify • Comments on clarity of instructions 	“Reads” an instructional text containing a sequence of instructions <ul style="list-style-type: none"> • Pre-reading”: predicting from title and pictures • Uses “reading” strategies, e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions • Discusses new signs • Follows the visual reading process 	Records instructions e.g. how to make a sandwich <ul style="list-style-type: none"> • Instructions must be in clear and logical sequence order - Lists materials and ingredients • Plans and prepares - clear and logical sequence of instructions • Becomes familiar with the process • Considers vocabulary, grammar, technical language and phrases - uses commands • Uses visual material Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	Morphology: Conjunctions, prepositions Syntax/Semantics: Sentence types: Questions – Wh; Yes/No; Rhetorical Discourse: Rhetoricals
FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING (20 marks) This task is a continuation from Term 1. It will be completed and recorded in Term 2.				

GRADE 5 TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 3- 4	Observes and responds to a report <ul style="list-style-type: none"> • Live-signs content • Introductory activities: prediction • Identifies main ideas and respond appropriately • Participates in a class discussion, explaining own opinion • Reflects, clarifies and discusses • Asks critical questions • Follows the observing process 	“Reads” a report with visuals e.g. tables/charts/graphs/diagrams/maps <ul style="list-style-type: none"> • “Pre-reading”: predicting from title and pictures • Uses contextual clues • Activates prior knowledge • Asks and answers questions • Explains opinions about the text • Discusses new signs from the text • Shares thoughts and opinions • Expresses personal response to images • Evaluates the image for effectiveness • Reflects on what was viewed • Visualises what is being “read” • Evaluates and draws conclusions • Follows the visual reading process 	Records a report <ul style="list-style-type: none"> • Plans: collects and organises information; sign facts • Gives a title, introduction (background, purpose and scope), body (Who? Why? Where? When? What? How?), conclusions, recommendations, references, appendices • Uses semiformal to formal language register and style • Uses <ul style="list-style-type: none"> - Present tense (except historical reports) - The third person (roleshifting as needed) - Factual description - Technical words and phrases - Formal, impersonal language Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	Syntax/ Semantics: Adjectives Synonyms, Antonyms Syntax/Semantics: Timeline- bilateral timeline, horizontal timeline, vertical timeline Discourse: Cohesion and coherence Chunking

GRADE 5 TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 5 - 6	Observes a short story <ul style="list-style-type: none"> Collects and synthesises information Expresses ideas and opinions Asks and answers questions Identifies and comments on main idea and specific details Discusses character, plot and setting "Retells" the events in sequence Follows the observing process 	"Reads" a poem/s <ul style="list-style-type: none"> Asks and answers questions Compares different poems viewed Expresses feelings stimulated by the poem Discusses main idea and specific details such as the figure of speech elements presented in the poem Discusses the purpose of the text Identifies and discuss design features, rhyme, rhythm, eye gaze, pausing 	Records a poem <ul style="list-style-type: none"> Produce short simple poems Use appropriate poetic devices, e.g. symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size Use appropriate SASL discourse conventions Uses the recording process <ul style="list-style-type: none"> Planning/pre-recording, Drafting (recording), Revising, Editing, Final recording, and Publishing/Presenting 	Syntax/ Semantics: Figures of speech: simile, metaphor, personification, idioms
FORMAL ASSESSMENT TASK 4: RECORDING Transactional text: (10 marks) To be done before the controlled test				

GRADE 5 TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 7 - 8	Observes a short story / folklore <ul style="list-style-type: none"> Collects and synthesises information Expresses ideas and opinions Asks and answers questions Identifies and comments on main idea and specific details Discusses character, plot and setting "Retells" the events in sequence Follows the observing process 	"Reads" a story / folklore <ul style="list-style-type: none"> Pre-reading" activities, e.g. prediction based on title Identifies the main idea, the characters and the plot Identifies key details in what was viewed Interprets and discusses message Comments on storyline Follow the visual "reading" process 	Records a story <ul style="list-style-type: none"> Selects content appropriate to the audience and purpose of the text Uses a story line that is convincing Establishes a time frame (i.e. past, present, future) and marks time changes when needed Uses a captivating introductory paragraph and an interesting ending Ensures sustained interest with style and action Uses figurative language, e.g. similes, metaphors Uses the recording process <ul style="list-style-type: none"> Planning/pre-recording, Drafting (recording), Revising, Editing, Final recording, and Publishing/Presenting 	Syntax/ Semantics: Figures of speech: simile, metaphor, personification, idioms Reinforcement of language structures and conventions covered in previous weeks
WEEK 9 - 10	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (40 marks) <ul style="list-style-type: none"> Question 1: Literary/Non- literary text (15 marks) Question 2: Visual text (10 marks) Question 3: Summary (5 marks) Question 4: Language Structures and Conventions (10 marks) 			

FORMATIVE ASSESSMENT ACTIVITIES				
	Observing and Signing activities <ul style="list-style-type: none"> Variety of Observing and Signing activities Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> Visual Reading Process “Reading” for Comprehension activities Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> Recording Process Chunking Transactional Texts Essay Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> Variety of Language Structures and Convention activities

GRADE 5 ENG HL SUMMARY OF FORMAL ASSESSMENT TASKS: TERM 2			
	FORMAL ASSESSMENT TASK 1: OBSERVING AND SIGNING (20 marks) This task is a continuation from Term 1. It will be completed and recorded in Term 2.	FORMAL ASSESSMENT TASK 4: RECORDING <ul style="list-style-type: none"> Transactional text: (10 marks) Recorded before the controlled test	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS) <ul style="list-style-type: none"> Question 1: Literary / non-literary text comprehension (15 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary (5 marks) Question 4: Language Structures and Conventions in context (10 marks)

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 5 – Term 3

GRADE 5 TERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 1 - 2	<p>Observes and discusses a story</p> <ul style="list-style-type: none"> • Collects and synthesises information • Expresses ideas and opinions • Asks and answers questions • Identifies and comments on main idea and specific details • Discusses character, plot and setting • “Retells” the events in sequence • Follows the observing process <p>Describes a person/ animal character from story/ place from the story</p> <ul style="list-style-type: none"> • Explains what the person/animal/ character/ place looks like such as physical appearance, mannerisms and values • Uses a few new signs learnt from story • Uses adjectives • Show understanding of setting, plot, conflict and theme 	<p>“Reads” a longer story</p> <ul style="list-style-type: none"> • “Pre-reading”: predicts from title and discusses related themes/content • Identifies and explains the central events and the plot • Discusses the characters • Identifies and discusses feelings expressed • Relates events and characters to own life • Discusses the language structure used, purpose and audience • Follows the visual reading process 	<p>Records a description of a character</p> <ul style="list-style-type: none"> • This is 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 <p>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Morphology:</p> <p>Numeral incorporation</p> <p>Compounds</p>

GRADE 5 TERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 3 -4	<p>Observes a dialogue (one signer)</p> <ul style="list-style-type: none"> • Observes dialogue conventions, such as turn taking. • Observes body language • Observes language register and tone. • Observes beginning and conclusion • Compiles questions • Makes notes <p>Role-plays a dialogue (one signer - by using roleshift)</p> <p>Ensure:</p> <ul style="list-style-type: none"> • Use of correct dialogue conventions, such as turn taking. • Appropriate body language • Appropriate language register and tone • Suitable beginning and conclusion • Maintains discussion • Responds to others' ideas with empathy and respect 	<p>"Reads" a drama</p> <p>Focus on the key features of a drama:</p> <ul style="list-style-type: none"> • Context / Plot / sub-plot • Characterization • Message / theme • Background and setting • Mood, ironic twist and ending • Stage directions • Follows the visual reading and viewing process 	<p>Records a dialogue (one signer - by using roleshift)</p> <ul style="list-style-type: none"> • Uses correct dialogue conventions • Maintains topic • Follows turn-taking rules • Uses SASL conventions appropriately including eye contact, register, style • Concludes the dialogue 	<p>Morphology:</p> <p>Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs</p> <p>Lexicalised fingerspelling</p>

GRADE 5 TERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 5 -6	Observes and participates in a class discussion on project work based on literature study <ul style="list-style-type: none"> • Observes information about project • Respects other learners by paying attention to them when signing • Encourages other group members to support fellow learners • Asks and answers questions • Shares ideas and opinions • Uses a framework to present ideas/thoughts/ plans: <ul style="list-style-type: none"> - Topic - Main points and supporting ideas - Research / investigation to be done 	“Reads” a story <ul style="list-style-type: none"> • “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 story (Narrative/Descriptive) <ul style="list-style-type: none"> • Depicts a story /a past event / fiction • Uses a story line that is convincing • Establishes a time frame (i.e. past, present, future) and marks time changes when needed • Uses a captivating introductory paragraph • Uses an interesting ending • Ensures sustained interest with style and action • Uses descriptive elements • Uses clear structure – Beginning/ Middle / Ending Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	Syntax/ Semantics: Adjectives Adverbs Pronouns (placement and indexing)

WEEK 4 - 8	<p>PROJECT: Project based on any ONE of the literature genres studied: poems / folklore / short stories / drama / longer story.</p> <p>Note: There must be a variation of genres across the grades.</p> <p>Planning / Preparation/ Research/ Investigation of signed (“oral”) presentation and creative recording of project.</p>	
	<p>FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT</p> <p>Stage 1: Research (Learners do research on their project) (10 marks) Weeks 4 – 5</p> <p>Stage 2: Recording (Learners engage in the recording of their project. Introduction and explanation of project instructions and methodology.) (30 marks)</p> <ul style="list-style-type: none"> • Planning/pre-recording of the creative recording project • Drafting (recording) • Revising • Editing • Final recording • Publishing/Presenting <p>Week 6</p>	<p>FORMAL ASSESSMENT TASK 7: CREATIVE RECORDING PROJECT</p> <p>Stage 3: Signed presentation (Learners do the Signed presentation of their project) (20 marks)</p> <p>Signed (“oral”) presentation</p> <ul style="list-style-type: none"> • Uses appropriate structure: introduction, body and conclusion • Presents central idea and supporting details • Shows evidence of research/ investigation • Uses appropriate body language and presentation skills, e.g. makes eye contact, pace, signing mode, size, etc. • Participates in a discussion • Gives constructive feedback • Maintains discussion • Shows sensitivity to the rights and feelings of others <p>(Commence with the signed task in term 3 and conclude in term 4 when the mark will be recorded.)</p>

GRADE 5 TERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 7-8	Gives and follows instructions <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies the features of instructional signed text • Observes and gives specific detail • Signs clear instructions • Uses correct sequence • Asks questions to clarify • Carries out instructions • Follows the observing process 	“Reads” an instructional text containing a sequence of instructions (How to record a project) <ul style="list-style-type: none"> • Discusses new signs from the text • Shares thoughts and opinions • Reflects on what was viewed • Discusses specific details of text • Discusses sequence of content • Asks and answers questions • Explains main ideas • Interprets information in the visual • Describes the effect of an action or events • Expresses emotional response to texts • Follows the visual “reading” process 	Records instructions (How to record a project) <ul style="list-style-type: none"> • Becomes familiar with the object and process • Considers sign choice and technical language • Prepares a logical sequence of instructions • Considers pace and signing size/modulation • Uses correct SASL structure Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	Semantics: Modals Syntax: Basic sentence types: Statements, Questions, Negation

GRADE 5 TERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 9 - 10	Observes and discusses a non-fiction report, e.g. a signed review <ul style="list-style-type: none"> • Live-signs content • Introductory activities: prediction • Observe for specific details • Participate in a class discussion, explaining own opinion • Reflect, clarify and discuss - features of reports: register and the nature of language used • Discusses usefulness of the information • Uses interaction strategies to communicate effectively in group situations 	“Reads” a signed review <ul style="list-style-type: none"> • Pre-reading activities, e.g. prediction based on title • Identifies different perspectives and gives own perspective based on the review • Asks questions • Clarifies issues • Answers higher order questions • Follows the visual reading process 	Records a signed review <ul style="list-style-type: none"> • Reflects on individual response to a story • Evaluate or provide ‘critique’ to the text presented • Various reviewers may respond differently to the same text • Projects his/her ‘judgement’ on the work presented • Gives relevant facts, for example, title of the text, name/s of the author name of publisher, etc. Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	Reinforcement of language structures and conventions covered in previous weeks

FORMATIVE ASSESSMENT ACTIVITIES				
	Observing and Signing activities <ul style="list-style-type: none"> • Variety of Observing and Signing activities • Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> • Visual Reading Process • “Reading” for Comprehension activities • Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> • Recording Process • Chunking • Transactional Texts • Essay • Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities

GRADE 5 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 3	
FORMAL ASSESSMENT TASK 6 <ul style="list-style-type: none"> • Creative Recording (10+30=40 marks) Project based on any ONE of the literature genres studied: poems / short stories / folklore / drama / longer story	FORMAL ASSESSMENT TASK 7 Observing and signing <ul style="list-style-type: none"> • Signed presentation of project (20 marks) Commence with the signed (“oral”) task in term 3 and conclude in term 4 when the mark will be recorded. Note: There must be a variation of genres across the grades.

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 5 – Term 4

GRADE 5 TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 1 - 2	<p>Observes and gives directions</p> <p>Consider the following when receiving directions:</p> <ul style="list-style-type: none"> • Asks questions to clarify • Listens for specific details • Requests clarification • Repeats directions for confirmation • Follows the observing process <p>Consider the following when giving directions:</p> <ul style="list-style-type: none"> • Uses concise and clear sentences • Uses the chronological order • Refers to a specific direction • Indicates the approximate distance • Gives the approximate number of streets to be crossed to reach the destination • Provides information about landmarks along the way • Uses signs indicating position • Uses signs indicating direction 	<p>“Reads” an advertisement</p> <ul style="list-style-type: none"> • Infers meaning • Understands purpose of text • Expresses personal response to images • Evaluates the image for effectiveness • Asks relevant, critical questions using appropriate question forms, e.g. who, which, what, when, how, why • Discusses language use including persuasive and emotive language • Identifies and discusses graphical techniques such as colour, design, choice of images etc. and how they affect the message conveyed • Confirms purpose and audience • Follows the visual reading process 	<p>Records an advertisement</p> <ul style="list-style-type: none"> • Keep the attention of the viewer—ensuring that the important signs stand out. • Creates a desire to own the product or use the service. • Considers the following in designing: <ul style="list-style-type: none"> - The target market (for whom the advertisement is intended) - Positioning (where and when the advertisement will appear - Appeals (to what sense is the advertisement appealing?) - The structure - The language used (repetitive, figurative) 	<p>Syntax/ Semantics:</p> <p>Adverbs of time, manner, location, intensification</p>
<p>FORMAL ASSESSMENT TASK 7:</p> <p>Signed (“oral”) Presentation (20 marks)</p> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>				

GRADE 5 TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & ONVENTIONS
WEEK 3-4	Observes and responds to a report, e.g. signed news, topical issues <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and respond appropriately • Participates in a class discussion, explaining own opinion • Discusses format, features, language use and structure of the text • Asks critical questions which do not have obvious answers • Follows the observing process 	“Reads” an information text with visuals (e.g. pictures/diagrams/maps) <ul style="list-style-type: none"> • Infers meaning • Understands purpose of text • Expresses personal response to images • Evaluates the image for effectiveness • Confirms purpose and audience • Follows the visual reading process 	Records a report <ul style="list-style-type: none"> • Plans: collects and organize information; sign facts • Gives a title • Uses an appropriate format, introduction (background, purpose, scope), body (answers to Who, What, Where, When, Why and How), conclusions • Selects appropriate content • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate language and conventions – roleshifting if needed Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	Morphology: Predicates: Temporal aspects: simple/punctual – repetitive/ iterative, habitual Syntax/ Semantics: Tense Conditional sentence-complex sentences

GRADE 5 TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5 - 6	Observes and discusses information text <ul style="list-style-type: none"> • Introductory activities: prediction • Identifies main ideas and respond appropriately • Participates in a class discussion, explaining own opinion • Reflects, clarifies and discusses • Asks critical questions • Follows the observing process 	“Reads” an information text with visuals (e.g. pictures/diagrams/maps) <ul style="list-style-type: none"> • Infers meaning • Understands purpose of text • Expresses personal response to images • Evaluates the image for effectiveness • Confirms purpose and audience • Follows the visual reading process 	Records an information text, e.g. a news item <ul style="list-style-type: none"> • Plans: collects and organize information; sign facts • Gives a title • Uses an appropriate format, introduction (background, purpose, scope), body (answers to Who, What, Where, When, Why and How), conclusions • Selects appropriate content • Sequences events correctly • Uses appropriate vocabulary • Uses appropriate language and conventions – roleshifting if needed Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	Syntax/ Semantics: Modals Basic sentence types: Question mark wiggle
FORMAL ASSESSMENT TASK 8: Transactional text: (10 marks) Recorded before the controlled test				
WEEK 7 - 8	Revision and preparation for test	Revision and preparation for test	Revision and preparation for test	Revision and preparation for test

WEEK 9 - 10	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (40 marks) <ul style="list-style-type: none"> • Question 1: Literary/Non- literary text (15 marks) • Question 2: Visual text (10 marks) • Question 3: Summary (5 marks) • Question 4: Language Structures and Conventions (10 marks)
--------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

FORMATIVE ASSESSMENT ACTIVITIES				
Observing and Signing activities <ul style="list-style-type: none"> • Variety of Observing and Signing activities • Observing and Signing activities that comply with the Covid-19 conditions 	Visual Reading and Viewing activities <ul style="list-style-type: none"> • “Reading” Process • “Reading” for Comprehension activities • Literature activities based on the prescribed genres for the semester 	Recording activities <ul style="list-style-type: none"> • Recording Process • Chunking • Transactional Texts • Essay • Creative Recording 	Language Structures and Conventions activities <ul style="list-style-type: none"> • Variety of Language Structures and Convention activities 	

GRADE 5 SASL HLSUMMARY OF FORMAL ASSESSMENT TASKS: TERM 4			
FORMAL ASSESSMENT TASK 7: OBSERVING AND SIGNING <ul style="list-style-type: none"> • Signed (“oral”) presentation (20 marks) <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>	FORMAL ASSESSMENT TASK 8: RECORDING <ul style="list-style-type: none"> • Transactional text: (10 marks) <p>Recorded before the controlled test</p>	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (40 MARKS) <ul style="list-style-type: none"> • Question 1: Literary / non-literary text comprehension (15 marks) • Question 2: Visual text comprehension (10 marks) • Question 3: Summary (5 marks) • Question 4: Language Structures & Conventions (10 marks) 	