

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 6 – Term 1

GRADE 6 - 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 2	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 	Phonology: Parameters Types of signs Minimal pairs: Stokoe principle

GRADE 6 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	Observes and discusses a story / folklore <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are related and their effects on the viewer. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Reflects cultural customs, values and beliefs • Reflects on the struggle between good and evil • 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 • Summarises the text 	Records a story <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 	Morphology: Classifiers Syntax/Semantics: Abstract nouns Determiners
	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 6 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Observes a persuasive text, e.g. “speech”</p> <ul style="list-style-type: none"> • Purpose / intention of presentation • Appropriate language register for audience • Facial expression and body language • Introduction and conclusion • Follows the observing and signing process <p>Un/prepared presentation: “speech”</p> <ul style="list-style-type: none"> • Use clearly expressed ideas showing awareness of audience and purpose • Use clear objective language showing purpose / intention of presentation • Use appropriate language register and tone for audience • Use appropriate facial expression and body language • Use persuasive language where applicable • Use effective introduction and conclusion 	<p>“Reads” a persuasive text, e.g. 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 a persuasive text, e.g. 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>Basic sentence types: Statements, negations, questions, commands, topicalisation, conditionals, compound</p>
	<p>FORMAL ASSESSMENT TASK 2: RECORDING</p> <ul style="list-style-type: none"> • Essay (20 marks) <p>Narrative or Descriptive 2 – 4 minutes Done during the term</p>			

GRADE 6 - TERM 1				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	Observes and 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 drama Focus on the key features of a drama: <ul style="list-style-type: none"> Context / Plot / sub-plot Characterization Message / theme Background and setting Mood, ironic twist and ending Stage directions Discusses author’s point of view. Follows the visual reading and viewing process <ul style="list-style-type: none"> Summarises the text 	Records a dialogue (one signer - by using roleshift) <ul style="list-style-type: none"> Uses correct dialogue conventions Reveals characters and motivation Maintains topic Follows turn-taking rules Uses SASL conventions appropriately including eye contact, register, style Uses a variety of compound and complex sentences Concludes the dialogue 	Syntax/Semantics: Basic sentence types: Statements, negations, questions, commands, topicalisation, conditionals, compound Discourse Roleshift
	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.			
WEEK 9-10	Gives and follows instructions <ul style="list-style-type: none"> Introductory activities: prediction Identifies the features of instructional signed text Recalls procedure Asks questions to clarify Comments on clarity of instructions Signs clear instructions Gives clear instructions, e.g. on how to make a cup of tea Follows the observing process 	“Reads” a poem <ul style="list-style-type: none"> Literal meaning Figurative meaning Figures of speech, imagery, sign choice, signing mode (emotional intention), emotional responses and interpretations Design features - rhyme, rhythm, eye gaze, pausing, refrain, alliteration (repetition of parameters) Analyses and discusses the five parameters in different sign utterances and how they impact on the meaning Expresses feelings stimulated by the poem 	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 	Reinforcement of language structures and conventions covered in previous weeks Syntax/ Semantics: Figures of speech: simile, metaphor personification, idioms

	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 6 SASL HLSUMMARY 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 6 – Term 2

GRADE 6 - TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	Observes and discusses an instructional text, e.g. recipe, directions <ul style="list-style-type: none"> • Introductory activities: prediction • Becomes familiar with the object or process • Considers vocabulary, grammar, expressions, technical language and phrases that might be used • Identifies the features of instructional text • Prepare clear and logical sequence of instructions, e.g. on how to make a cup of tea • Uses visual material e.g. instruction manuals with illustrations • Asks questions to clarify • Signs the instructions 	“Reads” a recipe or other instructional text <ul style="list-style-type: none"> • Shows understanding of the text and how it functions - sequence of instructions • Orders jumbled instructions • Uses appropriate “reading” and comprehension strategies: prediction, contextual clues • Identifies and evaluates register of a text • Understands and uses information texts appropriately • Compares two different recipes or Instructions • Interprets visuals/ Answers questions about the visuals • Follows the visual reading and viewing process 	Records an instructional text, e.g. on how to make a cup of tea <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 	Syntax/ Semantics: Prepositions Discourse: Cohesion and coherence
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 6 - TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Observes a story / folklore</p> <ul style="list-style-type: none"> Identifies and discusses the main message Recalls specific detail in the story Reflects on values and messages values Discusses character, plot and setting Follows the observing process <p>Participates in class / teacher led discussions</p> <ul style="list-style-type: none"> Takes turns to sign Stays on topic Asks relevant questions Maintains discussion <p>Responds to others' ideas with empathy and respect</p>	<p>"Reads" a longer 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>Reflects on texts "read" independently</p> <ul style="list-style-type: none"> "Retells story" or main ideas in 3 to 5 sentences (summarizes) Expresses emotional response to texts. Relates to own life experiences Compares texts "read" 	<p>Records a review on a signed text</p> <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 book, name/s of the author name of publisher, etc. <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>Syntax: Semantics:</p> <p>Adjectives</p> <p>Synonyms</p> <p>Antonyms</p> <p>Discourse:</p> <p>Cohesion and coherence</p> <p>Chunking</p>

GRADE 6 - TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	Observes to and discusses a 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 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 Summarises the text 	Records a descriptive chunk <ul style="list-style-type: none"> Describes someone / something to allow viewer to experience the topic vividly Creates a picture in signs Chooses signs and expressions carefully to achieve the desired effect Establishes a time frame (i.e. past, present, future) and marks time changes when needed Uses a captivating introductory paragraph and an interesting ending 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 Discourse: Cohesion and coherence Chunking
	FORMAL ASSESSMENT TASK 4: <ul style="list-style-type: none"> Transactional text: (10 marks) To be done before the controlled test			

GRADE 6 - TERM 2				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	Observes and discusses an information text e.g. a news report <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 e.g. a news report <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 an information text e.g. a news 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 	Reinforcement of language structures and conventions covered in previous weeks
WEEK 9-10	FORMAL ASSESSMENT TASK 5: CONTROLLED TEST RESPONSE TO TEXTS (50 marks) <ul style="list-style-type: none"> • Literary/Non- literary text (20 marks) • Visual text (10 marks) • Summary (5 marks) • Language Structures and Conventions (15 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 6 SASL 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 (50 MARKS) <ul style="list-style-type: none"> Question 1; Literary / non-literary text comprehension (20 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary (5 marks) Question 4: Language Structures and Conventions in context (15 marks)

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 6 – Term 3

GRADE 6 - TERM 3				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Conversation about drama:</p> <ul style="list-style-type: none"> • Takes part in informal conversations • Uses correct register • Maintains the conversation • Identifies main and supporting ideas • Answers questions <p>Participates in class / teacher led discussion</p> <ul style="list-style-type: none"> • Takes turns to turn • Stays on topic • Asks relevant questions • Maintains discussion <p>Responds to others' ideas with empathy and respect</p>	<p>"Reads" a drama 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>Reflects on texts "read" independently</p> <ul style="list-style-type: none"> • "Retells" drama or main ideas (summarizes) • Expresses emotional response to texts. • Relates to own life experiences 	<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>Uses the recording process</p> <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	<p>Discourse Roleshift</p>
WEEK 3-4	<p>Observes a description of an object and describes it</p> <ul style="list-style-type: none"> • Identifies the object described correctly • Uses signs that correctly describe the object • Uses some new signs • Uses adjectives 	<p>"Reads" a review of a drama</p> <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 	<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: Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs; Function of space</p>

WEEK 5-6	Observes and discusses a short story <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls events in the correct sequence and using the correct tense • Interacts positively during group discussions • Identifies how stereotypes are created and their effects on the viewer. • Discusses characters • Discusses plot, conflict and setting • Discusses messages in the text • Follows the observing process 	“Reads” a longer 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 diary entry / vlog (social media message) <ul style="list-style-type: none"> • Presents his/her evaluation of the day or event • Records 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 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	PROJECT: Project based on any ONE of the literature genres studied: poems / folklore / short stories / drama / longer story. Note: There must be a variation of genres across the grades. Planning / Preparation/ Research/ Investigation of signed (“oral”) presentation and creative recording of project.			
	FORMAL ASSESSMENT TASK 6: CREATIVE RECORDING PROJECT (40 marks) Stage 1: Research (Learners do research on their project) (10 marks) Weeks 4 – 5 Stage 2: Recording (Learners engage in the recording of their project. Introduction and explanation of project instructions and methodology.) (30 marks) <ul style="list-style-type: none"> • Planning/pre-recording of the creative recording project • Drafting (recording) • Revising • Editing • Final recording • Publishing/Presenting Week 6	FORMAL ASSESSMENT TASK 7: CREATIVE RECORDING PROJECT (20 marks) Stage 3: Signed presentation (Learners do the Signed presentation of their project) (20 marks) Signed (“oral”) presentation <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 (Commence with the signed task in term 3 and conclude in term 4 when the mark will be recorded.)		

WEEK 7-8	<p>Observes a signed presentation on how to follow instructions or procedures</p> <ul style="list-style-type: none"> • Observes the product carefully • Considers sign choice and technical language • Observes the logical sequence of instructions • Notes the pace and signing size/modulation • SASL structure • Follows the observing process <p>Signs instructions on how to use a product</p> <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 	<p>“Reads” an information text e.g. instructions or procedures</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Skimming and scanning signed text features • Understanding the sequence • Coherence in presentation • Technical language and phrases • Visual material 	<p>Records an instructional text such as how to use a tool, prepare food, etc.</p> <ul style="list-style-type: none"> • Uses appropriate format, style • Focuses on a target audience with purpose and context • Chunk cohesion • Uses suitable sign choice and sentence structure • Logical sequencing 	<p>Morphology: Verbs: Indicating verbs; plain verbs; transitive and intransitive verbs; Function of space</p>
WEEK 9-10	<p>Observes and discusses information text with visuals</p> <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 	<p>“Reads” an information text with visuals (e.g. pictures/diagrams/maps)</p> <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 	<p>Records an information text, e.g. a news item</p> <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 	<p>Reinforcement of language structures and conventions covered in previous weeks</p>

			Uses the recording process <ul style="list-style-type: none"> • Planning/pre-recording, • Drafting (recording), • Revising, • Editing, • Final recording, and • Publishing/Presenting 	
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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 6 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) Note: There must be a variation of genres across the grades. Commence with the signed (“oral”) task in term 3 and conclude in term 4 when the mark will be recorded.

2021 National Recovery Annual Teaching Plan: South African Sign Language Home Language Grade 6 – Term 4

GRADE 6 - TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1-2	<p>Observes and discusses an instructional text, e.g. recipe, directions</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure and gives specific detail • Gives clear instructions • Asks questions to clarify and responds appropriately • Comments on clarity of instructions <p>Gives clear instructions, e.g. on how to make a cup of tea</p> <ul style="list-style-type: none"> • Plans and prepares • Becomes familiar with the object or process • Considers vocabulary, grammar, expressions, technical language and phrases that might be used • Prepares clear and logical sequence of instructions • Uses visual material e.g. instruction manuals with illustrations • Signs the instructions 	<p>“Reads” an instructional text e.g. recipe, direction</p> <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 	<p>Records an instructional text</p> <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 <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>Syntax and Semantics: Adverbs of time, manner, location, intensification Modals</p>
<p>FORMAL ASSESSMENT TASK 7:</p> <p>Observing and Signing: Signed presentation (20 marks)</p> <p>This task is a continuation from Term 3. It will be completed and recorded in Term 4.</p>				

GRADE 6 - TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	Observes a humorous story <ul style="list-style-type: none"> • 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 <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 • Summarises the text 	Records a short summary <ul style="list-style-type: none"> • Plots main events using a flow chart • Orders logically • Expresses ideas clearly and logically • Reflects on emotional response • Makes recommendations 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 aspect, simple/punctual – repetitive /iterative, habitual Syntax/ Semantics: Tense
WEEK 5-6	Observes and 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 Role-plays a dialogue (one signer - by using roleshift) <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 	“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"> • Produces short poems • Uses appropriate poetic devices, e.g. symmetry, alliteration (repetition of parameters), rhythm, imagery, pace and sign size • Uses 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: Basic sentence types: Question mark wobble Figures of speech: simile, metaphor personification, idioms

GRADE 6 - TERM 4				
SKILLS	OBSERVING AND SIGNING	VISUAL READING & VIEWING	RECORDING	LANGUAGE STRUCTURES & CONVENTIONS
	FORMAL ASSESSMENT TASK 8: <ul style="list-style-type: none"> 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 (50 marks) <ul style="list-style-type: none"> Question 1: Literary/Non- literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (5 marks) Question 4: Language Structures and Conventions (15 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 6 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) This task is a continuation from Term 3. It will be completed and recorded in Term 4.	FORMAL ASSESSMENT TASK 8: RECORDING <ul style="list-style-type: none"> Transactional text: (10 marks) Recorded before the controlled test	FORMAL ASSESSMENT TASK 9: CONTROLLED TEST RESPONSE TO TEXTS (50 MARKS) <ul style="list-style-type: none"> Question 1: Literary / non-literary text comprehension (20 marks) Question 2: Visual text comprehension (10 marks) Question 3: Summary (5 marks) Question 4: Language Structures & Conventions (15 marks)