**WEEKS 1-2**

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| **FUNDAMENTAL SKILL****LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK** **PAGE** | **DATE COMPLETED** |
| **Speaking and Listening strategies: Oral presentation (Covid -19 related matters)**• Language use• Register• Tone• Body language• Introduction and conclusion**Unprepared reading**• Appropriate use of voice, tone and pace• Punctuation in reading• Body language• Contact with audience | READING ALOUD |  |  |

**WEEKS 1-2**

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| **FUNDAMENTAL SKILL****READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Read / view text e.g. newspaper articles / magazine articles for information and comprehension**Reading strategies Comprehension passage in textbook• Skimming and Scanning• Intensive reading• Purpose and target group• Inferring meaning and conclusions• Fact and opinion• Give own opinion• Meaning of unfamiliar words• Identify manipulative language**Summarise the text****Poetry:** • Key features of poem• internal structure of a poem, figures of speech/ imagery, rhyme, rhythm• external structure of a poem, lines, words, stanzas,• typography• figurative meaning • mood • theme and message | READING COMPREHENSION:MAGAZINE ARTICLESUMMARY WRITINGRESPONSE TO TEXT - LITERATURE:POEM |  |  |

**WEEKS 1-2**

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| **FUNDAMENTAL SKILL****WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Writing: Text review (unprepared text read/documentary)**• Correct format• Purpose• Main and supporting ideas• Language use• Register• Logical order of sentences• Use conjunctions to ensure cohesion• Use a variety of sentences types, lengths and structures**Focus on process writing**• Planning• Drafting• Revision• Editing• Proof-reading and presenting**Write a review/documentary following the process approach to writing.** | WRITE A REVIEW |  |  |

**WEEKS 1-2**

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| **FUNDAMENTAL SKILL****LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK PAGE** | **DATE COMPLETED** |
| **Word level work:** Verbs (finites; infinitives)AdjectivesStems; prefixes and suffixes; | LSC ACTIVITY |  |  |
| **Sentence level work**: Complex sentences; Compound Generalisations, Direct/indirect speech | LSC ACTIVITY |  |  |
| **Word meaning**: Idioms and proverbs | LSC ACTIVITY |  |  |
| **Punctuation and spelling**: Quotation marks; spelling patterns abbreviations | LSC ACTIVITY |  |  |

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| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
| *Signatures:*SCHOOL STAMP*Teacher: ………………….**Departmental head: ………………………….**Date: ………………………….* |

**WEEKS 3-4**

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| **FUNDAMENTAL SKILL****LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Speaking and Listening strategies****Discussion: current matters (teacher-initiated discussion)**• Indicate roles• Take turns• Explain viewpoints and reach consensus• Use appropriate language, style and register**Prepared reading**• Appropriate use of voice, tone and pace• Punctuation in reading• Body language• Contact with audience | READING ALOUD |  |  |

**WEEKS 3-4**

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| **FUNDAMENTAL SKILL****READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Read a literature text e.g. Novel / youth novel /short story**• Specific focus on literary text features• Show comprehension of development of plot and conflict, characterisation, turning point, background, / milieu / role of narrator, theme, conclusion and ending**Reading process:**• Pre-reading (Introduce text) • During reading (features of text)• Post-reading (answer questions, compare, contrast, evaluate)**Poetry** • **Key features of poem**• internal structure of a poem, figures of speech/ imagery, rhyme, rhythm• external structure of a poem, lines, words, stanzas,• typography • figurative meaning • mood • theme and message**Reading comprehension (strategies): (Use visual and written texts)**• Skimming for main ideas, Scanning for supporting details • Making predictions• Inferring the meaning of unfamiliar words and images• The effect of selections and omissions on meaning• The effect of figurative and rhetorical devices• Impact of visual technique | RESPONSE TO TEXT - LITERATURE:NOVEL / YOUTH NOVEL / SHORT STORYRESPONSE TO TEXT -LITERATURE:POEMREADING COMPREHENSION:VISUAL TEXTS |  |  |

**WEEKS 3-4**

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| **FUNDAMENTAL SKILL****WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Transactional text: e.g. Covering letter and CV**• Requirements of format, style• Target audience purpose and context• Word choice, figurative language, symbols, colour, placement• Sentence structure, lengths and types• Selection of visual and design elements**Focus on process writing**• Planning• Drafting• Revision• Editing• Proof-reading and presenting**Write a covering letter and CV** | WRITE A COVERING LETTER AND CV |  |  |

**WEEKS 3-4**

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| **FUNDAMENTAL SKILL****LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Word level work:**Pronoun: Reflexive, relative | LSC ACTIVITY |  |  |
| **Sentence level work**:Speech; tenses; sentence types;paragraph types; voice; clauses and phrases. | LSC ACTIVITY |  |  |
| **Word meaning**:Synonyms, AntonymsHomophones, HomonymsPolysemy | LSC ACTIVITY |  |  |
| **Punctuation and spelling**:Spelling patterns | LSC ACTIVITY |  |  |
| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
| SCHOOL STAMP*Signatures:**Teacher: ………………….**Departmental head: ………………………….**Date: ………………………….* |

**WEEKS 5-6**

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| **FUNDAMENTAL SKILL****LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **PAGE** **NUMBER** | **DATE COMPLETED** |
| **Speaking and Listening strategies****Listening to a speech by a prominent member of the society**• Language use• Bias and prejudice• Stereotypes• Tone• Language and power• Answer questions**Prepared speech**Learners to undertake research or investigation as a preparatory activity.• Presentation conventions• Body language• Introduction and conclusion• Language use | LISTENINGCOMPREHENSION:SPEECHPREPARED SPEECH |  |  |

**WEEKS 5-6**

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| **FUNDAMENTAL SKILL****READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Read a literature text e.g. Novel / short story/Folklore** • Literary text features: structure, character, milieu, plot, conflict, symbolism, sound richness, imagery, preview reflection**Reading process:**• Pre-reading (Introduce text) • During reading (features of text)• Post-reading (answer questions, compare, contrast, evaluate))**Poetry**• Key features of poem• internal structure of a poem, figures of speech/ imagery, rhyme, rhythm• external structure of a poem, lines, words, stanzas,• typography • figurative meaning• mood • theme and message**Reading / viewing for comprehension** **(Visual and written texts): Strategies**• Skimming for main ideas • Scanning for supporting details• Intensive reading • Making predictions• Inferring the meaning of unfamiliar words and images • Main and supporting ideas• The effect of selections and omissions on meaning • The effect of figurative and rhetorical devices • Inferences and conclusions**Summarising the text** | RESPONSE TO TEXT -LITERATURE:NOVEL / SHORT STORY/FOLKLORERESPONSE TO TEXT -LITERATURE:POEMREADING COMPREHENSION: VISUAL TEXT |  |  |

**WEEKS 5-6**

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| **FUNDAMENTAL SKILL****WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Write an essay: Narrative/ descriptive essay**• Word choice,• Personal voice and style• Vivid description• Tone• Main and supporting ideas• Mind-maps to organise coherent ideas• Present essay for assessment**Focus on process writing**• Planning• Drafting• Revision• Editing• Proof-reading and presenting**Write an essay following the process approach to writing** | WRITE A DESCRIPTIVE ESSAY |  |  |

**WEEKS 5-6**

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| **FUNDAMENTAL SKILL****LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Word level work:**Conjunctions and transition words | LSC ACTIVITY |  |  |
| **Sentence level work**:Speech; sentence types; sentencestructure; voice; tenses; paragraph types | LSC ACTIVITY |  |  |
| **Word meaning**:Literal, figurative,Alliteration, assonance, consonance, personification, onomatopoeia, pun | LSC ACTIVITY |  |  |
| **Punctuation and spelling**: spelling patterns | LSC ACTIVITY |  |  |
| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
| *Signatures:*SCHOOL STAMP*Teacher: ………………….**Departmental head: ………………………….**Date: ………………………….* |

**FORMAL ASSESSMENT TASK** (Completed during the term)

**ORAL: [20 marks]**

* Listening comprehension

OR

* Prepared speech

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| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
| *Signatures:*SCHOOL STAMP*Teacher: ………………….**Departmental head: ………………………….**Date: ………………………….* |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL****LISTENING AND SPEAKING (ORAL)** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Speaking and Listening strategies****Discussion: current issues teacher- initiated discussion)**• Indicate roles• Take turns• Explain viewpoints and reach consensus• Use appropriate language, style and register**Prepared reading**• Appropriate use of voice, tone and pace• Punctuation in reading• Body language• Contact with audience | READING ALOUD |  |  |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL****READING & VIEWING** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Read literary text such as drama**• Key features of literature text: such as character, action, dialogue, plot, conflict, background, setting, narrator, theme**Reading process:**• Pre-reading (Introduce text)• During reading (features of text)• Post-reading (answer questions, compare, contrast, evaluate)**Poetry:** • Key features of poem• internal structure of a poem, figures of speech/ imagery, rhyme, rhythm• external structure of a poem, lines, words, stanzas,• typography • figurative meaning• mood • theme and message**Read/view for information**• Skimming, scanning, visualisation• Purpose and target group• Making inference• Meaning of words • View-point of writer• Fact and opinion • Implied meaning | RESPONSE TO TEXT - LITERATURE:DRAMARESPONSE TO TEXT –LITERATURE:POEM |  |  |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL****WRITING & PRESENTING** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Transactional text e.g. email**• Word choice,• Personal voice and style• Vivid description• Tone• Main and supporting ideas• Mind-maps to organise coherent ideas• Present essay for assessment**Focus on process writing**• Planning• Drafting• Revision• Editing• Proof-reading and presenting**Write an email following the process approach to writing** | WRITE AN EMAIL |  |  |

**WEEK 7-8**

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| **FUNDAMENTAL SKILL****LANGUAGE STRUCTURES & CONVENTIONS** | **CORE ACTIVITY** | **TEXTBOOK****PAGE** | **DATE COMPLETED** |
| **Word level work:**Verbs Interrogative, demonstrative, indefinite pronouns | LSC ACTIVITY |  |  |
| **Sentence level work**:Procedure, spatial order, order of importance, concluding paragraph | LSC ACTIVITY |  |  |
| **Word meaning**:One word for a phrase | LSC ACTIVITY |  |  |
| **Punctuation and spelling**: spelling patterns | LSC ACTIVITY |  |  |

**FORMAL ASSESSMENT TASK: RESPONSE TO LITERATURE TEST [30 marks]: (CONTEXTUAL)**

**Question 1**

Poem (10 marks)

**Question 2**

Drama / Short Stories / Folklore / Novel (20 marks)

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| **END -OF CYCLE COMMENTS/ REFLECTIONS** |
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