



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**ANNUAL NATIONAL ASSESSMENT 2015
ASSESSMENT GUIDELINE
ENGLISH HOME LANGUAGE
GRADE 5**

INTRODUCTION

The 2015 cycle of Annual National Assessment (ANA 2015) will be administered in all public and designated independent schools in September 2015. During this period all learners in Grade 9 will write nationally set tests in Language and Mathematics and the results will be used to report progress related to achieving the goals set in the *Action Plan 2015, Towards Schooling 2025*.

The learners will write ANA tests during the third school term. The Department of Basic Education (DBE) has provided guideline documents for each grade and subject (Language and Mathematics) on the minimum curriculum coverage that is expected for learners to be able to answer test questions with reasonable success. The Guideline sets the limit of the scope of work that will be covered in the test for each grade and subject. The ANA 2015 Guidelines have been designed in line with the versions of the curriculum that are being implemented at the various phases and grades.

INTERMEDIATE PHASE

ANA 2015 is based on CAPS as it was implemented from 2013. The content, skills and knowledge that will be covered in the tests come directly from the work specified from Term 1 to Term 3 (Week 6). The best preparation for ANA is the teaching according to the CAPS teaching plans. The Guideline is arranged in columns and rows and should be read from left to right along the same row. The Guideline provides the basic minimum curriculum that must have been covered by the end of the third school quarter.

It is important to note that the ANA 2015 Guideline does not imply that the delimited scope is all that must be taught and learnt during the school year. Instead, the Guideline provides the basic minimum curriculum that may have been covered by the end of the third school quarter.

Teachers are expected to use this Guideline together with the other resources for their teaching and assessment programs, so that learners become familiar with different styles of assessing. Most importantly, teachers are expected to develop their own assessment tools including some of the styles in the ANA exemplars to expand and enrich school-based assessments.

Skills	Content	Strategies and sub-skills
READING & VIEWING	Reads a newspaper article	Pre-reading: predicting from headlines, surveying the text <ul style="list-style-type: none"> • Uses a range of reading strategies, e.g. skimming, scanning, using previous knowledge • Makes predictions, uses contextual clues to determine meaning, and makes inferences • Identifies and explains the similarities and differences of something • Discusses new vocabulary from the read text
	Reads a report with visuals (e.g. tables/charts/graphs/diagrams/maps)	Pre-reading: predicting from title, headings and pictures <ul style="list-style-type: none"> • Discusses central idea and specific details • Uses reading strategies, e.g. makes predictions and uses textual and contextual clues • Interprets graphic information • Shares ideas and offers opinion using speculation and hypothesis • Uses notes to summarise information • Discusses new vocabulary from the read text. Pre-reading: predicts from title and pictures <ul style="list-style-type: none"> • Uses reading strategies: makes predictions, uses phonic and contextual clues; predicts ending • Expresses feelings and opinions • Relates to own life
	Poetry	Pre-reading: predicting from title <ul style="list-style-type: none"> • Identifies rhyme, alliteration and onomatopoeia and their effects • Identifies and explains similes, metaphors and idioms • Discusses new vocabulary from the read text • Uses a dictionary

<p>LANGUAGE STRUCTURE AND CONVENTIONS</p>		<p>CONNECTING WORDS Uses connecting words to show addition e.g. and; sequence e.g. then, next Uses connecting words to show contrast e.g. but Uses connecting words to show reason e.g. because</p> <p>SENTENCE STRUCTURE (LEVEL) Constructs simple sentences Uses question forms e.g. who, what, when, which, why, how Uses direct speech and indirect speech. Begins to recognise and use reported speech. Tenses (past, present & future),</p> <p>PUNCTUATION Capital letters, full stops, commas, questions marks. Uses capital letters for proper nouns, for titles and initials of people Uses commas for separating nouns in a list Uses quotation marks for direct speech</p> <p>VOCABULARY DEVELOPMENT Begins to understand and uses: - Synonyms (words that are similar in meaning e.g. fast/quickly) - Antonyms (words that are opposite in meaning e.g. loud/soft) - Degrees of comparison e.g. loud louder loudest - Prefixes & suffixes - Prepositions</p> <p>SPELLING AND SPELLING RULES Rereads own writing and makes spelling corrections.</p> <p>SPELLING RULES Draws on spelling rules: • Add s to form most plurals • Add –es to form plurals of words ending in -s, -sh, -ch, e.g. bunch, bunches; brush, brushes</p>
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WRITING	Word writing, e.g. lists <ul style="list-style-type: none"> • Sentence writing • Paragraph writing • summarising 	Writes instructions e.g. how to make a sandwich <ul style="list-style-type: none"> • Selects relevant information • Uses correct specific details • Uses correct sequence • Uses correct format • Uses the command form of the verb and imperatives • Uses appropriate grammar, spelling and punctuation Uses the writing process <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting