**ASSESSMENT INSTRUCTION 20 OF 2014**

**ANNEXURE A**

**FOUNDATION PHASE LANGUAGES (GRADE 3)**

| **KEY FINDINGS**  **Areas of Non-Performance** | **RECOMMENDED REMEDIAL STRATEGIES** | | **RESPONSIBILITES** | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **PROVINCE** | **DISTRICT** | | **SCHOOL** |
| **Difficulty in sequencing events in a story due to lack of reading with understanding**  ***Question: 4***  ***Show the correct order of events in the story.*** | Teachers are encouraged to: ***REFERENCE: Teaching Reading in the Early Grades***   * Reinforce the five components of teaching reading during the reading focus time: phonemic awareness, word recognition, comprehension, vocabulary and fluency. * Observe learners not to “bark at print” but to understand and interpret what they are reading. Remember learners develop their reading skills gradually from pre-reader, emergent reader, early reader, developing reader, early fluent reader to the independent reader. * Expose learners to a variety of reading texts – talk about and negotiate text as part of the daily routine | | * Monitor the distribution of   DBE Workbooks   * Procure Language   resources.   * Organize Language   content training  workshops for  curriculum advisors   * Monitor and support   curriculum coverage  as per CAPS  requirements   * Train Language   coaches to support  teachers in the  classrooms   * Monitor and support the utilization of Developing Independent Reading and Writing documents and DBE workbooks in Home Language | * Monitor utilization of DBE   Workbooks   * Organize Language   Content Training  workshops for teachers   * Conduct classroom   visits (observe Lang  lessons)and provide  support to teachers.   * Monitor focused   teaching on areas of  weaknesses   * Conduct frequent circuit meeting gatherings to **guide and mentor** teachers to implement the **weekly teaching plans** and assessment examples * Facilitate the **moderation of Formal Assessment Tasks** and assessment tools through **SBA** Sessions. | | * Monitor the utilization * of DBE Workbooks   + Monitor the teaching of * Language as per CAPS * in Home Language * (African languages)   + Use Workbook activities   + Use ANA exemplar * Activities |
| **Unable to divide sentences into paragraphs**  ***Question: 15***  ***Write two paragraphs of at least 10 sentences about a visit to a farm.*** | * Introduce the story by using pictures or illustrations representing the events in the story * Display the pictures in the incorrect sequence and allow learners to: * Describe what is happening in each picture * What happened before or after – choose a picture or event * Talk about the sequencing of the events in the story * Order the pictures in the sequence in which the events happened in the story * Engage learners in higher order thinking questions e.g. ‘What if? Why?’ * Get learners to answer in full sentences (Learners can work in pairs) * At the end of reading, invite personal responses to the text by asking learners to comment on the story, story line, characters, story ending, etc. * Do story-telling, story reading and group, pair and individual reading daily * Allow learners to tell news in the correct sequence of events. * Offer Reading Clubs to expose learners to a variety of text in the LOLT and to develop a love for reading * Create opportunities for learners to write independently using the following process of writing***: REFERENCE: A Guide to Writing***   ***PRE-WRITING***   * Learners organise their ideas about the topic using the following techniques: brainstorming, drawing, grouping words, discussion, role play * Decide on a title for the story   ***DRAFT***   * Group ideas into the beginning, middle and end of the story   (Encourage learners to break the story in at least TWO sections/paragraphs)   * Allow learners to freely write and do not penalise them for grammatical mistakes, spelling and punctuation at this stage of the writing process.   ***EDITING***   * Allow learners to self- edit for spelling, punctuation, grammar, sentence structure * Teachers need to monitor whether learners have correctly grouped ideas into paragraphs.   ***PUBLISHING***   * Learners now write the final copy of their story * Display the stories in the classroom * Use DBE Learner Workbooks for exemplar activities | | * Provide Guidelines for Creative Writing activities * Monitor and Support ‘How to teach’ on writing methodologies * Conduct Professional Development Writing workshops for the Languages Advisors * Support Creative Writing Festivals and encourage the displays of Learners Story Books * Monitor the implementation of Provincial Reading Strategy at district level * Conduct **on-site support** to assist with classroom organisation and methodology, especially small group work and independent work * **Support the analysis of assessment results quarterly** to identify performance trends and to **inform Subject Improvement Plans.** * **Mediate and distribute the ANA exemplars** to districts to assist in the preparation of tasks and external assessment * Remind Languages Advisors to **consult the relevant national and provincial guidelines** on “Teaching Reading in the Early Grades”, National DVDs, National Learner Workbooks, FFL, Developing Independent Readers and Writers Guideline, etc | * **Pair** underperforming schools with performing schools to share Planning, Formal Assessment Tasks, Assessment tools and methodologies. * Provide opportunities for professional gatherings to **share best practice** e.g. ‘How to teach’. * Conduct **Language Support Workshops** with the focus on underperforming schools e.g. creative writing, reading **methodologies** * **Mediate** the use **of DBE Learner Workbooks** * **Implemen**t the **Provincial Reading Strategy** at school level * Conduct **on-site support** to assist with classroom organisation and methodology, especially small group work and independent work * **Observe Reading Week and Language Festivals** at district and school levels. * **Analyse assessment results quarterly** to identify performance trends and to **inform subject improvement plans.** * **Study the ANA exemplars** to assist in the preparation of tasks and external assessment * Remind teachers to **consult the relevant national and provincial guidelines** on “Teaching Reading in the Early Grades”, National DVDs, National Learner Workbooks, FFL, Developing Independent Readers and Writers Guideline, etc | | * Monitor the utilization   of DBE Workbooks activities and Developing Independent Writing document   * Encourage thorough participation in Creative Writing Festivals * Ensure that teachers are implementing the * Provincial Reading Strategy * Support activities on Creative Writing and displays of learners story books. * Assist with classroom organisation and methodology, especially small group work and independent work in classroom visits * **the analysis of assessment results quarterly** to identify performance trends and to **inform subject improvement plans.** * **Revise the ANA exemplars** to assist in the preparation of tasks and external assessment * Ensure that teachers are **consulting the relevant national and provincial guidelines** on “Teaching Reading in the Early Grades”, National DVDs, National Learner Workbooks, FFL, Developing Independent Readers and Writers Guideline, etc |
| **Struggling to re-write sentences with correct punctuation**  ***Question: 11***  ***Re-write the sentences. Fill in two punctuation marks in each sentence.*** | * Teacher should use reading lessons to teach punctuation. Learners must observe punctuation marks when reading a text. * Provide learners with multiple opportunities to re-write sentences with correct punctuation. * Use different types of sentences e.g. * a statement – Nomsa is reading a book. * a question – Where is your picture? * a command – Close your eyes now!   Point out the punctuation used for each of the sentence types.   * Teachers should display a chart with the different punctuation marks and its use in the classroom. | | * Monitor the use of CAPS documents to teach punctuation marks e.g question marks and inverted marks. * Encourage activities with punctuation marks and utilisation of DBE Workbooks   **IMPORTANT**  The ANA analysis process will be repeated with Grade 1 and Grade 2 and a similar process will be followed to intervene and support in areas of poor performance. This will result in a Grade 1 and a Grade 2 Provincial Improvement Plan. Districts and schools will be monitored on the availability and implementation of the Improvement Plans | | **IMPORTANT**  The ANA analysis process will be repeated with Grade 1 and Grade 2 and a similar process will be followed to intervene and support in areas of poor performance. This will result in a Grade 1 and a Grade 2 District Improvement Plan | * Encourage the provision of multiple opportunities to re-write sentences with correct punctuation. * Ensure that punctuation and grammar skills are taught as per CAPS requirements * Use DBE Workbooks to consolidate comprehension and language activities as well as spelling and dictation activities   **IMPORTANT**  The ANA analysis process will be repeated with Grade 1 and Grade 2 and a similar process will be followed to intervene and support in areas of poor performance. This will result in a Grade 1 and a Grade 2 School Improvement Plan |
| **Unable to use present and past tense correctly**  ***Question: 8***  ***Re-write the sentences in the given tenses.*** | * Language should be taught in context – draw the learners’ attention to present and past tenses in texts when doing shared reading. Aspects of language teaching can grow from shared reading to writing opportunities. * Encourage learners to build own word bank and personal dictionary | | * Monitor the use of CAPS documents, DBE workbooks and text books as well on teaching of tenses * Encourage the use of Big Books for Shared Reading and graded readers on different tenses during Drop All and Read and some writing activities | | * Monitor the use of CAPS documents, DBE workbooks and text books as well on teaching of tenses * Provide opportunities for writing present and past tenses activities in class * Organise ‘How I teach’   gatherings to share best practises on present and past tenses learning methodologies   * Conduct on-site support for teachers | * Support the utilisation of CAPS documents and DBE workbooks on present and past tenses * Monitor the development of own word bank and personal dictionary in the classroom * Provide graded readers on different tenses during Drop All and Read. |
|  | | ***FACTORS THAT COULD INFLUENCE PERFORMANCE***   * LOLT not the HL of learners * Practitioners facilitating teaching in Foundation Phase Classes. * Learners with barriers in the mainstream * Formal Assessment Tasks too loaded. * Not sufficient emphasis on teaching and consolidation of content, concepts and skills * Low-socio economic conditions | | | | |

**INTERMEDIATE PHASE (GRADE 6): FIRST ADDITIONAL LANGUAGE**

| **KEY FINDINGS**  **Areas of Non-Performance** | | **RECOMMENDED REMEDIAL STRATEGIES** | **Responsibility** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Province** | | **District** | | **School** |
| **Focus Domain 1. :**  **COMPREHENSION The 1st focus or domain of assessment under comprehension as a component of the Language in grade 6 is “Reading and viewing” of a NARRATIVE/ WRITTEN TEXT: (E.g. Extracts from novel, short story folklore, drama, film newspaper text, magazine article, poem etc.)** | | | | | | | |
| Learners were expected to read a text on their own and respond to questions that were pitched at different levels of complexity in terms of reading comprehension.  Learners CANNOT/ DO NOT:   * Infer meaning * understand what they are reading * Understand questions   Learners:   * lack writing skills * have a problem with higher order questions * have limited vocabulary   They could only express themselves easily when answering questions that required direct extraction of a single-word or a short-phrase from the given text without any motivation or supporting statement. Again it shows that they lacked comprehension and reading skills.  Low or poor comprehension skills, invariably leading to children attempting only simple questions that require them to extract information directly from given text.  Inability to respond to questions that demand complex skills of inferential reading (“reading between the lines”), e.g. responses to questions that ask: “Why?” (Reasoning); “What do you think?” (Inferential reading).  Writing skills are lacking where learners are expected to construct sentences and express their thoughts. | | **TEACHER NOTES**  Find time to read through a typical Narrative / Written Comprehension text with the learners. Read each question and discuss with learners how they would approach each question.  **STEPS TO FOLLOW WHEN ANSWERING A COMPREHENSION**   1. Read through passage quickly to get an overview. Visualize what you are reading. 2. Take note of the title, introduction and conclusion to get a “clue” about what the passage is about. 3. Ask the questions: Who, What, Where, When, Why, How. 4. Read through the questions. Bear in mind what the passage is about. 5. Read the passage again. Underline the main idea in each paragraph. The first sentence is often the key sentence. 6. When answering the questions, it is important to interpret the instructions exactly as they are given.  * Does the answer need a full sentence or a word or a phrase? * Do not start sentences with conjunction such as *because, and, but and so.* * The mark allocation usually indicates the number of points needed. * Make sure that your numbering corresponds to the numbering of the questions. * When quoting from the text, enclose the quote with  **single inverted commas** * Edit your work to check that you have answered correctly. * Write neatly and clearly to avoid possible discrepancies.   Promote reading for pleasure and for specific purpose in every possible way.  Train learners on how to read a text or paragraph with understanding so that they can be able to process information and answer questions from any written passage.  Link the challenges identified through ANA to relevant sections in the workbooks that learners use that have been introduced by the department  Encourage learners to read as frequently as possible simple magazines, passages, language texts, etc. and encourage them to answer questions that require ordinary reasoning. They must use words, terms or phrases that will make it necessary for the learners to use the dictionary. This will enable them to get used to, and understand everyday phrases.  Assess learner reading skills, using programmes such as Early Grade Reading Assessment (EGRA) from the early grades, and providing relevant interventions | * Support districts and schools to plan and teach structured reading comprehension lessons as per CAPS requirements * Monitor and report on curriculum coverage, procurement of readers and the teaching of structured reading comprehension lessons | | * Support schools to order readers, use the ANA analysis to plan and teach structured reading comprehension lessons as per CAPS and form School Literacy Teams * Monitor and report on curriculum coverage, the teaching of structured reading comprehension lessons * Workshop teachers on teaching reading comprehension using different text types | | * SMTs to ensure schools order and use core readers and graded readers to improve teaching of reading and reading comprehension * SMTs to form a School literacy team in the school * Teachers to use the ANA analysis to plan and teach structured reading comprehension lessons: to analyze a range of different text types, sequence events in a story, extract specific details from a text, make inferences and interpretations, give a reasoned opinion and provide practice using different figures of speech |
| **The 2nd focus or domain of assessment under comprehension as a component of the Language in grade 6 is “Reading and viewing” of a MULTIMEDIA / INFORMATION TEXT: (Advertisement, picture, cartoon, graph, table, report, recipe, time table, poster etc.)** | | | | | | | |
| Learners generally demonstrated lack of comprehension when confronted with a Text other than a NARRATIVE TEXT which seems to be a permeating problem in our schools (e.g. Advertisement, picture, cartoon, graph, table, report, recipe, time table, poster etc.)  Learners experience problems with:   * transfer information from one mode to another * labelling and drawing | | Expose learners to different types of texts (e.g. charts, graphs, maps cartoons, posters, text with pictures, educational movies, tables etc. ) to teach them how to derive information from a variety of texts:  **Poetry**  Find time to read through poems with the learners**.**  Revise the analysis of a poem and the Figures of speech.  **POETRY ANALYSIS**   * Every poem has a **theme or main idea**. It conveys a message. * A poem is written in a particular **form**. * The poet’s word choice creates the mood/atmosphere. * The **tone** will reveal the poet’s subjective (own emotions) views and attitudes. The tone may be friendly, sharp, sarcastic, ironic, angry, humorous or condescending, * **Imagery** involves the senses. It creates word pictures. Make sure that you know what the following figures of speech mean:   Metaphors, Similes, Personification, extended metaphor, alliteration, assonance, onomatopoeia, euphemism.   * Poetry often has a rhythm or a flow. A slow rhythm reinforce a sombre meaning, a quicker-paced rhythm could reflect a happy mood. * Rhyme. Words that **sounds** the same.   **Newspaper article**  Read through the text with the learners. Read each question and discuss with learners how they would approach each question.  **VISUAL LITERACY:**  **Cartoons**  Read through the cartoon with learners.  **WHEN STUDYING CARTOONS, LOOK AT**   * The characters. Note facial expressions, body language and relationships between characters. * Background and setting(where it takes place) * Language and punctuation. How does the punctuation affect the mood and the tone of the cartoon? * Actions. These are expressed by the clever use of lines( words), facial expressions and symbols. * Objectives. Is the intention of the cartoon to educate, inform, entertain or satirize?   You should be able to back your answers up with reference to the text. | * Support districts and schools to plan and teach structured reading comprehension where the focus is “Reading and viewing” of a MULTIMEDIA / INFORMATION TEXT: (Advertisement, picture, cartoon, graph, table, report, recipe, time table, poster etc.) | | * Workshop teachers on teaching reading comprehension using different text types | | * Teachers to use the ANA analysis to plan and teach structured reading comprehension lessons where the focus is “Reading and viewing” of a MULTIMEDIA/ INFORMATION TEXT:(Advertisement, picture, cartoon, graph, table, report, recipe, time table, poster etc.) |
| **The 3rd focus or domain of assessment under comprehension as a component of the Language in grade 6 is SUMMARY WRITING** | | | | | | | |
| Most learners displayed a limited knowledge on how to read a text with understanding and to rewrite the original in a new form (E.g. Summary) | | **TEACHER NOTES**  Teach the following steps to learners when summarizing a written text:   * Identify and select the main ideas or events and list them in order. * Use keywords or key phrases and list the sub-topics that support the main ideas and events. * Using the above framework, construct sentences, grouped in paragraphs.   Rework and edit the draft paying particular attention to the assessment criteria.  In the case of a summary (but also with a paraphrased passage or précis), the emphasis will be on the accurate analysis of essential detail, synthesized and reproduced in a new format. Language structures and conventions will be of particular importance.  Remember: Learners will generally struggle if this skill is not adequately practiced as part of on -going Informal Daily Assessment. | * Support districts and schools to plan and teach structured reading comprehension lessons where the focus is on SUMMARY WRITING * Monitor and report on curriculum coverage and the teaching of SUMMARY WRITING | | * Support schools to order readers, use the ANA analysis to plan and teach SUMMARY WRITING * Monitor and report on curriculum coverage and the teaching of SUMMARY WRITING * Workshop teachers on teaching of SUMMARY WRITING | | * Teachers to use the ANA analysis to plan and teach SUMMARY WRITING and to extract specific details from a text. |
| 1. **LANGUAGE AND WRITING**   **The next domain of assessment in grade 6 is GRAMMAR / LANGUAGE STRUCTURE AND USE** | | | | | | | |
| General lack in basic literacy skills including basic grammar, correct spelling of frequently used words and proper use of language structures e.g. correct use of prepositions, plural forms, tense, words that mean opposites of given words, etc.  Learners grapple with basic language concepts.  Others came up with new/ irrelevant sentences, because they did not understand the question.  A few did not attempt to answer because learners lack comprehension to read instructions. | | **TEACHER NOTES**  Revise the following:  Reported Speech, Direct Speech, Past Progressive Tense, Past Tense, Passive voice, Active Voice, Conjunctions, Prefix, Verbs, Parts of Speech.  Encourage text -based approach to Language development. Integrate language structures in all skills  Teach and assess language structures in context  Use dictionaries  Develop a word wall  Develop and display sight words  Give notes on grammar  Develop personal dictionary  Give weekly tests to determine whether learners mastered grammar in context taught for the week. Engage learners in grammar exercises every week that will capture ALL ASPECTS of language structures.  Reading more will enable learners to improve the use of language and proper communication.  Incorporate Language structure exercises across the curriculum.  Link the challenges identified through ANA to relevant sections in the workbooks that learners use which have been introduced by the department.  Enter difficult words that are encountered in the learners’ personal wordbooks. Encourage learners to look up the meaning of difficult words  Teach the rules of Language Structure & use frequently. Continuous application of these rules will enhance the learners’ skills and knowledge. | * Support districts and schools to plan and teach structured language lessons as per CAPS * Monitor and report on curriculum coverage, the teaching of structured language lessons | | * Support schools to orders readers, use the ANA analysis to plan and teach structured Language lessons as per CAPS and form School Literacy Teams * Monitor and report on curriculum coverage, the teaching of structured language lessons * Workshop teachers on teaching language. | | * SMTs to form a School literacy team in the school * Teachers to use the ANA analysis to plan and teach structured language lessons on tenses, subject verb concord, different parts of speech, use of correct punctuation and spelling. |
| **The last focus or domain of assessment in grade 6 is WRITING (CREATIVE and FUNCTIONAL)** | | | | | | | |
| Lack of understanding of text  Inability to select main ideas  Inability to construct sentences  Unable to follow instructions  Poor spelling, paragraphing, punctuation, poor expression and many grammar errors  Inability to creatively write own text from given prompts (e.g. given a story and asked to write an introduction or ending  Good writing skills are lacking where learners are expected to construct sentences and express their thoughts  The majority of learners do not have the necessary vocabulary and therefore most do not attempt to answer the question on extended Writing; they simply leave it blank | **TEACHER NOTES**  **WRITING**  Revise the steps of writing. Advise learners on the management of time for each step.  Explain to learners how to write paragraphs from a mind map.  **DESCRIPTIVE ESSAY: The following steps may help you:**   1. Brainstorm your ideas. Write down ideas, using key words and phrases. 2. Use a mind map and indicate which ideas will used as the **Introduction, Body and Conclusion.**   3.1. Introduction: Introduces the topic. It should be short, gripping and inviting.  3.2. Body: Consists of a few paragraphs. Each paragraph deals with a different aspect of the topic.  3.3. Conclusion: Express your feeling about the topic. Words such as ***it is therefore evident, thus***, may be used.  4. Write in full sentences.  5. Vary sentence lengths. Do not be afraid of a short sentence. If it has a subject and verb, it forms a sentence.  6. Ensure that the Concord is correct.  7. Check your essay for spelling mistakes. Does each every sentence have a capital letter and a full stop?  **DIARY ENTRY**   * A diary should be given a specific name. E.g. Dear Diary * Write the day and date at the top of the diary. * Write in the first person (I, me, my, mine) * Write in the present tense. * Short sentences with simple sentences are often effective. * Emotive language may be used to express opinions and feelings**.**   Orientate teachers on writing skills, e.g. sequencing of events  Teach learners to identify key words  Let learners write one extended writing piece a week  Make use of pictures to enhance writing skills  Teach learners the writing process (i.e. The correct technique of writing creatively – pre-composing, planning, draft, editing and proof reading. Also teach them the correct structure of a letter, i.e. introduction, body, and conclusion, should also be taught.)  Conduct creative writing competitions  Support learners by using writing frames. Train learners on an on-going basis on spelling words correctly from foundation phase level. Correct spelling, grammar and punctuation marks are the source of demonstrating excellent creative writing skill.  Let learners spend time in extended writing periods. | | | * Ensure learners write different text types on a weekly basis using writing frameworks and the process approach | | * Workshop teachers on teaching language and using process writing to produce different text types using writing frameworks * Organize spelling competitions | * Teachers to provide learners with opportunities to write different text types on a weekly basis using writing frameworks so they are familiar with different formats and requirements as per CAPS * Teachers to use the process approach to writing so that learners plan and edit their writing |

**SENIOR PHASE (GRADE 9): FIRST ADDITIONAL LANGUAGE**

| **KEY FINDINGS**  **Areas of Non-Performance** | | **RECOMMENDED REMEDIAL STRATEGIES** | **RESPONSIBILITY** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **PROVINCE** | | **DISTRICT** | | **SCHOOL** | |
| **Focus Domain: COMPREHENSION**  **The 1st focus or domain of assessment under comprehension as a component of the Language in grade 9 is “Reading and viewing” of a NARRATIVE/ WRITTEN TEXT: (E.g. Extracts from novel, short story folklore, drama, film newspaper text, magazine article, poem etc.)** | | | | | | | | |
| Learners were expected to read a text on their own and respond to questions that were pitched at different levels of complexity in terms of reading comprehension.  Learners CANNOT/ DO NOT:   * Infer meaning * understand what they are reading * Understand questions   Learners:   * lack writing skills * have a problem with higher order questions * have limited vocabulary   They could only express themselves easily when answering questions that required direct extraction of a single-word or a short-phrase from the given text without any motivation or supporting statement. Again it shows that they lacked comprehension and reading skills.  Low or poor comprehension skills, invariably leading to children attempting only simple questions that require them to extract information directly from given text.  Inability to respond to questions that demand complex skills of inferential reading (“reading between the lines”), e.g. responses to questions that ask: “Why?” (Reasoning); “What do you think?” (Inferential reading).  Writing skills are lacking where learners are expected to construct sentences and express their thoughts. | | **TEACHER NOTES**  **Plan and teach structured reading lessons as per CAPS requirements**   * Plan structured language lessons focusing on the teaching of comprehension * Teach comprehension skills so learners know how to analyze a wide range of different text types, extract specific details from a text, make inferences and interpretations and give a reasoned opinion. * Teach and provide practice using figures of speech * Teach 3-5 words daily and provide opportunities for learners to use the vocabulary orally and in writing   Find time to read through a typical Narrative / Written Comprehension text with the learners. Read each question and discuss with learners how they would approach each question.  **STEPS TO FOLLOW WHEN ANSWERING A COMPREHENSION**   1. Read through passage quickly to get an overview. Visualize what you are reading. 2. Take note of the title, introduction and conclusion to get a “clue” about what the passage is about. 3. Ask the questions: Who, What, Where, When, Why, How. 4. Read through the questions. Bear in mind what the passage is about. 5. Read the passage again. Underline the main idea in each paragraph. The first sentence is often the key sentence. 6. When answering the questions, it is important to interpret the instructions exactly as they are given.  * Does the answer need a full sentence or a word or a phrase? * Do not start sentences with conjunction such as *because, and, but and so.* * The mark allocation usually indicates the number of points needed. * Make sure that your numbering corresponds to the numbering of the questions. * When quoting from the text, enclose the quote with  **single inverted commas** * Edit your work to check that you have answered correctly. * Write neatly and clearly to avoid possible discrepancies.   **Provide more opportunities for learners to read a wide variety of texts**   * Ensure schools with Grades 7-9 learners order approved Core Readers and novels from the National Catalogue * Teach reading strategies and word attack skills in the FAL   Provide opportunities for learners to read and analyze a wide range of texts and genres of increasing complexity | * Support districts and schools to plan and teach structured reading comprehension lessons as per CAPS requirements * Monitor and report on curriculum coverage, procurement of readers and the teaching of structured reading comprehension lessons | | * Support schools to order readers, use the ANA analysis to plan and teach structured reading comprehension lessons as per CAPS and form School Literacy Teams * Monitor and report on curriculum coverage, the teaching of structured reading comprehension lessons * Workshop teachers on teaching reading comprehension using different text types | | * SMTs to ensure schools order and use core readers and graded readers to improve teaching of reading and reading comprehension * SMTs to form a School literacy team in the school * Teachers to use the ANA analysis to plan and teach structured reading comprehension lessons: to analyze a range of different text types, sequence events in a story, extract specific details from a text, make inferences and interpretations, give a reasoned opinion and provide practice using different figures of speech | |
| Learners generally demonstrated lack of comprehension when confronted with a Text other than a NARRATIVE TEXT which seems to be a permeating problem in our schools (e.g. Advertisement, picture, cartoon, graph, table, report, recipe, time table, poster etc.)  Learners experience problems with:   * transfer information from one mode to another * labelling and drawing | | Expose learners to different types of texts (e.g. charts, graphs, maps cartoons, posters, text with pictures, educational movies, tables etc. ) to teach them how to derive information from a variety of texts:  **Poetry**  Find time to read through poems with the learners**.**  Revise the analysis of a poem and the Figures of speech.  **POETRY ANALYSIS**   * Every poem has a **theme or main idea**. It conveys a message. * A poem is written in a particular **form**. * The poet’s word choice creates the mood/atmosphere. * The **tone** will reveal the poet’s subjective (own emotions) views and attitudes. The tone may be friendly, sharp, sarcastic, ironic, angry, humorous or condescending, * **Imagery** involves the senses. It creates word pictures. Make sure that you know what the following figures of speech mean:   Metaphors, Similes, Personification, extended metaphor, alliteration, assonance, onomatopoeia, euphemism.   * Poetry often has a rhythm or a flow. A slow rhythm reinforce a somber meaning, a quicker-paced rhythm could reflect a happy mood. * Rhyme. Words that **sounds** the same.   **Newspaper article**  Read through the text with the learners. Read each question and discuss with learners how they would approach each question.  **VISUAL LITERACY:**  **Cartoons**  Read through the cartoon with learners.  **WHEN STUDYING CARTOONS, LOOK AT**   * The characters. Note facial expressions, body language and relationships between characters. * Background and setting(where it takes place) * Language and punctuation. How does the punctuation affect the mood and the tone of the cartoon? * Actions. These are expressed by the clever use of lines( words), facial expressions and symbols. * Objectives. Is the intention of the cartoon to educate, inform, entertain or satirize?   You should be able to back your answers up with reference to the text. | * Support districts and schools to plan and teach structured reading comprehension where the focus is “Reading and viewing” of a MULTIMEDIA / INFORMATION TEXT: (Advertisement, picture, cartoon, graph, table, report, recipe, time table, poster etc.) | | * Workshop teachers on teaching reading comprehension using different text types | | * Teachers to use the ANA analysis to plan and teach structured reading comprehension lessons where the focus is “Reading and viewing” of a MULTIMEDIA/ INFORMATION TEXT:(Advertisement, picture, cartoon, graph, table, report, recipe, time table, poster etc.) | |
| **The 3rdfocus or domain of assessment under comprehension as a component of the Language in grade 9 is SUMMARY WRITING. Although Summary writing was not assessed in the 2013 ANA Paper, this focus or domain of assessment is non- the- less included in this ECDOE ANA Framework for improvement** | | | | | | | | |
| Most learners usually display a limited knowledge on how to read a text with understanding and to rewrite the original in a new form (E.g. Summary) | | **TEACHER NOTES**  Teach the following steps to learners when summarizing a written text:   * Identify and select the main ideas or events and list them in order. * Use keywords or key phrases and list the sub-topics that support the main ideas and events. * Using the above framework, construct sentences, grouped in paragraphs.   Rework and edit the draft paying particular attention to the assessment criteria.  In the case of a summary (but also with a paraphrased passage or précis), the emphasis will be on the accurate analysis of essential detail, synthesized and reproduced in a new format. Language structures and conventions will be of particular importance.  Remember: Learners will generally struggle if this skill is not adequately practiced as part of on -going Informal Daily Assessment. | * Support districts and schools to plan and teach structured reading comprehension lessons where the focus is on SUMMARY WRITING * Monitor and report on curriculum coverage and the teaching of SUMMARY WRITING | | * Support schools to order readers, use the ANA analysis to plan and teach SUMMARY WRITING * Monitor and report on curriculum coverage and the teaching of SUMMARY WRITING * Workshop teachers on teaching of SUMMARY WRITING | | * Teachers to use the ANA analysis to plan and teach SUMMARY WRITING and to extract specific details from a text. | |
| 1. **LANGUAGE AND WRITING The next domain of assessment in grade 9 is GRAMMAR / LANGUAGE STRUCTURE AND USE** | | | | | | | | |
| General lack in basic literacy skills including basic grammar, correct spelling of frequently used words and proper use of language structures e.g. correct use of prepositions, plural forms, tense, words that mean opposites of given words, etc.  Learners grapple with basic language concepts.  Others came up with new/ irrelevant sentences, because they did not understand the question.  A few did not attempt to answer because learners lack comprehension to read instructions. | | **TEACHER NOTES**  **Plan and teach structured language lessons as per CAPS requirements**   * Plan structured lessons focusing on the teaching of Language Structures and conventions. * Teach focused lessons and give more practice in: * using different parts of speech * rewriting sentences from one tense to another; * rewriting sentences and paragraphs using correct grammar and punctuation; * converting a sentence in the active voice into the passive voice or direct speech into reported speech and vice versa; * using modals.   Encourage text -based approach to Language development. Integrate language structures in all skills  Teach and assess language structures in context  Use dictionaries  Develop a word wall  Develop and display sight words  Give notes on grammar  Develop personal dictionary  Give weekly tests to determine whether learners mastered grammar in context taught for the week. Engage learners in grammar exercises every week that will capture ALL ASPECTS of language structures.  Reading more will enable learners to improve the use of language and proper communication.  Incorporate Language structure exercises across the curriculum.  Link the challenges identified through ANA to relevant sections in the workbooks that learners use which have been introduced by the department.  Enter difficult words that are encountered in the learners’ personal wordbooks. Encourage learners to look up the meaning of difficult words  Teach the rules of Language Structure & use frequently. Continuous application of these rules will enhance the learners’ skills and knowledge. | * Support districts and schools to plan and teach structured language lessons as per CAPS * Monitor and report on curriculum coverage, the teaching of structured language lessons | | * Support schools to orders readers, use the ANA analysis to plan and teach structured Language lessons as per CAPS and form School Literacy Teams * Monitor and report on curriculum coverage, the teaching of structured language lessons * Workshop teachers on teaching language. | | * SMTs to form a School literacy team in the school * Teachers to use the ANA analysis to plan and teach structured language lessons on tenses, subject verb concord, different parts of speech, use of correct punctuation and spelling. | |
| 1. **The last focus or domain of assessment in grade 9 is WRITING (CREATIVE and FUNCTIONAL)** | | | | | | | | |
| Lack of understanding of text  Inability to select main ideas  Inability to construct sentences  Unable to follow instructions  Poor spelling, paragraphing, punctuation, poor expression and many grammar errors  Inability to creatively write own text from given prompts (e.g. given a story and asked to write an introduction or ending  Good writing skills are lacking where learners are expected to construct sentences and express their thoughts  The majority of learners do not have the necessary vocabulary and therefore most do not attempt to answer the question on extended Writing; they simply leave it blank | **TEACHER NOTES**  **WRITING**   * Ensure learners write different text types on a weekly basis so they are familiar with different formats. * Use the process approach to writing so learners plan and edit their writing * Use the grammar, punctuation and spelling errors from learners’ writing to inform focused Language lessons   Revise the steps of writing. Advise learners on the management of time for each step.  Explain to learners how to write paragraphs from a mind map.  **DESCRIPTIVE ESSAY: The following steps may help you:**   1. Brainstorm your ideas. Write down ideas, using key words and phrases. 2. Use a mind map and indicate which ideas will used as the **Introduction, Body and Conclusion.**   3.1. Introduction: Introduces the topic. It should be short, gripping and inviting.  3.2. Body: Consists of a few paragraphs. Each paragraph deals with a different aspect of the topic.  3.3. Conclusion: Express your feeling about the topic. Words such as ***it is therefore evident, thus***, may be used.  4. Write in full sentences.  5. Vary sentence lengths. Do not be afraid of a short sentence. If it has a subject and verb, it forms a sentence.  6. Ensure that the Concord is correct.  7. Check your essay for spelling mistakes. Does each every sentence have a capital letter and a full stop?  **DIARY ENTRY**   * A diary should be given a specific name. E.g. Dear Diary * Write the day and date at the top of the diary. * Write in the first person (I, me, my, mine) * Write in the present tense. * Short sentences with simple sentences are often effective. * Emotive language may be used to express opinions and feelings**.**   Orientate teachers on writing skills, e.g. sequencing of events  Teach learners to identify key words  Let learners write one extended writing piece a week  Make use of pictures to enhance writing skills  Teach learners the writing process (i.e. The correct technique of writing creatively – pre-composing, planning, draft, editing and proof reading. Also teach them the correct structure of a letter, i.e. introduction, body, and conclusion, should also be taught.)  Conduct creative writing competitions  Support learners by using writing frames. Train learners on an on-going basis on spelling words correctly from foundation phase level. Correct spelling, grammar and punctuation marks are the source of demonstrating excellent creative writing skill.  Let learners spend time in extended writing periods. | | | * Ensure learners write different text types on a weekly basis using writing frameworks and the process approach | | * Workshop teachers on teaching language and using process writing to produce different text types using writing frameworks * Organize spelling competitions | | * Teachers to provide learners with opportunities to write different text types on a weekly basis using writing frameworks so they are familiar with different formats and requirements as per CAPS * Teachers to use the process approach to writing so that learners plan and edit their writing |