

**Sepheo: qetellong ea sehlopha sa botšelela, bana ba be ba ka:
Mekhoa ea ho ithuta**

1. mamela ka hloko litaba tse fapaneng.
2. etsa puo maemong a khethehileng.
3. bua hakhutšoanyane ka taba eo ba sa ithophelang eona ka nako e fanoeng.
4. qapa papatso.
5. itokisetsa liphoso moo ba ngotseng.
6. sebelisa buka ho ipatlela litaba.
7. qhaqholla thothokiso ka kutloisiso.
8. bala mefuta e fapaneng ea seballoa-kutloisiso ho iphumanela litaba.
9. bala buka ea tšoantšiso ka kutloisiso.
10. bala buka ea pale ka kutloisiso.
11. sebelisa buka ea mantsoe ho fumana litlhaloso tsa 'ona.
12. hlalosa mehato eo ba e nkileng ha ba entse teko.
13. fetolela lipolelo ho tloha Senyesemaneng ho ea Sesothong.

Phelisano le bochaba

14. bontša tlhompheo lipuong le liketsong.
15. hlalosa lijo tsa Sesotho le melemo ea tsona.
16. lokolisa bohlokoa ba baamani.
17. hlalosa batho ho latela maemo le mesebetsi ea bona.
18. pheta tšomo e khothaletsang ho mamela.
19. bapala lipapali le lipina tsa bochaba.
20. lothana ka lilothe tseo likarabo tsa tsona e leng, litho tsa 'mele, limela le lisebelisoa.
21. hlalosa liphoofolo ka mebala le matšoao

Tšebeliso ea puo

22. sebelisa maele le maelana lipolelong.
23. etsa le ho natefeloa ke metlae.
24. fana ka lithoholetso le litakaletso.
25. phehisana ka taba.
26. ngola puisano e khutšoanyane.
27. ngola moqoqo oa bolelele ba leqephe.
28. ngola lengolo.
29. sebelisa mantsoe a hananang, a tšoanang ka moelelo le a meelelo e mengata lipolelong.

Sebopeho sa puo

30. hlalohanya litaba tsa sebui tse tlalehoang le tse qotsitsoeng.
31. sebelisa moetsi le moetsuo ka nepo lipolelong.
32. hlophisa mareho le liemeli-tu ho latela lihlopha tsa tsona.
33. bopa mareho ka likutu-phafo le likutu-ketso.
34. sebelisa mefuta e fapaneng ea mareho lipolelong.
35. sebelisa sephafi polelong.
36. sebelisa leeketsi ka nepo lipolelong.
37. sebelisa sere ka nepo lipolelong.
38. sebelisa lekhotsa ka nepo lipolelong.

Focus

Teaching area 2; coexistence, expression and culture

Respect;

- **Desired outcomes**

Respect in action and in speech

Listening

Humility

Tolerance

Compassion

Traditional foods and their nutritional value

- **Desired outcomes**

Knowledge of different types of foods

Communication skills

Research and investigation

Articulate description of the different foods and their ingredients

Cook

Develop a passion for culture and collaboration

Family and professions

- **Desired outcomes**

Knowledge the terminology used to associate different family members

Knowledge of self

Role play and dramatisation

Identification

Love

Unity

Self-acceptance

Appreciation of one another

Self-confidence

Storytelling, traditional games and songs, riddles

- **Desired outcomes**

Folktale recitals

Critical thinking

Analysis

Identification of core messages

Play and interaction

Knowledge of traditional instruments

Melody

Creativity and demonstration of talent

Patience

Linguistic and Literary Learning Area – English
Overview at the end of the Grade 6 learners should be able to:

STUDY SKILLS

1. explore a book for different purposes.
2. edit written texts.
3. use a dictionary for different purposes.
4. listen to different texts.
5. read extensively on their own.
6. use letter sounds to read and write words correctly.

LANGUAGE STRUCTURE

7. read different texts with understanding.
8. use nouns appropriately in spoken and written language.
9. form nouns using prefixes and suffixes.
10. form verbs using prefixes and suffixes and use them correctly in writing and speaking.
11. use adverbs correctly.
12. use conditional forms correctly
13. use active and passive voice correctly.
14. use different tenses appropriately in speaking and writing.
15. distinguish between regular and irregular forms of adjectives.
16. use indefinite pronouns appropriately.
17. use prepositions appropriately.

LANGUAGE USE

18. use idioms appropriately in writing and speaking.
19. use proverbs appropriately in writing and speaking.
20. use synonyms and antonyms in sentences.
21. use homonyms and homophones correctly in writing.
22. identify commonly misspelt words and use them correctly.
23. sustain a debate on a given topic.
24. make a speech within a limited time without preparation
25. tell a story on a given topic.
26. compose advertisements.

27. listen to riddles and respond appropriately.
28. read a novel with understanding.
29. read a drama book with understanding.
30. use formal and informal language in appropriate situations.
31. use linking words / conjunctions correctly.
32. use direct and indirect speech correctly in writing and speech.
33. compile a list of new words, find their meanings and use them in writing and speaking.
34. write unguided descriptive compositions.
35. write guided narrative compositions.
36. write a friendly letter.
37. write a business letter.
38. analyse a poem.

- ***Desired outcomes***

- Fluency in Speaking, writing and editing
- Attentive listening
- Silent reading and reading aloud
- Observation, exploration and Interpretation of complex ideas
- Note taking and summarising
- Logical and critical thinking
- Application, demonstration and prediction

Teaching aids

Prescribed poems
Dictionary
Vocabulary bank
Teacher's Guide
Textbooks
Letters
Charts
Class libraries/ book shelves/ lockers
Technology

Analysis

The teaching aims and aids are straightforward for both languages however, the quality of the content as well as the instruction are what come into question. Considering that students are introduced to the arts and creativity through language the language curriculum could do with more artistic content and not simply superficial illustrations.

The learning aids fail to reference local artists who have shaped form, style, technique and an appreciation for how literacy links to learning and art creation. We were led to believe that students are taught about culture through the Sesotho curriculum as well as literature components of the English curriculum. Nevertheless, the Sesotho curriculum only references the past but neither the present nor living culture. The English curriculum on the hand uses prescribed reading that lacks a local presence save for localised names and some local artefacts.

The influence of how literacy was taught during colonial times continues to persist even though the curriculum has been revised. It overlooks the value of teaching learners using a 'language' that celebrates their uniqueness and acknowledges their specific needs and environment.

One is led to also review the teaching guide and see how it may be reviewed. A lot can be said about the mediocrity of language learners in spite of all these aids (media, internet, cell phones etc) that are incorporated into the teaching experience. Components such as reading aloud and individual reading are placed among the desired outcomes but little is said about the availability of reading materials, the relevance of such materials and dramatized reading. As a result, students tend to have a robotic sounding reading style that suggests that they are not really absorbing the content but are rather simply going through words. Children are not

even expected to write book reports and this eliminates their ability to develop their critical and logical thinking.

Now that we have an actual curriculum that speaks to art creation, it is important that literacy as a foundation be well established otherwise it will be all the more difficult for students to absorb new information about an area that is seemingly foreign to them. Moreover, for students to begin creating art that represents who they are instead of mimicking global trends our language curriculums must prepare them by showing them that they are relevant and have strong role models to point to in their own country and history.

Only when students can build a strong connection between where we come from based on our own heroes and stories can they modify what already exists. This knowledge will benefit building a richer future that will encourage innovation and new inventions not to mention better knowledge creation and dissemination.