

*National Curriculum Statement (NCS)*

*Curriculum Assessment  
Policy Statement*



*Foundation Phase  
Grades 1 - 3*



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Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

**CURRICULUM AND ASSESSMENT POLICY STATEMENT  
FOUNDATION PHASE: GRADES 1-3**

**ENGLISH SECOND ADDITIONAL LANGUAGE**

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## SECTION 1: CURRICULUM AND ASSESSMENT POLICY STATEMENT

### 1.1 BACKGROUND

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2012. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12. The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2012)* replaces *the National Curriculum Statement Grades R - 9 (2002)* and *the National Curriculum Statement Grades 10 - 12 (2004)*.

### 1.2 OVERVIEW

- (a) The *National Curriculum Statement Grades R – 12 (January 2012)* represents a policy statement for learning and teaching in South African schools and comprises the following:
  - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
  - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2012)* should be read in conjunction with the following documents:
  - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12, published in the Government Gazette, No. 29467 of 11 December 2006; and*
  - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs, published in the Government Gazette, No.29466 of 11 December 2006.*

- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

### 1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - providing access to higher education;
  - facilitating the transition of learners from education institutions to the workplace; and
  - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
  - active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - high knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
  - progression: content and context of each grade shows progression from simple to complex;

- human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
  - valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;
  - organise and manage themselves and their activities responsibly and effectively;
  - collect, analyse, organise and critically evaluate information;
  - communicate effectively using visual, symbolic and/or language skills in various modes;
  - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
  - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.



## 1.4 TIME ALLOCATION

### 1.4.1 Foundation Phase

(a) The instructional time in the Foundation Phase is as follows:

SUBJECT	GRADE R	GRADE 1	GRADE 2	GRADE 3
Home Language	10	8/7	8/7	8/7
First Additional Language	N/A	3/2	3/2	3/4
Second Additional Language	N/A	1	1	1
Mathematics	7	7	7	7
Life Skills	6	6	6	7
• Beginning Knowledge	(1)	(1)	(1)	(2)
• Creative Arts	(2)	(2)	(2)	(2)
• Physical Education	(2)	(2)	(2)	(2)
• Personal and Social Wellbeing	(1)	(1)	(1)	(1)
<b>TOTAL HOURS</b>	<b>23</b>	<b>24</b>	<b>24</b>	<b>26</b>

(b) Instructional time for Grades R is 23 hours. Instructional time for Grades 1-2 is 24 hours; and Grade 3 is allocated 26 hours.

(c) Home Language in Grade R is allocated 10 hours. A maximum of 8 hours and a minimum of 7 hours are allocated for Home Language for Grades 1-3. The First Additional Language for Grades 1-2 is allocated maximum of 3 hours and a minimum of 2 hours; and Grade 3 has a maximum of 4 and a minimum of 3 hours. The Second Additional Language for is allocated 1 hour for Grades 1-3.

(d) Mathematics for Grades R-3 is allocated 7 hours. Life Skills for Grades R-2 is allocated 6 hours; and Grade 3 is allocated 7 hours.

**1.4.2 Intermediate Phase**

(a) The instructional time in the Intermediate Phase is as follows:

<b>SUBJECT</b>	<b>HOURS</b>
<b>Home Language</b>	6
<b>First Additional Language</b>	5
<b>Second Additional Language</b>	2
<b>Mathematics</b>	6
Natural Sciences and Technology	3.5
Social Sciences	3
Life Skills	4
• Creative Arts	(1.5)
• Physical Education	(1)
• Personal and Social Well-being	(1.5)
<b>TOTAL</b>	29.5

**1.4.3 Senior Phase**

a) The instructional time in the Senior Phase is as follows:

<b>SUBJECT</b>	<b>HOURS</b>
<b>Home Language</b>	5
<b>First Additional Language</b>	4
<b>Second Additional Language</b>	2
<b>Mathematics</b>	4.5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
<b>TOTAL</b>	29.5

#### 1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

SUBJECT	Time allocation per week (hours)
Home Language	4.5
First Additional Language	4.5
Second Additional Language	2
Mathematics	4.5
Life Orientation	2
A minimum of any three subjects selected from <b>Group B</b> Annexure B, Tables B1-B8 of the policy document, <i>National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12</i> , subject to the provisos stipulated in paragraph 28 of the said policy document.	12 (3x4h)
<b>TOTAL</b>	29.5

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

## SECTION 2: INTRODUCING THE SECOND ADDITIONAL LANGUAGE IN THE FOUNDATION PHASE

### 2.1 LANGUAGES IN THE NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is. It is through language that cultural diversity and social relations are expressed and constructed, and it is through language that such constructions can be altered, broadened and refined.

#### 2.1.1 Language levels

Language learning in the Foundation Phase includes all the official languages in South Africa, namely, Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, Xitsonga – as well as Non-official Languages. These languages can be offered at different language levels.

Home Language is the first language acquired by learners. However, many South African schools do not offer the home languages of some or all of the enrolled learners but rather have one or two languages offered at Home Language level. As a result, the labels Home Language and First Additional Language refer to the proficiency levels at which the language is offered and not the native (Home) or acquired (as in the additional languages) language. For the purposes of this policy, any reference to Home Language should be understood to refer to the level and not the language itself.

The **Home Language level** provides for language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to recreate, imagine, and empower their understandings of the world they live in.

**The First Additional Language** refers to a language which is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. The curriculum provides strong support for those learners who will use their first additional language as a language of learning and teaching. By the end of Grade 9, these learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes, including learning.

In South Africa, many children start using their additional language, English, as the Language of Learning and Teaching (LoLT) in Grade 4. This means that they must reach a high level of competence in English by the end of Grade 3, and they need to be able to read and write well in English.

The **First Additional Language level** assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus in the first few years of school is on developing learners' ability to understand and speak the language – basic interpersonal communication skills. In Grades 2 and 3 learners start to build literacy on this oral foundation. They also apply the literacy skills they have already learned in their Home Language. In the Intermediate and Senior Phases, learners continue to strengthen their listening, speaking, reading and writing skills. At this stage the majority of children are learning through the medium of their First Additional Language, English, and should be getting more exposure to it. Greater emphasis is therefore placed on using the First Additional Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive academic skills, which they need to study subjects like Science in English. They also engage more with literary texts and begin to develop aesthetic and imaginative ability in their Additional Language.

By the time learners enter Intermediate Phase, they should be reasonably proficient in their First Additional Language with regard to both interpersonal and cognitive academic skills. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in the Intermediate Phase, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in further grades. These standards must be such that learners can use their Additional Language at a high level of proficiency to prepare them for further or higher education or the world of work.

**The Second Additional Language level** assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The focus upon exposure to Second Additional Language is on developing learners' ability to understand and speak the language - basic interpersonal communication skills. In Grades 1 – 3 learners start to build their oral and literacy skills. They also apply the oral and literacy skills they have already learned in their Home and First Additional Languages.

In Grades 4 – 6, learners will continue to strengthen their Listening and Speaking while developing their Reading and Writing skills in their Second Additional Language.

By the time learners enter Grade 4, they should try to communicate in their Second Additional Language at both interpersonal and social levels. However, the reality is that many learners still cannot communicate well in their Additional Language at this stage. The challenge in Grades 1-3, therefore, is to provide support for these learners at the same time as providing a curriculum that enables learners to meet the standards required in further grades. These standards must be such that learners can use their additional language at a level of proficiency to prepare them for further or higher education or the world of work.

## **2.1.2 Aims of learning a Second Additional Language**

### **2.1.2.1 General aims**

#### **Promotion of multilingualism**

The South African Constitution and the Language in Education Policy promotes multilingualism. Multilingualism is an important tool for social cohesion, and for individual and social development. South Africa is a multilingual country with eleven official languages. It is important, therefore, that children learn additional languages as early as possible. There are also cognitive advantages. Research shows that learning additional languages develops mental flexibility. Additional languages are best learned when children have a strong foundation in their Home Language (HL). The Home language becomes the basis for the learning of additional languages in a multilingual context.

When children start to learn an additional language in Grade 1 either at the First Additional Language (FAL) or Second Additional Language (SAL) levels, they need to build a strong oral foundation as well as being exposed to print in these languages. They need to hear lots of simple, spoken language which they can understand

from the context. Listening to the teacher **tell and read stories** from large illustrated books (Big Books) is a good way of doing this; it provides a meaningful context for developing vocabulary and it also supports children's emergent literacy development. As children's understanding grows, they need plenty of opportunities to listen to and speak the language in simple ways. They need opportunities to interact for real purposes, for example, in the early stages this might take the form of responding to instructions in the target language.

It is important to keep in mind that once children can read and write in their HL, they can transfer the following literacy knowledge and skills to reading and writing in their FAL and SAL:

- phonological awareness – the ability to segment and blend syllables and sounds
- orthographic awareness – the understanding that marks on the page represent sounds
- alphabetic awareness – the understanding that letters represent sounds and that letters combine to form words and sentences
- the understanding that print carries meaning and that reading is about getting meaning from print
- some concepts of print e.g. that we read from left to right
- habits and attitudes about reading and writing – if learners are confident readers and writers in their HL they can transfer these strategies to reading and writing in their FAL and SAL
- content knowledge – content mastered in one language transfers to another language, so if a theme is covered in HL it provides a foundation for literacy development in their FAL and SAL

In the case of the **FAL**, children should be able to read and write confidently in the target language by the end of Grade 3, especially if they are going to use it as their LoLT in Grade 4. In the case of **SAL** where less time is allocated, the main focus is on oral communication.

By reading simple books in their FAL and SAL, children will get exposure to the target language and expand their vocabulary. They can also use their newly acquired writing skills to support their oral language development (e.g. writing down words in a vocabulary book is a good strategy for vocabulary development).

### **Social cohesion**

The rationale for the introduction of a Second Additional Language is to promote social cohesion and embrace diversity and inclusivity (language, culture and race) in the classroom and school. The learning of languages develops understanding and appreciation of diverse cultures. Learning of a new language should include

cultural practices, customs and habits for example “lowering of eyes when speaking to an elder, cupping of hands when saying ‘thank you’, etc.

Schools should ensure that the language offered at SAL level is one of the official languages and the selection of the language is done in consultation with the School Governing Body (SGB). The main aim of the SAL curriculum is to promote the usage of the indigenous African languages and support non speakers to learn an African language at least at the SAL level in the Foundation Phase commencing in Grade 1. Research findings have shown in schools where the Language of Learning and Teaching (LoLT) and First Additional language is either English or Afrikaans, many African language learners are not interacting with their peers and teachers in these dominant languages. The SAL will open up opportunities for all learners to express themselves in languages beyond English and Afrikaans. Teachers will be encouraged to promote languages beyond English and Afrikaans to accommodate diversity and multilingualism.

#### 2.1.2.2 Specific aims

Learning a Second Additional Language should enable learners to:

- acquire the language skills necessary to communicate appropriately in the target language at a basic level;
- listen, speak, read/view and write the language with growing confidence and enjoyment. These skills and attitudes form the basis for life-long learning;
- express, orally and in writing, and emotions in order to become comfortable in the language;
- use language

and their imagination to find out more about themselves, the different cultures and the world around them.

This will enable them to express their experiences and findings about the world orally and in writing;

- use language to access and manage communication in other contexts. Information literacy is a vital skill in the ‘information age’ and forms the basis for lifelong learning;
- use language as a means for expressing information on familiar topics; for interacting with a familiar range of texts; and for reading texts for enjoyment, basic information and communication.



### 2.1.3 Teaching the Second Additional Language

In order to learn an Additional Language well, one needs as much exposure to it as possible in order to build linguistic and basic discourse competence. Teachers should therefore ensure that learners listen to and read the Additional Language in the time allocated for various purposes. The learners need opportunities to listen to the Additional Language for information and comprehension (e.g. a dialogue) and for pleasure (e.g. a song). Even more importantly, they need opportunities to read and view the Additional Language for information (e.g. instructions to make a sandwich), pleasure (e.g. a simple story). Research shows that the best way to develop a wide vocabulary is through reading of appropriate texts. It is very important that oral, written and visual texts are at the right level for learners. If the texts are too difficult, learners will get discouraged and they will not learn anything; if the texts are too easy, there will be no challenge and little learning will take place. An important role of the language teacher is to match the level of text to the level of the learner. Throughout the Foundation Phase, learners should be listening to texts that are in line with their development of listening and speaking skills.

Learners need to understand the purpose for which they are speaking. Throughout the Foundation Phase, learners should be doing oral (listening and speaking) exercises that are in line with their developing language skills. It is necessary that learners get regular and timely feedback on their progress so that they know where and how to improve. An important role of a language teacher is to provide high quality feedback, which is at the heart of good assessment.

In Grades 1 -3, it is important that:

- There is a strong focus on Listening and Speaking
- There is continued support for the development of vocabulary, sentence and paragraph construction, and grammar in context
- Learners work with a variety of texts, including visual texts. These texts increase in difficulty as they move through the grades

### 2.1.4 The Language Skills for the Second Additional Language

The Second Additional Language (SAL) will be offered in Grades 1 to 3 in all 11 official languages. The focus of the SAL curriculum is on the development of oral communication skills. The SAL curriculum will cover these main skills, namely:

<ul style="list-style-type: none"> <li>• <b>Listening and speaking: Oral communication and language development skills</b></li> </ul>	<b>Thinking and Reasoning and Language Structure skills and use will be integrated with listening and speaking and emergent literacy skills</b>
<ul style="list-style-type: none"> <li>• <b>Emergent Literacy Skills (Phonological awareness, phonemic awareness, emergent reading and writing)</b></li> </ul>	

The focus of the SAL is on **communicative language teaching and the development of basic interpersonal communicative skills (BICS)**. The focus will be mainly on listening and speaking activities which includes learning greetings, responding to instructions, making requests, using formulaic language and participating in simple dialogues using language chunks.

When the teacher introduces the SAL in Grade 1, he/she needs a simple way to get the idea of an '**additional language**' across to her young learners. A good way of doing so is by means of a puppet, which can be given a name in the additional language, for example, *Pule the Puppet*. In the first lesson, the teacher introduces the puppet and tells the learners that Pule can't speak their home language; he can only speak, e.g. Setswana, so they will have to speak Setswana to *Pule*. *Pule* will then become a permanent feature of the SAL class. The teacher could introduce a second puppet (e.g. *Palesa the Puppet*) in order to demonstrate interactions in the SAL class (e.g. greetings).

When languages are learned orally, there needs to be a lot of repetition to support memorisation. Action songs and poems, repeated storytelling and shared reading should therefore be the main activities of the SAL curriculum. Children can also be taught **formulaic language**, for example, greetings. Another method that works well is **Total Physical Response (TPR)** which is a form of **nonverbal** communication, e.g. children respond to instructions and commands in a fun way through games such as '*Simon says...*'. Action songs and poems are another form of TPR. Choral drilling of key vocabulary and language chunks learnt from stories (told and read), songs and poems should be routine activities.

Key vocabulary and phrases from the stories, songs and rhymes can be used in the classroom context in order to incorporate them in daily routines and enhance opportunities for their acquisition and use by the children. Word walls can be created to remind the teacher and learners of the vocabulary that has been taught. Once

children can write in their HL, these words can be written in their personal dictionaries (vocabulary books) and incorporated into vocabulary games and quizzes.

Once children can read and write in their HL (by the end of Grade 1), they can use this as a resource to learn the SAL. For example, they can read Big Books containing plentiful illustrations and simple text with their teacher. They can read classroom print in the SAL (e.g. labels, word walls, posters), and read very simple books in the SAL if these are in the reading corner. They can write new words in a personal dictionary (vocabulary book) and learn them. This will give children more exposure to the SAL and enable them to develop their vocabulary.

The SAL Curriculum for Foundation Phase has been packaged as follows:

- content, concepts and skills to be taught per term
- guidelines for time allocation
- suggestions for informal assessment
- lists of recommended resources per grade

### **2.1.5 Types of literacies**

SAL lessons should include oral, visual, numerical and textual literacies. Teachers are encouraged to use the Home Language to support the teaching of SAL where it is relevant and appropriate. The alphabet and script used in African languages are the same as those used for English and Afrikaans. For example SAL learners will be able to count and recognise the number symbols but will have to learn the number names in the new language. The use of counting songs and poems is encouraged to teach number names, days of week, months of the year, etc. The approach to teaching phonemic awareness will depend on the language that is being taught.

Story telling supported with visual and auditory resources is encouraged to introduce textual literacy. Big Books and Conversational posters with visuals only are recommended in Grade 1. In Grade 2 texts with key words and language chunks should be used. In Grade 3 texts with simple repetitive words, language chunks and sentences should be used to promote emergent literacy.

#### **Listening and Speaking Literacy**

Learning an additional language is much like learning a home language except that it happens later in children's lives. In the first year of their lives, children hear huge amounts of simple language in context, which enables them to gradually absorb the grammar and vocabulary of their home language. After a year or so, children start speaking their home language but not in full sentences. They begin by producing one or two words, which they use to express a range of meanings and purposes. They can understand much more complex language than they can express.

It is important for teachers to keep this in mind when children are learning an additional language. In Grade 1, learners need to be exposed to lots of oral language in the form of stories and classroom instructions. Listening to stories being told is an excellent way for children to acquire their additional language. The teacher needs to:

- choose a story with a simple and repetitive structure, which allows the learners to engage with the text through choring patterned language (language chunks)
- keep her language very simple, speaking slowly but naturally
- use gestures, pictures and real objects to introduce new vocabulary and support understanding of the story
- tell the story several times, gradually involving the children more and more, for example by joining in the refrains
- write key vocabulary on flash cards and put them on the word wall.

Another way of exposing children to the additional language is through listening to stories (or non-fiction texts) read by the teacher. The teacher reads from a Big Book, a large illustrated book with enlarged print that all the learners can see as she reads. This is called '**Shared Reading**'. One of the advantages of Shared Reading is that as well as being an excellent listening activity, it also develops learners' **emergent literacy**. Children learn, for example, concepts of print (e.g. that we start reading at the front of a book and end at the back; and that we read from left to right and top to bottom of a page), and they begin to recognise a few written words in the additional language (e.g. he, she). Learners should be familiar with the activity of Shared Reading since they will also be doing it in their HL and FAL lessons. It will support language learning if the same story is told in HL, FAL and SAL where possible.

Another excellent way of exposing children to the additional language is by giving simple instructions that they respond to physically; for example, the teacher says, '**Come here, Thabo,**' with an accompanying gesture, and he responds. This method, known as **Total Physical Response**, has the advantage that the teacher can see

immediately whether Thabo understands or not and she can provide feedback – either ‘Well done, Thabo,’ or she can repeat the instruction more slowly with the gesture emphasized more strongly. Classroom language (e.g. Come to the front of the class and sit on the mat) provides many opportunities for natural ways of introducing Total Physical Response. Action songs and poems too, are an excellent way of combining language with physical activity in a way that supports both understanding and memory of the language.

The advantage of the three methods described above (listening to stories, Shared Reading and Total Physical Response) is that they all focus on learning language through listening comprehension. This takes the pressure off young learners having to speak, reduces anxiety and allows them to focus on understanding the language. However, in order to become competent users of the language, learners also have to practise speaking.

Initially, learners’ spoken language will be formulaic – memorised songs and action poems are some **formulaic language** learned as **languagechunks**, for example, ‘**Good morning, how are you?**’ ‘**I’m fine, how are you?**’ But gradually, as children begin to understand the additional language, they need to start talking, initially with one or two word utterances. For example, in response to the teacher’s question, ‘*Did you like the story,*’ a learner answers ‘*Yes*’ or ‘*No.*’ **Games** are a good way of reinforcing language and actively involving children in learning. For example, the teacher can use a **ring** to teach formulaic language. One child begins by asking ‘**What is your name?**’ The next child answers (e.g. Zuki) and then asks the next child ‘**What is your name?**’ and so on until every child has interacted.

At first, learners’ emergent spoken language needs to be scaffolded (i.e. modelled and supported). For example, learners can begin by reciting/singing action songs and poems, repeating language chunks, choral drilling of vocabulary and later engaging in simple role plays, dialogues, etc. With the teacher’s help, the children can retell parts of the story using props (e.g. masks, puppets, etc.) The teacher needs to make sure that all the children get opportunities to speak in the new additional language in safe and supportive environment. Because children will progress at a different pace, the teacher needs to tailor speaking opportunities to include pointing to and naming the objects in pictures and in the classroom, etc. As the children move through the grades, the teacher should expect children to speak more and their utterances should become longer.

Listening and Speaking activities are organised around themes. It is recommended that the teacher selects at least two themes per term in Grade 1 and Grade 2 and three themes in Grade 3. The teacher needs to select

themes that lend themselves to teaching an additional language. The themes should be very familiar to learners, preferably already used in the HL and FAL.

The reason for using themes is to make it possible to constantly recycle vocabulary and language structures in meaningful contexts. For example, words related to the body (face, eyes, ears, nose, mouth, arms, legs, feet, etc.) and the structures in which they are situated (*Point to your \_\_\_\_\_. /This is my \_\_\_\_\_. /These are my \_\_\_\_\_.)* need to be heard repeatedly in context; learners then need opportunities to use them. Only if vocabulary and structures are constantly recycled, will learners be able to remember and use them.

### Emergent Literacy

In the SAL the focus is on the development of Emergent literacy namely oral language through listening and speaking activities (songs, poems, language chunks, commands, instructions, story telling), phonological awareness (awareness of spoken sound and how these sounds are blended together to form words), print awareness, phonic knowledge (letter sound relationships, decoding, blending, segmenting) and emergent writing skills.

Emergent reading skills (e.g. pointing to objects, picture reading, sequencing pictures, etc.) are introduced through story telling, Shared Reading and Read Aloud modelled by the teacher. Later, in Grade 3, emergent writing activities can be integrated with emergent reading activities.

### Phonological Awareness and Phonemic Awareness

The first stage of learning to decode written language is oral through using phonological awareness and phonemic awareness skills. Both are important and reliable predictors of a child's later reading ability. Ideas for teaching **phonological and phonemic awareness** skills include:

- Hearing repeated sounds (word play) in songs and poems
- Clapping words in spoken sentences
- Clapping syllables in spoken words
- Segmenting spoken words into syllables and blending them together again
- Identifying the sounds at the beginning/middle/end of spoken words
- Clapping individual sounds (phonemes) in spoken words

- Segmenting spoken words into sounds and blending them together again
- Identification of letter-sound relationships

Incidental discussion and teaching of letter-sound relationships in the new language should take place in Grade 3. By this time the phonics in Home Language and FAL will be in place. Discussions will be about similarities and differences in the sounds of the letters of the alphabet in SAL, e.g. the letter “a” **ant** (English); “a” **appel** (Afrikaans) and “a” **abantwana** (isiZulu).

### Shared Reading

Shared Reading is the dominant reading methodology that will be used to develop reading skills in the SAL from Grade 1 onwards. Shared Reading is an important focus for language and literacy development. The purpose of Shared Reading in Grades 1 to 3 is to give learners exposure to their SAL in a meaningful, supportive context. It also develops learners’ emergent literacy in their additional language. At the **Grade 1 level**, the teacher should:

- choose very simple enlarged visual texts (e.g. a Big Book, Conversational posters) with plenty of clear illustrations.
- engage the learners in “picture walk and talk” activities.
- tell a story related to the pictures.
- encourage children to repeat parts of the story that is told.

In **Grades 2 and 3** the texts for Shared Reading (Big Books) should include **words, language chunks and short sentences**. The teacher should:

- talk about the pictures with the learners so that they understand the vocabulary.
- read the text several times using her finger or a ‘pointer’ to enable learners to follow her progress through the text.
- ask questions about the story.
- gradually involve learners in ‘reading’ the story.
- write key words (flash cards) for the picture and display them on the word wall (they can also be used for practice, revision and games)

## Comprehension

In the Second Additional Language the focus is mainly on listening and visual comprehension. This is developed by building vocabulary and asking questions that enable learners to engage with the text. The teacher should begin with asking questions related to visual text, e.g. naming and pointing to objects and simple literal questions (Who? What? Where?).

### 2.1.6 Language Structure and Conventions

In Grades 1-3, language structure and conventions are learned incidentally through meaningful exposure to the spoken language. Incidental learning will take place through listening to stories, shared reading, songs and poems, total physical response, language chunks and formulaic language.

For example, when the teacher introduces a new story she will teach the vocabulary using the pictures and/or real objects. She would write the words on flash cards and put them on the word wall. She will use these for practice and revision and incorporate them into activities such as games.

### 2.1.7 Topics and Themes

**Topics and Themes** should be chosen carefully so that the language and vocabulary can be recycled often and in that way learnt. For instance themes such as Me can be followed My family, My School etc. These same themes and topics can be repeated and extended in Grade 2 and 3. Themes should be planned in such way that it produces language development for use in social interactions in school and beyond.

#### Suggested themes:

Grade 1	Grade 2	Grade 3
Greetings	Greetings	Greetings
Me and My body	Me and My body	Me and My body
Friends	Friends	Friends
My home	My home	My home
My family	My family	My family
Clothes	Shopping	Shopping



At school	At school	At school
Weather	Weather	Weather
Animals	Animals	Animals
People who help us	People who help us	People who help us
Food	Food	Food
Sports	Sports	Sports
		Seasons
		Transport
		The farm
		Sports
Celebrations (birthdays, festivals, etc.)	Celebrations (birthdays, festivals, etc.)	Celebrations (birthdays, festivals, etc.)

**2.1.8 Pedagogy and Methodology**

The pedagogy should encourage co-operative, participatory and interactive learning and teaching through pair work, small group activities and learners should be given plenty opportunities to express themselves in the new language by using language chunks (respond to greetings, engage in dialogues, play language games, action songs etc.). A multi-sensory approach is encouraged. The new language should be learnt in a fun way through choral drilling, total physical response, role-play, chanting of action songs and poems supported by visual, auditory and kinaesthetic activities. Teachers must look for opportunities for the learners to use and demonstrate their newly acquired language skills (greetings in all 3 languages, singing birthday songs, items for school concerts, open days, etc.)

**2.1.9 Classroom Management and Resources**

South African classrooms are very diverse and inclusive. It is common to have learners who speak more than one Home Language which may not be the Language of Learning and Teaching (LoLT) of the school. In some contexts the language offered at Second Additional Language (SAL) may be the Home Language of some learners. In such contexts the teacher of the SAL will have to plan activities to accommodate the Home Language speakers and the SAL learners. Teachers should use Home Language speakers as models and support them to take the lead in peer teaching sessions where they can support the SAL learners (non-speakers).

The use of the Home Language should be used initially to support the teaching of the Second Additional Language. Word walls can be created to remind the teacher and learners of the vocabulary that has been taught in the three different languages. Teachers are encouraged to use colour coding to differentiate between the key vocabulary for Home Language, First Additional Language and Second Additional Language. Language games such as (Simon says, I spy etc) should be used to teach language chunks and key vocabulary. Resources such as (realia, conversational posters, Big Books, Anthology of stories, songs and poems, masks, puppets including teacher and learner made Big Books, zig-zag books should be used .

## 2.2 ASSESSMENT IN THE SECOND ADDITIONAL LANGUAGE

Assessment practices in the SAL should be informal and continuous (respond to greetings, commands, making instructions, recite action songs and poems, engage in dialogues, participate in role-play, respond to stories, name objects, etc.) Most of the assessment should take place through observation, oral responses and demonstration. The teacher records the results of the assessment using a checklist. The ***Second Additional Language will not be considered for promotion and progression in Grades 1 to 3.***

## 2.3 TIME ALLOCATION AND TIME TABLING

The recommended teaching time for Second Additional Language in the Intermediate Phase is 1 hour per week. Schools are therefore encouraged to use creative ways to implement the 1 hour of SAL per week in Grades 1-3. The following timetable options are suggested:

- **4 periods x 15 minutes for SAL per week (Monday to Thursday)**
- **3 periods x 20 minutes for SAL per week (e.g. Monday to Wednesday)**
- **2 periods x 30 minutes for SAL per week (e.g. Monday and Thursday)**

The teacher provisioning model should inform the timetable arrangements for SAL.

## 2.4 PROMOTION AND PROGRESSION: GRADES 1 - 3

The **promotion and progression requirements in Grades 1 to 3** will not change with the implementation of the Second Additional Language (SAL). The ***Second Additional Language will not be considered for promotion and progression purposes.***

## 2.5 RECORDING AND REPORTING: GRADES 1 - 3

Learner progress in the Second Additional Language needs to be tracked by keeping evidence in the form of quarterly checklists, observation notes etc. Schools (Teachers) are encouraged to report on learner performance in the Second Additional Language in quarterly learner reports.

## 2.6 LEARNING AND TEACHING SUPPORT MATERIALS

The teacher should have:

- a) A Curriculum and Assessment Policy Statement
- b) Language in Education Policy (LiEP)
- c) Dictionaries and reference books (bilingual and multilingual dictionaries; thesaurus; encyclopaedia, a good grammar reference book, etc.)
- d) The Foundation Phase Second Additional Language LTSM Toolkit:
  - Lesson Plans;
  - Big Books;
  - Conversational Posters aligned to SAL themes;
  - An Anthology of stories, poems and songs;
  - Audio (compact disk) with songs, action poems and dialogues
- e) A Teacher's Resource File/Book: this may be a file made up of materials collected by the teacher or a commercially published Teacher's Guide
- f) Access to reading material in a class, school and/or public library in order to guide learners' reading
- g) Audio/visual aids

SECTION 3

3.1 OVERVIEW OF THE LANGUAGE SKILLS AND TEACHING PLANS

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE SECOND ADDITIONAL LANGUAGE (SAL) GRADES 1-3			
	GRADE 1	GRADE 2	GRADE 3
<b>LISTENING AND SPEAKING</b>	<ul style="list-style-type: none"> <li>Responds to simple greetings using language chunks (e.g. 'Good morning', Molo, Sawubona)</li> <li>Responds to simple greetings and farewells</li> <li>Sings simple songs and does actions with guidance (with teacher, in pairs and small groups) (<i>songs related to the chosen topic or theme</i>)</li> <li>Recites simple poems related to chosen themes with the teacher, in pairs and small groups</li> <li>Responds to commands (e.g. Stand up, sit down.)</li> <li>Follows simple classroom instructions (e.g. 'Clap your hands') with teacher and in pairs</li> <li>Points to objects in the classroom or in a picture (e.g. 'Show me the chair. Point to the...')</li> </ul>	<ul style="list-style-type: none"> <li>Responds to and models simple greetings and farewells, using language chunks, (e.g. 'Good morning.' 'How are you?' 'I'm fine') in pairs and small groups.</li> <li>Sings simple songs and does actions with guidance in pairs and small groups</li> <li>Joins in action poems and songs, doing the actions in pairs and small groups</li> <li>Role plays simple short dialogues with support of the teacher modelling greetings and farewells in pairs and small groups (e.g. 'Hello my name is _____. What is your name? What do you like?')</li> <li>Points to and names objects in the classroom or in a picture in response to teacher's instructions, (e.g. 'Show me the girl in the red dress').</li> <li>Begins to develop an oral vocabulary using</li> </ul>	<ul style="list-style-type: none"> <li>Respond to and use greetings and farewells confidently.</li> <li>Memorises and performs simple poems and action songs in pairs and groups with confidence and enthusiasm</li> <li>Continues to develop an oral vocabulary using themes or topics</li> <li>Identifies a person, an animal or object from a simple oral description, with 2/3 clues in pairs and small groups (e.g. 'I have two legs. I can fly. Who am I?')</li> <li>Identifies and names real objects in the new language (book, pencil, shoe, shirt etc.)</li> <li>Participates in simple role-plays and dialogues with (2-3 sentences) with support of teacher modelling greetings, farewells/short conversations in pairs and</li> </ul>

<ul style="list-style-type: none"> <li>Plays language games (e.g. Simple Simon Says: Touch your head, etc.)with teacher and in pairs.</li> <li>Uses some formulaic language (e.g. 'please', 'thank you')</li> <li>Role plays greetings (2 sentences) in pairs and in small groups (e.g. 'Good Morning Thando, How are you?' ' Good morning Thando, I am fine')</li> <li>Begins to develop oral (listening and speaking) vocabulary using themes or topics</li> </ul>	<p>themes or topics.</p> <ul style="list-style-type: none"> <li>Plays language games (e.g. 'Simon says') in pairs and small groups.</li> <li>Makes simple requests, (e.g. 'May I go to the toilet? Can I have a pencil, please?')</li> <li>Uses some formulaic language (e.g. please and thank you, excuse me, I'm sorry)</li> <li>Responds physically to simple oral instructions given by the teacher individually, pairs and small groups (e.g. 'Stand in a line.')</li> <li>Responds to simple questions asked by the teacher and peers who take the role of teacher (e.g. 'What is your name? Where do you live?')</li> </ul>	<p>small groups</p> <ul style="list-style-type: none"> <li>Responds to and makes simple requests</li> <li>Uses some formulaic language (e.g. 'Excuse me; I'm sorry', 'Today, Tomorrow, Yesterday)</li> <li>Role-plays and participates in a short conversation using some formulaic language (2-4 sentences) with support of teacher (e.g. meeting and greeting) in pairs and small groups.</li> <li>Talks about objects in a picture in response to the teacher's instructions (e.g. 'What can you see in the picture?' 'Tell me what you can see in the picture.')</li> <li>Plays language games inside and outside the classroom with peers and in small groups under teacher supervision.</li> <li>Responds physically to simple oral instructions given by teacher, individually and in pairs</li> <li>Understand s and responds to simple questions asked by the teacher and learners who take the role of the teacher</li> </ul>
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<p><b>Story telling</b></p> <ul style="list-style-type: none"> <li>• Listens to short, simple stories told by the teacher</li> <li>• Listens to short, simple stories told by the teacher and repeats language chunks at the appropriate time</li> <li>• Pointing out and name the object in the pictures.</li> </ul>	<p><b>Story telling</b></p> <ul style="list-style-type: none"> <li>• Listens to short and simple stories told or read with enjoyment and joins in choruses at the appropriate time and repeats language chunks where appropriate in pairs and small groups;</li> <li>• Names some of the things in the picture in response to questions from the teacher (e.g. What? Who?)</li> <li>• Answers simple literal questions about the story with the support of the pictures, (e.g. What, Who, Where)</li> <li>• Role-plays parts of the story using gestures and props (masks, puppets etc)</li> </ul>	<p>(e.g. 'What, Who, Where, How')</p> <ul style="list-style-type: none"> <li>• Makes simple requests and statements in the new language with the support of the teacher (e.g. 'May I have a glass of water?', 'Can I go outside and play, please?')</li> <li>• Takes turns to give simple instructions and commands during language games to peers</li> <li>• Follows a short sequence of 2-3 instructions given by the teacher, ('Come with your friend to the front of the classroom')</li> <li>• Listens to a simple recount, given by teacher (2 sentences) telling about what she did</li> <li>• With help from the teacher, gives a simple recount (1-2 sentences), for example, learners tell the teacher about the weather</li> </ul> <p><b>Story telling</b></p> <ul style="list-style-type: none"> <li>• Listens to short stories told and read with enjoyment and joins in choruses at the</li> </ul>
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<p><b>Development of concepts, vocabulary and language structures</b></p> <ul style="list-style-type: none"> <li>• Respond to greetings and commands</li> <li>• Repeats some language chunks confidently</li> <li>• Begins to develop some oral vocabulary</li> </ul>	<p><b>Development of concepts, vocabulary and language structures</b></p> <ul style="list-style-type: none"> <li>• continues to build oral vocabulary</li> <li>• uses some language chunks confidently</li> <li>• responds to simple requests, commands and instructions</li> <li>• uses simple formulaic language</li> <li>• begins to develop understanding and ability to use <b>simple language structures</b> in the context of meaningful spoken language eg. personal pronouns (I, my, we etc)</li> <li>• responds to question forms</li> <li>• understands and use verbs in simple conversations</li> <li>• responds to commands/imperatives</li> <li>• responds to simple requests, commands and instructions</li> </ul>	<p>appropriate time and repeats language chunks where appropriate in pairs and small groups;</p> <ul style="list-style-type: none"> <li>• Answers simple literal questions about a story with short answers (Who, What, Where)</li> <li>• Makes meaning of the visual text.</li> <li>• Listens and responds to a short simple story read aloud by the teacher</li> <li>• Role-plays parts of the story using gestures and props (masks, puppets etc)</li> <li>• Tells parts of the story with teacher's support</li> </ul> <p><b>Development of concepts, vocabulary and language structures</b></p> <ul style="list-style-type: none"> <li>• uses language chunks confidently</li> <li>• responds to simple requests, commands and instructions</li> <li>• uses simple formulaic language</li> <li>• begins to develop understanding and ability to use <b>simple language structures</b> in the context of meaningful spoken</li> </ul>
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			<p>language e.g. personal pronouns (I, my, we etc)</p> <ul style="list-style-type: none"> <li>• responds to question forms</li> <li>• understands and use verbs in simple conversations</li> <li>• responds to commands/imperatives</li> <li>• continues to build and model the acquired vocabulary and language chunks in simple dialogues</li> <li>• uses some negative forms e.g. I cannot swim etc</li> </ul>
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3.2 OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE SECOND ADDITIONAL LANGUAGE (SAL) GRADES 1-3

OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE SECOND ADDITIONAL LANGUAGE (SAL) GRADES 1-3			
	GRADE 1	GRADE 2	GRADE 3
LITERACY	<p><b>Phonological awareness</b></p> <ul style="list-style-type: none"> <li>Claps out words in actions songs, poems, short spoken sentences (Ek skop die bal, realeboga; ngiyathokoza; enkosi; etc.)</li> <li>Claps out syllables in key words in spoken word (Sa-wu-bo-na; Du-me-lang; Mo-lo; Goei-e-mô-re; etc.), song, poem, story</li> <li>Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words, songs, poem, story( e.g. Si- ya-bon-ga)</li> <li>Hearing repeated sounds (in word play)</li> <li>Identifies the sounds at the beginning of spoken words (inhloko; ikhanda; neus; etc.)</li> <li>Segments spoken words by clapping on each syllable (e.g. words from the</li> </ul>	<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words in familiar words and spoken sentences.</li> <li>Segments and blends spoken words into syllables ( e.g. u-ma-ma, umama)</li> <li>Segments and blends sounds in oral words, e.g. u-ba-ba, ubaba.</li> <li>Identifies the sounds at the beginning of spoken words</li> <li>Identifies the sounds at the end of spoken words, e.g. baleka</li> <li>Identifies the sounds at the beginning and end of spoken words</li> <li>Segments oral sentences into individual words by clapping on each word</li> </ul>	<p><b>Phonological and Phonemic Awareness</b></p> <ul style="list-style-type: none"> <li>Segments spoken words into syllables and blends them together again</li> <li>Uses syllable cards to build words (look, say and do)</li> <li>Identifies the sounds at the beginning and end of spoken words</li> <li>Identifies the number of sounds in each syllable in familiar words</li> <li>Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.</li> <li>Identifies some sounds that may be different, e.g. vowels.</li> <li>Claps individual sounds (phonemes) in spoken words</li> <li>Identifies some more initial sounds which may be different in the SAL from the Home Language</li> </ul>
	EMERGENT		

<p>story)</p> <p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>• Story telling (simple stories linked to the theme) with resources such as Big Books, visuals, puppets etc.</li> <li>• Engages with visuals in Big Books/ conversational posters with the teacher.</li> <li>• After repeated visual engagements, repeats key vocabulary (look hear, say and do)</li> <li>• After repeated storytelling, repeats language chunks</li> <li>• Listens to the story told while following the teacher and looking at the pictures</li> <li>• Identifies objects in the pictures (e.g. 'Show me Thandi's teacher. 'Point to ...')</li> <li>• Talks about the pictures in the story using the SAL as much as possible but the <b>Home Language</b> where necessary</li> <li>• Participates in story lessons by</li> </ul>	<p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Listens to the story read while following the teacher and looking at the pictures (Big Book, Conversational poster etc)</li> <li>• Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher.</li> <li>• Talks about the pictures in the story using the SAL as much as possible but the Home Language where necessary</li> <li>• Identifies and names objects in the pictures (e.g. 'Show me the old man.' 'Point to the dog.')</li> <li>• Answers some simple questions with the support of the pictures (e.g. 'Who? What? Where?')</li> <li>• After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs</li> </ul>	<p><b>Shared reading</b></p> <ul style="list-style-type: none"> <li>• Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster for enjoyment and joins in choruses at the appropriate time</li> <li>• Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers reads more fluently with expression.</li> <li>• Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher</li> <li>• Answers simple literal questions about a story with short answers, (Where What Who, How)</li> <li>• Names some of the things in the picture in response to questions from the teacher and peers (e.g. 'What this?' A fish')</li> <li>• Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.</li> <li>• Reads fluently, the Shared reading text covered in Term 1 and 2 in small groups</li> <li>• Makes meaning and responds to simple literal</li> </ul>
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	<p>repeating key vocabulary and engaging with visuals in pairs and in small groups</p> <ul style="list-style-type: none"> <li>• After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups</li> <li>• Learns some oral vocabulary from visual texts (Big Book, Poster etc.)</li> <li>• Participates in story lessons by responding to simple oral questions</li> </ul>	<p>and small groups</p> <ul style="list-style-type: none"> <li>• Responds to some simple literal questions related to the story</li> <li>• Begins to recognise some written words in SAL in the Shared Reading activity.</li> <li>• Learns some oral vocabulary from the story</li> <li>• Recognises and reads some common words in the SAL print in the classroom, e.g. wall display</li> <li>• Acts out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and small groups.</li> </ul>	<p>questions (Who, What, Where, How )based on Shared Reading text</p> <ul style="list-style-type: none"> <li>• Acts out parts of the story, using some of the dialogue in pairs and small groups using simple props, masks and puppets in pairs and small groups.</li> <li>• With help from the teacher, retells parts of the story in pairs.</li> </ul>
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### 3.3 REQUIREMENTS GRADE 1

#### 3.3.1 GRADE 1 TERM 1

<b>GRADE 1 SECOND ADDITIONAL LANGUAGE REQUIREMENTS PER TERM</b>
<b>SUGGESTED CONTACT TIME PER WEEK: 1 HOUR</b>
<b>GRADE 1 TERM 1</b>
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Learners need to be exposed to plenty of very simple spoken language that they can understand from the context. Vocabulary needs to be constantly recycled so that learners do not forget it. Learning the SAL should be relaxed and fun.</i></p> <p><i>In the first lesson, a puppet can be used to introduce the Second Additional Language. The puppet can be given a name in the Second Additional Language e.g. Pule the Puppet. The teacher introduces the puppet and says Pule can't speak their Home Language, he can only speak the Second Additional Language, and so learners will have to speak that language to him. Pule will then become a permanent part of the Second Additional Language class.</i></p> <p><i>Note that the suggested themes/topics are simply suggestions. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></p> <p><b>Weekly activities</b></p> <p>At least two of the following activities should be done in a lesson in a week</p> <ul style="list-style-type: none"> <li>• Responds to simple greetings using phrases (e.g. 'Good morning', Molo, Sawubona)</li> <li>• Sings simple songs and does actions with guidance (e.g. Head and shoulders...)</li> <li>• Recites simple poems and does actions with guidance (e.g. I touch my head, I touch my toes, I touch my knees, I touch my nose. Head, toes, knees, nose!)</li> <li>• Plays language games (e.g. Simple Simon Says: Touch your head, etc.)</li> </ul> <p><b>Development of concepts, vocabulary and language structures</b></p> <p>Through taking part in the above activities:</p>

- Responds to greetings and commands

**ASSESSMENT**

**Suggestions for Informal Assessment:**

***Oral and/or practical /Observation***

- Responds to simple greetings
- Participates in singing simple action songs

**EMERGENT LITERACY**

***Phonological awareness and Shared Reading are integrated with Listening and Speaking.***

**CONTENT/CONCEPTS/SKILLS**

***Phonological awareness***

- Claps out words in actions songs and poems
- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words e.g. Si- ya-bon-ga

***Shared Reading***

***Activities done once a week using Big Books with plentiful illustrations or other forms of enlarged, illustrated text e.g. posters. The same book or poster can be read used several times and even re-introduced at a later stage. Teacher introduces vocabulary and models the process of reading.***

- Engages with visuals in Big Book/ Conversational posters with the teacher.
- After repeated visual engagements, repeats key vocabulary (look hear, say and do)
- Story telling (simple stories linked to the theme where possible) with resources such as Big Book, visuals, puppets, etc.
- After repeated storytelling, joins in choruses where appropriate repeating language chunks.

**ASSESSMENT**

**Suggestions for Informal Assessment:**

***Oral and/or practical /Observation***

- *Claps out words in actions songs and poems*
- Claps out syllables in words from a story that is told after repeated telling
- Responds to visuals by pointing to objects in the pictures in response to instructions from the teacher (e.g. Point to the ...)

## 3.3.2 GRADE 1 TERM 2

GRADE 1 TERM 2
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Note that the suggested themes/topics are simply suggestions. Teachers should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></p> <p><b>Weekly activities</b></p> <p>At least two of the following activities should be done in a lesson in a week</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics selected for this term</li> <li>• Responds to simple greetings (e.g. 'Good morning ... How are you?') with the teacher and in pairs.</li> <li>• Sings simple songs and does actions with guidance with the teacher and in pairs</li> <li>• Responds to commands (e.g. Stand up, sit down.)</li> <li>• Plays language games (e.g. Simple Simon Says)with teacher and in pairs.</li> </ul> <p><i>Stories that are told can be dramatised using gestures and props to support meaning. Stories that are told should be from a Big Book, an Anthology or illustrated poster where all the children can see the pictures.The story is supported with clear visuals, objects, toys and puppets.</i></p> <ul style="list-style-type: none"> <li>• Listens to short and simplestories told with enjoyment and joins in choruses or patterned language (repetition of language chunks) at the appropriate time</li> </ul> <p><b>Development of concepts, vocabulary and language structures</b></p> <p>Through taking part in the above activities:</p> <ul style="list-style-type: none"> <li>• Begins to develop some oral vocabulary</li> <li>• Responds and repeat language chunks e.g. How are you?</li> <li>• Responds to commands</li> </ul>
<p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment:</b></p> <p><b>Oral and/or practical /Observation</b></p> <ul style="list-style-type: none"> <li>• Responds to simple greetings (e.g. 'Good morning.' 'How are you?')</li> <li>• Responds appropriately to simple commands (e.g. Simon says....)</li> <li>• Sings a simple song and does actions</li> </ul>

**EMERGENT LITERACY**

*Phonological awareness and Shared Reading are integrated with Listening and Speaking.*

**Phonological awareness:**

- Hearing repeated sounds (in word play)
- Claps out syllables in key words in song, poem, story
- Claps out syllables in spoken words (Sa-wu-bo-na; Du-me-lang; Mo-lo; Goei-e-mô-re; etc.)

**Shared Reading**

*Activities done at least once a week using Big Books with plentiful illustrations or other forms of enlarged, illustrated text. The same book can be used several times and even re-introduced at a later stage. Teacher introduces vocabulary and models the process of reading.*

- Engages with visuals in Big Book/ Conversational posters with the teacher.
- After repeated visual engagements repeats key vocabulary (look hear, say and do)
- Story telling (simple stories linked to the theme) with resources such as Big Book, visuals, puppets etc.
- After repeated storytelling, repeats key vocabulary with the teacher

**ASSESSMENT****Suggestions for Informal Assessment:****Oral and/or practical /Observation**

- Participates in word play by clapping out syllables in spoken words.
- Engages with visuals in Big Book/ Conversational posters with the teacher and repeats key vocabulary (look hear, say and do).

## 3.3.3 GRADE 1 TERM 3

GRADE 1 TERM 3
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Note that the suggested themes/topics are simply suggestions. Teachers should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></p> <p><b>Weekly activities</b></p> <p>At least two of the following activities should be done in each lesson:</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics selected for this term</li> <li>• Responds to simple greetings with confidence in pairs.</li> <li>• Points to objects in the classroom or in a picture (e.g. 'Show me the chair'. 'Point to the ....')</li> <li>• Recites simple poems and does actions with the teacher and in pairs.</li> <li>• Follows simple classroom instructions (e.g. 'Clap your hands')with teacher and in pairs</li> <li>• Responds to commands using language games (Simon says )</li> <li>• Sings simple songs and does actions in pairs and small groups (e.g. songs related to chosen themes)</li> <li>• Recites simple poems and does actions with guidance in small groups (e.g. simple poems related to the chosen themes)</li> </ul> <p><i>Stories that are told can be dramatised using gestures and props to support meaning. Stories that are told should be from a Big Book or an illustrated poster where all the children can see the pictures.</i></p> <ul style="list-style-type: none"> <li>• Listens to short stories told with enjoyment and joins in choruses at the appropriate time (e.g. It's Monday, it's Monday and Thandi goes to school, school, school!)</li> <li>• Names some of the things in the pictures (e.g. What is this?' - pointing to the object in the picture.)</li> </ul> <p><b>Development of concepts, vocabulary and language structures</b></p> <p>Through taking part in the above activities begins to develop some oral vocabulary</p> <ul style="list-style-type: none"> <li>• Repeats and respond to language chunks</li> <li>• Recites poems and sing songs</li> <li>• Follows instructions and commands</li> </ul>
<b>ASSESSMENT</b>
<b>Suggestions for <i>Informal Assessment</i>:</b>



**Oral and/or practical /Observation**

- Responds to simple greetings with confidence in pairs.
- Points to objects in the classroom or in a picture (e.g. 'Show me the chair'. 'Point to the ....')
- Responds to commands using language games (Simon says...)

**EMERGENT LITERACY**

*Phonological awareness and Shared Reading are integrated with Listening and Speaking.*

**CONTENT/CONCEPTS/SKILLS**

***Phonological Awareness to be integrated with listening and speaking activities***

- Hearing repeated sounds (in word play)
- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words(song, poem, story)
- Claps words in short spoken sentences (rea leboga; ngiyathokoza; enkosi; ek skop die bal; etc.)
- Identifies the sounds at the beginning of spoken words

***Shared Reading***

***Activities done once a week using Big Books with plentiful illustrations or other forms of enlarged, illustrated text. The same book can be read several times and even re-introduced at a later stage.***

- Listens to the story told while following the teacher and looking at the pictures
- Learns some oral vocabulary from visual text (Big Book, Poster etc.)
- Identifies objects in the pictures (e.g. 'Show me Thandi's teacher.')
- Talks about the pictures using **home language** where necessary
- Participates in story lessons by repeating key vocabulary and engaging with visuals in pairs and in small groups

**ASSESSMENT**

**Suggestions for Assessment:**

***Informal***

***Oral and/or practical/Observation***

- Identifies the sounds at the beginning of spoken words
- Talks about the pictures using **home language** where necessary
- Identifies objects in the pictures (e.g. 'Show me Thandi's teacher.')

## 3.3.4 GRADE 1 TERM 4

GRADE 1 TERM 4
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Note that the themes/topics proposed are simply suggestions. Teachers should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></p> <p><b>Weekly activities</b></p> <p>Two or more of the following activities to be done in each lesson:</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics from HL and FAL</li> <li>• Responds to simple greetings and farewells (e.g. 'Good bye.' 'Go well.' 'Good afternoon.')</li> <li>• Points to and names objects in the classroom or in a picture (e.g. Show me the ... in the poster. Point to the ....)</li> <li>• Follows simple instructions (e.g. Waves goodbye.)</li> <li>• Uses some formulaic language (e.g. 'please', 'thank you')</li> <li>• Sings simple songs and does actions with guidance in pairs and small groups.</li> <li>• Recites simple poems and does actions with guidance in pairs and small groups</li> <li>• Role play greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Thando I am fine.)</li> </ul> <p><i>Stories that are told can be dramatised using gestures and props to support meaning. Stories that are told should be from a Big Book or illustrated poster where all the children can see the pictures.</i></p> <ul style="list-style-type: none"> <li>• Listens to short stories with enjoyment and joins in choruses at the appropriate time (e.g. theme related stories)</li> <li>• Names some of the things in the picture (e.g. Who is this? - pointing to the object/animal in the picture)</li> </ul> <p><b>Development of concepts, vocabulary and language structures</b></p> <ul style="list-style-type: none"> <li>• Through taking part in the above activities begins to develop some oral vocabulary.</li> <li>• Repeats and responds to language chunks</li> <li>• Responds to instructions and commands.</li> <li>• Uses some formulaic language.</li> </ul>
<b>ASSESSMENT</b>
<p><b>Suggestions for Informal Assessment:</b></p> <p><b>Oral and/or practical /Observation</b></p> <ul style="list-style-type: none"> <li>• Sings action songs and poems with confidence</li> <li>• Follows simple instructions (e.g. Touch your head. Touch your toes.)</li> </ul>

- Role plays greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Thando I am fine.)

**EMERGENT LITERACY**

*Phonological awareness and Shared Reading are integrated with Listening and Speaking.*

**CONTENT/CONCEPTS/SKILLS**

**Phonological awareness**

*These activities should be integrated in Listening and Speaking and Shared Reading activities*

- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words in spoken sentences
- Identifies the sounds at the beginning of spoken words (inhloko; ikhanda; neus; etc.)
- Segments spoken words by clapping on each syllable (e.g. words from the story)

**Shared Reading**

*Activities done once a week using Big Books with plentiful illustrations or other forms of enlarged illustrated text. The same book can be read several times and even re-introduced at a later stage.*

- Listens to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures in the story using the SAL as much as possible but the **Home Language** where necessary
- Identifies objects in the pictures (e.g. 'Show me ...'. 'Point to ...')
- Learns some oral vocabulary related to themes selected
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Participates in story lessons by responding to simple oral questions

**ASSESSMENT**

**Suggestions for Informal Assessment:**

**Oral and/or practical/Observation**

- Segments spoken words by clapping on each syllable
- Recognises and names some objects in the pictures
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups

**RECOMMENDED RESOURCES FOR THE YEAR**

- Posters and pictures to support the teaching of stories and vocabulary
- Colour and number charts
- Songs and action poems
- Real objects related to the themes and topics
- Props to act out the stories, for example, masks, puppets etc
- CDs, DVDs and television programmes
- Big Books (with visuals)
- Anthology of stories, poems and songs
- Teacher/Learner made Big Books, Zig-zag books , puppets, masks, flash cards etc

**3.4 REQUIREMENTS GRADE 2**

**3.4.1 GRADE 2 TERM 1**

<p><b>GRADE 2 SECOND ADDITIONAL LANGUAGE REQUIREMENTS PER TERM SUGGESTED CONTACT TIME PER WEEK: 1 HOUR</b></p>
<p><b>GRADE 2 TERM 1</b></p>
<p><b>LISTENING AND SPEAKING</b></p>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Teachers should select two themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b>Note that the suggested themes/topics are simply suggestions.</b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b>Weekly activities</b></p> <p>Two or more of the following activities in a lesson in the week</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Responds to simple greetings and farewells, using phrases, for example, ‘Good morning.’ ‘How are you?’ ‘I’m fine’ in pairs and small groups</li> <li>• Role plays greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Nikiwe, I am fine)</li> <li>• Points to and names objects in the classroom or in a picture in response to teacher’s instructions, for example, ‘Show me the girl in the red dress.’</li> <li>• Uses some formulaic language (e.g. please and thank you)</li> <li>• Sings simple songs and does actions with guidance as a class, for example, ‘This is the way I put on my shirt, put on my shirt, put on my shirt.’</li> <li>• Joins in action poems and songs, doing the actions as a class for example, ‘Here are Gogo’s glasses, Here is Gogo’s hat.’</li> <li>• Plays language games, for example, “Simonsays” in pairs and small groups.</li> </ul> <p><b>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures</b></p>

**and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures**

- Listens to short stories told or read with enjoyment and joins in choruses at the appropriate time and repeats patterned language (language chunks) where appropriate as a class
- Names some of the things in the picture in response to questions from the teacher, What? Who?

**Development of concepts, vocabulary and language structures**

Through taking part in the above activities:

- continues to build oral vocabulary
- Repeats some language chunks confidently
- Responds to instructions and commands
- Uses formulaic language

**ASSESSMENT**

**Suggestions for Assessment:**

**Informal**

**Oral and/or practical /Observation**

- Sings action songs and poems with confidence
- Follows simple instructions (e.g. Touch your head. Touch your toes.)
- Role plays greetings (2 sentences) in pairs and in small groups (e.g. Good Morning Thando, How are you? Good morning Nikiwe, I am fine)

**EMERGENT LITERACY**

**Phonological awareness and Shared Reading are integrated with Listening and Speaking.**

**CONTENT/CONCEPTS/SKILLS**

**Phonological Awareness**

- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in words in spoken sentences
- Segments spoken words into syllables
- Segments oral sentences into individual words by clapping on each word, for example, sentences from the story
- Identifies the sounds at the beginning of spoken words

**Shared Reading (at least 15 minutes once per week)**

*The teacher reads the text to the class, pointing to the words and discussing the pictures and story line. She re-reads it during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.*

- Listens to the story read while following the teacher and looking at the pictures
- Talks about the pictures in the story using the SAL as much as possible but the **Home Language** where necessary
- Identifies objects in the pictures, for example, 'Show me the old man.' 'Point to the dog.'
- Answers some simple oral questions with the support of the pictures, for example, 'Who? What? Where?'
- Begins to recognise some written words in SAL in the Shared Reading activity
- Learns some oral vocabulary from the story
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups

**ASSESSMENT****Suggestions for Informal Assessment Activities:****Phonological Awareness**

- Claps words in spoken sentences
- Segments spoken words into syllables

**Shared Reading: (oral and/or practical)**

- Identifies some people, animals and objects in the illustrations in the Big Book (or other form of enlarged illustrated text)
- Answers some simple oral questions about the story
- Begins to recognise some written words in SAL in the Shared Reading activity.

## 3.4.2 GRADE 2 TERM 2

GRADE 2 TERM 2
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Teachers should select two themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b>Note that the suggested themes/topics are simply suggestions.</b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b>Weekly activities</b></p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Responds to and models simple greetings and farewells, using language chunks, in pairs and small groups for example, Good morning. How are you? I'm fine.</li> <li>• Role plays short dialogues e.g. "Hello my name is _____. What is your name? What do you like?"</li> <li>• Makes simple requests, for example, 'May I go to the toilet?'</li> <li>• Uses some formulaic language (e.g. please and thank you)</li> <li>• Points to and names objects in the classroom or in a picture in response to teacher's instructions</li> <li>• Responds physically to simple oral instructions in pairs and small groups, for example, 'Stand in a line.'</li> <li>• Sings songs and joins in action poems in pairs and small groups</li> <li>• Plays language games as a class</li> </ul> <p><b>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures</b></p> <ul style="list-style-type: none"> <li>• Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups</li> <li>• Names some of the things in the picture in response to questions from the teacher</li> </ul>



**Development of concepts, vocabulary and language structures**

Through taking part in the above activities:

- continues to build oral vocabulary
- repeats some language chunks confidently
- role plays short dialogues e.g. "Hello my name is \_\_\_\_\_. What is your name? What do you like?"
- makes simple requests, for example, 'May I go to the toilet?'

**ASSESSMENT****Suggestions for Informal Assessment Activities:****Listening and Speaking: (oral and/or practical)**

- Responds to and role plays simple greetings and farewells, using language chunks, in pairs and small groups for example, Good morning Pule. How are you? I'm fine Palesa and how are you?
- Demonstrates understanding of some basic oral vocabulary by pointing to objects in the classroom/a picture in response to instructions from the teacher.
- Recites action songs and poems with confidence and enthusiasm in pairs and small groups

**EMERGENT LITERACY**

*Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.*

**CONTENT/CONCEPTS/SKILLS****Phonological and Phonemic Awareness**

- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in familiar words
- Segments and blends syllables in oral words, e.g. u-ma-ma, umama
- Segments and blends sounds in oral words, e.g. u-ba-ba, ubaba.

**Shared Reading (at least 15 minutes once per week)**

*The teacher reads the book to the class, pointing to the words and discussing the pictures and story line. The teacher-reads the text during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.*

- Listens to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures in the story using the SAL as much as possible but the **Home Language** where necessary
- Identifies objects in the pictures

- Answers some simple questions with the support of the pictures, What, Who, Where
- Learns some oral vocabulary
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Acts out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets

### **ASSESSMENT**

#### **Suggestions for Informal Assessment Activities:**

##### **Phonological and Phonemic awareness: (oral and/or practical)**

- Claps hands/ clicks fingers/ jumps/ stamp feet on syllables in familiar words
- Segments and blends syllables in oral words, e.g. u-ma-ma, umama
- Segments and blends sounds in oral words, e.g. u-ba-ba, ubaba.

##### **Shared Reading: (oral and/or practical)**

- Talks about the pictures in the Big Book/poster
- Answers some simple oral questions about the story or non-fiction text
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups

## 3.4.3 GRADE 2 TERM 3

GRADE 2 TERM 3
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Teachers should select two themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b><i>Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b><i>Weekly activities</i></b></p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> <li>• Continues to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Responds and to and models simple greetings and farewells, using language chunks, in pairs and small groups for example, Good morning. How are you? I'm fine.</li> <li>• Participates in simple dialogues with support of teacher, modelling greetings and farewells in pairs and small groups</li> <li>• Makes simple requests, for example, 'Can I have a pencil, please?'</li> <li>• Uses some formulaic language (e.g. 'Excuse me; I'm sorry')</li> <li>• Points to and names objects in the classroom or in a picture in response to teacher's instructions</li> <li>• Responds physically to simple oral instructions given by teacher individually and in pairs</li> <li>• Responds to simple questions asked by the teacher and peers who take the role of teacher, for example, 'What is your name? Where do you live?'</li> <li>• Sings songs and participates in action poems with confidence in pairs and small groups</li> <li>• Plays language games as a class,</li> </ul> <p><b><i>Once a week the teacher tells or reads a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures</i></b></p> <ul style="list-style-type: none"> <li>• Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups</li> <li>• Answers simple literal questions about a story with short answers (Who, What, Where)</li> <li>• Names some of the things in the picture in response to questions from the teacher and peers</li> </ul>

**Development of concepts, vocabulary and language structures**

Through taking part in the above activities:

- continues to build oral vocabulary
- responds to simple requests, commands and instructions
- responds to simple questions related to the story
- participates in simple dialogues with support of teacher
- begins to develop understanding and ability to use **simple language structures** in the context of meaningful spoken language eg. personal pronouns (I, my, we etc)

**ASSESSMENT****Suggestions for Informal Assessment Activities:****Listening and Speaking: (oral and/or practical)**

- Responds physically to simple oral instructions given by teacher individually and in pairs
- Participates in simple dialogues with support of teacher, modelling greetings and farewells in pairs and small groups
- Names some objects related to the theme in a picture or in the classroom
- Plays language games in pairs and in small groups.

**EMERGENT LITERACY**

*Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.*

**CONTENT/CONCEPTS/SKILLS****Phonological and Phonemic Awareness**

*These activities should be integrated into Listening and Speaking activities and Shared Reading.*

- Segments oral sentences into individual words by clapping on each word, for example, sentences from the story
- Claps out the syllables in familiar words
- Identifies the sounds at the beginning of spoken words
- Identifies the sounds at the end of spoken words, e.g. baleka
- Claps out the sounds in words, e.g. i-s-o, and blends them together again, e.g. iso

**Shared Reading (at least 15 minutes once per week)**

*The teacher reads the text to the class, pointing to the words and discussing the pictures and story line. She re-reads it during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.*

- Listens to the story or non-fiction text while following the teacher and looking at the pictures

- Talks about the pictures in the story using the SAL
- Identifies and names objects in the pictures using the SAL
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher
- Answers some simple questions with the support of the pictures, for example, *Who, What, Where*
- Responds to some simple literal questions related to the story
- Learns some oral vocabulary
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups using simple props, masks and puppets in pairs and small groups.

#### **ASSESSMENT**

##### **Suggestions for Informal Assessment Activities:**

##### **Phonological and Phonemic awareness: (oral and/or practical)**

- Claps out the sounds in familiar words
- Identifies the sounds at the beginning of spoken words
- Segments oral sentences into individual words by clapping on each word, for example, sentences from the story

##### **Shared Reading: (oral and/or practical)**

- Identifies and names objects in the pictures using the SAL
- Answers some simple oral questions about the story or non-fiction text
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Acts out parts of the story using some gestures and simple language chunks in pairs and in small groups

## 3.4.4 GRADE 2 TERM 4

GRADE 2 TERM 4
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Teachers should select two themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b>Note that the suggested themes/topics are simply suggestions. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b>Weekly activities</b></p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> <li>• Continues to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Sings simple songs and does actions with confidence in pairs and small groups</li> <li>• Recites poems and does actions with confidence in pairs and small groups</li> <li>• Responds to simple greetings and farewells, using language chunks, for example, Good bye. See you later.'</li> <li>• Participates in simple dialogues with support of teacher, modelling greetings and farewells in pairs and small groups</li> <li>• Makes simple requests, for example, 'May I leave the classroom?'</li> <li>• Uses some formulaic language (e.g. 'Excuse me; I'm sorry')</li> <li>• Points to and names objects in the classroom or in a picture in response to teacher's instructions</li> <li>• Plays language games as a class</li> <li>• Responds physically to simple oral instructions given by teacher individually and in pairs</li> <li>• Responds to simple questions asked by the teacher and learners who take the role of teacher, for example, 'What, Who, Where'</li> </ul> <p><b>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.</b></p>

- Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language (language chunks) where appropriate in pairs and small groups;
- Names some of the things in the picture in response to questions from the teacher and peers

***Development of concepts, vocabulary and language structures***

Through taking part in the above activities:

- Responds to simple questions (e.g. 'What is your name?')
- continues to build and model the acquired vocabulary and language chunks in simple dialogues
- Does actions in response to instructions from the teacher, for example, Jump/hop/skip/touch your toes, etc. Walk quickly/slowly etc.
- Makes simple requests, for example, 'May I leave the room?'
- begins to develop understanding and ability to use **simple language structures** in the context of meaningful spoken language eg. personal pronouns (I, my, we etc)

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

**Listening and Speaking: (oral and/or practical)**

- Responds to simple questions (e.g. 'What is your name?')
- Participates in simple dialogues with support of teacher, modelling greetings and farewells in pairs and small groups
- Makes simple requests, for example, 'May I leave the room?'
- Does actions in response to instructions from the teacher, for example, 'Jump/hop/skip/touch your toes, etc.' 'Walk quickly/slowly etc.'

**EMERGENT LITERACY**

***Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.***

**CONTENT/CONCEPTS/SKILLS**

***Phonological and Phonemic Awareness***

- Claps out the sounds in familiar words
- Segments spoken words into sounds and blending them together again
- Identifies the sounds at the beginning and end of spoken words
- Segments oral sentences into individual words by clapping on each word

***Shared Reading (at least 15 minutes once per week)***

***The teacher reads the book to the class, pointing to the words and discussing the pictures and story line. She re-reads it during the week, encouraging the learners to join in. The story or non-fiction text is used to introduce new vocabulary.***

- Listens and responds to the story or non-fiction text while following the teacher and looking at the pictures
- Talks about the pictures using the SAL
- Identifies and names objects in the pictures using the SAL
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher.
- Answers some simple questions with the support of the pictures, for example, Who, What, Where
- Learns some oral vocabulary
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.
- Acts out parts of the story using some gestures and simple language chunks in pairs and in small groups using simple props, masks and puppets in pairs and small groups.

#### **ASSESSMENT**

##### **Suggestions for Informal Assessment Activities:**

##### **Phonological and Phonemic awareness: (oral and/or practical)**

- Claps out the sounds in familiar words
- Segments spoken words into sounds and blending them together again
- Identifies the sounds at the beginning and end of spoken words
- Segments oral sentences into individual words by clapping on each word

##### **Reading: (oral and/or practical)**

- Identifies and name objects in the illustrations in the Big Book/poster
- Answers simple literal questions about a story with short answers
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups with confidence
- Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups with confidence and enthusiasm



**RECOMMENDED TEXTS/RESOURCES FOR THE YEAR**

- Big Books (fiction) and non-fiction Big Books
- Anthology of stories, poems and songs
- Conversational Posters and pictures to support the teaching of stories and vocabulary
- Colour charts and number charts
- Objects related to the themes and topics
- Props to act out the stories and for role play, for example, masks, objects etc.
- CDs, DVDs and television programmes
- Flash card labels for classroom items and displays
- Pointers to use when reading enlarged texts, wall stories, displays
- Masks, Teacher/Learner made Big Books, Zig-zag books, puppets, flash cards etc.

**3.5 REQUIREMENTS GRADE 3****3.5.1 GRADE 3 TERM 1**

<b>GRADE 3 REQUIREMENTS PER TERM SUGGESTED CONTACT TIME PER WEEK: 1 HOUR</b>
<b>GRADE 3 TERM 1</b>
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Teachers should select three themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b><i>Note that the suggested themes/topics are simply suggestions.. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b><i>Weekly activities</i></b></p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> <li>• Continues to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Identifies a person, animal or object from a simple oral description, with two clues in pairs and small groups 'I have two legs. I can fly. Who am I?'</li> <li>• Memorises and performs simple poems and action songs in pairs and groups</li> <li>• Participates in simple role-plays and dialogues with (2-3 sentences) with support of teacher modelling greetings and farewells etc. in pairs and small groups</li> <li>• Responds to and makes simple requests, for example, 'May I have a glass of water?'</li> <li>• Uses some formulaic language (e.g. 'Excuse me; I'm sorry')</li> <li>• Talks about objects in a picture in response to the teacher's instructions</li> <li>• Plays language games as a class</li> <li>• Responds physically to simple oral instructions given by teacher individually and in pairs</li> <li>• Responds to simple questions asked by the teacher and learners who take the role of teacher, for example, 'What, Who, Where, How</li> </ul>

**Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.**

- Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups
- Answers simple literal questions about a story with short answers (Who, What, Where)

**Development of concepts, vocabulary and language structures**

Through taking part in the above activities:

- continues to build and model the acquired vocabulary and language chunks in simple dialogues
- uses some formulaic language (e.g. 'excuse me; I'm sorry')
- responds to simple questions asked by the teacher and learners who take the role of teacher, for example, what, who, where, how
- understands and begins to use some simple language structures in context, for example, the modal 'can': I can jump / skip / run etc. I can touch my toes.

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

**Listening and Speaking: (oral and/or practical)**

- Demonstrates understanding of some basic oral vocabulary by pointing to objects in a picture
- Memorises and performs simple poems, action songs
- Participates in simple role-plays and dialogues with (2-3 sentences) with support of teacher modelling greetings and farewells etc. in pairs and small groups
- Responds to simple questions (e.g. 'Where do you live?')

**EMERGENT LITERACY**

**Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.**

**CONTENT/CONCEPTS/SKILLS**

**Phonological and Phonemic Awareness**

- Segments spoken words into syllables and blends them together again
- Identifies the sounds at the beginning and end of spoken words
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language

and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.

- Use syllable cards to build words (look, say and do)

**Shared Reading (at least 15 minutes twice per week)**

**Twice a week, depending on the time available, the teacher tells or reads a story (Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures. The teacher writes high frequency words from the story and puts them on the word wall.**

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher
- Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers reads more fluently.
- Answers simple literal questions about a story with short answers, (Where What Who, How)
- Names some of the things in the picture in response to questions from the teacher and peers, for example, 'What is this?' 'A fish.'
- Acts out parts of the story, using some of the dialogue in pairs and small groups
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

**Phonological and Phonemic awareness: (oral and/or practical)**

- Segments spoken words into syllables and blending them together again
- Identifies the sounds at the beginning and end of spoken words
- Identifies the letter-sound relationships in familiar words in SAL and in Home Language

**Shared Reading: (oral and/or practical)**

- Reads the text aloud with the teacher
- Answers simple literal questions about a story with short answers
- Demonstrates understanding of vocabulary in the story by naming objects in the pictures in response to instructions from the teacher
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups

## 3.5.2 GRADE 3 TERM 2

GRADE 3 TERM 2
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b><i>Development of concepts, vocabulary and language structures</i></b></p> <p>Teachers should select three themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b><i>Note that the suggested themes/topics are simply suggestions. Teachers should choose their own appropriate themes depending on their context and the resources available. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b><i>Weekly activities</i></b></p> <p>Two or more of the following activities in a lesson in a week:</p> <ul style="list-style-type: none"> <li>• Continues to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Memorises and performs simple poems, action songs in pairs and small groups.</li> <li>• Uses some formulaic language (e.g. 'Excuse me; I'm sorry')</li> <li>• Role-plays and participates in a short conversation using some formulaic language (2-3 sentences) with support of teacher, e.g. meeting and greeting in pairs and small groups.</li> <li>• Makes simple requests, for example, 'May I take a book?'</li> <li>• Talks about objects in a picture in response to teacher's instructions, for example, 'What can you see in the picture?' 'Tell me what you can see in the picture.'</li> <li>• Identifies a person, animal or object from a simple oral description, with two clues in pairs and small groups 'I have two legs. I can fly. Who am I?'</li> <li>• Plays language games in pairs and small groups</li> <li>• Responds physically to simple oral instructions given by teacher individually and in pairs</li> <li>• Responds to simple questions asked by the teacher and learners who take the role of teacher, for example, 'What, Who, Where, How</li> </ul> <p><b><i>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.</i></b></p>

- Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups
- Answers simple literal questions about a story with short answers (Who, What, Where)
- Relate visuals to printed text

***Development of concepts, vocabulary and language structures***

Through taking part in the above activities:

- Continues to build oral vocabulary
- Role-plays and participates in a short conversation using some formulaic language (2-3 sentences) with support of teacher.
- Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, for example, understands and begins to use the modal 'can'; I can run; some negative forms: I cannot fly

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

**Listening and Speaking: (oral and/or practical)**

- Demonstrates understanding and use of some basic oral vocabulary by naming objects
- Memorises and performs simple poems and action songs with confidence
- Responds physically to simple oral instructions given by teacher individually and in pairs
- Role-plays and participates in a short conversation using some formulaic language (2-3 sentences) with support of teacher, e.g. meeting and greeting in pairs and small groups.
- Responds to simple questions asked by the teacher and peers.

**EMERGENT LITERACY**

***Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.***

**CONTENT/CONCEPTS/SKILLS**

***Phonological and Phonemic Awareness***

***The activities should be integrated into Listening and Speaking activities and Shared Reading.***

- Claps individual sounds (phonemes) in spoken words
- Identifies the sounds at the beginning and end of spoken words
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.
- Teach some sounds that may be different, e.g. vowels.
- Use syllable cards to build words (look, say and do)

**Shared Reading (at least 15 minutes twice per week)**

*Twice a week, depending on the time available, the teacher tells or reads a story (Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures. The teacher writes high frequency words from the story and puts them on the word wall.*

**Weekly activities**

The teacher could do one longer activity or two or three short ones per week.

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster, with enjoyment and joins in choruses at the appropriate time
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher
- Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently
- Answers simple literal questions about a story with short answers, (Where What Who, How)
- Names some of the things in the picture in response to questions from the teacher and peers, for example, 'What is this?' 'A fish.'
- Acts out the story using some of the dialogue in pairs and small groups
- With help from the teacher, retells parts of the story in pairs.
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display.

**ASSESSMENT****Suggestions for Informal Assessment Activities:****Phonological and Phonemic awareness: (oral and/or practical)**

- Segments spoken words into syllables and blends them together again
- Identifies the sounds at the beginning and end of spoken words
- Identifies the letter-sound relationships in familiar words in SAL

**Shared Reading: (oral and/or practical)**

- Reads the text aloud with the teacher
- Answers simple literal questions about a story with short answers
- Demonstrates understanding of vocabulary in the story by naming objects in the pictures in response to instructions from the teacher.
- After repeated readings, joins in choruses and repeats language chunks where appropriate in pairs and small groups
- Acts out parts of the story using some gestures and simple dialogue in pairs and in small groups

## 3.5.3 GRADE 3 TERM 3

GRADE 3 TERM 3
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Teachers should select three themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b><i>Note that the suggested themes/topics are simply suggestions. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</i></b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b>Weekly activities</b></p> <p>The teacher could do one longer activity or two or three short ones per week</p> <ul style="list-style-type: none"> <li>• Develops an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling a short conversation in pairs and small groups</li> <li>• Follows a short sequence of 2-3 instructions given by the teacher</li> <li>• Understands and responds to simple questions such as Who, What, Where, Whose?</li> <li>• Makes simple requests and statements in the new language with the support of the teacher for example, 'Can I go outside and play, please?'</li> <li>• Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)</li> <li>• Listens to a simple recount, given by teacher (2 sentences)</li> <li>• Memorises and performs simple poems and songs in pairs and small groups with confidence and enthusiasm</li> <li>• Plays language games outside the classroom with peers and in small groups under teacher supervision.</li> </ul> <p><b><i>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.</i></b></p> <ul style="list-style-type: none"> <li>• Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups</li> <li>• Listens and responds to a short simple story read aloud by the teacher</li> </ul> <p><b><i>Development of concepts, vocabulary and language structures</i></b></p>



Through taking part in the above activities:

- continues to build and model the acquired vocabulary and language chunks in simple dialogues
- Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)
- Understands and responds to simple questions such as Who, What, Where, Whose?
- Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, common words, question forms, personal pronouns, verbs, commands/imperatives

**Suggestions for Informal Assessment Activities:**

**Listening and Speaking: (oral and/or practical)**

- Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling a short conversation/greetings in pairs and small groups
- Follows a short sequence of 2-3 instructions given by the teacher
- Gives and responds to simple instructions given by the teacher and peers e.g. Catch the ball
- Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)
- Understands and responds to simple questions such as Who, What, Where, Whose?
- Makes simple requests and statements in the new language with the support of the teacher for example, 'Can I go outside and play, please?'

**EMERGENT LITERACY**

*Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.*

**CONTENT/CONCEPTS/SKILLS**

***Phonemic awareness and phonics***

- Identifies the sounds at the beginning and end of spoken words
- Identifies the number of sounds in each syllable in familiar words
- Segments spoken words into sounds and blends them together again
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.
- Identifies some sounds that may be different, e.g. vowels.
- Identifies some more initial sounds which may be different in the SAL from the Home Language
- Use syllable cards to build words (look, say and do)

***Shared Reading (at least 15 minutes twice per week)***

*Twice a week, depending on the time available, the teacher tells or reads a story (Stories that are told*

*can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures. The teacher writes high frequency words from the story and puts them on the word wall.*

### **Weekly Activities**

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster) with enjoyment and joins in choruses at the appropriate time
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher
- Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently with expression.
- Reads fluently, the Shared reading text covered in Term 1 and 2
- Make meaning and respond to simple literal questions (Who, What, Where, How) based on Shared Reading text
- Names some of the things in the pictures in response to questions from the teacher and peers
- Role-plays parts of a story in small groups
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display

### **ASSESSMENT**

#### **Suggestions for Informal Assessment Activities:**

#### **Phonological and Phonemic awareness: (oral and/or practical)**

- Identifies the sounds at the beginning and end of spoken words
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc)
- Knows some sounds that may be different, e.g. vowels.
- Identifies some more initial sounds which may be different in the SAL from the Home Language
- Uses syllable cards to build words (look, say and do)

#### **Shared Reading: (oral and/or practical)**

- Reads the text aloud with the teacher fluently
- Reads fluently, the Shared reading text covered in Term 1 and 2
- Answers simple literal questions about a story with short answers
- Demonstrates understanding of vocabulary in the story by naming words
- Role plays parts of the story using some gestures and simple dialogue in pairs and in small groups

## 3.5.4 GRADE 3 TERM 4

GRADE 3 TERM 4
<b>LISTENING AND SPEAKING</b>
<p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Teachers should select three themes that will enable them to introduce and recycle vocabulary, and cover the activities listed below.</p> <p><b>Note that the suggested themes/topics are simply suggestions. They should make sure that they have the necessary Big Books/posters, poems, songs, games and real objects for the theme they have chosen.</b></p> <p>They should try to cover all the activities, more than once if possible. They should assess their learners using the Informal Assessment Activities. They should allow the teacher to constantly recycle simple, basic language structures as she communicates with the learners in the Second Additional Language.</p> <p><b>Weekly activities</b></p> <p>The teacher could do one longer activity or two or three short ones per week</p> <ul style="list-style-type: none"> <li>• Develops and uses an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Follows a short sequence of 2-3 instructions, for example, 'Come with your friend to the front of the classroom'</li> <li>• Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling greetings/short conversation in pairs and small groups</li> <li>• Takes turns to give simple instructions and commands during language games to a peer</li> <li>• Understands and responds to simple questions such as 'What is your name? How old are you?'</li> <li>• Makes and responds to simple requests made by the teacher and peers</li> <li>• Uses some formulaic language (e.g. Today, Tomorrow, Yesterday)</li> <li>• Identifies and names real objects in the new language (book, pencil, shoe, shirt etc.)</li> <li>• Talks about objects in a picture in response to teacher's instructions (What can you see in the picture? Tell me what you can see in the picture.)</li> <li>• Listens to a simple recount (2-3 sentences), given by the teacher telling about what she did</li> <li>• With help from the teacher, gives a simple recount (1-2 sentences), for example, learners tell the teacher about the weather</li> <li>• Memorises and performs simple poems, and songs with confidence and enthusiasm</li> </ul> <p><b>Once a week, the teacher reads or tells a story. Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.</b></p>

- Listens to short stories with enjoyment and joins in choruses at the appropriate time and repeats patterned language where appropriate in pairs and small groups
- Listens and responds to a short simple story read aloud by the teacher
- Answers simple literal questions about a story with short answers (Who, What, Where)

***Development of concepts, vocabulary and language structures***

Through taking part in the above activities:

- Continues to build and model the acquired vocabulary and language chunks in simple dialogues
- Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, common words, question forms, personal pronouns, plurals, verbs, commands/imperatives
- Uses some formulaic language (e.g. 'Today, Tomorrow, Yesterday')
- Understands and responds to simple questions such as Who, What, Where, Whose?

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

- Participates in simple role-plays and dialogues with (3 to 4 sentences) with support of teacher modelling a short conversation/greetings in pairs and small groups
- Uses some formulaic language (e.g. 'Today, Tomorrow, Yesterday')
- Follows a short sequence of 2-3 instructions given by the teacher
- Gives and responds to simple instructions given by the teacher and peers e.g. Catch the ball
- Understands and responds to simple questions such as Who, What, Where, Whose?
- Makes simple requests and statements in the new language with the support of the teacher for example, 'Can I go outside and play, please?'

**EMERGENT LITERACY**

***Phonological awareness, Phonemic awareness and Shared Reading are integrated with Listening and Speaking.***

**CONTENT/CONCEPTS/SKILLS**

***Phonological and phonemic awareness***

- Identifies the sounds at the beginning and end of spoken words
- Identifies the number of sounds in each syllable in familiar words
- Segments spoken words into sounds and blends them together again
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.
- Teach some sounds that may be different, e.g. vowels.
- Teach some more initial sounds which may be different in the SAL from the Home Language

- Use syllable cards to build words (look, say and do)

**Shared Reading (at least 15 minutes twice per week)**

*Twice a week, depending on the time available, the teacher tells or reads a story (Stories that are told can be dramatised using gestures and props to support meaning. Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures. The teacher writes high frequency words from the story and puts them on the word wall.*

**Weekly Activities**

- Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster) with enjoyment and joins in choruses at the appropriate time
- Reads the text aloud with the teacher. The whole class reads the same story or non-fiction text with the teacher
- Follows the text read by the teacher. In subsequent readings of the same text with the teacher and peers recognises common words and reads more fluently and with expression.
- Reads fluently, the Shared reading text covered in Term 1 and 3 in small groups
- Make meaning and respond to simple literal questions (Who, What, Where, How) based on Shared reading text
- Names some of the things in the picture in response to questions from the teacher and peers
- Role-plays parts of a story in small groups
- With help from the teacher, retells the story in pairs
- Recognises and reads some common words in the SAL print in the classroom, e.g. wall display
- Reads and writes some common words in SAL

**ASSESSMENT**

**Suggestions for Informal Assessment Activities:**

**Phonological and Phonemic awareness: (oral and/or practical)**

- Identifies the sounds at the beginning and end of spoken words
- Identifies letter-sound relationships of single letters that have the same pronunciation in Home Language and Second Additional Language (e.g. d, f, g, h, l, m, n, s, etc.). Do at least one sound a week.
- Identifies some sounds that may be different, e.g. vowels.
- Identifies some more initial sounds which may be different in the SAL from the Home Language
- Uses syllable cards to build words (look, say and do)

**Shared Reading: (oral and/or practical)**

- Reads fluently, the Shared reading text covered in Term 1 and 3
- Answers simple literal questions about a story with short answers
- Demonstrates understanding of vocabulary in the story by reading words
- Role plays parts of the story using some gestures and simple dialogue in pairs and in small groups

**RECOMMENDED TEXTS/RESOURCES FOR THE YEAR**

- Pictures and conversational posters
- Big Books – both fiction and non-fiction
- Other enlarged texts (poems, songs, etc.)
- Objects related to the themes and topics, puppets, masks etc.
- Pictures to sequence
- Anthology of short stories, Poems and songs
- Language games (oral)
- Picture books with captions (caption books)
- Flash card labels for classroom items, displays and for sight words
- Alphabet charts
- Pointers to use when reading enlarged texts, wall stories, displays
- Masks, Teacher/Learner made Big Books, Zig-zag books , puppets, flash cards
- Improvised costumes for role-play and acting out the stories
- Compact discs or audio tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVDs

**GLOSSARY**

**action poems** – poems that are accompanied by actions (e.g. I touch my head, I touch my toes, I touch my knees, I touch my nose)

**additive bilingualism** – when a person learns a language (or languages) in addition to his or her home language. The person builds on what he or she already knows in the home language (e.g. how to read and write). The additional language builds on the home language; it does not replace it.

**emergent literacy** – refers to a child's growing knowledge of the printed word. Children see print in the environment and begin to understand its purpose. They may have stories told or read to them; they learn what books are and how stories work. So even before they come to school they know a lot about literacy. They may try to write their names using their own ideas about letters and spelling (i.e. emergent spelling), and they may pretend to read a book (i.e. reading-like behaviour). This is the beginning of children's literacy.

**fluency** – the ability to read a text quickly and accurately with expression that reflects understanding

**formulaic language** – language which is learned in chunks or wholes (e.g. greetings). When we begin to learn a language, much of what we learn is formulaic. Gradually, we begin to make sense of the patterns and rules of the language, and we become able to express our own ideas in very simple ways.

**incidental learning** – learning that happens without deliberate teaching

**language chunk** - Chunks are groups of words that can be found together in language. They can be words that always go together for example "How are you? Where do you live?"

**Literal** – the literal meaning of a text is exactly what is stated in the text. A 'literal question' is one which asks learners to get information directly stated in the text (e.g. What colour was the little boy's jersey?)

**Multilingualism** - is the use of two or more languages, either by an individual speaker or by a community of speakers. The word **multilingualism** can be used to refer to the use or maintenance of more than one language in a certain context. In this regard it may refer to the fact that many languages are spoken in South Africa but also that many South Africans know more than one language.

**Orthography definition-** the art of writing words with the proper letters, according to accepted usage; correct spelling

**phonemic awareness** – the ability to hear, identify and manipulate the individual sounds of a language (e.g. in English to identify the same sound in ‘bad’, ‘sad’, ‘glad’ and ‘mad’, and to distinguish between the sounds in ‘bed’, ‘bad’, ‘bud’ and ‘bird’).

**phonics** – phonics instruction teaches children the relationship between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words.

**phonological awareness** – the ability to understand how the sound system works e.g. to identify sounds, syllables, rhymes, onsets and rimes.

**realia** - (/ri'ei,li,ə/ pron. ree-ay-lee-ah) are objects from real life used in by teacher to improve learner’s understanding of other cultures and real life situations. A teacher who teaches a new language often uses *realia* to strengthen learners associations between words for everyday objects and the objects themselves

**to recount** – to tell about past events in a sequence (e.g. to say or write about what one did last weekend)

**arecount** – The purpose of a recount is to tell a sequence of events (e.g. a child telling what happened at the weekend in the class ‘news time’). A recount uses the past tense and words like ‘first’, ‘then’ and ‘next’.

**Refrain** - repetition and chorusing of patterned language in a text that is read aloud.

**rhyme** – words or lines of poetry that end with the same sound including a vowel (e.g. sad, mad, glad, bad)

**shared reading** – an activity in which children share the reading of an enlarged text with the teacher. This is a lesson with the whole class. The text used is aimed at the top group in the class. Some children will be at a listening level, others will be beginning to engage in the reading and more will be engaging fully. The same text is used over several days. Each day a new focus is selected by the teacher. The text is used to introduce text features, phonics, grammar and reading skills in context.

**story board** – a series (or sequence) of pictures illustrating a story or procedure (e.g. how to make a mask)



**total physical response** – a method of language teaching in which the teacher gives instructions, the learner responds physically, and the teacher provides feedback.

**word wall** – is a literacy tool composed of an organised (typically in alphabetical order) collection of words which are displayed in large visible letters on a wall

