

1. English Home Language Grade 3

Revised National Teaching Plan

GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:

Please note the following:

1. The curriculum was adjusted to address the core concepts and skills.
2. All the skills are spread over the time given. Skills and knowledge are repeated across the weeks so that no learner will be disadvantaged if not attending school every day.
3. Content is scaffolded across weeks
4. There should be a strong integration between all the subjects.
5. All Topics in Language are integrated, and Daily Activities are not time specific but are used throughout the day
6. Reading needs to adhere to the following: **Reading and Writing Focus time (CAPS)**. These reminders are included as there seem to be slightly different understandings of what is meant by the Reading and Writing Focus Time in CAPS.
 - The **Reading and Writing Focus time** is a tightly integrated time (approximately one hour) in which Shared Reading and then Shared Writing take place in the first 15 minutes. Thereafter, but also linked to the skills learnt in the Shared Reading / Shared Writing process, word and sentence level work is done (e.g phonics). This takes about ten minutes. Thereafter, Group Guided Reading is done, with learners being grouped in reading ability groups. During the Reading and Writing focus time, the foundation is laid for the mastery of the skills needed for the paired reading, independent reading and independent writing that fall OUTSIDE of the Reading and Writing Focus time.
 - The Core skills and knowledge from the different areas support this and are not stand alone
7. **It is important to read Section 2 as this contains information on methodology**
8. **The ATP must be mediated at school level to accommodate the school policies e.g. the Phonics programme being used will determine which sounds are taught and in which weeks these will be taught**
9. Whenever group work is done, social distancing is to be adhered to.
10. Teachers to stay in communication with teachers of previous grades (if possible) so that no gaps are created in the transition between grades.

School Based Assessment:

- Assessment takes place on a continuous basis in the Foundation Phase.
- Assessment can only take place on content taught.
- The Abridged Section 4 is to be used for all assessment.

2021 Annual Teaching Plan – Term 3: SUBJECT: English HL Grade 3

Term 1 48 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	LISTENING AND SPEAKING Minimum Time: 45 mins (3 x 15 mins) Maximum Time: 1 hour (4 x 15 mins)									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Talks about personal experiences such as tells news expressing feelings and opinions With support, predicts what will happen in a story, e.g., "look at the title and the cover of the book. What do you think is going to happen?" 	<ul style="list-style-type: none"> Makes an oral presentation : tells news or talks about an experience logically and in sequence Uses an ever-increasing vocabulary when speaking Suggests solutions to a problem, specifically word problems in Mathematics Interviews people for a particular purpose such as to find out a person's work Listens to a story and works out cause and effect in the story 	<ul style="list-style-type: none"> Makes an oral presentation : tells news or talks about an experience logically and in sequence Uses an ever increasing vocabulary when speaking Suggests solutions to a problem, specifically word problems in Mathematics Puts events in order of logical sequence Participates in discussion, giving useful feedback to others 	<ul style="list-style-type: none"> Makes an oral presentation : tells news or talks about an experience logically and in sequence Uses an ever increasing vocabulary when speaking Suggests solutions to a problem, specifically word problems in Mathematics Puts events in order of logical sequence Participates in discussion, giving useful feedback to others Tells a story with a beginning, middle and end. 	<ul style="list-style-type: none"> Makes an oral presentation : tells news or talks about an experience logically and in sequence Uses an ever increasing vocabulary when speaking Suggests solutions to a problem, specifically word problems in Mathematics Listens for details in stories and other oral text and answers open-ended questions, e.g. "what will you when you grow up Tells a story with a beginning, middle and end. 	REVISION <ul style="list-style-type: none"> Makes an oral presentation : tells news or talks about an experience logically and in sequence Make use an ever-increasing vocabulary when speaking Suggests solutions to a problem, specifically word problems in Mathematics Tells a story with a beginning, middle and end. 				
CAPS Topic	PHONICS Minimum time: 1 hour per week (4 x 15 mins); Maximum time: 1 hour 15 mins per week (5 x 15 mins) Continue to use the phonics to inform the spelling programme for the term.									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Recognises that some sounds can be represented by a number of different spelling choices Recognises digraphs making ff (e.g. 'ph' as in elephant and 'gh' as in laugh) Builds words using the phonic skills taught this year 	<ul style="list-style-type: none"> Recognises all vowel and consonant blends learnt so far Recognises silent letters in words, that is, 'k' as in know, "l" as in half. Uses both the letter sound as well as the letter name to spell words Builds words using the phonic skills taught this year Spells words correctly using phonic knowledge in informal tests, in dictation and in all written work 	<ul style="list-style-type: none"> Recognises silent letters in words, that is, 'b' as in comb, "w" as in write, 'h' as in hour Uses both the letter sound as well as the letter name to spell words Builds words using the phonic skills taught this year Spells words correctly using phonic knowledge in informal tests, in dictation and in all written work 	<ul style="list-style-type: none"> Uses words that sounds the same but are spelt differently such as 'pair', 'hair', and 'hare' Uses both the letter sound as well as the letter name to spell words Builds words using the phonic skills taught this year Spells words correctly using phonic knowledge in informal tests, in dictation and in all written work 	<ul style="list-style-type: none"> Uses words that are pronounced and spelt the same but have different meanings such as fly: the fly in an aeroplane or a fly that is an insect. Uses both the letter sound as well as the letter name to spell words Builds words using the phonic skills taught this year Spells words correctly using phonic knowledge in informal tests, in dictation and in all written work 	REVISION <ul style="list-style-type: none"> Recognises silent letters in words, that is, 'k' as in know, "l" as in half, 'b' as in comb, "w" as in write, 'h' as in hour Uses words that sounds the same but are spelt differently such as 'pair', 'hair', and 'hare' Uses words that are pronounced and spelt the same but have different meanings such as fly: the fly in an aeroplane or a fly that is an insect. 				
CAPS Topic	READING <i>It is important to read Point 6 in guidelines on first page.</i> Shared Reading: Minimum time: 1 hour per week (3 x 20 mins); Maximum time: 1 hour 15 mins per week (5x 15 mins) Group Guided: 2 hours 30 mins per week (2 x 15 minutes per day (2 groups daily)) Independent/Paired: 3x a week									
Core Concepts, Skills and Values	Reading	<ul style="list-style-type: none"> Shared Reading: Whole class 2-3 times weekly using at least 1 text week Shared Reading: Introduce different genre such as plays and different types of poems 								
	Shared	<ul style="list-style-type: none"> Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher Expresses whether a story was liked and is able to justify answer e.g. I loved this story because it 	<ul style="list-style-type: none"> Reads enlarged text such as poems, big books of stories, plays, posters and electronic texts as a whole class with the teacher Reads book as a whole class with the teacher (shared reading) and discuss the main idea, main characters and the plot Answers a range of higher order questions based on the text read, e.g., "Should her grandmother have told her that....?" Uses a dictionary to find new vocabulary and their meanings 	<ul style="list-style-type: none"> Reads enlarged text such as poems, big books of stories, plays, posters and electronic texts as a whole class with the teacher Interprets information from graphical texts such as advertisement pictures, graphs, charts Reads book as a whole class with the teacher and discuss main idea, characters and plot Expresses whether a story was liked and is able to justify answer, e.g., " I loved this story because it reminded me of....?" Answers a range of higher order questions based on the text read, e.g., "Should her 	<ul style="list-style-type: none"> Reads enlarged text such as poems, big books of stories, plays, posters and electronic texts as a whole class with the teacher Reads a range of different types of poems around a topic and discusses these (both form and meaning, word selection) Expresses whether a story was liked and is able to justify answer, e.g., " I loved this story because it reminded me of....?" Answers a range of high order questions based on the text read, e.g. "Should her 	<ul style="list-style-type: none"> Reads enlarged text such as poems, big books of stories, plays, posters and electronic texts as a whole class with the teacher Interprets information from graphical texts such as advertisement pictures, graphs, charts Reads book as a whole class with the teacher (shared reading) and discuss the main idea, main characters and the plot Answers a range of high order questions based on the text read, e.g. 'Should her 	REVISION <ul style="list-style-type: none"> Reads a range of different types of poems around a topic and discusses these (both form and meaning, word selection) Expresses whether a story was liked and is able to justify answer, e.g., " I loved this story because it reminded me of....?" 			

		reminded me of...		grandmother have told her that....? <ul style="list-style-type: none"> Uses a dictionary to find new vocabulary and their meanings 	grandmother have told her that....?" <ul style="list-style-type: none"> Use a dictionary to find new vocabulary and their meaning 	grandmother have told her that....?" <ul style="list-style-type: none"> Expresses whether a story was liked and is able to justify answer, e.g., "I loved this story because it reminded me of....?" Use a dictionary to find new vocabulary and their meaning 	
	Group Guided	<ul style="list-style-type: none"> Reads both silently and out loud from own book in a guided reading group with the teacher, that is the whole group reads the same story at the instructional level of the group 	<ul style="list-style-type: none"> Reads both silently and out loud from own book in a guided reading group with the teacher, that is the whole group reads the same story at the instructional level of the group Uses a range of self-correcting methods when reading: re-reading, reading on, pausing Reads with increasing fluency and expression, pronouncing words correctly and accurately 	<ul style="list-style-type: none"> Reads both silently and out loud from own book in a guided reading group with the teacher, that is the whole group reads the same story at the instructional level of the group Uses phonics, contextual or structural analysis decoding skills when reading unfamiliar words Monitors self when reading, both word recognition and comprehension 	<ul style="list-style-type: none"> Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group Uses a range of self-correcting methods when reading: re-reading, reading on, pausing Reads different genres such as play scripts Reads with increasing fluency and expression, pronouncing words correctly and accurately Monitors self when reading, both word recognition and comprehension 	<ul style="list-style-type: none"> Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group Reads with increasing fluency and expression, pronouncing words correctly and accurately Uses phonics, contextual or structural analysis decoding skills when reading unfamiliar words Monitors self when reading, both word recognition and comprehension 	REVISION <ul style="list-style-type: none"> Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group Uses phonics, contextual or structural analysis decoding skills when reading unfamiliar words
	Independent/ Paired Reading	<ul style="list-style-type: none"> Reads independently books read in Shared Reading sessions. story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children 	<ul style="list-style-type: none"> Reads independently books read in Shared Reading sessions. story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children Reads aloud to a partner 	<ul style="list-style-type: none"> Reads independently books read in Shared Reading sessions. story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children Reads own and others writing Finds information independently or in pairs from level-appropriate non-fiction books 	<ul style="list-style-type: none"> Reads independently books read in Shared Reading sessions. story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children Reads aloud to a partner Reads own and others writing 	<ul style="list-style-type: none"> Reads independently books read in Shared Reading sessions. story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children Reads own and others writing Finds information independently or in pairs from level-appropriate non-fiction books 	<ul style="list-style-type: none"> Reads independently books read in Shared Reading sessions. story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children Reads aloud to a partner

CAPS Topic

WRITING: Shared, Group and Independent
1 hour per week (3 x 20 mins).

Core Concepts, Skills and Values

<ul style="list-style-type: none"> Use the Shared Writing activities to model the use of correct punctuation, grammar and parts of speech. Use the Shared Writing activities to teach punctuation, grammar and different sentence types Provide a writing frame to assist children to write personal texts such as a letter 							
<ul style="list-style-type: none"> Participate in a discussion to choose a topic to write about Writes own story or a familiar story or another creative text of at least ten sentences Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night. 	<ul style="list-style-type: none"> Writes personal texts in different forms: a diary entry, a letter to a relative, description Summarises and records information using mind maps, tables, notices, diagrams or charts Uses punctuation correctly; capital letters, full stops, commas, question marks, exclamation marks and inverted commas Uses phonic knowledge and spelling rules to write unfamiliar words Builds own word bank and personal dictionary 	<ul style="list-style-type: none"> Writes personal texts in different forms: a diary entry, a letter to a relative, description Writes and illustrates a story to contribute to a book for the class library. Uses different sentence types when writing such as statements, questions, commands Uses punctuation marks correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas. Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly Uses phonic knowledge and spelling rules to write unfamiliar words Reads own writing to the class Builds own word bank and personal dictionary 	<ul style="list-style-type: none"> Writes personal texts in different forms: a diary entry, a letter to a relative, description Summarises and records information using mind maps, tables, notices, diagrams or charts Drafts, writes, edits and publishes own story of at least two paragraphs (ten or more sentences), with a title Joins sentences using conjunctions such as 'and', 'but' Uses a variety of vocabulary to make the writing more interesting Reads own writing to the class Builds own word bank and personal dictionary 	<ul style="list-style-type: none"> Writes personal texts in different forms: a diary entry, a letter to a relative, description Summarises and records information using mind maps, tables, notices, diagrams or charts Drafts, writes, edits and publishes own story of at least two paragraphs (ten or more sentences), with a title Joins sentences using conjunctions such as 'and', 'but' Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly Uses a variety of vocabulary to make the writing more interesting Reads own writing to the class Builds own word bank and personal dictionary 	REVISION <ul style="list-style-type: none"> Writes personal texts in different forms: a diary entry, a letter to a relative, description Uses punctuation marks correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas. Uses a variety of vocabulary to make the writing more interesting 		

CAPS Topic

HANDWRITING
1 hour per week (4 x 15 mins)

Children make the transition from using print script in written recording to a joined script or cursive writing by the end of the term

Handwriting lessons will focus on practicing the individual lower case and capital letters and the joins needed for the new script Children must be able to transcribe from print script (e.g. in a book) into the joined script or cursive writing						
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Makes transition to the joined script or cursive writing in all written recordings i.e. the date, own name, and own written texts. 	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing Writes with increasing speed 	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing Writes with increasing speed 	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing Writes with increasing speed 	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing Writes with increasing speed 	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing Writes with increasing speed
Pre-requisite knowledge	Term 2 core concepts, knowledge, skills and values					
Resources (other than textbook) to enhance learning	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters
Assessment for learning	From Abridged CAPS Section 4 Amendments, pages 6 - 10		<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally, practically and written Assessment can only take place if the concepts have been taught and learners had enough time to practice. The assessment of oral activities should be integrated with Life Skills and Mathematics whenever possible Assessment is a continuous planned process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes It is also important to note that each assessment task should not be seen as a single event or test, but must comply with the principles of continuous assessment at all times Assessment Task is made up of a number of parts dealing with different aspects of Language in Grades 1-3. It is important to note that the principle of alignment and integration of the language programme as demonstrated in the 'Reading and Writing focus time" (pages 11-12, FP CAPS Home Language section 2) should inform the design of an assessment task whenever possible. In order to design a Programme of Assessment <ul style="list-style-type: none"> → The assessment task should be structured in such a way that there is a balance of skills that are assessed. This will assist in not assessing the same skills and concepts while neglecting others; → Use the Grade overview in Section 3 of the CAPS (all languages) (this ATP) as a guide to ensure content coverage → Content coverage is per term as indicated in Section 3 and not per week; and selection of content/skills and knowledge must not leave a gap throughout the four terms 			
SBA An example of an Assessment Task	<p>Listening and speaking:</p> <ul style="list-style-type: none"> Suggests solutions to a problem, specifically word problems in Mathematics Tells a story with a beginning, middle and end. <p>Phonics:</p> <ul style="list-style-type: none"> Oral and Practical: Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as in write, 'h' as in hour (Reading focus time: Focused Phonic session) Written: Spells words correctly using phonic knowledge in informal test, in dictation and in all written work <p>Reading:</p> <ul style="list-style-type: none"> Oral: Group Guided Reading (GGR) Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional level of the group Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words (Reading focus time) Monitors self when reading, both word recognition and comprehension (Reading focus time) Comprehension skills (Reading focus time) Literal questions Prediction Reorganisation: Inferences: What, Why, How Evaluation <p>Writing:</p> <ul style="list-style-type: none"> Participate in a discussion to choose a topic to write about (Shared Writing) (Reading focus time) Writes personal texts in different forms: a diary entry, a letter to a relative, description Language usage: sentence construction, punctuation, tenses, conjunctions <p>Handwriting:</p> <ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing 					