



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **CURRICULUM AND ASSESSMENT POLICY STATEMENT**

**(CAPS)**

**FOUNDATION PHASE**

**FIRST ADDITIONAL LANGUAGE GRADES R – 3**

**FINAL DRAFT**

## SECTION 1

### NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR FIRST ADDITIONAL LANGUAGE GRADE R-3

#### 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 2011. 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 2011)* 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 2011)* 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 2011)* 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 for subjects in the Foundation Phase is as indicated in the table below:

| Subject                       | Time allocation per week (hours) |
|-------------------------------|----------------------------------|
| I. Home Language              | 6                                |
| II. First Additional Language | 4 (5)                            |
| III. Mathematics              | 7                                |
| IV. Life Skills               | 6                                |
| • Beginning Knowledge         | 1 (2)                            |
| • Arts and Craft              | 2                                |
| • Physical Education          | 2                                |
| • Health Education            | 1                                |

(b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

### 1.4.2 Intermediate Phase

(a) The table below shows the subjects and instructional times in the Intermediate Phase.

| Subject                       | Time allocation per week (hours) |
|-------------------------------|----------------------------------|
| I. Home Language              | 6                                |
| II. First Additional Language | 5                                |
| III. Mathematics              | 6                                |
| IV. Science and Technology    | 3.5                              |
| V. Social Sciences            | 3                                |
| VI. Life Skills               | 4                                |
| • Creative Arts               | 1.5                              |
| • Physical Education          | 1.5                              |
| • Religion Studies            | 1                                |

### 1.4.3 Senior Phase

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

| Subject                           | Time allocation per week (hours) |
|-----------------------------------|----------------------------------|
| I. Home Language                  | 5                                |
| II. First Additional Language     | 4                                |
| III. Mathematics                  | 4.5                              |
| IV. Natural Sciences              | 3                                |
| V. Social Sciences                | 3                                |
| VI. Technology                    | 2                                |
| VII. Economic Management Sciences | 2                                |
| VIII. Life Orientation            | 2                                |
| IX. Arts and Culture              | 2                                |

### 1.4.4 Grades 10-12

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

| Subject                       | Time allocation per week (hours) |
|-------------------------------|----------------------------------|
| I. Home Language              | 4.5                              |
| II. First Additional Language | 4.5                              |
| III. Mathematics              | 4.5                              |
| IV. Life Orientation          | 2                                |
| V. Three Electives            | 12 (3x4h)                        |

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

### FOUNDATION PHASE

#### FIRST ADDITIONAL LANGUAGE GRADES R – 3 INTRODUCTION

##### 1. INTRODUCTION

In the Foundation Phase, the main skills in the First Additional Language curriculum are

|                         |  |
|-------------------------|--|
| Listening and speaking  | Includes Thinking and Reasoning and Language Structure and Use |
| Reading and phonics     |  |
| Writing and handwriting |  |

The content (knowledge, concepts and skills) contained in the National Curriculum Statement (NCS) has been organised in the new Curriculum and Assessment Policy Statement (CAPS), per term, using these headings. The Foundation Phase section of the CAPS thus provides teachers with:

- an Introduction containing guidelines on how to use the Foundation Phase document, approaches to teaching the First Additional Language and assessment.
- content, concepts and skills to be taught per term
- guidelines for time allocation
- requirements for the Formal Assessment Tasks and suggestions for informal assessment
- lists of recommended resources per grade

##### 2. TEACHING AND LEARNING A FIRST ADDITIONAL LANGUAGE (FAL)

Teaching an additional language is not the same as teaching the Home Language (HL). Although there are many similarities there are important differences that need to be taken into account. These differences include:

- Children come to school able to speak the mother tongue fluently. By contrast, few have any prior knowledge of the additional language. A number of children start Grade R and Grade 1 learning in a language of instruction that is not their mother tongue.
- Throughout their school life learners use the Home Language in everyday conversations both in and out of school. The Home Language is therefore supported and reinforced informally throughout the day. Even if the additional language is used as the Language of Learning and Teaching (LOLT), there may well not be anyone at home to assist the learners.

The teacher must therefore provide multiple opportunities for learners to hear the spoken word and take part in informal conversations using the First Additional Language.

## Key principles for effective First Additional Language (FAL) learning

These include:

- Contextualising teaching and learning in the experiences of home and community
- Listening to Read-Aloud stories, rhymes, songs and poems
- Repeated interactive reading of texts focusing on a small number of words
- Providing opportunities for learners to practise the language (e.g. through one word responses, the use of formulaic phrases and simple dialogues)
- Talking about vocabulary to improve comprehension, motivation and learning
- Repeated exposure to vocabulary for retention
- Developing competence throughout all teaching and learning activities – not just in the FAL lesson
- Monitoring learners' word knowledge in order to adapt teaching and learning

### 3. TIME ALLOCATION

The following time allocations for language in Foundation Phase come into effect in 2011.

|         | Home Language | First Additional Language |
|---------|---------------|---------------------------|
| Grade R | 6 hours       | 4 hours                   |
| Grade 1 | 6 hours       | 4 hours                   |
| Grade 2 | 6 hours       | 4 hours                   |
| Grade 3 | 6 hours       | 5 hours                   |

The Department does not prescribe how to break down the time into the different components although the following suggestions are made for each grade:

| FIRST ADDITIONAL LANGUAGE |                    |                    |                        |                   |                   |  |
|---------------------------|--------------------|--------------------|------------------------|-------------------|-------------------|--|
|                           | GRADE 1            | GRADE 2            | GRADE 3<br>Terms 1 & 2 | GRADE 3<br>Term 3 | GRADE 3<br>Term 4 |  |
| Listening & speaking      | 2 hours 30 minutes | 2 hours 30 minutes | 2 hours 45 minutes     | 2 hours           | 1 hour 30 minutes |  |
| Reading & Phonics         | 45 minutes         | 45 minutes         | 1 hour 30 minutes      | 1 hour 30 minutes | 1 hour 30 minutes |  |
| Writing                   | 45 minutes         | 45 minutes         | 45 minutes             | 45 minutes        | 1 hour            |  |
| Language Use              |                    |                    |                        | 45 minutes        | 1 hour            |  |
|                           | <b>4 hours</b>     | <b>4 hours</b>     | <b>5 hours</b>         | <b>5 hours</b>    | <b>5 hours</b>    |  |

### 4. ASSESSMENT

The CAPS document provides suggestions for each of these Formal Assessment Tasks.

| GRADE | SUBJECT                   | TERM 1 | TERM 2 | TERM 3 | TERM 4 | TOTAL |
|-------|---------------------------|--------|--------|--------|--------|-------|
| 1     | First Additional Language | 1      | 1      | 1      | 1      | 4     |
| 2     | First Additional Language | 1      | 1      | 2      | 1      | 5     |
| 3     | First Additional Language | 1      | 2      | 2      | 1      | 6     |

In Term 1 there is one Formal Assessment Task in Grades 1 – 3 in order to allow teachers to carry out a baseline assessment of their learners at the beginning of the first term. Similarly, in the fourth term there is only one Formal Assessment Task in addition to the Annual National Assessments (ANA). In addition suggestions are given for informal assessment that will inform daily teaching and learning but will not be formally recorded.

## **5. LISTENING AND SPEAKING**

Becoming a fluent speaker in a new language takes a long time. Being able to use it for learning takes even longer. There is an enormous difference between using an additional language for conversation and daily living and using it for learning. However, the first stage of both is the development of listening and speaking skills. Children cannot start the formal learning of reading and writing in an additional language until they can understand and speak it. Grade R and much of Grade 1 therefore focuses on developing oral skills. The CAPS document shows the stages in developing these skills.

Begin by introducing ways of greeting people, and the use of certain everyday phrases such as *'please'* and *'thank you'*. As the Grade 1 year progresses, vocabulary for talking about oneself, one's family, one's home and school can be taught. Different themes related to the learners' world should be introduced through the use of essential vocabulary. Because it is important for learners to hear the words in a meaningful sentence and not in isolation, words should be introduced through short stories or related to the learners' real life situations. Visual clues are very helpful in the early stages. Understanding has to go hand in hand with learning a new word. Children will not remember words that they do not understand.

### **Vocabulary development**

Vocabulary development lies at the heart of language acquisition. However, there is no quick way to learn all the vocabulary one needs. To start with, focus on the most common and useful words that learners need at the time and immediately reinforce them in daily conversation and, later, in reading activities.

Avoid teaching too many new words at a time – initially aim to introduce approximately 3 - 4 words every day; later you can extend this to 5- 7 words a day. It is better to focus on a few words at a time, talking about the meaning of each and using them in different sentences and contexts. Actively involve learners in developing meaning. Don't just show them the word, tell them what it means and then drill it. Give them the opportunity to think and talk about what the word means to them. They can draw a picture of the word and tell others about its meaning using their picture. By extending the definition of a word, comparing and analysing it and then using it in different contexts learners have the chance to assimilate the word into their existing vocabulary.



In learning a First Additional Language it helps to:

- Use short, frequent lessons
- Provide visual support for new words through pictures, objects or actions
- Give learners opportunities to hear new words in context and ask questions about what they mean
- Connect the oral and written forms of new reading words
- Have learners use new words in their own sentences
- Check frequently for understanding of learner comprehension
- Encourage learners to self monitor for understanding of word meaning such as sorting words into “I know what it means” and “I don’t know what it means” categories
- Teach vocabulary that is simple but authentic – avoid stilted or incorrect language.

### **Oral discussions at the beginning of the lesson**

Each First Additional Language (FAL) lesson should begin with a brief oral activity. Use this time to:

- Talk about the day, date, the weather chart, learners who have birthdays and any special happenings for the day.
- Revise vocabulary through informal questioning and discussion.

### **Focussed activities**

The time allocated to Oral includes Listening and Speaking Activities that target specific skills at least twice a week. The CAPS document thus provides (1) daily/weekly listening and speaking skills and (2) a list of other essential listening and speaking skills divided into two groups for each term (weeks 1 – 5 and weeks 6 – 10). This division helps teachers to plan their teaching so that their focussed listening and speaking lessons concentrate on developing 2 – 3 specific skills at a time. These focussed activities could link with Drama which is part of Creative Arts.

## **6. READING AND WRITING**

**The Curriculum and Assessment Policy Statement (CAPS) for the Foundation Phase divides the requirements for Reading into:**

- Shared Reading (including Shared Writing)
- Group Guided Reading
- Paired / Independent Reading
- Phonics (including Phonemic Awareness)

## **Shared Reading / Read-Alouds**

Reading stories and poems aloud to children can be the single most important activity for building the knowledge required for eventual success in the FAL. Authentic, natural texts with support from illustrations are particularly important. They develop vocabulary, concepts, oral fluency and sense of story structure and play a role in developing learners' ability to think.

Read-alouds can take different forms from an **informal reading of a story** for enjoyment to a more formal lesson in which the teacher reads a text jointly with the learners as **Shared reading**, and then uses it as the basis for discussions of comprehension, word meanings and for making predictions. Repeated readings of predictable texts and poems help to build learners' sight vocabulary and an understanding of story structure and organisation. Such read-alouds encourage learners to share their own family and personal stories and use their own background knowledge of daily life. Making text-to-life connections can be a factor in helping learners understand a text and make it relevant to their lives.

## **7. TEACHING FORMAL READING**

### **Similarities and differences between HL and FAL readers**

Learning to read HL texts is similar to reading FAL texts in many ways. However there are unique challenges facing learning to read in a FAL. There are differences in the FAL sounds/symbols relationships when compared with the HL sound/symbol relationships in another language. There are sentence structure differences too. Learners have a limited oral vocabulary. Teaching reading in the FAL must take cognisance of these differences. Phonics needs to be explicitly taught and the differences between the HL and the FAL made clear. The differences in sentence structure become much more apparent in the written word and these also need to be addressed.

### **Starting formal reading**

The formal teaching of reading can only take place once learners have a basic oral competence in the FAL and once they have the basics of reading in the HL (knowledge of the HL initial sounds and a basic sight vocabulary). Up to that point (the second half grade 1) reading FAL words and sentences should only be done in an informal way. Items in the classroom can be labelled. Picture stories and then stories with short, predictable text can be read to learners (read alouds/shared reading). Learners own attempts at using the FAL can be written by the teacher, illustrated and read.

Gradually, from the second half of the Grade 1 year, reading can become more formal with a greater emphasis on reading. Learners will continue to read as a class but also in groups from simple graded readers with the teacher. As a guideline learners should be familiar with 90-95% of the vocabulary in a text for comprehension to occur. Reading therefore needs to be geared towards age-appropriate texts with simple, high-frequency sight vocabulary.

## Phonics

Explicit, systematic instruction in phonemic awareness and phonics is very beneficial when learning to read in a FAL. Begin with those letters that are the same in the HL and the FAL. In Grade 1 focus on the single letters at the beginning of words. In Grade 2, once the single letters have been revised, introduce simple, 3-letter blends. Explicitly teach different sound patterns (e.g. in isiZulu the *th* at the beginning of Thanda makes the sound **t** not like in English when the *th* at the beginning of *them* makes the sound **th**). Identify the differences and plan explicit lessons relating to these sounds.

The complex vowel system in some languages, for example in English, may seem confusing to other language speakers who are trying to understand sound-symbol correspondences. Care should be taken that learners are familiar with the short-vowel sounds before beginning with long vowels and other vowel patterns in Grades 2 and 3.

## Different strategies to support the teaching of reading

Use a range of different strategies so learners can practise reading:

- Create personal readers for learners – short, memorised texts, poems or dictated stories for learners to match oral language with print, see familiar words over and over again and gain rhythm and confidence in their reading
- Choose texts that support successful reading, for example, ones that contain phonetically regular words, high interest words to learners' personal lives, words that represent familiar concepts and images and few unfamiliar words
- Scaffold vocabulary development during pre-reading (e.g. by discussing illustrations of a story or making predictions based on the cover page).
- Re-read simple, predictable texts as this supports vocabulary development and helps to internalise important text structures.
- Encourage learners to re-read class or personal texts as paired or independent reading
- Let learners develop their own texts using shared writing as bookmaking activities.

## Comprehension

FAL learners often find difficulty in understanding what they are reading. Find ways to activate learners' background knowledge, infer meanings of words and monitor their comprehension. Include comprehension activities such as retelling stories, answering comprehension questions, putting stories in sequence and using a HL together with a FAL text. Children can take home key words together with a picture from classroom reading sessions. The care-giver could write the HL word on the back and discuss the word with the child.

## 8. WRITING

Many of the FAL activities in Grade R and Grade 1 are oral and practical. Learners begin in Grade 1 by showing their understanding by drawing pictures but as they learn to read individual words and short written captions they can start to copy individual words and captions which they can then illustrate. By the middle of Grade 2 learners should be able to copy full sentences, complete sentences by adding a word and write their own captions for their pictures. Give support, scaffolding the tasks by providing sentence starters or writing frames (e.g. '*I went ...*'). In Grade 3 learners should be able to construct one to two short sentences. Spelling is usually a problem so give each learner an A5 book to use as a personal dictionary. Provide cloze procedure exercises in which learners complete a sentence by adding a word and simple questions that learners can answer with Yes/No or a single word. The CAPS document guides teachers on what is expected for each term in each grade.

The Shared Writing activities model the writing process so that learners understand how individual letters form a word, how separate words form a sentence, the importance of spaces between words and the use of punctuation. It also demonstrates the use of pronouns and prepositions. Through Shared Reading learners develop an extended vocabulary and come to understand how sentences can be enriched by the use of interesting adjectives and adverbs. As learners become more skilled in writing their own sentences introduce the concept of paragraphs.

## 9. GRADE R

The Grade R organisation of literacy learning is based on a principle of integration and play-based learning. A traditional, formal classroom based learning programme should be avoided. Use of focused learning in various 'rings' during the day together with optimal time for free play will be characteristic of this class. Grade R should not be a 'watered down' Grade One. It has its own unique characteristics.

Assessment practices in **Grade R** should be informal and learners should not be subjected to a 'test' situation. For this reason Assessment Tasks have not been included in the Grade R Curriculum and Assessment Policy Document (CAPS). Each activity used for assessment should be carefully planned so that it integrates a variety of skills. In Grade R most of the assessment takes place through observation with the teacher recording the results of the assessment using a checklist.

**OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES R-3**

| LISTENING AND SPEAKING | GRADE R   | GRADE 1   | GRADE 2   | GRADE 3   |
|------------------------|---|---|---|---|
|                        | <ul style="list-style-type: none"> <li>Begins to build an oral vocabulary (listening and speaking vocabulary) using topics such as My Body, Things I Can Do at Home, Transport</li> <li>Responds to simple greetings and farewells</li> <li>Follows simple classroom instructions</li> <li>Listens to simple questions and announcements and responds appropriately</li> <li>Sings simple songs and recites simple rhymes, doing actions</li> <li>Sings birthdays songs in a number of languages</li> <li>Listens to stories told and read</li> <li>Names and points to parts of the body in a song (eg Heads and Shoulders)</li> </ul> | <ul style="list-style-type: none"> <li>Builds an oral vocabulary using topics such as Clothes, People who help me, Wild Animals and Family Occasions</li> <li>Responds to simple greetings and farewells, and makes simple requests using formulaic phrases</li> <li>Responds physically to two simple oral instructions</li> <li>Memorises and performs action rhymes and songs</li> <li>Understands short, simple stories by miming, drawing a picture or putting pictures in the right sequence</li> <li>Answers simple, literal 'yes/no' questions about a story with one-word answers</li> <li>Understands simple, oral sentences in the simple present and the present progressive tenses</li> <li>Understands some sentences in the negative form</li> <li>Identifies a person, animal or object from a simple, oral description</li> <li>Expresses herself/himself in simple ways by using short phrases</li> <li>Understands and responds to simple questions such as 'How much...?' and 'Which...?'</li> <li>Understands some plurals of nouns</li> <li>Understands a few adverbs</li> <li>Understands some prepositions</li> <li>Understands concepts and vocabulary relating to direction, sequence, ability, and identity</li> </ul> | <ul style="list-style-type: none"> <li>Continues to build an oral vocabulary using topics such as the Sea, Moving House, Festivals and Holidays</li> <li>Uses and responds to simple greetings and farewells</li> <li>Follows a short sequence of instructions</li> <li>Gives very simple instructions</li> <li>Makes simple requests and statements</li> <li>Memorises and performs simple poems, action rhymes and songs</li> <li>Recounts a short sequence of simple experiences or events</li> <li>Identifies an object from a simple, oral description</li> <li>Answers simple, literal 'yes/no' and open questions with short answers</li> <li>Understands simple stories (e.g. by acting out the story, sequencing pictures of the story or matching captions to pictures)</li> <li>Says how a story made them feel and how it links to own life</li> <li>Understands and uses the simple present and the present progressive tense</li> <li>Understands concepts and vocabulary relating to counting, time, sequence and colour</li> <li>Understands and uses some ways of asking questions (e.g. 'When did you ...?' and 'Have you ever...?')</li> <li>Modifies adjectives and adverbs (e.g. quite slow, very fast)</li> </ul> | <ul style="list-style-type: none"> <li>Continues to build an oral vocabulary using topics such as Finding out, My Country, Stories from Long Ago</li> <li>Follows a sequence of instructions correctly</li> <li>Makes requests and understands question forms.</li> <li>Performs a rhyme, poem or song</li> <li>Recalls experiences and events in the right sequence</li> <li>Talks about a picture or photograph, using some adjectives</li> <li>Understands stories, using the title for prediction, and predicting what will happen next</li> <li>Expresses feelings about a story</li> <li>Answers literal comprehension questions about a story using words or phrases</li> <li>Retells parts of a story</li> <li>Summarises a story with teacher support</li> <li>Participates in a conversation on a familiar topic</li> <li>Understands and uses the simple present, present progressive, simple past and future tenses</li> <li>Understands and uses a variety of question forms (e.g. 'Where...?', 'When...?' and 'Why...?')</li> <li>Understands and uses personal pronouns (e.g. I, me you, mine, yours)</li> </ul> |

| OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES R-3 |   |   |  |  |
|--|---|---|--|--|
|  | GRADE R   | GRADE 1   | GRADE 2  | GRADE 3  |
| PHONICS  | <ul style="list-style-type: none"> <li>Distinguishes (aurally) between different letter sounds at the beginning of names</li> <li>Recognises the letter sounds at the beginning of their names.</li> <li>Begins to recognise that words are made up of sounds (e.g. cat – c-a-t )</li> <li>Identifies what words begin with the same sound</li> </ul> | <ul style="list-style-type: none"> <li>Hears/Identifies different initial sounds of words (e.g. nurse)</li> <li>Identifies letter-sound relationships of common single letters (at least 2 vowels and 14 consonants)</li> </ul> | <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of most single letters</li> <li>Builds up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen)</li> <li>Recognises common endings in words e.g. 'ed', 'ing', 'y' and 's'</li> <li>Groups common words into word families (e.g. bin, pin, tin)</li> <li>Recognises common consonant digraphs (e.g. sh, ch, th)</li> <li>Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)</li> <li>Recognises vowel digraphs eg oo as in boot, ee as in feet</li> </ul> | <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters in Home and First Additional Language.</li> <li>Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning of a word</li> <li>Recognises consonant digraphs ('sh', 'ch', 'th') at the end of a word (e.g. fi-sh)</li> <li>Recognises vowel digraphs (e.g. 'oo' as in boot, 'oa' as in boat, 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt)</li> <li>Recognises silent 'e' in words (e.g. cake, time,)</li> <li>Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk,)</li> <li>Recognises known rhyming words, (e.g. fly, sky,)</li> <li>Distinguishes between long and short vowel sounds e.g. ('boot' and 'book')</li> <li>Recognises the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-eam', 'scr-eam')</li> <li>Recognises more complex word families (e.g. 'hatch', 'match')</li> <li>Recognises and uses some suffixes (e.g. '-es', '-ies', '-ly', '-ing', '-ed')</li> <li>Builds and sounds out words using sounds learnt</li> </ul> |

| OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES R-3 |  |   |  |   |
|--|--|---|--|---|
|  | GRADE R  | GRADE 1   | GRADE 2  | GRADE 3   |
| READING AND VIEWING  | <b>Shared Reading</b> <ul style="list-style-type: none"> <li>Recognises and points out objects in picture stories and classroom environment</li> <li>Finds an image/object in a busy picture</li> <li>Listens to a simple story and then sequences pictures to tell the story</li> <li>Draws a picture of a story, song or rhyme</li> <li>Sequences three pictures to make a story</li> <li>Talks about illustrations in a picture book</li> </ul> | <b>Shared Reading</b> <ul style="list-style-type: none"> <li>Recognises some common sight words e.g. words in the environment (e.g. STOP, Spar, KFC, MTN, Coke)</li> <li>Makes sense of a picture story read by the teacher</li> <li>Reads picture books with one word or two word captions, using the illustrations to understand the captions</li> <li>Matches written words with pictures and objects</li> <li>Follows printed instructions on one-word flashcards (e.g. stand, jump)</li> </ul> | <b>Shared Reading</b> <ul style="list-style-type: none"> <li>Reads a short written text (a big book or other enlarged text) with the teacher, using the title for prediction and answering short, oral questions about the story</li> <li>Makes sense of a short written story with pictures e.g. by sequencing pictures, matching a caption/sentence to a picture or drawing a picture</li> <li>Relates a story to own experience saying how it made them feel</li> <li>Retells part of a story with help from the teacher (2-3 sentences)</li> </ul><br><b>Group Guided Reading</b> <ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher i.e. whole group the same story</li> <li>Continues to build a sight vocabulary</li> </ul><br><b>Independent Reading</b> <ul style="list-style-type: none"> <li>Reads picture books to a partner</li> </ul> | <b>Shared Reading</b> <ul style="list-style-type: none"> <li>Reads fiction and non-fiction texts including the topics used for Listening and Speaking activities including visual, graphical texts with the teacher</li> <li>Retells a story, identifying the sequence of events</li> <li>Describes how a story made them feel</li> <li>Reads a description of a process ( e.g. How paper is made)</li> <li>Answers literal questions about a story, a non-fiction text and a visual, graphical text</li> <li>Discusses pictures and/or photos and compares them to own experience</li> </ul><br><b>Group Guided Reading</b> <ul style="list-style-type: none"> <li>Reads stories, dialogues and simple non-fiction texts, familiar poems and rhymes in a guided reading group with teacher i.e. whole group reads same text</li> <li>Reads aloud, with increasing speed and fluency, using correct pronunciation and stress</li> <li>Uses sight words, phonics and comprehension skills to make meaning</li> <li>Uses some self-correcting strategies</li> </ul><br><b>Independent Reading</b> <ul style="list-style-type: none"> <li>Reads simple story books and own writing</li> <li>Reads familiar poems and rhymes</li> </ul> |
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| OVERVIEW OF THE LANGUAGE SKILLS TO BE TAUGHT IN THE FIRST ADDITIONAL LANGUAGE (FAL) GRADES R-3 |   |  |  |  |
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|  | GRADE R   | GRADE 1  | GRADE 2  | GRADE 3  |
| WRITING  | <ul style="list-style-type: none"> <li>• Draws pictures about a story</li> <li>• Draws pictures about a story/rhyme learned in class</li> <li>• Begins to write one or two letters or own name</li> <li>• Traces own name and numerals</li> </ul> | <ul style="list-style-type: none"> <li>• Draws pictures about stories heard or rhymes learned in class</li> <li>• Draws pictures for news, stories or for activities linked to the topics used for the term and copies familiar words and short sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Draws pictures for news, a story or linked to the topic</li> <li>• Writes a caption for a picture, (e.g. The red car is big,)</li> <li>• Completes sentences by filling in missing words, (e.g. 'We are...', 'My sister has...')</li> <li>• Writes sentences using a frame e.g. 'In the morning I go to ..., At school I do..., At home I ...'</li> <li>• Uses capital letters and full stops in sentences</li> <li>• Spells words correctly from memory or using phonic knowledge</li> </ul> | <ul style="list-style-type: none"> <li>• Writes individual words such as labels</li> <li>• Writes sentences using sentence starters (e.g. 'At the library...', 'In South Africa..')</li> <li>• Writes sentences without a frame (e.g. expressing feelings and personal opinions)</li> <li>• Writes a simple recount using a frame (e.g. 'Yesterday I..., Then ..., After that..., Finally...')</li> <li>• Writes a short dialogue with support</li> <li>• Sequences and copies sentences to make a paragraph</li> <li>• Uses information from a chart, graph, diagram or picture to write or complete a short text</li> <li>• Uses punctuation, including full stops, commas, question marks exclamation marks and inverted commas</li> <li>• Understands the plural forms of some common nouns</li> <li>• Understands and uses some adjectives (e.g. bored, tired, friendly)</li> <li>• Understands how necessity is expressed. (e.g. 'You must/should wash your hands.' We have to go now.)</li> <li>• Understands how sentences can be joined using 'and'.</li> <li>• Spells common words correctly</li> <li>• Writes words in a personal dictionary</li> </ul> |



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| <b>GRADE R FIRST ADDITIONAL LANGUAGE ENGLISH</b>  |
| <b>REQUIREMENTS PER TERM</b>  |
| <b>SUGGESTED CONTACT TIME</b><br><b>PER WEEK : 4 hours</b><br><b>PER DAY : +/- 45 minutes</b><br><b>Integrated in Daily Planning</b>  |
| <b>TERM 1</b>   |
| <b>LISTENING AND SPEAKING (ORAL)</b>  |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><i><b>Daily activities</b></i> <ul style="list-style-type: none"> <li>• Responds to simple greetings and farewells, using phrases (e.g. 'Good morning' 'Good bye')</li> <li>• Follows simple classroom instructions (e.g. 'stand', 'listen')</li> <li>• Sings simple songs and does actions with help (e.g. Heads and shoulders...)</li> <li>• Recites simple rhymes and does actions with help (e.g. 1, 2,3,4,5, once I caught a fish alive....)</li> <li>• Sings birthdays songs in a number of languages</li> </ul><br><i><b>Twice weekly activities</b></i> <ul style="list-style-type: none"> <li>• Listens to well illustrated short stories with enjoyment and joins in choruses at the appropriate time (e.g. The Very Hungry Caterpillar)</li> </ul> |
| <b>ASSESSMENT</b><br><b>Informal Assessment:</b><br><i><b>Observation and checklist</b></i><br><i><b>Oral and/or practical</b></i> <ul style="list-style-type: none"> <li>• Listens attentively to questions and instructions</li> <li>• Sings simple songs and does actions with help (e.g. Heads and shoulders...)</li> </ul> <b>No Formal Assessment</b>   |

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| <b>TERM 1</b>  |
| <b>EMERGENT READING AND PHONICS</b>  |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><i>Reading Activities</i><br><i>Uses visual and pictorial cues to make meaning:</i> <ul style="list-style-type: none"> <li>• Recognises and points out objects in picture stories</li> <li>• Draws a picture of the story, song or rhyme</li> <li>• Sequences pictures in a story</li> </ul> |
| <b>ASSESSMENT</b><br><i>Informal Assessment:</i><br><i>Observation</i><br><i>Oral and/or practical</i> <ul style="list-style-type: none"> <li>• Recognises and points out objects in picture stories</li> </ul> <i>No Formal Assessment</i>  |

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| <b>TERM 1</b>   |
| <b>EMERGENT WRITING</b>   |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><i>Emergent Writing:</i> <ul style="list-style-type: none"> <li>• Draws pictures about a story</li> </ul>                                       |
| <b>ASSESSMENT</b><br><i>Informal Assessment:</i><br><i>Practical</i> <ul style="list-style-type: none"> <li>• Draws pictures about a story</li> </ul> <i>No Formal Assessment</i> |

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| <b>TERM 2</b>  |
| <b>LISTENING AND SPEAKING (ORAL)</b>   |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b><i>Daily activities</i></b></p> <ul style="list-style-type: none"> <li>Begins to build an oral vocabulary (listening and speaking vocabulary using topics such as Me Things I Can Do, Things I like and My Family, Birthdays)</li> <li>Responds to simple greetings and farewells, using phrases (e.g. 'Good morning', 'Good bye')</li> <li>Follows simple classroom instructions (e.g. 'stand', 'listen')</li> <li>Sings simple songs and does actions with help, (e.g. Old MacDonald had a farm....)</li> <li>Recites simple rhymes and does actions with help (e.g. 1, 2, buckle my shoe.....)</li> <li>Sings birthdays songs in a number of languages</li> </ul> <p><b><i>Twice weekly activities</i></b></p> <ul style="list-style-type: none"> <li>Listens to short stories with enjoyment and joins in choruses at the appropriate time (e.g. The Three Little Pigs)</li> <li>Names and points to parts of the body (e.g. points to correct parts as the song 'Head, shoulders, knees and toes' is sung)</li> </ul> <p><b><i>Twice weekly activities</i></b></p> <p>Listens to well illustrated short stories with enjoyment and joins in choruses at the appropriate time (e.g. The enormous turnip)</p> |
| <p><b>ASSESSMENT</b></p> <p><b><i>Informal Assessment:</i></b></p> <p><b><i>Observation</i></b></p> <p><b><i>Oral and/or practical</i></b></p> <ul style="list-style-type: none"> <li>Responds to simple greetings and farewells, using phrases (e.g. 'Good morning', 'Good bye')</li> <li>Names and points to parts of the body (e.g. points to correct parts as the song 'Head, shoulders, knees and toes' is sung)</li> </ul> <p><b><i>No Formal Assessment</i></b></p>   |

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| <b>TERM 2</b>   |
| <b>EMERGENT READING AND PHONICS</b>   |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><i>Reading Activities</i> <ul style="list-style-type: none"> <li>• Recognises and points out objects in pictures or the classroom environment (e.g. table, door, chair)</li> <li>• Practises sequencing activities (e.g. sequences three pictures cards)</li> <li>• Identifies a picture or figure from the background (e.g. Points out the car in a picture)</li> <li>• Recognises sounds at the beginnings of their names.</li> </ul> |
| <b>ASSESSMENT</b><br><i>Informal Assessment:</i><br><i>Observation</i><br><i>Oral and/or practical</i> <ul style="list-style-type: none"> <li>• Identifies a picture or figure from the background (e.g. Points out the car in a picture)</li> <li>• Recognises sounds at the beginnings of some words (e.g. the sound that his/her name begins with)</li> </ul>  |

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| <b>TERM 2</b>   |
| <b>EMERGENT WRITING</b>   |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><i>Emergent Writing:</i> <ul style="list-style-type: none"> <li>• Draws pictures about a story</li> </ul>                                       |
| <b>ASSESSMENT</b><br><i>Informal Assessment:</i><br><i>Practical</i> <ul style="list-style-type: none"> <li>• Draws pictures about a story</li> </ul> <i>No Formal Assessment</i> |

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| <b>TERM 3</b>  |
| <b>LISTENING AND SPEAKING (ORAL)</b>   |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Daily activities</i></p> <ul style="list-style-type: none"> <li>Begins to build an oral vocabulary (listening and speaking vocabulary using topics such as Me and My Friends, Things I Can Do at School, Farm Animals)</li> <li>Responds to simple greetings and farewells, using phrases (e.g. 'Good morning', 'Good bye')</li> <li>Listens to simple instructions and acts on them (e.g. 'Stand up..', 'Come here please'...)</li> <li>Sings simple songs and does actions with help (e.g. This old man...)</li> <li>Sings birthdays songs in a number of languages</li> <li>Recites simple rhymes and does actions in a class with help (e.g. this little piggy...)</li> </ul> <p><i>Twice weekly activities</i></p> <ul style="list-style-type: none"> <li>Listens to simple questions and announcements and responds appropriately (e.g. Where is Sipho? or 'The boys can go outside')</li> <li>Listens to short stories with enjoyment and joins in choruses at the appropriate time (e.g. Three Billy Goats Gruff)</li> <li>Listens to and recalls simple instructions (e.g. 'Come to teacher'; 'Put your hands up')</li> <li>Sings action songs and matches actions to the words (e.g. 'Tommy thumb, Tommy thumb, where are you?' raising correct fingers through the song)</li> </ul> <p><b>ASSESSMENT</b></p> <p><i>Informal Assessment:</i></p> <p><i>Observation</i></p> <p><i>Oral and/or practical</i></p> <ul style="list-style-type: none"> <li>Listens to simple instructions and acts on them (e.g. 'Stand up'..., 'Come here please'...)</li> <li>Recites simple rhymes and does actions in a class with help (e.g. 'This little piggy...')</li> </ul> <p><i>No Formal Assessment</i></p> |

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| <b>TERM 3</b>   |
| <b>EMERGENT READING AND PHONICS</b>   |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i><b>Reading Activities</b></i></p> <ul style="list-style-type: none"> <li>• Recognises and points out objects in pictures or in the classroom environment ( e.g. the door, the table, the chair, the window)</li> <li>• Finds an image/object in a busy picture (e.g. Where is the boy?)</li> <li>• Listen to a simple story and then sequence three pictures to tell the story again using either the Home Language or code switching</li> <li>• Draws a picture of the story, song or rhyme</li> </ul> <p><i><b>Phonemic/Phonic Activities</b></i></p> <p><i><b>All instructions can be given in the Home Language. Where possible use words from the topics.</b></i></p> <ul style="list-style-type: none"> <li>• Distinguishes (aurally) between different letter sounds at the beginning of names (e.g. Do these names start with the same sound? 'Daisy, Danny, Debbie'? )</li> <li>• Identifies what word begins with the same sound (e.g. cow, calf, cat)</li> <li>• Begins to recognise that words are made up of sounds (e.g. cat – c-a-t )</li> </ul> |
| <p><b>ASSESSMENT</b></p> <p><b>Informal Assessment:</b></p> <p><b>Observation</b></p> <p><b>Oral and/or practical</b></p> <ul style="list-style-type: none"> <li>• Listen to a simple story and then sequence three pictures to tell the story again using either the Home Language or code switching</li> <li>• Distinguishes (aurally) between different letter sounds at the beginning of names (e.g. Do these names start with the same sound? 'Daisy, Danny, Debbie'? )</li> </ul> <p><i><b>No Formal Assessment</b></i></p>   |

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| <b>TERM 3</b>   |
| <b>EMERGENT WRITING</b>   |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><i>Emergent Writing:</i> <ul style="list-style-type: none"> <li>• Draws pictures about a story/rhyme learned in class</li> <li>• Begins to write one or two letters or own name</li> </ul>  |
| <b>ASSESSMENT</b><br><b>Informal Assessment:</b><br><br><b>Observation</b><br><b>Oral and/or practical</b> <ul style="list-style-type: none"> <li>• Begins to write one or two letters or own name</li> <li>• Draws pictures about a story/rhyme learned in class</li> </ul><br><b>No Formal Assessment</b> |

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| <b>TERM 4</b>  |
| <b>LISTENING AND SPEAKING (ORAL)</b>   |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i><b>Daily activities</b></i></p> <ul style="list-style-type: none"> <li>• Begins to build an oral vocabulary (listening and speaking vocabulary using topics such as My Body, Things I Can Do at Home, Transport</li> <li>• Responds to simple greetings and farewells, using phrases (e.g. "Good morning" , ' Good bye' , 'Good afternoon' , 'Good night' )</li> <li>• Sings simple songs and does actions with help, (e.g. The wheels on the bus...)</li> <li>• Recites simple rhymes and does actions with help (e.g. Baa-baa- black sheep...)</li> <li>• Sings birthdays songs in a number of languages</li> </ul> <p><i><b>Twice weekly activities</b></i></p> <ul style="list-style-type: none"> <li>• Listens to simple questions and announcements and responds appropriately (e.g. What is your name? How old are you?)</li> <li>• Listens to simple instructions and acts on them (e.g. stand up, sit down)</li> <li>• Listens to short stories with enjoyment and joins in choruses at the appropriate time (e.g. The Three Little Pigs )</li> <li>• Listens to and recalls simple word sequences in order start with three words and build up to four or more (e.g. <b>bus, bicycle, taxi, train</b>. The teacher says the words and learners recall words )</li> <li>• Names and points to parts of the body (e.g. does the correct actions as the song is sung - 'If you're happy and you know it clap your hands' ... Also do it with 'stamp your feet' etc)</li> </ul> <p><b>ASSESSMENT</b></p> <p><b>Informal Assessment:</b></p> <p><i><b>Observation</b></i></p> <p><i><b>Oral and/or practical</b></i></p> <ul style="list-style-type: none"> <li>• Recites simple rhymes and does actions with help (e.g. Baa-baa- black sheep...)</li> <li>• Sings simple songs and does actions with help, (e.g. The wheels on the bus...)</li> <li>• Listens to short stories with enjoyment and joins in choruses at the appropriate time (e.g. The Three Little Pigs )</li> <li>• Listens to simple questions and announcements and responds appropriately (e.g. What is your name?)</li> </ul> <p><i><b>No Formal Assessment</b></i></p> |



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| <b>TERM 4</b>   |
| <b>EMERGENT READING AND PHONICS</b>   |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i><b>Reading Activities</b></i></p> <ul style="list-style-type: none"> <li>• Recognises and points out objects in pictures and classroom environment ( Use topic related posters)</li> <li>• Finds an image/object in a busy picture (e.g. Who can show us where the taxi is?)</li> <li>• Sequences three pictures to make a story (e.g. Children sequence three pictures cards)</li> <li>• Teacher and children in a group talk about illustrations in a picture book</li> </ul> <p><i><b>Phonic Activities</b></i></p> <ul style="list-style-type: none"> <li>• Slow speak game – learner says the word after it is said slowly (e.g. m-a-t is mat)</li> <li>• Identifies what word begins with the same sound (e.g. Odd One Out game - learner identifies which word begins with a different sound -'run, ride, jump'when three words are called out.</li> </ul> |
| <p><b>ASSESSMENT</b></p> <p><i><b>Informal Assessment:</b></i></p> <p><i><b>Observation</b></i></p> <p><i><b>Oral and/or practical</b></i></p> <ul style="list-style-type: none"> <li>• Paints a picture of the story</li> <li>• Identifies what word begins with the same sound (e.g. Odd One Out game - learner identifies which word begins with a different sound -'run, ride, jump' when three words are called out.</li> </ul> <p><i><b>No Formal Assessment</b></i></p>  |

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| <b>TERM 4</b>   |
| <b>EMERGENT WRITING</b>   |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><i>Writing:</i> <ul style="list-style-type: none"> <li>• Makes pictures from waste materials and adds a phrase or word written by the teacher (Thabo's bicycle)</li> <li>• Traces own name and numerals</li> </ul>                              |
| <b>ASSESSMENT</b><br><b>Informal Assessment:</b><br><i>Observation</i><br><i>Practical</i> <ul style="list-style-type: none"> <li>• Makes pictures from waste materials and adds a phrase or word written by the teacher (Thabo's bicycle)</li> </ul> <b>No Formal Assessment</b> |

## RECOMMENDED RESOURCES FOR THE YEAR

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| <b>LISTENING AND SPEAKING</b> <ul style="list-style-type: none"> <li>• Storybooks and oral stories</li> <li>• Poems, songs and action rhymes</li> <li>• CD's, DVD's and television programmes</li> </ul>                 |
| <b>READING AND PHONICS</b> <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Sequence stories</li> <li>• Story books / Recommended books &amp; Big Story books (2 to 5 different stories per term)</li> </ul> |
| <b>WRITING</b> <ul style="list-style-type: none"> <li>• Writing materials</li> <li>• Plasticise and/play dough</li> <li>• Pictures</li> <li>• Stories</li> </ul>   |
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| GRADE 1 FIRST ADDITIONAL LANGUAGE ENGLISH<br>REQUIREMENTS PER TERM  |   |
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| TERM 1  |   |
| LISTENING AND SPEAKING (ORAL)   | SUGGESTED CONTACT TIME<br>2 hours 30 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><b><i>Daily / Weekly activities</i></b> <ul style="list-style-type: none"> <li>Begins to build an oral vocabulary (listening and speaking vocabulary) using topics such as Myself and My Family</li> <li>Responds to simple greetings and farewells, using phrases (e.g. “Good morning, good bye”)</li> <li>Joins in action rhymes and songs, doing the actions (e.g. Head and shoulders, knees and toes)</li> <li>Responds physically to simple oral instructions (e.g. Sit, stand, walk, run.)</li> </ul> <b><i>Twice weekly focussed listening and speaking activities</i></b><br><b><i>Development of listening and speaking skills</i></b> <ul style="list-style-type: none"> <li>Understands short, simple stories by miming or drawing a picture (e.g. Goldilocks and the three bears)</li> <li>Understands a dramatized story using home language or LOLT (e.g. The three little pigs)</li> </ul> <b><i>Development of concepts and vocabulary</i></b> <ul style="list-style-type: none"> <li>Understands simple, oral sentences in the simple present tense (e.g. “I sit, I stand, Sipho sleeps”)</li> <li>Understands concepts and vocabulary relating to identity (e.g. My name is...), number (e.g. one, two), age (I am six) and size (e.g. big and small).</li> </ul> |   |
| <b>ASSESSMENT</b><br><br><b>Suggestions for Informal Assessment Tasks:</b><br><b>Listening and Speaking: (oral and/or practical)</b> <ul style="list-style-type: none"> <li>Responds to simple greetings and farewells, using phrases (e.g. “Good morning, good bye”)</li> <li>Responds physically to simple oral instructions (e.g. Sit, stand, walk, run)</li> </ul> <b>Formal Assessment Task 1:</b><br><b>Listening and Speaking (oral and/ or practical)</b> <ul style="list-style-type: none"> <li>Joins in action rhymes and songs, doing the actions</li> </ul>   |   |
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| TERM1  |                        |
|--|------------------------|
| READING AND PHONICS  | SUGGESTED CONTACT TIME |
|  | 1 hour per week        |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><br><p><b>Daily / Weekly Phonemic Awareness Activities</b></p> <p><b>Provide short aural activities to help learners identify the initial sound at the beginning of FAL words that they know from the topic.</b></p> <ul style="list-style-type: none"> <li>Begins to hear/identify different initial sounds of words (e.g. head, toes, body, me, sit, run)</li> </ul> <p><b>Daily Reading Activities</b></p> <p><b>Introduce a new picture story book, a Big Book, each week. Read the book to the class, pointing to the words and discussing the pictures and story line. Re-read it during the week, encouraging the learners to join in. Use the story to introduce new vocabulary.</b></p> <ul style="list-style-type: none"> <li>Makes sense of a picture story (a big book or other enlarged text) read by the teacher (e.g. by identifying a picture that is out of sequence or placing pictures in the correct sequence)</li> <li>Recognises some common sight words e.g. common brand names and words in the environment (e.g. STOP, Spar, KFC, MTN, Coke)</li> </ul> |                        |
| <b>ASSESSMENT</b><br><br><p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Phonics: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>Begins to hear/identify different initial sounds of words (e.g. head, toes, body, me, sit, run)</li> </ul> <p><b>Reading: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>Recognises some common sight words e.g. common brand names and words in the environment (e.g. STOP, Spar, KFC, MTN, Coke)</li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Reading (oral and/ or practical)</b></p> <ul style="list-style-type: none"> <li>Makes sense of a picture story (a big book or other enlarged text) read by the teacher (e.g. by identifying a picture that is out of sequence or placing pictures in the correct sequence)</li> </ul>  |                        |
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| TERM 1   |  |
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| WRITING  | <b>SUGGESTED CONTACT TIME</b><br>30 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><i>Learners show their understanding of a story or rhyme by drawing a picture. They can talk about it using the Home Language.</i> <ul style="list-style-type: none"> <li>• Draws pictures about stories heard or rhymes learned in class</li> </ul> |  |
| <b>ASSESSMENT</b><br><br><b>Suggestions for Informal Assessment Tasks:</b><br><b>Writing: (written)</b> <ul style="list-style-type: none"> <li>• Draws pictures about stories heard or rhymes learned in class</li> </ul>  |  |

| TERM 2  |                             |
|---|-----------------------------|
| LISTENING AND SPEAKING (ORAL)   | SUGGESTED CONTACT TIME      |
|   | 2 hours 30 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><b>Daily / Weekly activities</b> <ul style="list-style-type: none"> <li>Continues to build and revise an oral vocabulary (listening and speaking vocabulary) using topics such as My School, My Body, My Home and Shopping</li> <li>Uses and responds to simple greetings and farewells, thanks people, and uses phrases such as 'My name is...' and 'thank you'</li> <li>Memorises and performs action rhymes and songs, doing the actions</li> <li>Understands short, simple stories, joining in choruses at appropriate points and drawing a picture (e.g. The Gingerbread Man)</li> <li>Answers simple, literal 'yes/no' questions about a story by giving one-word answers (e.g. 'Was the Gingerbread Man a good person?')</li> <li>Responds physically to simple oral instructions (e.g. Come here. Clap your hands.)</li> </ul><br><b>Twice weekly focussed listening and speaking activities</b><br><i>Weeks 1 - 5</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Understands a simple, oral description of an object by identifying a picture or an object (e.g. Point to the big, red fox, Show me the little, blue ball)</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands simple, oral sentences in the simple present tense (e.g. 'I like school.')</li> <li>Understands simple, oral sentences including some verbs (e.g. 'I can skip/jump/run.')</li> <li>Understands a few adjectives (e.g. big, small; fat, thin)</li> <li>Understands concepts and vocabulary relating to shape (e.g. circle, square), number (e.g. five, six), colour (eg red, blue, green) and size (e.g. big, small).</li> </ul><br><i>Weeks 6 - 10</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Understands and responds to questions such as 'How many...?' and 'What...?'</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands some personal pronouns (e.g. my, your, his, her, our, their)</li> </ul> |                             |

- Understands some prepositions (e.g. in, at, on, to)

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

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

- Answers simple, literal 'yes/no' questions about a story by giving one-word answers
- Responds physically to simple oral instructions (e.g. Close your eyes)
- Uses and responds to simple greetings and farewells, thanks people, and uses phrases such as 'My name is...' and 'thank you'

#### **Formal Assessment Task 1:**

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

- Memorizes and performs action rhymes and songs, doing the actions
- Understands short, simple stories, joining in choruses at appropriate points and drawing a picture

| TERM 2  |                        |
|---|------------------------|
| READING AND PHONICS   | SUGGESTED CONTACT TIME |
|   | 1 hour per week        |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Daily / Weekly Phonemic Awareness Activities</i></p> <p><i>Provide short aural activities to help learners identify the initial sound at the beginning of FAL words that they know from the topic.</i></p> <ul style="list-style-type: none"> <li>Begins to hear/identify different initial sounds of words (e.g. door, table, cupboard, window, pencil)</li> </ul> <p><i>Daily Reading Activities</i></p> <p><i>Introduce a new story book, a Big Book, each week. Read the book to the class, pointing to the words and discussing the pictures and story line. Re-read it during the week, encouraging the learners to join in. Use the story to introduce new vocabulary.</i></p> <ul style="list-style-type: none"> <li>Makes sense of a picture story (a big book or other enlarged text) read by the teacher (e.g. placing pictures in the correct sequence or drawing a particular part of the story selected by the teacher)</li> <li>Recognises some common sight words e.g. common brand names and words in the environment (e.g. Vodacom, Police, School, Checkers, Shoprite, Pick 'n Pay)</li> </ul> |                        |
| <p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Phonics: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>Begins to hear/identify different initial sounds of words (e.g. door, table, cupboard, window, pencil)</li> </ul> <p><b>Reading: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>Recognises some common sight words e.g. common brand names and words in the environment (e.g. Vodacom, Police, School, Checkers, Shoprite, Pick 'n Pay)</li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Reading (oral and/ or practical)</b></p> <ul style="list-style-type: none"> <li>Makes sense of a picture story (a big book or other enlarged text) read by the teacher (e.g. placing pictures in the correct sequence or drawing a particular part of the story selected by the teacher)</li> </ul>  |                        |



|   |  |
|---|--|
| <b>TERM 2</b>   |  |
| <b>WRITING</b>  | <b>SUGGESTED CONTACT TIME</b><br>30 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><br><i>Learners show their understanding of a story or rhyme or the topic by drawing a picture.</i> <ul style="list-style-type: none"> <li>• Draws pictures linked to stories and rhymes learned in class or the topics for the term</li> </ul> |  |
| <b>ASSESSMENT</b><br><br><b>Suggestions for Informal Assessment Tasks:</b><br><b>Writing: (written)</b> <ul style="list-style-type: none"> <li>• Draws pictures linked to stories and rhymes learned in class or the topics for the term</li> </ul>                               |  |

| TERM 3   |                             |
|--|-----------------------------|
| LISTENING AND SPEAKING (ORAL)  | SUGGESTED CONTACT TIME      |
|  | 2 hours 30 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><b><i>Daily / Weekly activities</i></b> <ul style="list-style-type: none"> <li>Continues to build and revise an oral vocabulary (listening and speaking vocabulary) using topics such as My Friends, Food, Transport, Domestic Animals</li> <li>Uses and responds to simple greetings and farewells, and makes simple requests using phrases such as 'please' and 'good morning, how are you?'</li> <li>Memorises and performs action rhymes and songs, using right intonation and rhythm</li> <li>Understands short, simple stories, e.g. by joining in choruses at appropriate points or dramatizing the story</li> <li>Responds physically to two simple oral instructions (e.g. 'Stand up and jump', 'Bonnie, walk and hop')</li> <li>Answers simple, literal 'yes/no' and closed questions about a story by giving one-word answers</li> <li>Shows how a story made them feel (using facial expressions, body language and Home Language)</li> </ul><br><b><i>Twice weekly focussed listening and speaking activities</i></b><br><b><i>Weeks 1 - 5</i></b><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Identifies a person or object from a simple, oral description, (e.g. Point to the boy who has a blue shirt on today)</li> <li>Expresses herself/himself in simple ways by using short phrases such as 'I like...', 'I don't like...', 'My friend is...', 'I eat...' and 'I come to school by...'</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands some sentences in the negative form (e.g. 'I can't swim;', 'I don't like meat')</li> <li>Understands a few adjectives (e.g. slow, quick)</li> </ul><br><b><i>Weeks 6 - 10</i></b><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Understands and responds to simple questions such as 'Who can...?', 'Where is the..?'</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands simple, oral sentences in the simple present and the present progressive tenses (e.g. 'He wants the book', 'She is reading')</li> <li>Understands some personal pronouns (e.g. my, your, his, her, our, their book)</li> <li>Understands some prepositions (e.g. above, below, to, from)</li> </ul> |                             |

- Understands concepts and vocabulary relating to time (e.g. morning, night), number, direction (e.g. left, right) and ability (e.g. 'I can...', 'I can't...').

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

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

- Expresses herself/himself in simple ways by using short phrases such as 'I like...', 'I don't like...', 'My friend is...', 'I eat...' and 'I come to school by...'
- Understands a few adjectives (e.g. slow, quick)
- Answers simple, literal 'yes/no' and open questions about a story by giving one-word answers
- Understands some prepositions (e.g. above, below, to, from)
- Understands some personal pronouns (e.g. my, your, his, her, our, their book)

### **Formal Assessment Task 1:**

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

- Memorises and performs action rhymes and songs, using right intonation and rhythm
- Understands short, simple stories, e.g. by joining in choruses at appropriate points or dramatizing the story
- Responds physically to two simple oral instructions (e.g. 'Stand up and jump'. 'Bonnie, walk and hop')

| TERM 3   |                        |
|--|------------------------|
| READING AND PHONICS  | SUGGESTED CONTACT TIME |
|  | 45 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Daily / Weekly Phonemic Awareness / Phonic Activities</i></p> <p><i>Begin teaching the initial sounds, beginning with sounds that are the same as in the Home Language and which are common in English e.g. b, c, d, h, m, s, t. Use the Shared Reading book as a starting point, focussing on words that learners already know or are linked to the topic.</i></p> <ul style="list-style-type: none"> <li>Hears/Identifies different initial sounds of words (e.g. bus, car, bicycle; cow, bull, horse)</li> <li>Identifies letter-sound relationships of some common single letters. There should be at least 7 consonants (e.g. b, c, d, h, m, s, t)</li> </ul> <p><i>Daily Reading Activities</i></p> <p><i>Introduce a new story book, a Big Book, each week. Read the book to the class, pointing to the words and discussing the pictures and story line. Re-read it during the week, encouraging the learners to join in. Use the story to introduce new vocabulary. Display around the classroom a few labels using FAL words that learners know.</i></p> <ul style="list-style-type: none"> <li>Reads picture books (big books or other enlarged texts) with one word or two word captions using the illustrations to understand the captions</li> </ul> |                        |
| <p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Phonics: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>Hears/Identifies different initial sounds of words (e.g. bus, car, bicycle; cow, bull, horse)</li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Phonics: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of some common single letters. There should be at least 7 consonants (e.g. b, c, d, h, m, s, t)</li> </ul> <p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Reading: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>Reads picture books with one word or two word captions, using the illustrations to understand the captions</li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Reading (oral and/ or practical)</b></p>  |                        |

- Reads picture books (big books or other enlarged texts) with one word or two word captions, using the illustrations to understand the captions

|   |  |
|---|--|
| <b>TERM 3</b>   |  |
| <b>WRITING</b>  | <b>SUGGESTED CONTACT TIME</b><br>45 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><i>Learners show their understanding of a story or rhyme or the topic by drawing a picture or copying a caption from the board. Learners can read their captions to the teacher or to a partner.</i> <ul style="list-style-type: none"> <li>• Draws pictures linked to stories and rhymes learned in class or the topics for the term and copies a one or two word caption</li> </ul> |  |
| <b>ASSESSMENT</b><br><br><b>Suggestions for Informal Assessment Tasks:</b><br><b>Writing: (written)</b> <ul style="list-style-type: none"> <li>• Draws pictures linked to stories and rhymes learned in class or the topics for the term and copies a one or two word caption</li> </ul>  |  |

| TERM 4   |                             |
|--|-----------------------------|
| LISTENING AND SPEAKING (ORAL)  | SUGGESTED CONTACT TIME      |
|  | 2 hours 30 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><b>Daily / Weekly activities</b> <ul style="list-style-type: none"> <li>Continues to build and revise an oral vocabulary (listening and speaking vocabulary) using topics such as Clothes, People who help me, Wild Animals and Family Occasions</li> <li>Uses and responds to simple greetings and farewells, and makes simple requests using formulaic phrases such as 'Hello, how are you?' and 'Goodbye and thank you'</li> <li>Memorises and performs action rhymes and songs using right intonation, rhythm and pronunciation</li> <li>Understands short, simple stories (e.g. by joining in choruses at appropriate points, by putting pictures in the right sequence and talking about the story to a partner using the Home Language)</li> <li>Answers simple, literal 'yes/no' and open questions about a story with one-word answers 'What is your favourite...?'</li> <li>Responds physically to two simple oral instructions (e.g. 'Mpho, please go and close the door and open the window')</li> <li>Shows how a story made them feel (using body language and the Home Language)</li> </ul><br><b>Twice weekly focussed listening and speaking activities</b><br><i>Weeks 1 - 5</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Expresses herself/himself in simple ways by using short phrases such as 'I love wearing ...' and 'I want to be...'</li> </ul><br><i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands simple, oral sentences in the simple present and the present progressive tenses (e.g. 'He wants his shoes, please.' 'She is wearing a green jersey.')</li> <li>Understands some sentences in the negative form (e.g. 'The giraffe can't swim.' 'I don't like crocodiles.')</li> <li>Understands some plurals of nouns, including some irregular forms (e.g. tooth/teeth), recognizing the plural 's' at the end of words</li> <li>Understands a few adverbs (e.g. slowly, quickly)</li> </ul><br><i>Weeks 6 - 10</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Understands and responds to simple questions such as 'How much...?' and 'Which...?'</li> </ul> |                             |

- Shows respect for classmates by listening to them and giving them a chance to speak.
- Understands a simple, oral description of a person or an animal e.g. by finding an animal in a picture

*Development of concepts and vocabulary*

- Understands some prepositions (e.g. inside, outside, under, over)
- Understands concepts and vocabulary relating to direction, sequence (e.g. first, second, or from biggest to smallest) and ability (e.g. 'I can...', 'I can't...').

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

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

- Memorises and performs action rhymes and songs using right intonation, rhythm and pronunciation
- Expresses herself/himself in simple ways by using short phrases such as 'I love wearing ...' and 'I want to be...'
- Shows respect for classmates by listening to them and giving them a chance to speak.
- Understands a simple, oral description of a person or an animal (e.g. by finding an animal in a picture)

### **Formal Assessment Task 1:**

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

- Understands short, simple stories (e.g. by joining in choruses at appropriate points, by putting pictures in the right sequence and talking about the story to a partner using the Home Language)
- Uses and responds to simple greetings and farewells, and makes simple requests using formulaic phrases such as 'Hello, how are you?' and 'Goodbye and thank you'
- Answers simple, literal 'yes/no' and open questions about a story with one-word answers 'What is your favourite...?'
- Responds physically to two simple oral instructions (e.g. 'Mpho, please go and close the door and open the window')



| TERM 4   |   |
|--|---|
| READING AND PHONICS  | SUGGESTED CONTACT TIME<br>45 minutes per week |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Daily / Weekly Phonic Activities</b></p> <p><i>Continue teaching the initial sounds, choosing the sounds that are same as in the Home Language and which are important in English e.g. a, g, l, n, o, p, r, w. Use the Shared Reading book as a starting point, focussing on words that learners already know or are linked to the topic.</i></p> <ul style="list-style-type: none"> <li>Hears/Identifies different initial sounds of words (e.g. nurse, teacher, doctor, farmer)</li> <li>Identifies letter-sound relationships of common single sounds. There should be at least 2 vowel and 14 consonant sounds by the end of this term (e.g. a, b, c, d, g, h, l, m, n, o, p, r, s, t, w)</li> </ul> <p><b>Daily Reading Activities</b></p> <p><i>Introduce a new story book, a Big Book, each week. Read the book to the class, pointing to the words and discussing the pictures and story line. Re-read it during the week, encouraging the learners to join in. Use the story to introduce new vocabulary and make learners aware of sentence structure.</i></p> <p><i>Introduce simple, printed instructions on flashcards for learners to follow, making a game of it.</i></p> <ul style="list-style-type: none"> <li>Reads picture books (big books or other enlarged texts) with one word or two word captions, using the illustrations to understand the captions</li> <li>Matches written words with pictures and objects</li> <li>Follows printed instructions on one-word flashcards (e.g. stand, jump)</li> </ul> |   |
| <p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Phonics: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of common single sounds. There should be at least 2 vowel and 14 consonant sounds (e.g. a, b, c, d, g, h, l, m, n, o, p, r, s, t, w)</li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Phonics: (oral and/or practical)</b></p> <ul style="list-style-type: none"> <li>Hears/Identifies different initial sounds of words (e.g. nurse, teacher, doctor, farmer)</li> <li>Identifies letter-sound relationships of common single sounds. There should be at least 2 vowel and 14 consonant sounds (e.g. a, b, c, d, g, h, l, m, n, o, p, r, s, t, w)</li> </ul> <p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Reading: (oral and/or practical)</b></p>  |   |

- Follows printed instructions on one-word flashcards (e.g. stand, jump)

### Formal Assessment Task 1:

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

- Reads picture books (big books or other enlarged texts) with one word or two word captions, using the illustrations to understand the captions
- Matches written words with pictures and objects

## TERM 4

### WRITING

### SUGGESTED CONTACT TIME

45 minutes per week

### CONTENT/CONCEPTS/SKILLS

*Learners show their understanding of a story or the topic or 'write' their news by drawing a picture and copying a caption or a short sentence from the board. Learners can read their captions and sentences to the teacher or to a partner. Use their pictures to ask simple questions that learners can respond with Yes/No or one-word answers.*

- Draws pictures for news, stories or for activities linked to the topics used for the term and copies familiar words and short sentences

### ASSESSMENT

#### Suggestions for Informal Assessment Tasks:

#### Writing: (written)

- Draws pictures for news, stories or for activities linked to the topics used for the term and copies familiar words and short sentences

## RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

### LISTENING AND SPEAKING

- Pictures and posters
- Objects related to the themes and topics, puppets, masks etc
- Story board pieces and jig-saw puzzles
- Pictures to sequence
- Improvised costumes for role-play
- Compact Discs or Audio tapes with stories (read or told), poems, rhymes and songs ,CD player or tape recorder, television and video tapes/DVD s
- Storybooks and oral stories
- Poems, songs and action rhymes

### READING AND PHONICS

- Pictures and posters
- Logos and relevant examples of environmental print (shopping bags; brand names on packaging etc)
- Big books (5 -10 stories) (home-made or commercially produced / Graded reading scheme/s (5 - 10 stories)
- Other enlarged texts (home-made or commercially produced e.g. poems, songs, rhymes etc.)
- Story books
- Flash card labels for classroom items and displays
- Pointers to use when reading enlarged texts, wall stories, displays

### WRITING AND HANDWRITING

- Materials for practical activities, e.g. balls, hoops, scissors, plasticine or play dough
- Writing materials e.g. pencils, coloured pencils, wax crayons, paint, paintbrushes, blank paper in various sizes (A3, A4, A5), blank jotters
- Flipchart paper and thick Koki pens

| GRADE 2 FIRST ADDITIONAL LANGUAGE ENGLISH  |                             |
|--|-----------------------------|
| REQUIREMENTS PER TERM  |                             |
| TERM 1   |                             |
| LISTENING AND SPEAKING (ORAL)  | SUGGESTED CONTACT TIME      |
|  | 2 hours 30 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><b><i>Daily / Weekly activities</i></b> <ul style="list-style-type: none"> <li>Continues to build and revise an oral vocabulary (listening and speaking vocabulary) using topics such as Me and My Family, Weather, Wild Animals and Money</li> <li>Uses and responds to simple greetings and farewells, (e.g. 'Good morning, Mrs Reddy'; 'Good bye, Nomsa')</li> <li>Memorises and performs action rhymes and songs, (e.g. 'Here we go looby loo...')</li> <li>Follows two simple oral instructions, (e.g. 'Stand up and come to the mat.')</li> <li>Makes simple requests and statements, (e.g. 'Please, can I sit here? It's play time.')</li> <li>Shows respect for classmates by listening to them</li> <li>Answers simple, literal 'yes/no' questions about a story, (e.g. 'Did you enjoy the story?')</li> <li>Understands concepts and vocabulary relating to counting (e.g. counting in ones to 20), time (e.g. morning, night) and colour (eg red, blue, green, yellow, brown, orange, purple)</li> </ul><br><b><i>Twice weekly focussed listening and speaking activities</i></b><br><i>Weeks 1 - 5</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Identifies an object from a simple, oral description, (e.g. 'It is round, it can roll, I play soccer with it.')</li> <li>Talks about a drawing or picture</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands simple, oral sentences in the simple present and the present progressive tenses (e.g. 'She wants the ball.' 'He is playing.')</li> <li>Understands and uses some adjectives (e.g. 'We call a <i>young</i> lion a cub'; 'My grandfather is <i>old</i>,' 'My mother is <i>happy</i>;', 'My cousin is <i>sad</i>.')</li> </ul><br><i>Weeks 6 - 10</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Understands simple stories e.g. by drawing a picture or acting it out, (e.g. 'Jack and the beanstalk')</li> <li>Says how a story made them feel using the Home Language</li> </ul> |                             |

- Understands and uses some ways of asking questions, such as 'What...?', 'Who...?' and 'Which...?'

*Development of concepts and vocabulary*

- Understands and uses some verbs (e.g. 'I read a book; I sit on the floor; She stands on the chair;')
- Understands and uses some adverbs (e.g. 'The lion runs *fast*'; 'The tortoise walks *slowly*'; 'The clouds are *high* in the sky', 'The mist is *low* today')

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

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

- Uses and responds to simple greetings and farewells, (e.g. 'Good morning, Mrs Reddy'; 'Good bye, Nomsa')
- Memorises and performs action rhymes and songs
- Follows two simple oral instructions, (e.g. 'Stand up and line up in a straight line.')

#### **Formal Assessment Task 1:**

- Understands simple stories e.g. by drawing a picture or acting it out
- Talks about a drawing or picture
- Answers simple, literal 'yes/no' questions about a story (e.g. 'Did you enjoy the story?')
- Identifies an object from a simple, oral description, (e.g. 'It is round, it can roll, I play soccer with it.')
- Understands and uses some adjectives (e.g. 'We call a *young* lion a cub'; 'My grandfather is *old*;' 'My mother is *happy*;', 'My cousin is *sad*.')

| TERM 1   |                        |
|--|------------------------|
| READING AND PHONICS  | SUGGESTED CONTACT TIME |
|  | 45 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b><i>Daily / Weekly Phonic Activities</i></b></p> <p><b><i>Revise the single letter sounds, beginning with the letter-sound relationships that are the same in the Home Language and which are important in English. Build short, familiar words using the sounds learners know.</i></b></p> <ul style="list-style-type: none"> <li>• Distinguishes aurally between sounds that are often confused (e.g. 'a' and 'e', 'b' and 'p')</li> <li>• Identifies letter-sound relationships of most single letters (e.g. a, b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, v, w, y).</li> <li>• Builds up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen; t-e-n, t-en, ten)</li> </ul> <p><b><i>Daily Reading Activities</i></b></p> <p><b><i>Shared Reading</i></b></p> <p><b><i>Introduce a new story book, a Big Book, each week. Read the book to the class, pointing to the words and discussing the pictures and the story line. Re-read it during the week, encouraging the learners to join in. Use the story to introduce new vocabulary and make learners aware of sentence structure. Display around the classroom a few labels using FAL words that learners know.</i></b></p> <ul style="list-style-type: none"> <li>• Reads picture story books (big books or other enlarged texts) with the teacher, following the teacher's pointer, using the illustrations to aid understanding</li> <li>• Shows understanding of a short written story with one-two sentences per page (e.g. Place pictures in sequence and add captions to the correct pictures)</li> <li>• Relates a story to own experience by showing how it makes them feel, using the Home Language if necessary</li> </ul> <p><b><i>Group Guided Reading</i></b></p> <p><b><i>Introduce Group Guided Reading this term. Work with one group each day for 15 minutes. Each group works with the teacher once a week. Work with same-ability groups of learners, matching learners to texts at the instructional level (word recognition between 90% - 95% accuracy). Initially simple picture books will mostly be used.</i></b></p> <ul style="list-style-type: none"> <li>• Reads aloud from own book in a guided reading group with the teacher i.e. the whole group reads the same story with the teacher</li> <li>• Begins to build a sight vocabulary from the incidental reading programme, Shared Reading books and high frequency words.</li> </ul> |                        |

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

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

- Builds up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen; t-e-n, t-en, ten)

### **Formal Assessment Task 1:**

#### **Phonics: (oral and/or practical and/or written)**

- Identifies letter-sound relationships of most single letters. (e.g. a, b, c, d, e, f, g, h, i, l, m, n, o, p, r, s, t, v, w, y).

### **Suggestions for Informal Assessment Tasks:**

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

- Makes sense of a picture story book with one word or two word captions (e.g. by placing pictures in sequence and adding captions to the correct pictures)
- Relates a story to own experience by showing how it makes them feel, using the Home Language if necessary

### **Formal Assessment Task 1:**

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

- Reads a short written text (1- 2 sentences per page) with the teacher following the teacher's pointer

|   |  |
|---|--|
| <b>TERM 1</b>   |  |
| <b>WRITING</b>  | <b>SUGGESTED CONTACT TIME</b><br>45 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><br><b>Twice weekly activities</b><br><i>Learners show their understanding of a story by drawing a picture and copying a caption from the board. Learners can read their captions to the teacher or to a partner. Use their pictures to ask simple questions that learners can respond with Yes/No or one-word answers. Provide activities, linked to the topic, that allow learners to match captions and pictures.</i> <ul style="list-style-type: none"> <li>• Chooses and copies a caption that accurately describes a picture (e.g. 'The elephant is grey'; 'Mother is at work.')</li> <li>• Draws a picture that accurately matches a given caption</li> <li>• Draws pictures for news and a story or linked to a topic</li> <li>• Copies familiar words and short sentences</li> </ul> |  |
| <b>ASSESSMENT</b><br><br><b>Suggestions for Informal Assessment Tasks:</b><br><b>Writing: (written)</b> <ul style="list-style-type: none"> <li>• Draws a picture that accurately matches a given caption</li> <li>• Draws pictures for news, a story or linked to the topic and copies familiar words and short sentences</li> </ul>  |  |



| TERM 2  |                             |
|---|-----------------------------|
| LISTENING AND SPEAKING (ORAL)   | SUGGESTED CONTACT TIME      |
|   | 2 hours 30 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><b>Daily / Weekly activities</b> <ul style="list-style-type: none"> <li>Continues to build and revise an oral vocabulary (listening and speaking vocabulary) using topics such as Play and Sport, Journeys, Visiting Friends, The Supermarket</li> <li>Uses and responds to simple greetings and farewells (e.g. 'Good bye, I will see you later')</li> <li>Memorises and performs action rhymes and songs, (e.g. 'This is the way...', 'I am a little teapot...')</li> <li>Follows a short sequence of instructions, (e.g. 'Stand up, walk to the door and open it.')</li> <li>Makes simple requests and statements, (e.g. 'Can I tell you a story?'; 'It's lunch time.')</li> <li>Answers simple, literal 'yes/no' questions about a story, (e.g. 'Would you like to be the boy/girl in the story?')</li> <li>Understands and uses some ways of asking questions (e.g. 'What happened this morning/yesterday/last week?')</li> <li>Shows respect for classmates by speaking politely</li> </ul><br><b>Twice weekly focussed listening and speaking activities</b><br><i>Weeks 1 - 5</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Identifies an object from a simple, oral description, (e.g. 'It has four wheels, four doors and a hooter. What is it?')</li> <li>Talks about a drawing, picture or object</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Recounts a short sequence of simple experiences.</li> <li>Understands and uses some adjectives (e.g. 'I will visit my <i>best</i> friend. She is a <i>pretty</i> girl. She has <i>red</i> hair.')</li> <li>Understands concepts and vocabulary relating to shape (e.g. triangle, star, cube) and size (e.g. long, tall, short, wide)</li> </ul><br><i>Weeks 6 - 10</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Understands simple stories by using the title for prediction and drawing a picture, copying a few words about it</li> <li>Says how a story made them feel and how it links to own life using the home language</li> <li>Acts out a simple story, saying words spoken by the characters, (e.g. a local or traditional story told by the teacher)</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands and uses the simple past tense, (e.g. 'I saw sweets in the supermarket.')</li> </ul> |                             |

- Understands and uses some verbs (e.g. 'I play soccer at school' ;'I travel to Johannesburg by bus.')
- Understands and uses some adverbs (e.g. 'The people blew the vuvuzelas loudly'; 'The friends walked slowly along the street.')

## ASSESSMENT

### Suggestions for Informal Assessment Tasks:

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

- Recounts a short sequence of simple experiences.
- Memorises and performs action rhymes and songs, (e.g. 'This is the way...')
- Talks about a drawing, picture or object
- Follows a short sequence of instructions, (e.g. 'Stand up, walk to the door and open it.')

### Formal Assessment Task 1:

#### Listening and Speaking (oral and/ or practical)

- Identifies an object from a simple, oral description, (e.g. 'It has four wheels, four doors and a hooter. What is it?')
- Understands concepts and vocabulary relating to shape (e.g. triangle, star, cube) and size (e.g. long, tall, short, wide)
- Understands and uses some adjectives (e.g. 'I will visit my *best* friend. She is a *pretty* girl. She has *red* hair.')
- Understands simple stories by using the title for prediction and drawing a picture, copying a few words about it
- Answers simple, literal 'yes/no' questions about a story, (e.g. 'Would you like to be the girl/boy in the story?')

| TERM 2   |                        |
|--|------------------------|
| READING AND PHONICS  | SUGGESTED CONTACT TIME |
|  | 45 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b><i>Daily / Weekly Phonic Activities</i></b></p> <p><b><i>Continue revising the single letters, especially those that are different in the Home Language and the less used letters in English (e.g. j, k, q, u, x, z). Build short, familiar words using the letters and sounds learners know. Provide aural activities that help learners to identify the initial, middle and final sounds of FAL words they know.</i></b></p> <ul style="list-style-type: none"> <li>• Identifies letter-sound relationships of all single letters</li> <li>• Recognises common endings in words ( e.g. 'ed', 'ing', 'y' and 's')</li> <li>• Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. f-at, p-in, r-ed) and into individual sounds (e.g. f-a-t, p-i-n, r-e-d)</li> <li>• Distinguishes aurally between long and short vowel sounds, (e.g. 'not' and 'note', 'hat' and 'hate')</li> </ul> <p><b><i>Daily Reading Activities</i></b></p> <p><b><i>Shared Reading</i></b></p> <p><b><i>Introduce a new story book, a Big Book, each week for shared and group reading. Read the book to the class, pointing to the words and discussing the pictures and the story line. Re-read it during the week, encouraging the learners to join in or read parts on their own. Learners can show their understanding of the story by using the Home Language, by sequencing pictures or by matching pictures and captions/sentences.</i></b></p> <ul style="list-style-type: none"> <li>• Reads big books or other enlarged texts with the teacher, following the teacher's pointer, using the illustrations to aid understanding</li> <li>• Shows understanding of a short written story (e.g. sequences pictures, matches a caption/sentence to a picture or draws a picture)</li> <li>• Relates a story to own experience saying how it made them feel, using the Home Language if necessary</li> </ul> <p><b><i>Group Guided Reading</i></b></p> <p><b><i>Work with one group each day for 15 minutes. Use simple picture books or graded reading schemes.</i></b></p> <ul style="list-style-type: none"> <li>• Reads aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story</li> <li>• Begins to build a sight vocabulary from the incidental reading programme, Shared Reading books, graded reading scheme and high frequency words.</li> </ul> |                        |

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

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

- Distinguishes aurally between long and short vowel sounds, (e.g. 'not' and 'note', 'hat' and 'hate')

### **Formal Assessment Task 1:**

#### **Phonics (oral and/ or practical and/or written)**

- Identifies letter-sound relationships of all single letters
- Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. f-at, p-in, r-ed) and into individual sounds (e.g. f-a-t, p-i-n, r-e-d)

### **Suggestions for Informal Assessment Tasks:**

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

- Reads aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story

### **Formal Assessment Task 1:**

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

- Reads big books or other enlarged texts with the teacher, following the teacher's pointer, using the illustrations to aid understanding
- Shows understanding of a short written story (e.g. sequences pictures, matches a caption/sentence to a picture or draws a picture)

| TERM 2   |                        |
|--|------------------------|
| WRITING  | SUGGESTED CONTACT TIME |
|  | 45 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Twice weekly activities</p> <p><i>Learners write short captions or complete sentences by filling in missing words. Use the learners' own experiences, the Shared Reading story or the topics for the term as a starting point rather than isolated sentences. Include activities in which learners add labels to pictures eg my friend.</i></p> <ul style="list-style-type: none"> <li>• Writes a caption for a picture / draws a picture for a caption</li> <li>• Draws pictures for news, a story or linked to the topic, and copies familiar words and short sentences</li> <li>• Completes sentences by filling in missing words (e.g. 'I see the .... Station'; 'Mum goes to ...')</li> <li>• Label pictures (e.g. a bus, a soccer player, a supermarket)</li> </ul> |                        |
| <p><b>ASSESSMENT</b></p> <p>Formal Assessment Task 1:</p> <p>Writing: (written)</p> <ul style="list-style-type: none"> <li>• Completes sentences by filling in missing words (e.g. 'I see the .... Station', 'Mum goes to ...')</li> <li>• Draws pictures for news, a story or linked to the topic, and copies familiar words and short sentences</li> <li>• Label pictures (e.g. a bus, a soccer player, a supermarket)</li> </ul>  |                        |

| TERM 3  |                             |
|---|-----------------------------|
| LISTENING AND SPEAKING (ORAL)   | SUGGESTED CONTACT TIME      |
|   | 2 hours 30 minutes per week |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b><i>Daily / Weekly activities</i></b></p> <ul style="list-style-type: none"> <li>Continues to build and revise an oral vocabulary (listening and speaking vocabulary) using topics such as Keeping Fit, Farming, An Accident, Fantasy Stories</li> <li>Memorises and performs action rhymes and songs with an increasing complexity (e.g. 'With my feet I tap, tap, tap...')</li> <li>Recognises some rhyming words in songs and rhymes, (e.g. 'Five little ducks went out one <b>day</b>, over the fields and far <b>away</b>...')</li> <li>Follows a short sequence of instructions, (e.g. 'Draw a bus with five windows. Draw yourself climbing onto it.')</li> <li>Makes simple requests and statements, (e.g. 'Please tell me where the toilet is?; It was so hot yesterday.')</li> </ul> <p><b><i>Twice weekly focussed listening and speaking activities</i></b></p> <p><i>Weeks 1 - 5</i></p> <p><i>Development of listening and speaking skills</i></p> <ul style="list-style-type: none"> <li>Listens to simple stories and mimes them as they are told</li> <li>Answers simple, literal 'yes/no' and open questions with short answers, (e.g. 'Which character in the story did you like best?')</li> </ul> <p><i>Development of concepts and vocabulary</i></p> <ul style="list-style-type: none"> <li>Understands and uses the simple past tense, (e.g. 'Yesterday we saw an accident. Last night I played netball.')</li> </ul> <p><i>Weeks 6 - 10</i></p> <p><i>Development of listening and speaking skills</i></p> <ul style="list-style-type: none"> <li>Acts out a simple story, saying words spoken by the characters, (e.g. 'I'll huff and I'll puff and I'll blow your house down')</li> <li>Says how a story made them feel and how it links to own life (using Home Language)</li> <li>Understands and uses some ways of asking questions, such as 'What...?', 'Who...?' and 'Which...?'</li> </ul> <p><i>Development of concepts and vocabulary</i></p> <ul style="list-style-type: none"> <li>Understands concepts and vocabulary relating to direction (e.g. up, down, above, below), time (yesterday, today, last night, next week) and ability (e.g. 'I can.../I cannot.../I can't...').</li> </ul> |                             |

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

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

- Acts out a simple story, saying words spoken by the characters, (e.g. 'I'll huff and I'll puff and I'll blow your house down')
- Says how a story made them feel and how it links to own life (using Home Language)

### **Formal Assessment Task 1:**

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

- Listens to simple stories and mimes them as they are told
- Understands and uses the simple past tense, (e.g. 'Yesterday we saw an accident. Last night I played netball.')

### **Formal Assessment Task 2:**

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

- Understands and uses some ways of asking questions such as 'What...?', 'Who...?' and 'Which...?'
- Understands concepts and vocabulary relating to direction (e.g. up, down, above, below), time (yesterday, today, last night, next week) and ability (e.g. 'I can.../I cannot.../I can't...').

| TERM 3   |                        |
|--|------------------------|
| READING AND PHONICS  | SUGGESTED CONTACT TIME |
|  | 45 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Daily / Weekly Phonic Activities</b></p> <p><b>Continue building short, familiar words. Introduce some common digraphs, firstly at the beginning and then at the end of words. Try to use words that learners already know and use the words in simple sentences.</b></p> <ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. p-ig, h-en)</li> <li>Groups common words into word families (e.g. bin, pin, tin)</li> <li>Recognises common endings in words 'ing' and 'ed'</li> <li>Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words</li> </ul> <p><b>Daily Reading Activities</b></p> <p><b>Shared Reading</b></p> <p><b>Introduce a new story book, a Big Book, each week for shared and group reading. Read the book to the class, pointing to the words and discussing the pictures and story line. Ask learners to predict what will happen, using the Home Language if necessary. Ask questions that learners can answer using Yes/No or 1-2 words. Re-read the book during the week, encouraging the learners to join in or read parts on their own. Give them the opportunity to share similar experiences.</b></p> <ul style="list-style-type: none"> <li>Reads big books or other enlarged texts with the teacher, using the title for prediction and answering short, oral questions about the story</li> <li>Shows understanding of a short written story (e.g. sequences pictures, matches captions/sentences to pictures)</li> <li>Relates a story to own experience saying how it made them feel, code switching if necessary.</li> </ul> <p><b>Group Guided Reading</b></p> <p><b>Work with one group each day for 15 minutes. Each group works with the teacher once a week. Use simple picture books or graded reading schemes.</b></p> <ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story</li> <li>Continues to build a sight vocabulary from the incidental reading programme, Shared Reading books, graded reading scheme and high frequency words.</li> </ul> <p><b>Paired reading (once a week)</b></p> <p><b>Provide picture books with one sentence per page, and certain words in the sentences repeated on each page.</b></p> |                        |



***Reading level must be age appropriate. Learners can use phonic knowledge and skills to sound out unfamiliar words.***

- Reads picture books to a partner

## **ASSESSMENT**

### **Formal Assessment Task 1:**

#### **Phonics: (oral and/or practical and/or written)**

- Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. p-ig, h-en)
- Groups common words into word families (e.g. bin, pin, tin)
- Recognises common endings in words 'ing' and 'ed'

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

- Reads aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story
- Shows understanding of a short written story (e.g. sequences pictures, matches captions/sentences to pictures)

### **Formal Assessment Task 2:**

#### **Phonics: (oral and/or practical and/or written)**

- Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words

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

- Reads a short written text with the teacher and answering short, oral questions about the story

| TERM 3  |                        |
|---|------------------------|
| WRITING   | SUGGESTED CONTACT TIME |
|   | 45 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Twice weekly activities</b></p> <p><i>Learners write captions or complete sentences by filling in missing words. Use the learners' own experiences or the shared reading story as a starting point rather than isolated sentences. Introduce a frame or sentence starter so learners can begin writing their own sentences.</i></p> <ul style="list-style-type: none"> <li>Writes a caption for a picture, (e.g. The red car is big, This is a cow in the veld.)</li> <li>Completes sentences by filling in missing words, (e.g. 'I must run every ...', 'I should eat... often.')</li> <li>Writes sentences using sentence starters (e.g. 'It was so...' 'They felt...')</li> <li>Spells words correctly from memory (e.g. went, play, car) or using phonic knowledge, (e.g. net, pet, lip, sip ,tip)</li> </ul> |                        |
| <p><b>ASSESSMENT</b></p> <p><b>Formal Assessment Task 1:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Writes a caption for a picture, (e.g. The red car is big, This is a cow in the veld.)</li> <li>Completes sentences by filling in missing words, (e.g. 'I must run every ...', 'I should eat... often')</li> </ul> <p><b>Formal Assessment Task 2:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Writes sentences using sentence starters (e.g. 'It was so...' 'They felt...')</li> </ul>   |                        |

| TERM 4  |                             |
|---|-----------------------------|
| LISTENING AND SPEAKING (ORAL)   | SUGGESTED CONTACT TIME      |
|   | 2 hours 30 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><b>Daily / Weekly activities</b> <ul style="list-style-type: none"> <li>Continues to build and revises an oral vocabulary (listening and speaking vocabulary) using topics such as the Sea, Moving House, Festivals and Holidays</li> <li>Recounts a short sequence of simple experiences or events</li> <li>Uses and responds to simple greetings and farewells, showing respect to different cultures,</li> <li>Memorises and performs simple poems</li> <li>Answers simple, literal 'yes/no' and open questions with short answers, (e.g. 'Do you like to eat fish and chips? Where can you buy them?')</li> <li>Follows a short sequence of instructions, (e.g. 'Cut out the pieces, make a picture and paste it in your book.')</li> <li>Gives very simple instructions, (e.g. 'Please, sit next to me.')</li> <li>Makes simple requests and statements, (e.g. 'Can I carry your books, please?'; 'It's time to go home.')</li> </ul><br><b>Twice weekly focussed listening and speaking activities</b><br><i>Weeks 1 - 5</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Understands simple stories e.g. by acting out the story, sequencing pictures of the story and matching captions to the pictures.</li> <li>Says how a story made them feel and how it links to own life (code switching if necessary)</li> <li>Understands and uses some ways of asking questions such as 'When did you go...?' and 'Have you ever...?'</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands simple, oral sentences in the simple present and the present progressive tenses (e.g. 'Mom cooks fish for supper.' 'Dad is watching TV.')</li> <li>Understands concepts and vocabulary relating to sequence (eg fourth, fifth or from tallest to shortest)</li> </ul><br><i>Weeks 6 - 10</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Identifies an object from a simple, oral description, (e.g. I see something with my little eye that I can eat, is sweet and starts with a t - tart)</li> </ul> <i>Development of concepts and vocabulary</i> |                             |

- Modifies adjectives and adverbs (e.g. quite slow, very fast)
- Understands and uses some adverbs in the correct word order (e.g. 'Thembi *always* brushes her teeth.')

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

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

- Follows a short sequence of instructions, (e.g. 'Cut out the pieces, make a picture and paste it in your book.')
- Gives very simple instructions, (e.g. 'Please, sit next to me.')
- Memorises and performs simple poems

### **Formal Assessment Task 1:**

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

- Recounts a short sequence of simple experiences or events
- Understands simple stories e.g. by acting out the story, sequencing pictures of the story and matching captions to the pictures
- Identifies an object from a simple, oral description, (e.g. I see something with my little eye that I can eat, is sweet and starts with the letter "t" - tart)

| TERM 4  |   |
|---|---|
| READING AND PHONICS   | SUGGESTED CONTACT TIME<br>45 minutes per week |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b><i>Daily / Weekly Phonic Activities</i></b></p> <p><b><i>Introduce some common consonant blends and vowel digraphs, using words that learners already know or high frequency words. When introducing a new word make sure learners understand the meaning and use it in a sentence.</i></b></p> <ul style="list-style-type: none"> <li>• Groups common words into word families (e.g. hug, mug, jug; bag rag, wag; hip, tip, rip)</li> <li>• Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)</li> <li>• Recognises vowel digraphs eg oo as in boot, ee as in feet</li> <li>• Distinguishes aurally between sounds that are often confused (e.g. 'i' and 'e')</li> </ul> <p><b><i>Daily Reading Activities</i></b></p> <p><b><i>Shared Reading</i></b></p> <p><b><i>Introduce a new story book, a Big Book, each week for shared and group reading. Read the book to the class, pointing to the words and discussing the pictures and story line. Re-read the book during the week so that learners are familiar with the story and can retell it with help.</i></b></p> <ul style="list-style-type: none"> <li>• Reads a short written text (a big book or other enlarged text) with the teacher, using the title for prediction and answering short, oral questions about the story</li> <li>• Makes sense of a short written story with pictures (e.g. by sequencing pictures, matching a caption/sentence to a picture or drawing a picture)</li> <li>• Relates a story to own experience saying how it made them feel, code switching if necessary</li> <li>• Retells part of a story with help from the teacher (2-3 sentences)</li> </ul> <p><b><i>Group Guided Reading</i></b></p> <p><b><i>Work with one group each day for 15 minutes. Each group works with the teacher once a week. Use graded reading schemes.</i></b></p> <ul style="list-style-type: none"> <li>• Reads aloud from own book in a guided reading group with the teacher i.e. whole group the same story</li> <li>• Continues to build a sight vocabulary from the incidental reading programme, Shared Reading books, graded reading scheme and high frequency words.</li> </ul> |   |

***Paired reading (once a week)***

***Use texts that are known or are at the independent reading level of the learner eg books from Shared reading sessions, simple picture story books as well as own writing.***

- Reads, with a partner, books read in Shared Reading sessions and simple picture story books

**ASSESSMENT**

**Suggestions for Formal Assessment Tasks:**

**Phonics: (oral and/or practical and/or written)**

- Groups common words into word families (e.g. hug, mug, jug; bag, rag, wag; hip, tip, rip)
- Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)
- Recognises vowel digraphs (eg oo as in boot, ee as in feet)

**Suggestions for Informal Assessment Tasks:**

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

- Retells part of a story with help from the teacher (2-3 sentences)

**Formal Assessment Task 1:**

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

- Makes sense of a short written story with pictures (e.g. by sequencing pictures, matching a caption/sentence to a picture or drawing a picture)
- Reads a short written text (a big book or other enlarged text) with the teacher, using the title for prediction and answering short, oral questions about the story
- Reads aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story

|   |  |
|---|--|
| <b>TERM 4</b>   |  |
| <b>WRITING</b>  | <b>SUGGESTED CONTACT TIME</b><br>45 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b> <p><b>Twice weekly activities</b></p> <p><i>Learners complete sentences by filling in missing words or using a frame or sentence starters to begin writing their own sentences. Encourage learners to use their phonic knowledge to spell simple words.</i></p> <ul style="list-style-type: none"> <li>• Completes sentences by filling in missing words, (e.g. 'We are...', 'My sister has..')</li> <li>• Writes sentences using a frame (e.g. 'In the morning I go to .., At school I do.., At home I ...')</li> <li>• Spells some familiar words correctly using memory or phonic knowledge</li> <li>• Uses capital letters and full stops</li> </ul> |  |
| <b>ASSESSMENT</b> <p><b>Formal Assessment Task 1:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>• Completes sentences by filling in missing words, (e.g. 'We are...', 'My sister has..')</li> <li>• Writes sentences using a frame (e.g. 'In the morning I go to .., At school I do.., At home I ...')</li> </ul>   |  |

## RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

### LISTENING AND SPEAKING

- Pictures and posters
- Real objects related to the themes and topics, puppets, masks etc
- Pictures to sequence
- Improvised costumes for role-play
- Compact discs or audio tapes with stories (read or told), poems, rhymes and songs, CD player or tape recorder, television and video tapes/DVD s
- Storybooks and oral stories
- Poems, songs and rhymes

### READING AND PHONICS

- Pictures and posters
- Big Story books (home-made or commercially produced - some produced in Shared Writing sessions) / Recommended reading scheme (7 - 10 stories)
- Other enlarged texts (home-made or commercially produced (e.g. poems, songs, rhymes etc.))
- Short 'fun' books with 1 – 2 sentences on a page for the reading corner
- Flash card labels for classroom items, displays and for sight words
- Alphabet charts
- Pointers to use when reading enlarged texts, wall stories, displays

### WRITING AND HANDWRITING

- Materials for practical activities, e.g. balls, hoops, scissors, plasticine or play dough
- Writing materials (e.g. pencils, coloured pencils, wax crayons, paint, paintbrushes, blank paper) in various sizes (A3, A4, A5), ruler, eraser, blank jotters
- Flipchart paper and thick Koki pens



| GRADE 3 FIRST ADDITIONAL LANGUAGE ENGLISH<br>REQUIREMENTS PER TERM  |   |
|---|---|
| TERM 1  |   |
| LISTENING AND SPEAKING (ORAL)   | SUGGESTED CONTACT TIME<br>2 hours 45 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><b><i>Daily / Weekly activities</i></b> <ul style="list-style-type: none"> <li>Continues to build and revise an oral vocabulary (listening and speaking vocabulary) using topics such as Me and My Family at Home, Out and About to School, Friends and the Community</li> <li>Performs a rhyme, poem or song</li> <li>Recalls experiences and events, e.g. 'news'</li> <li>Understands stories read by the teacher e.g. by acting out the story, sequencing pictures of the story and matching captions to the pictures</li> <li>Makes requests,( e.g. "May I go to the bathroom, please?", "Please can I have a pen")</li> <li>Understands a variety of question forms (e.g. 'Where...?', 'When...?' and 'Why...?')</li> </ul><br><b><i>Twice weekly focussed listening and speaking activities</i></b><br><b><i>Weeks 1 - 5</i></b><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Follows a sequence of instructions correctly, (e.g. 'Draw a house with a red roof and a yellow door.')</li> <li>Talks about a picture or own drawing</li> <li>Describes a process (e.g. getting ready for school, making tea, cleaning the house)</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands and uses the simple present and simple past tenses (e.g. 'Mara walks to school', 'My friend ran to the shop.')</li> <li>Understands and uses some adjectives (e.g. hungry, tired, clean, dirty)</li> </ul><br><b><i>Weeks 6 - 10</i></b><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Recalls parts of a story or an event</li> <li>Expresses feelings about a story read, told or viewed (e.g. 'I don't like the wolf because...')</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands personal pronouns (I, me you, mine, yours)</li> </ul> |   |

- Uses some adverbs in the correct word order. ('Johan writes *carefully*' 'Mandla walked *slowly*.')

## ASSESSMENT

### Suggestions for Informal Assessment Tasks:

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

- Understands a variety of question forms (e.g. 'Where...? When...? and Why...?')
- Understands and uses the simple present and simple past tenses (e.g. 'Mara walks to school', 'My friend ran to the shop.')

### Formal Assessment Task 1:

#### Listening and Speaking (oral and/ or practical)

- Recalls experiences and events ( e.g. 'news' )
- Understands stories read by the teacher (e.g. by acting out the story, sequencing pictures of the story and matching captions to the pictures)
- Describes a process (e.g. getting ready for school, making tea, cleaning the house)
- Understands personal pronouns (I, me you, mine, yours)

| TERM 1   |                        |
|--|------------------------|
| READING AND PHONICS  | SUGGESTED CONTACT TIME |
|  | 90 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Phonics</b></p> <p><i>Revise single letters and some common consonant digraphs, using words that learners already know or high frequency words. When introducing a new word make sure learners understand the meaning and use it in a sentence. Provide aural activities that require learners to identify the sounds of FAL words they know.</i></p> <p><b>Daily / Weekly Phonic Activities</b></p> <ul style="list-style-type: none"> <li>Builds and sounds out short (3 and 4-letter) words using sounds learnt.</li> </ul> <p><b>Weekly phonic activities</b></p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters, recognising differences in pronunciation between home and first additional language.</li> <li>Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning of a word (e.g. sh-ip, ch-ip, th-in, wh-en)</li> <li>Distinguishes between different vowel sounds orally (e.g. the 'u' in put and 'u' in bus make different sounds.)</li> </ul> <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> <li>Recognises consonant digraphs ('sh', 'ch', 'th') at the end of a word (e.g. fi-sh, ri-ch, wi-th)</li> <li>Recognises vowel digraphs (e.g. 'oo' as in boot, 'oa' as in boat)</li> </ul> <p><b>Daily Reading Activities</b></p> <p><b>Shared reading</b></p> <p><i>Introduce a new story book, a Big Book, each week for Shared Reading. Read the book to the class, pointing to the words and discussing the pictures and story line. Ask learners to predict what will happen, using the Home Language if necessary. Ask questions that learners can answer using Yes/No or 1-2 words. Re-read the book during the week so that learners are familiar with the story and can retell it with help. Give them the opportunity to share similar experiences.</i></p> <ul style="list-style-type: none"> <li>Reads a short written text (a big book or other enlarged text) with the teacher, using the title for prediction</li> <li>Answers literal questions about a story (e.g. 'What did the boy do at school?')</li> </ul> |                        |

- Describes how a story made them feel, code switching if necessary
- Understands a comic strip by relating captions and speech bubbles to visual text

### **Group Guided Reading**

**Work with one group each day for 15 minutes. Each group works with the teacher once a week. Work with same-ability groups of learners, matching learners to texts at the instructional level (word recognition between 90% - 95% accuracy). Use graded reading schemes.**

- Reads stories in a guided reading group at own level with the teacher i.e. whole group reads the same story
- Reads aloud, with increasing fluency
- Uses sight words, phonics and comprehension skills to make meaning

### **Paired reading / Independent reading (once a week)**

**Use texts that are known or are at the independent reading level of the learner eg books from Shared Reading sessions, simple picture story books as well as own writing.**

- Reads simple picture story books and own writing
- Reads familiar poems and rhymes

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

#### **Phonics: (oral and/or practical and/or written)**

- Builds and sounds out short (3 and 4-letter) words using sounds learnt.

### **Formal Assessment Task 1:**

#### **Phonics: (oral and/or practical and/or written)**

- Identifies letter-sound relationships of all single letters, recognising differences in pronunciation between home and first additional language.
- Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning of a word (e.g. sh-ip, ch-ip, th-in, wh-en)
- Recognises consonant digraphs ('sh', 'ch', 'th') at the end of a word (e.g. fi-sh, ri-ch, wi-th)

### **Suggestions for Informal Assessment Tasks:**

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

##### *Shared Reading*

- Reads a short story (a big book or other enlarged text) with the teacher, using the title for prediction
- Answers literal questions about a story (e.g. 'What did the boy do at school?')

##### *Group Guided Reading*

- Uses sight words, phonics and comprehension skills to make meaning

*Independent Reading*

- Reads simple picture story books and own writing

**Formal Assessment Task 1:**

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

*Shared Reading*

- Understands a comic strip by relating captions and speech bubbles to visual text

*Group Guided Reading*

- Reads stories in a guided reading group at own level with teacher i.e. whole group reads same story
- Uses sight words, phonics and comprehension skills to make meaning

| TERM 1  |                        |
|---|------------------------|
| WRITING   | SUGGESTED CONTACT TIME |
|   | 45 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p>Twice weekly activities</p> <p><i>Learners complete sentences by filling in missing words or using a frame or sentence starters to begin writing their own sentences. Use the learners' own experiences, the Shared Reading story or the topics for the term as a starting point rather than isolated sentences. Encourage learners to use their phonic knowledge to spell simple words and guide them to start a personal dictionary.</i></p> <ul style="list-style-type: none"> <li>Writes individual words such as labels (e.g. labels a family picture)</li> <li>Writes sentences using sentence starters (e.g. 'While we were outside..., This evening..., When I woke up ...')</li> <li>Writes a simple sentence linked to the topic using capital letters and full stops ('When Sipho is at school he is...')</li> <li>Writes words in a personal dictionary</li> <li>Understands personal pronouns (I, me you, mine, yours)</li> </ul> |                        |
| <p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Writes individual words such as labels (e.g. labels a family picture)</li> <li>Understands personal pronouns (I, me, you, mine, yours)</li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Writes sentences using a 'frame' (e.g. 'While we were outside I saw.....; I got very ... , It was ...')</li> <li>Writes a simple sentence linked to the topic using capital letters and full stops (' Sipho and I played in the garden.')</li> </ul>  |                        |

| TERM 2  |                             |
|---|-----------------------------|
| LISTENING AND SPEAKING (ORAL)   | SUGGESTED CONTACT TIME      |
|   | 2 hours 45 minutes per week |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><b>Daily / Weekly activities</b> <ul style="list-style-type: none"> <li>Continues to build and revise an oral vocabulary using topics such as Growing Things, Making Things, Keeping Healthy</li> <li>Performs a rhyme, poem or song</li> <li>Recalls experiences and events in the right sequence</li> <li>Understands stories read by the teacher</li> <li>Recounts an experience or event (e.g. a school event)</li> <li>Makes requests, (e.g. 'Can you help me, please?', 'May we go out to play?', 'Please can Tara and I have a book?')</li> </ul><br><b>Twice weekly focussed listening and speaking activities</b><br><i>Weeks 1 - 5</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Talks about an object or picture, using some adjectives</li> <li>Sequences things using words such as <i>next</i> and <i>then</i> as well as conjunctions (e.g. 'Which number/month comes next?', 'Breakfast is first and then it is lunch.')</li> <li>Understands a variety of question forms (e.g. 'Where...?', 'When...?' and 'Why...?')</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands and uses the simple present, present progressive and simple past tenses (e.g. Ntombi eats her fruit; Rama is eating his breakfast slowly; The children climbed over the wall.)</li> <li>Understands personal pronouns (I, me, you, mine, yours)</li> </ul><br><i>Weeks 6 - 10</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Answers literal comprehension questions about a story using words or phrases, code switching when necessary</li> <li>Recalls parts of a story</li> <li>Expresses feelings about a story</li> </ul><br><i>Development of concepts and Vocabulary</i> <ul style="list-style-type: none"> <li>Modifies adjectives and adverbs (e.g. icy cold day, ran fairly slowly, speaks very loudly)</li> </ul> |                             |

- Understands concepts and vocabulary relating to size and direction

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

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

- Performs a rhyme, poem or song
- Understands stories read by the teacher
- Understands a variety of question forms (e.g. 'Where...?', 'When...?' and 'Why...?')

### **Formal Assessment Task 1:**

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

- Talks about an object or picture, using some adjectives
- Recounts an experience or event (e.g. a school event)
- Understands and uses the simple present, present progressive and simple past tenses (e.g. Ntombi eats her fruit; Rama is eating his breakfast slowly; The children climbed over the wall.)

### **Formal Assessment Task 2:**

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

- Recalls experiences and events in the right sequence
- Answers literal comprehension questions about a story using words or phrases, code switching when necessary
- Understands concepts and vocabulary relating to size and direction



| TERM 2   |                        |
|--|------------------------|
| READING AND PHONICS  | SUGGESTED CONTACT TIME |
|  | 90 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Phonics</b></p> <p><i>Introduce common vowel digraphs, consonant blends and the silent ‘e’, using words that learners already know or high frequency words. When introducing a new word, make sure learners understand the meaning and use it in a sentence. Provide aural activities that require learners to recognise words that rhyme.</i></p> <p><b>Daily phonic activities</b></p> <ul style="list-style-type: none"> <li>Builds and sounds out words using sounds learnt</li> </ul> <p><b>Weekly phonic activities</b></p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> <li>Recognises at least 3 new vowel digraphs (e.g. ‘ea’ as in eat, ‘oa’ as in boat, short ‘oo’ as in book etc)</li> <li>Recognises silent ‘e’ in words (e.g. cake, time, hope, note)</li> </ul> <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> <li>Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap)</li> <li>Recognises known rhyming words, (e.g. fly, sky, dry, cry, try)</li> <li>Distinguishes between long and short vowel sounds orally as in ‘boot’ and ‘book’, ‘fool’ and ‘full’, ‘kite’ and ‘kit’</li> </ul> <p><b>Daily Reading Activities</b></p> <p><b>Shared reading</b></p> <p><i>Use the Shared Reading texts and other graded readers. Include non-fiction texts.</i></p> <ul style="list-style-type: none"> <li>Reads a story or non-fiction text with the teacher, relating it to own experience</li> <li>Answers literal questions about a story or non-fiction text (e.g. ‘What is the first thing that happens to the bean seed when it grows?’)</li> <li>Describes how a story made them feel</li> <li>Identifies cause and effect in a story (e.g. ‘Why did the giant help the little girl?’)</li> <li>Identifies the plural forms of some common nouns in texts (e.g. boy – boys; dress - dresses)</li> </ul> |                        |

### **Group Guided Reading**

**Work with one group each day for 15 minutes. Each group works with the teacher once a week. Use graded reading schemes.**

- Reads stories and rhymes in a guided reading group at own level with the teacher i.e. whole group reads same story
- Reads aloud, with increasing speed and fluency
- Uses sight words, phonics and comprehension skills to make meaning
- Use prediction to make sense of a written text
- Uses self-correcting strategies when reading (e.g. re-reading, pausing, practising a word before saying it aloud)

### **Paired reading / Independent reading (once a week)**

**Use texts that are known or are at the independent reading level of the learner eg books from Shared Reading sessions, simple picture story books as well as own writing. Also provide games with simple instructions for learners to play.**

- Reads simple story books, telling your friend about what was read
- Reads and follows instructions (e.g. for playing a game, making something)

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

#### **Phonics: (oral and/or practical and/or written)**

- Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'

#### **Formal Assessment Task 1:**

##### **Phonics: (oral and/or practical and/or written)**

- Recognises at least 3 new vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc)
- Recognises silent 'e' in words (e.g. cake, time, hope, note)

#### **Formal Assessment Task 2:**

##### **Phonics: (oral and/or practical and/or written)**

- Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap)
- Builds and sounds out words using sounds learnt

### **Suggestions for Informal Assessment Tasks:**

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

*Shared reading*

- Describes how a story made them feel

#### *Group Guided Reading*

- Reads stories and rhymes in a guided reading group at own level with the teacher i.e. whole group reads same story

#### **Formal Assessment Task 1:**

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

#### *Shared Reading*

- Reads a story or non-fiction text with the teacher, relating it to own experience
- Answers literal questions about a story or non-fiction text (e.g. 'What is the first thing that happens to the bean seed when it grows?')

#### *Group Guided Reading*

- Reads aloud, with increasing speed and fluency
- Reads with understanding using word recognition and comprehension skills such as sight words, phonics and context clues
- Use prediction to make sense of written text

#### *Paired/Independent reading*

- Reads and follows instructions (e.g. for playing a game, making things)

#### **Formal Assessment Task 2:**

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

#### *Shared Reading*

- Reads a short story or non-fiction text with the teacher, relating it to own experience

#### *Group Guided Reading*

- Uses sight words, phonics and comprehension skills to make meaning

#### *Paired/Independent reading*

- Reads simple story books and tells the friend about what was read

| TERM 2   |                        |
|--|------------------------|
| WRITING  | SUGGESTED CONTACT TIME |
|  | 45 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Twice weekly activities</b></p> <p><i>Provide various written activities, in which learners write their own sentences, make cards and invitations and label diagrams. Scaffold these activities by modelling them on the board and give extra help to struggling learners.</i></p> <ul style="list-style-type: none"> <li>Writes between 2 - 4 sentences using sentence starters (e.g. 'When I am at...', 'While my friend was....', 'To keep healthy we must...')</li> <li>Writes short, formulaic texts (e.g. invitations, letters or greeting cards)</li> <li>Uses information from a visual or written text to label a diagram</li> <li>Answers literal comprehension questions about a story using words or phrases (e.g. true/false, yes/no, matching questions and answers)</li> </ul> <p><b>Development of writing skills</b></p> <ul style="list-style-type: none"> <li>Writes a simple sentence using a capital letter, full stop, exclamation mark and question mark (e.g. expressing feelings or personal opinions)</li> <li>Spells common words correctly</li> <li>Writes words in a personal dictionary</li> </ul> |                        |
| <p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Writes a simple sentence using a capital letter, full stop, exclamation mark and question mark (e.g. expressing feelings or personal opinions)</li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Writes between 2 - 4 sentences using sentence starters (e.g. 'When I am at...', 'While my friend was....', 'To keep healthy we must...')</li> <li>Uses information from a visual or written text to label a diagram</li> </ul>   |                        |

**Formal Assessment Task 2:****Writing: (written)**

- Writes short, formulaic texts (e.g. invitations, letters or greeting cards)
- Answers literal comprehension questions about a story using words or phrases (e.g. true/false, yes/no, matching questions and answers)
- Spells common words correctly

| TERM 3   |                        |
|--|------------------------|
| LISTENING AND SPEAKING (ORAL)  | SUGGESTED CONTACT TIME |
|  | 2 hours per week       |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><b>Daily / Weekly activities</b> <ul style="list-style-type: none"> <li>Continues to build and revise an oral vocabulary using topics such as Small Creatures, Our Heroes, Peoples and Cultures of South Africa</li> <li>Performs a rhyme, poem or song</li> <li>Recalls experiences and events in the right sequence (e.g. a school outing)</li> <li>Participates in a conversation on a familiar topic, listening to others and giving them a chance to speak</li> <li>Makes requests (e.g. 'Please can we invite...?')</li> </ul><br><b>Twice weekly focussed listening and speaking activities</b><br><i>Weeks 1 - 5</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Talks about an object or picture, using some adjectives</li> <li>Asks questions for clarification (e.g. 'What do you mean by...?')</li> <li>Understands and uses a variety of question forms (e.g. 'Where...?', 'When...?' and 'Why...?')</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands and uses the future tense</li> </ul><br><i>Weeks 6 - 10</i><br><i>Development of listening and speaking skills</i> <ul style="list-style-type: none"> <li>Understands stories, using the title for prediction, and predicting what will happen next</li> <li>Answers literal comprehension questions about a story using words or phrases (e.g. 'Who was the first...?')</li> <li>Retells parts of a story</li> <li>Expresses feelings about a story</li> </ul> <i>Development of concepts and vocabulary</i> <ul style="list-style-type: none"> <li>Understands and uses the simple present, present progressive and simple past tenses (e.g. 'This is a beetle. It is eating a leaf. It was on the flower yesterday.')</li> <li>Understands concepts and vocabulary relating to sequencing (e.g. 'firstly', 'secondly', 'finally')</li> </ul> |                        |

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

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

- Talks about an object or picture, using some adjectives
- Understands and uses a variety of question forms (e.g.. 'Where...', 'When...?' and 'Why...?')
- Recalls experiences and events in the right sequence (e.g. a school outing)
- Understands stories, using the title for prediction, and predicting what will happen next
- Expresses feelings about a story

### **Formal Assessment Task 1:**

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

- Retells parts of a story
- Performs a rhyme, poem or song

### **Formal Assessment Task 2:**

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

- Understands stories, using the title for prediction, and predicting what will happen next
- Answers literal comprehension questions about a story using words or phrases (e.g. 'Who was the first...?')
- Participates in a conversation on a familiar topic, listening to others and giving them a chance to speak

| TERM 3  |                        |
|---|------------------------|
| READING AND PHONICS   | SUGGESTED CONTACT TIME |
|   | 90 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><i>Introduce new vowel digraphs and consonant blends, using words that learners already know or high frequency words. When introducing a new word make sure learners understand the meaning and use it in a sentence. Provide aural activities that require learners to recognise differences between sound/spelling relationships in home and additional language.</i></p> <p><b>Daily phonic activities</b></p> <ul style="list-style-type: none"> <li>• Distinguishes between different vowel sounds aurally (e.g. 'bird' and 'bed'; 'ship' and 'sheep')</li> <li>• Builds and sounds out words using sounds learnt</li> <li>• Recognises some differences between sound/spelling relationships in home and additional language (e.g. 'thatha' and 'thin')</li> </ul> <p><b>Weekly phonic activities</b></p> <p><i>Weeks 1 - 5</i></p> <ul style="list-style-type: none"> <li>• Recognises at least 5 new vowel digraphs (e.g. 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round)</li> </ul> <p><i>Weeks 6 - 10</i></p> <ul style="list-style-type: none"> <li>• Recognises 3-letter consonant blends at the beginning and end of words (e.g. str-, scr-, -tch, -nch)</li> <li>• Recognises consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff')</li> </ul> <p><b>Daily Reading Activities</b></p> <p><b>Shared reading</b></p> <p><i>Introduce an information text, e.g. a written description of a process. Use the learners Home Language knowledge of such texts to help them understand them.</i></p> <ul style="list-style-type: none"> <li>• Reads and retells a story with the help of the teacher</li> <li>• Reads short non-fiction texts related to the topics used for Listening and Speaking activities</li> <li>• Answers literal questions about a story or non-fiction text</li> </ul> |                        |



- Describes how a story made them feel
- Reads a description of a process ( e.g. How paper is made, Making a cultural meal, Building different houses)

### **Group Guided Reading**

**Work with one group each day for 15 minutes. Each group works with the teacher once a week. Use graded reading schemes.**

- Reads stories, dialogues and simple non-fiction texts including the topics used for Listening and Speaking activities in a guided reading group at own level with teacher i.e. whole group reads same text
- Reads aloud, with increasing speed and fluency, using correct pronunciation
- Uses sight words, phonics and comprehension skills to make meaning
- Use prediction to make sense of written text
- Uses some self-correcting strategies such as re-reading, pausing and practising a word before saying it aloud

### **Paired / Independent reading (once a week)**

**Use texts such as books from Shared Reading sessions, simple story books and own writing.**

- Reads recommended books and books of own choice

## **ASSESSMENT**

### **Suggestions for Informal Assessment Tasks:**

#### **Phonics: (oral and/or practical and/or written)**

- Recognises some differences between sound/spelling relationships in home and additional language (e.g.. ‘umama’ and ‘mother’)

### **Formal Assessment Task 1:**

#### **Phonics: (oral and/or practical and/or written)**

- Distinguishes between different vowel sounds aurally (e.g. ‘bird’ and ‘bed’; ‘ship’ and ‘sheep’)
- Recognises at least 5 new vowel digraphs (e.g. ‘ai’ as in pain, ‘ay’ as in pay, ‘oi’ as in coin, ‘oy’ as in toy, ‘ou’ as in round)

### **Formal Assessment Task 2:**

#### **Phonics: (oral and/or practical and/or written)**

- Recognises 3-letter consonant blends at the beginning and end of words (e.g. str-, scr-, -tch, -nch)
- Recognises consonant digraphs in a word (e.g. ‘ph’, ‘ll’, ‘ss’, ‘ff’)
- Builds and sounds out words using sounds learnt

### **Suggestions for Informal Assessment Tasks:**

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

##### *Shared Reading*

- Reads and retells a story with the help of the teacher
- Describes how a story made them feel

##### *Group reading*

- Reads stories, dialogues and simple non-fiction texts including the topics used for Listening and Speaking activities in a guided reading group at own level with the teacher i.e. whole group reads same text

#### **Formal Assessment Task 1:**

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

##### *Shared Reading*

- Reads and retells a story with the teacher
- Answers literal questions about a story or non-fiction text

##### *Group Guided Reading*

- Reads aloud, with increasing speed and fluency, using correct pronunciation
- Uses sight words, phonics and comprehension skills to make meaning
- Use prediction to make sense of written text

##### *Paired/Independent reading*

- Reads fiction and non-fiction books of own choice

#### **Formal Assessment Task 2:**

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

##### *Shared Reading*

- Reads a story with the teacher

##### *Group Guided Reading*

- Uses some self-correcting strategies such as re-reading, pausing and practising a word before saying it aloud
- Recognises automatically an increasing number of high frequency words
- *Paired/Independent reading*
- Reads fiction and non-fiction books of own choice

| TERM 3   |                        |
|--|------------------------|
| WRITING  | SUGGESTED CONTACT TIME |
|  | 45 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Twice weekly activities (Choose 2 per week)</b></p> <p><i>Learners write their own sentences with and without a frame based on the Shared Reading story or their own experiences and interests. Provide an example and a frame for learners to write a short dialogue.</i></p> <ul style="list-style-type: none"> <li>Writes sentences using a 'sentence starters (e.g. On hot days ..., 'Our teacher -----)</li> <li>Writes own sentences without a frame (e.g. expressing feelings and personal opinions)</li> <li>Writes a short dialogue with support</li> <li>Sequences sentences</li> </ul> <p><b>Development of writing skills</b></p> <ul style="list-style-type: none"> <li>Uses punctuation, including full stops, commas, exclamation marks, questions marks and inverted commas</li> <li>Sequences sentences correctly</li> <li>Spells common words correctly</li> <li>Writes words in a personal dictionary and uses a children's dictionary</li> </ul> |                        |
| <p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Sequences sentences correctly</li> <li>Writes a short dialogue with support</li> <li>Uses a children's dictionary</li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Writes sentences using a 'sentence starters (e.g. 'Sea creatures live..., 'Our South African heroes...')</li> <li>Uses punctuation, including full stops, commas, exclamation marks, question marks and inverted commas</li> </ul> <p><b>Formal Assessment Task 2:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Writes own sentences without a frame(e.g. expressing feelings and personal opinions)</li> <li>Spells common words correctly</li> </ul>   |                        |

| TERM 3   |                        |
|--|------------------------|
| LANGUAGE STRUCTURE   | SUGGESTED CONTACT TIME |
|  | 45 minutes per week    |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><br><p><i>Use the Shared Reading texts to introduce new vocabulary and grammar.</i></p> <ul style="list-style-type: none"> <li>• Understands and uses the future tense</li> <li>• Understands and uses some adjectives (e.g. bored, tired, friendly)</li> <li>• Understands how necessity is expressed. (e.g. 'You must/should wash your hands.' We have to go now.)</li> <li>• Understands how sentences can be joined using 'and'.</li> </ul>  |                        |
| <b>ASSESSMENT</b><br><br><p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Language Structure: (written)</b></p> <ul style="list-style-type: none"> <li>• Understands and uses the future tense</li> <li>• Understands and uses some adjectives (e.g. bored, tired, friendly)</li> <li>• Understands how necessity is expressed. (e.g. 'You must/should wash your hands. We have to go now.') <ul style="list-style-type: none"> <li>• Understands how sentences can be joined using 'and'.</li> </ul> </li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Language Structure: (written)</b></p> <ul style="list-style-type: none"> <li>• Understands how necessity is expressed. (e.g. 'You must/should wash your hands. We have to go now.') <ul style="list-style-type: none"> <li>• Understands how sentences can be joined using 'and'.</li> </ul> </li> </ul> <p><b>Formal Assessment Task 2:</b></p> <p><b>Language Structure: (written)</b></p> <ul style="list-style-type: none"> <li>• Understands and uses the future tense</li> <li>• Understands and uses some adjectives (e.g. bored, tired, friendly)</li> </ul> |                        |

| TERM 4   |                             |
|--|-----------------------------|
| LISTENING AND SPEAKING (ORAL)  | SUGGESTED CONTACT TIME      |
|  | 1 hours 30 minutes per week |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b><i>Daily / Weekly activities</i></b></p> <ul style="list-style-type: none"> <li>Continues to build and revise an oral vocabulary using topics such as Dinosaurs, My Country, Stories from Long Ago</li> <li>Recalls experiences and events in the right sequence</li> <li>Participates in a conversation on a familiar topic or to solve a problem, showing politeness and respect to others</li> <li>Understands and uses a variety of question forms (e.g. 'Where...?', 'When...?' and 'Why...?')</li> <li>Uses correct pronunciation and intonation in conversation</li> </ul> <p><b><i>Twice weekly focussed listening and speaking activities</i></b></p> <p><i>Weeks 1 - 5</i></p> <p><i>Development of listening and speaking skills</i></p> <ul style="list-style-type: none"> <li>Talks about a picture or photograph, using some adjectives</li> <li>Follows a sequence of instructions correctly</li> </ul> <p><i>Development of concepts and vocabulary</i></p> <ul style="list-style-type: none"> <li>Understands and uses the simple present, present progressive, simple past and future tenses (e.g Thabo reads his book. Pinky is reading a story book. Mark read the news on the chalk board. Susan will read the comic book.)</li> </ul> <p><i>Weeks 6 - 10</i></p> <p><i>Development of listening and speaking skills</i></p> <ul style="list-style-type: none"> <li>Understands stories, using the title for prediction, and predicting what will happen next</li> <li>Retells parts of a story</li> <li>Expresses feelings about a story</li> <li>Summarises a story with teacher support</li> </ul> <p><i>Development of concepts and vocabulary</i></p> <ul style="list-style-type: none"> <li>Understands and uses personal pronouns (e.g. I, me you, mine, yours)</li> </ul> |                             |
| <p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Tasks:</b></p>  |                             |

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

- Participates in a conversation on a familiar topic or to solve a problem, showing politeness and respect to others
- Follows a sequence of instructions correctly
- Summarises a story with teacher support
- Understands and uses a variety of question forms (e.g. 'Where...?', 'When...?' and 'Why...?')

**Formal Assessment Task 1:****Listening and Speaking (oral and/ or practical)**

- Talks about a picture or photograph, using some adjectives
- Recalls experiences and events in the right sequence
- Understands stories, using the title for prediction, and predicting what will happen next

| TERM 4  |                        |
|---|------------------------|
| READING AND PHONICS   | SUGGESTED CONTACT TIME |
|   | 90 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Phonics</b></p> <p><i>Introduce new vowel digraphs and more complex word families. When introducing a new word make sure learners understand the meaning and use it in a sentence. Use the Shared Reading texts to identify different suffixes.</i></p> <p><b>Daily / Weekly Phonic Activities</b></p> <ul style="list-style-type: none"> <li>• Recognises at least 5 new vowel digraphs (e.g. 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt)</li> <li>• Recognises the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-eam', 'cr-eam', 'scr-eam', 'str-eam')</li> <li>• Recognises more complex word families (e.g. 'hatch', 'match', 'patch', 'catch', 'snatch')</li> <li>• Recognises and uses some suffixes (e.g. '-es', '-ies', '-ly', '-ing', '-ed')</li> <li>• Builds and sounds out words using sounds learnt</li> </ul> <p><b>Daily Reading Activities</b></p> <p><b>Shared reading</b></p> <p><i>Introduce visual, graphical texts, eg photographs and charts for discussion and as a starting point for shared writing.</i></p> <ul style="list-style-type: none"> <li>• Reads fiction and non-fiction texts including the topics used for Listening and Speaking activities including visual, graphical texts with the teacher</li> <li>• Answers literal questions about a story, a non-fiction text and a visual, graphical text (e.g. 'Look at the graph. Tell me how many...?')</li> <li>• Describes how a story made them feel</li> <li>• Retells a story, identifying the sequence of events</li> <li>• Discusses pictures and/or photos and compares them to own experience</li> </ul> <p><b>Group Guided Reading</b></p> <p><i>Work with one group each day for 15 minutes. Each group works with the teacher once a week. Use graded reading schemes.</i></p> |                        |

- Reads stories, simple non-fiction texts including the topics used for Listening and Speaking activities, familiar poems and rhymes in a guided reading group at own level with teacher i.e. whole group reads same text
- Reads aloud, with increasing speed and fluency, using correct pronunciation and stress
- Uses sight words, phonics and comprehension skills to make meaning
- Uses some self-correcting strategies such as re-reading, pausing and practising a word before saying it aloud

***Paired/Independent reading (once a week)***

***Use books from Shared Reading sessions, simple story books and non-fiction books as well as own writing.***

- Reads fiction and non-fiction books of own choice, distinguishing between fiction and non-fiction

**ASSESSMENT**

**Suggestions for Formal Assessment Tasks:**

**Phonics: (oral and/or practical and/or written)**

- Recognises the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-eam', 'cr-eam', 'scr-eam', 'str-eam')
- Recognises more complex word families (e.g. 'hatch', 'match', 'patch', 'catch', 'snatch')

**Formal Assessment Task 1:**

**Phonics: (oral and/or practical and/or written)**

- Recognises at least 5 new vowel digraphs (e.g. 'ar' as in far, 'er' as in her, 'ir' as in bird, 'or' as in short, 'ur' as in hurt)
- Recognises and uses some suffixes (e.g. '-es', '-ies', '-ly', '-ing', '-ed')
- Builds and sounds out words using sounds learnt

**Suggestions for Informal Assessment Tasks:**

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

***Shared reading***

- Reads fiction and non-fiction texts including the topics used for Listening and Speaking activities including visual, graphical texts with the teacher
- Answers literal questions about a story, a non-fiction text and a visual, graphical text (e.g. 'Look at the graph. Tell me how many...')
- Describes how a story made them feel
- Discusses pictures and/or photos and compares them to own experience

***Group Guided Reading***

- Reads aloud, with increasing speed and fluency, using correct pronunciation and stress



- Uses sight words, phonics and comprehension skills to make meaning
- Uses some self-correcting strategies such as re-reading, pausing and practising a word before saying it aloud

***Paired/Independent reading***

- Reads fiction and non-fiction books of own choice, distinguishing between fiction and non-fiction

**Formal Assessment Task 1:**

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

***Shared reading***

- Reads fiction and non-fiction texts including visual, graphical texts with the teacher
- Answers literal questions about a story, a non-fiction text and a visual, graphical text (e.g. 'Look at the graph. Tell me how many...')
- Retells a story, identifying the sequence of events

***Group Guided Reading***

- Reads stories, simple non-fiction texts, familiar poems and rhymes in a guided reading group at own level with teacher i.e. whole group reads same text
- Reads aloud, with increasing speed and fluency, using correct pronunciation and stress
- Uses sight words, phonics and comprehension skills to make meaning

***Paired/Independent reading***

- Reads fiction and non-fiction books of own choice, distinguishing between fiction and non-fiction

| TERM 4  |                        |
|---|------------------------|
| WRITING   | SUGGESTED CONTACT TIME |
|   | 60 minutes per week    |
| <p><b>CONTENT/CONCEPTS/SKILLS</b></p> <p><b>Twice weekly activities</b></p> <p><i>Learners write their own sentences with and without a frame based on the Shared Reading story or their own experiences and interests. Provide graphical texts such as a chart and include a frame for learners to complete a short text.</i></p> <ul style="list-style-type: none"> <li>Writes sentences using sentence starters (e.g. 'At the library...', 'In South Africa..')</li> <li>Writes sentences without a frame (e.g. expressing feelings and personal opinions)</li> <li>Writes a simple recount using a frame (e.g. 'Yesterday I..., Then ..., After that..., Finally...')</li> <li>Sequences and copies sentences to make a paragraph</li> <li>Uses information from a chart, graph, diagram or picture to write or complete a short text</li> </ul> <p><b>Development of writing skills</b></p> <ul style="list-style-type: none"> <li>Uses punctuation, including full stops, commas, question marks exclamation marks and inverted commas</li> <li>Spells common words correctly</li> <li>Writes words in a personal dictionary</li> </ul> |                        |
| <p><b>ASSESSMENT</b></p> <p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Writes own sentences without a frame (e.g. expressing feelings and personal opinions)</li> <li>Sequences and copies sentences to make a paragraph</li> <li>Uses punctuation, including full stops, commas, question marks exclamation marks and inverted commas</li> <li>Writes words in a personal dictionary</li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Writing: (written)</b></p> <ul style="list-style-type: none"> <li>Writes sentences using sentence starters (e.g. 'At the library...', 'In South Africa..')</li> <li>Writes sentences without a frame (e.g. expressing feelings and personal opinions)</li> <li>Writes a simple recount using a frame (e.g. 'Yesterday I..., Then ..., After that..., Finally...')</li> </ul>  |                        |

- Uses information from a chart, graph, diagram or picture to write or complete a short text
- Spells common words correctly

| TERM 4  |                        |
|---|------------------------|
| LANGUAGE STRUCTURE  | SUGGESTED CONTACT TIME |
|   | 60 minutes per week    |
| <b>CONTENT/CONCEPTS/SKILLS</b><br><br><p><i>Use the Shared Reading texts to introduce new vocabulary and grammar.</i></p> <ul style="list-style-type: none"> <li>• Understands and uses simple past, present and future tenses</li> <li>• Uses some adverbs in the correct word order. (e.g. 'Johan writes neatly. Amy climbed up the stairs carefully. Thandi fell heavily on the ground.')</li> <li>• Understands the plural forms of some common nouns (e.g. girl-girls, lady-ladies, child-children, man-men)</li> <li>• Understands how possibility or probability are expressed (e.g. 'He may come tomorrow. Is it likely to rain tomorrow?')</li> </ul>  |                        |
| <b>ASSESSMENT</b><br><br><p><b>Suggestions for Informal Assessment Tasks:</b></p> <p><b>Language Structure: (written)</b></p> <ul style="list-style-type: none"> <li>• Uses some adverbs in the correct word order. (e.g. 'Johan writes neatly. Amy climbed up the stairs carefully. Thandi fell heavily on the ground.')</li> </ul> <p><b>Formal Assessment Task 1:</b></p> <p><b>Language Structure: (written)</b></p> <ul style="list-style-type: none"> <li>• Understands and uses simple past, present and future tenses</li> <li>• Understands the plural forms of some common nouns (e.g. girl-girls, lady-ladies, child-children, man-men)</li> <li>• Understands how possibility or probability are expressed (e.g. 'He may come tomorrow. Is it likely to rain tomorrow?')</li> </ul> |                        |

## RECOMMENDED TEXTS/RESOURCES FOR THE YEAR

### LISTENING AND SPEAKING

- Pictures and posters
- Real objects related to the themes and topics, puppets, masks etc
- Pictures to sequence
- Improvised costumes for role-play
- Compact discs or audio tapes with stories (read or told), poems, rhymes and songs ,CD player or tape recorder, television and video tapes/DVD s
- Storybooks and oral stories
- Poems, songs and rhymes

### READING AND PHONICS

- Pictures and posters
- Big Story books (home-made or commercially produced - some produced in Shared Writing sessions) / Recommended reading scheme (minimum 10 stories / books per term)
- Other enlarged texts (home-made or commercially produced (e.g. poems, songs, rhymes etc.)
- Short 'fun' books with 1 – 2 sentences on a page for the reading corner
- Flash card labels for classroom items, displays and for sight words
- Alphabet charts
- Pointers to use when reading enlarged texts, wall stories, displays

### WRITING AND HANDWRITING

- Materials for practical activities, e.g. balls, hoops, scissors, plasticine or play dough
- Writing materials (e.g. pencils, coloured pencils, wax crayons, paint, paintbrushes, blank paper in various sizes "[A3, A4, A5], ruler, eraser, blank jotters)
- Flipchart paper and thick Koki pens
- Simple children's dictionaries