



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY

ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 4-5

Curriculum and Assessment
Policy Statement Grade R-5
for learners with Severe
Intellectual Disability
2018 Orientation
Learning programme

SECTION 2:

INTRODUCTION TO ENGLISH FIRST ADDITIONAL LANGUAGE

2.1 WHAT IS LANGUAGE?

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

2.2 LANGUAGE LEVELS

2.2.1. Home Language

The Home Language level assumes that learners come to school able to understand and speak the language. It is the language first acquired by learners. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level.

2.2.2. First Additional Language

The First Additional Language refers to a language that is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. English First Additional Language is very important for learners whose Home Language is not English. English is an acknowledged language worldwide and is the language commonly used in the World of Work. It would be almost impossible to communicate effectively in the world of work without being able to use English and therefore will make employment very difficult.

2.3 SKILLS TO BE STUDIED IN ENGLISH FIRST ADDITIONAL LANGUAGE

1	Listening and Speaking
2	Reading and phonemic/phonological awareness and phonics
3	Writing and Language Structure

2.4 ADDITIVE BILINGUALISM

To enhance what was already learned in English First Additional Language, they still need to build a strong oral foundation. They need to hear lots of simple, spoken English which they can understand from the context. Listening to the teacher read stories, dialogues etc. is a good way of doing this as it also supports children's emergent literacy development. As children's understanding grows, they need plenty of opportunities to speak the language in simple ways. This provides the foundation for learning and improving reading and writing skills.

Fortunately, children can transfer many literacy skills from their home language. For example, if learners are taught handwriting well in their home language, they can use this skill when writing in English. If they learn phonics in their home language, it will be great help when learning sound-spelling relationships in English. They can apply their knowledge in English and learn those sound-spelling relationships that are different in English.

The First Additional Language CAPS takes advantage of learners' literacy skills in their home language. For example, activities such as Guided reading that are introduced in the Home Language CAPS is also introduced in the First Additional Language in CAPS in Grade 5. This is what is called 'additive bilingualism' – developing a stronger literacy foundation in the Home Language and building First Additional Language literacy onto this.

2.5 Specific Skills

2.5.1 Listening and Speaking

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

The learner with Severe Intellectual Disability will initially use gestures to communicate. The aim is to get the learners to pay attention, make eye contact and react to verbal stimuli using the voice, sounds and gestures. These learners need to show awareness of their environment and they must be able to display social competence. They use visual and pictorial cues to make meaning of the spoken word. Participation in discussions and conversations take place by using alternative modes of communication, e.g. sign language,

body language, gestures, pointing to objects/pictures/symbols/makaton pictures and by using short phrases. Learners are encouraged to listen without interrupting and taking turns to speak. It is important to keep their attention focused. Time allocated to Listening and Speaking is dedicated to continuously build oral vocabulary. Repetition is of utmost importance for these learners.

Alternative and Augmentative Communication: AAC

Learners may experience extreme difficulty with learning to speak. AAC is used to assist these learners to communicate. Learning to read is also extremely difficult for them. In order to assist them, both speaking and reading the content / concepts / skills need to start off with visual literacy programme which includes the use of:

Playing and experimenting with concrete objects using all senses (seeing, hearing, feeling, smelling, tasting and moving (where possible and applicable). The following can be used:

- Photographs of the concrete objects
- Pictures of the same concrete objects
- Coloured picture symbols
- The first letter of word
- The word
- Short sentences

An Individual Support Plan (ISP) is vital for learners with Severe Intellectual Disability.

It is important for teachers to keep this in mind when children are learning an additional language. In Grade 4, learners need to be exposed to lots of oral language in the form of stories and classroom instructions. Listening to stories being told is an excellent way for children to acquire their additional language. The teacher needs to:

- choose a story with a simple, repetitive structure, which allows for vocabulary and grammar to be recycled,
- keep the language very simple, speaking slowly but naturally,
- use gestures, pictures and real objects to support understanding of the story.

Another way of exposing children to the additional language is through listening to stories (or non-fiction texts) read by the teacher. The teacher reads from a Big Book, a large illustrated book with enlarged print that all the learners can see as she reads. This is called 'Shared Reading'. One of the advantages of Shared Reading is that as well as being an excellent listening activity, it also develops learners' emergent literacy. Children learn, for example, concepts of print (e.g. that we start reading at the front of a book and end at the back; and

that we read from left to right and top to bottom of a page), and they begin to recognise a few written words in the additional language (e.g. he, she). Learners should be familiar with the activity of Shared Reading since they will also be doing it in their Home Language lessons.

Another excellent way of exposing children to the additional language is by giving simple instructions that they respond to physically; for example, the teacher says, 'Come here, Thabo,' with an accompanying gesture, and he responds. This method, known as Total Physical Response, has the advantage that the teacher can see immediately whether Thabo understands or not and she can provide feedback – either 'Well done, Thabo,' or she can repeat the instruction more slowly with the gesture emphasized more strongly.

The advantage of the three methods described above (listening to stories, Shared Reading and Total Physical Response) is that they all focus on learning language through listening comprehension. This takes the pressure off learners having to speak, reduces anxiety and allows them to focus on understanding the language. However, in order to become competent users of the language, learners also have to practise speaking. Initially, learners' spoken language will be formulaic – memorised songs and poems, and some formulaic language learned as chunks, for example, 'Good morning, how are you?' 'I'm fine, how are you?' But gradually, as children begin to understand the additional language, they need to start talking, initially with one or two word utterances. For example, in response to the teacher's question, 'Did you like the story,' a learner answers 'Yes' or 'No.'

At first, learners' emergent spoken language needs to be scaffolded (i.e. modelled and supported). For example, learners can begin by acting out stories the teacher has told or read to them, speaking some of the dialogue. With the teacher's help, the children can retell the story. The teacher needs to make sure that all the children get opportunities to speak in English. Because children will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. the questions she asks) to the level of the individual child. As the children move through the grades, the teacher should expect children to speak more and their utterances should become longer.

As children make progress with learning English, they also need to be introduced to more text types. In Grade 4, they will have lots of exposure to stories and will begin to recognise the structure and features of narrative text (i.e. characters are introduced, the setting is described, a problem arises and it is resolved; a narrative is usually told in the past tense). In the Grade 5 First Additional Language CAPS, oral recounts are introduced (e.g. Yesterday,

we went to town. First, we went to the supermarket to buy food. Then we went to the library, etc.), and written recounts are included. The recount is an important text type because it provides a bridge between spoken and written language. We often use oral recounts (e.g. telling people about what we have done), but we also write them down. In Grade 5, learners are also introduced orally to procedural text (i.e. instructions such as recipes) and information reports (e.g. Elephants are large animals. They live in herds, etc.).

These activities are organised around themes. The themes should be very familiar to learners, preferably already taught in the Home Language, and offer lots of opportunities for teaching language in context (e.g. they need to provide opportunities for demonstration and use of things that are physically present in the classroom).

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

2.5.2 READING AND VIEWING

Reading and writing also contribute to learners' language development in English. Reading gives learners more exposure to their additional language. We know from research that children's vocabulary development is heavily dependent on the amount of reading they do. Writing is important because it forces learners to think about grammar and spelling. This encourages learners to process the language, speeds up language acquisition and increases accuracy.

2.5.2.1 SHARED READING

This activity is an important focus for language and literacy development. The purpose of Shared Reading is to give learners exposure to their additional language in a meaningful, supportive context. It also develops learners' emergent literacy in their additional language. They develop concepts of print and start to recognise a few written words in English. At this level, the teacher should:

- Choose a very simple text with a limited amount of text and good illustrations.
- The story should have a clear, simple structure.
- The language and vocabulary should be repetitive and predictable.

- Talk about the pictures with the learners so that they understand the vocabulary. Ask questions in their home language. Help them to link the story to their lives.
- Read the text several times to the learner while you are using your finger or a 'pointer' to enable learners to follow your progress through the text.
- Ask questions about the story.
- Gradually involve learners in 'reading' the story.

As learners progress in each year, the texts should become more challenging. The teacher models fluent reading and uses the text to develop vocabulary, comprehension, decoding skills, understanding of text structure, grammar and punctuation.

2.5.2.2 GROUP GUIDED READING

Learners are introduced to Group Guided Reading in Grade 5. They will be familiar with the activity since they will have been doing it in their home language. For this activity, the teacher needs a set of readers graded according to level of difficulty. The teacher should organise the learners in combined groups (strong and weak) of 4 - 5 learners and then should select a reader/text appropriate for their level. The teacher works with an individual group while the other groups are involved in Paired or Independent Reading. The purpose of Guided Reading is for the teacher to give learners individual attention in order to develop their comprehension and word attack skills in their additional language.

Steps in a Group Guided Reading Lesson

I. Select an appropriate text:

Graded readers will mostly be used for group reading. They should be at a lower level than the texts used for Shared Reading. Read through the text beforehand and note any vocabulary or grammar that may be challenging for the children. These may provide the teacher with a teaching focus.

II. Introduction:

Introduce the type of book (e.g. fiction or non-fiction) and the topic. Help the children to link the topic to their own life experiences. Keep this 'talk' focused and just enough for the children to read successfully (3-5 minutes).

III. Talk about the pictures

Use the pictures to introduce the learners to the topic and talk about any new vocabulary. Again, try to keep this focused and brief. (2–3 minutes)

IV. First Reading:

Children read the text individually. The teacher observes the children's reading behaviours and may select an additional teaching focus based on these observations. The teacher moves from learner to learner and hears each read a small section of the text aloud. The teacher prompts the learners at this stage by saying for example:

- What do you expect to read in this book?
- Does that make sense to you?
- Well done! You corrected yourself. That makes sense.
- What would sound right in this sentence?
- Look at the illustration.
- It could be but look at the first letter again.

Initially you will probably have to ask these questions in the learners' home language. However, as soon as possible start asking the questions in English.

V. Comprehension

Ask the learners questions about the text to ensure comprehension.

VI. Second and subsequent readings

On subsequent days children re-read the text either in pairs or alone. The prime focus here is to develop fluency and provide opportunities to use the text for the development of vocabulary, grammar and deeper comprehension of the text. Repeated reading supports the development of fluency in the additional language. Teachers may be unfamiliar with using Guided Reading especially in the First Additional Language class. Therefore, they can introduce the method gradually. Once they become confident about using it in the Home Language, they can then start using it in First Additional Language. In the meantime, teachers can do whole class reading where all the learners have a copy of the same text and each child takes a turn to read. Teachers should still observe individual children's reading behaviour and help them to develop comprehension and word attack skills.

2.5.2.3 Phonemic/Phonological Awareness and Phonics

The first stage of learning to decode written language is oral – learning to isolate the different sounds of the language (phonemic awareness). The learner then has to relate the sounds to the letters that represent them. Start with “s, a, t, i, and n”. Then blend letters together to form words (e.g. sat, tin) (phonics). The learner has to understand the words (comprehension) and encounter them so often in print that he/she recognises them

automatically. Finally, the learner has to be able to read the words in sentences quickly with comprehension (fluency). However, these elements of learning to read do not happen in a step by step sequence. For example, children learn to recognise and understand whole words from environmental print and Shared Reading. Nevertheless, a systematic phonics programme is important in learning to read in one's home language, alongside reading, writing, and listening to stories being read.

When children begin to read and write in their additional language, they already know how to decode in their home language. They already understand concepts of print and have considerable prior knowledge of sound-spelling relationships. What they need in their First Additional Language phonics class is practice in applying this knowledge to learning to decode text in English (e.g. blending known sounds to make words). Children also need to learn where sound-spelling relationships are different in their home and additional languages. For example, 'th' in English represents two different sounds, which are different to the sound which 'th' represents in African languages (e.g. thank, that, thatha). English vowels are particularly challenging for African language speakers, and this is made more difficult by the variety of ways in which these vowels are spelt (e.g. see, sea, key, me). It is important that in Grade 4, children develop a strong oral foundation in their additional language. Otherwise, they will not understand the words they are decoding in English.

It is important for the teacher to keep in mind that her role is to build awareness over time of sound-spelling relationships in the additional language, not to drill for complete accuracy. Phonics should take the form of short, regular activities.

Daily/weekly phonics activities

Specific attention should be given to phonics throughout the year. A programme is provided in the First Additional Language CAPS. A phonics programme is provided which builds on what learners have already done in their home language. Since there is a limited time available for teaching phonics, teachers are encouraged to integrate phonics teaching into Listening, Speaking and Shared Reading activities.

2.5.2.4 Word recognition

English has a large number of words that are not spelt as they sound (e.g. one, two). It is therefore very difficult, and sometimes impossible, to decode them phonetically. Children learn to recognise sight words (or 'look and say' words) by seeing them repeatedly. Words that appear frequently in texts (high frequency words) can be learned in this way. The more children read in their additional language, the more sight words they will acquire.

2.5.2.5 Comprehension

Children are often able to decode in their additional language, but are unable to understand what they read. This results in what some people call 'barking at print'. The main reason that children are unable to comprehend text is that their language skills are weak. They lack sufficient vocabulary and grammar to make sense of what they read. Therefore, the teacher must build their vocabulary and grammar by exposing them to plenty of English at the right level. Strategies such as building a 'word wall' in the classroom and encouraging learners to keep personal dictionaries (or vocabulary books) are also helpful. Getting children to read more in their additional language is perhaps the best way of improving their vocabulary. However, this strategy will only work if the texts are at a suitable level for independent reading.

Another important way of developing children's reading comprehension is by asking questions that enable learners to engage with the text. The teacher should begin with simple questions, e.g. 'Who?' (e.g. Who ate the apple?) 'What?' (e.g. What did Joseph eat?) and 'Where?' (e.g. Where did Joseph go to sleep?) Gradually, as learners get used to question forms and develop the language necessary to answer them, more complex questions can be asked.

2.5.3 WRITING AND PRESENTING

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subjects enables learners to communicate functionally and creatively. Writing which is appropriately scaffold using writing frames, pictures, word banks, dictionaries, etc. produces competent, versatile writers who will be able to use their skills to develop and present appropriate written and visual texts for a variety of purposes.

Process approach to writing.

Writing and designing texts is a process which consists of the following stages:

- Pre-writing/planning.
- Drafting.
- Revision.
- Editing/Proofreading.
- Publishing/presenting.

2.5.4 LANGUAGE STRUCTURES AND CONVENTIONS

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the First Additional Language

Learners will learn how Language Structures and Conventions are used. Through interacting with a variety of texts, learners extend their use of vocabulary (also vocational vocabulary) and correctly apply their understanding of Language Structures and Conventions.

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of Language Structures and Conventions. It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. The teaching plans contain a list of Language Structures and Conventions (items) that should be covered in each grade. When selecting listening and reading texts for each two-week cycle, make sure that they contain some of the language items you want to cover. Create activities related to these texts that will enable learners to use these items, in context. The language structures that the teacher has chosen to teach, must also be included in the Listening and Speaking and Writing activities.

a. Language teaching approaches

The approaches to teaching language are text-based, communicative and process orientated. The text-based approach and the communicative approach are both dependent on the continuous use and production of texts.

The Balanced Language Approach has been adopted by the Department of Basic Education (DBE) as the methodology to teach Languages. It balances various approaches to the teaching of reading and uses all language skills (listening, reading, speaking and writing) in a balanced way.

A text-based approach explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers and viewers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed. This approach will require quite a lot of modelling, support and scaffolding in the First Additional Language classroom. Suggestions for these are built into the teaching plans.

A communicative approach suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where the literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way – learners read by doing a great deal of reading and learn to write by doing a range of writing.

2.6 REQUIREMENTS FOR ENGLISH FIRST ADDITIONAL LANGUAGE AS A SUBJECT

2.6.1 Time Allocation

The suggested teaching time for the First Additional Language in Grade 4 and 5 is 2 hours per week. All language content is provided within a two-week cycle (4 hours). The following time allocation for the different language skills is suggested:

TOPICS/SKILLS	TIME ALLOCATION PER 2 WEEKS	
	Grade 4	Grade 5
Listening and Speaking (oral)	1h 30 (45 min x 2)	1 hour (30 min x 2)
Reading (Emergent reading, Shared Reading and Group Guided Reading)	1 hour (30 min x 2)	1 hour (30 min x 2)
Phonemic and Phonological Awareness and Phonics	30 minutes (15 min x 2)	1 hour (30 min x 2)
Writing and Language Structure	1 hour (30 min x 2)	1 hour (30 min x 2)
Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Phonics, and for Writing.		

2.6.2 Resources

a. Personal resources for learners

- 1 x A4 Flip file
- 1 x 72 page exercise book
- 2 blue pens, 2 greys pencils, rubber, ruler, scissor, glue, colour pencils

b. Minimum requirements and equipment in FAL classes

A TEACHER SHOULD HAVE THE FOLLOWING CORE MATERIALS	
Dictionary	Story books with pictures
Boardmaker images relating to topics	
LEARNER AND TEACHER RESOURCES	
Brochures	Television programmes
Information texts	Radio programmes
Magazines	Video clips (audio-video aids)
Notices	Card board
Posters	Scissors
Advertisements	Coloured permanent markers
Newspapers	Glue
	Colour pencils

2.6.3 Infrastructure, equipment and finances

Infrastructure/Environment

A teaching space with the following minimum requirements is recommended:

- Teachers with skills to teach learners experiencing barriers to learning.
- Classes with not more than 15 learners.
- Classrooms with tables and chairs at the right height for every learner.
- Electricity in all class rooms to use equipment required.
- The grounds and buildings (classes, bathrooms, stoops etc.) of the school must be accessible for learners and parents with disabilities. Suggestions: ramps, bars, levelling play grounds, accessible toilets.

Finances

Budget and inventory

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the assessment required as

stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.7 CAREER OPPORTUNITIES

Learners doing English First Additional Language will benefit tremendously because English is a language acknowledged worldwide and the language commonly used in the world of work. Being able to communicate effectively in English in the world of work will raise employment possibilities. A learner will be able to enter the world of work, with the skills that he/she acquired during the two years, as a: receptionist, telephonist, cashier, waiter, stock controller, shelf packer, sales person and many more.

SECTION 3:

OVERVIEW OF TOPICS AND CONTENT PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 hours for grade 4 and 5.

3.1 Content overview of topics

The table below indicates the topics and content in the English First Additional Language learning programme in Grade 4 – 5 with differentiation

	GRADE 4	GRADE 5
LISTENING AND SPEAKING	<ul style="list-style-type: none">• Respond to greetings and use formulaic language• Make simple requests• Listen to stories and respond to questions• Develop vocabulary• Follow a short sequence of instructions• Compare and classify information• Listen to and give a recount• Use visual and pictorial cues to make meaning• Do a role play• Understand and use simple language structures• Use language for communication• Listen to thematic content with understanding• Participate in conversations and discussions• Sequence pictures and words• Use language to develop concepts• Participate in language games	<ul style="list-style-type: none">• Listen to fiction, nonfiction, information, discussions, etc. and respond to questions• Develop vocabulary• Follow simple instructions• Compare and classify information• Listen to and give a recount• Use visual and pictorial cues to make meaning• Do a role play• Understand and use simple language structures• Use language for communication• Participate in conversations and discussions• Express emotions reaction about the story• Sequence pictures /sentences• Use language to understands concepts• Participate in language games

	GRADE 4	GRADE 5
PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	<ul style="list-style-type: none"> • Identify letter-sound relationship of all single letters • Identify beginning, medial and end sounds in words • Distinguish aurally between sounds that are often confused • Distinguishes aurally between long and short vowel sounds, • Identify the sound and name of the letters of the alphabet • Recognise sight words and high frequency words • Segment sentences into individual words • Break words into syllables • Builds up and breaks down simple words beginning with a single consonant into onset and rime and into individual sounds • Group words into sound families • Recognise vowel digraphs • Recognise common endings in word (-ed, -ing, -y) • Recognise known rhyming words • Recognise plurals (s, es) • Use phonetic knowledge to spell words 	<ul style="list-style-type: none"> • Identify the letter-sound relationship of all single letters • Identify initial, medial and end sounds in words • Recognise consonant digraphs at the beginning and end of words • Use a dictionary • Recognise beginning sounds visually and aurally • Distinguish between sounds that are often confused • Build words with sounds taught • Recognise sight words and high frequency words • Recognise vowel digraphs • Identify plurals (-s and -es) • Use phonetic structures to spell • Recognise and use suffixes at the end of words • Recognise some differences between sound/spelling relationships in home and additional languages • Recognise silent 'e' in words • Recognise consonant blends in words • Identify rhyming words • Distinguish between long and short vowel sounds • Recognise onset (first sound) and rime (last syllable) in more complex patterns • Recognise homophones • Recognise antonyms • Recognise synonyms

	GRADE 4	GRADE 5
SUGGESTED SEQUENCE OF PHONICS INSTRUCTION	<ul style="list-style-type: none"> • Single letters • Short vowel words: -i-, -o-, -a-, -e-, -u- • Consonant blends: fl, sl, cl, pl, • Vowel digraphs: -oo-, -ee, • Recognise words ending on -ed, e.g. watch – watched; paint – painted, etc. This activity can be linked to the teaching of past tense. • Identify words ending on -ing, e.g. watching; painting; etc. • Words ending on -y 	<ul style="list-style-type: none"> • Single letters • Consonant digraphs at the beginning and end of words • Consonant blends (fl-; sl-; cl-; pl-; cr-; dr-; gr-; tr-) • Vowel digraphs: -oo-; -ee-; -oy-; -ea-; -oa-, -ay • Plurals (-s; -es) • Suffixes (-ed; -ing; -ly; -es, -ies; -ish; -er; -ful) • Silent 'e' words • Consonant digraphs (-ph-, -ll; -ss; -ff) • Three-letter consonant blends (str-; scr-; -tch; -nch) • Consonant blends at the end of words (-nk; -ck) • Consonant -le • Silent b • Silent w • Prefixes (un-; over-; super)

	GRADE 4	GRADE 5
EMERGENT, SHARED AND GROUP GUIDED READING	<ul style="list-style-type: none"> • Read a Big Book, or other enlarged text, with the teacher • Use visual and pictorial cues to make meaning • Read simple labels on objects in the classroom • Read labels below pictures • Learn vocabulary • Match words with objects • Listen to fiction and nonfiction text • Respond to questions about the story • Dramatise a story • Develop word recognition skills • Predicts the story • Adhere to the punctuation when reading • Recognise letters/words • Participate in word/picture games 	<ul style="list-style-type: none"> • Shared Reading <ul style="list-style-type: none"> • Read text with the teacher • Respond to questions • Recognise familiar words in the classroom and environment • Recognise sight words and high frequency words • Adhere to punctuation • Predict what the story is about • Sequence pictures/sentences • Read different types of text, e.g. a simple map, pamphlets, advertisements, notices, etc. • Group Guided Reading <ul style="list-style-type: none"> • Read aloud from own book in a group, i.e. the whole group reads the same text • Use diagrams and illustrations in the text to reinforce understanding • Respond to questions • Adhere to punctuation when reading • Use decoding skills • Recognise sight words and high frequency words • Complete a comprehension activity • Read with fluency, expression, speed and correct pronunciation

	GRADE 4	GRADE 5
WRITING AND LANGUAGE STRUCTURE	<ul style="list-style-type: none"> • Copy / write captions • Build own word bank and personal dictionary • Write a list • Use punctuation correctly in written work • Draw pictures to convey messages • Write a short text • Write a set of instructions • Complete sentences by filling in the missing words • Use simple language structures in context: <ul style="list-style-type: none"> ○ Negatives ○ Present tense ○ Present progressive tense ○ Imperatives ('Don't be late!') ○ Nouns and plurals ○ Adverbs ○ Adjectives ○ Connecting words ○ Pronouns ○ The modal 'can' 	<ul style="list-style-type: none"> • Write a short text • Write a list with a heading • Write a personal recount • Write a letter • Write an invitation • Write messages • Organise information on a table, chart, bar graph • Plan and write a story using the writing process • Write a diary entry • Complete a form • Use appropriate language, spelling and punctuation • Build own word bank and personal dictionary • Understand and use simple language structures in context: <ul style="list-style-type: none"> ○ Past tense, simple present tense, present progressive tense, future tense ○ Possessive nouns, e.g. "The boy's coat is long". ○ Understands and uses negative forms ('Do not...', 'Never...') ○ Countable and uncountable nouns (e.g. bottles/water) ○ Prepositions, "The pens are on the table". ○ Begins to use connecting words to show cause-and-effect (so that) ○ Personal pronouns ○ Understand and use verbs ○ Possessive pronouns ○ Nouns – plurals ○ Antonyms ○ Synonyms

3.2 Teaching plans

Each term comprises of ten weeks and 2 hours English First Additional Language instructional time is compulsory for learners between the ages fourteen (14) and eighteen (18) years. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners are three (2) years in grade 4 with differentiation, and three (3) years in grade 5 with differentiation.

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment to the learners and the teacher may not leave learners unattended during Home Language instructional time.

Grade 4 with differentiation:

Learners are two years in grade 4 and the learning content in the tables make provision for more difficult content to be taught during the second year in grade 4 to ensure that progression takes place.

Grade 4 Term 1			
DURATION AND WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:
1 & 2 2 hours	Development of Self: My body, functions, senses, likes & dislikes Understanding emotions	<ul style="list-style-type: none"> • Use visual and pictorial cues to make meaning • Listen and respond to instructions • Develop vocabulary • Respond to greetings and use formulaic language • Participate in language games • use formulaic language 	<p>LISTENING AND SPEAKING</p> <p>Teacher Note: Teacher will provide the necessary teaching and learning resources e.g. pictures, charts, models, activity cards, AAC resources etc. To introduce the theme content teacher can use the HL when needed. The learner is expected to learn about 20 new words each term. A glossary of the Word list is provided.</p> <p>Learners display the following listening and communicative behaviour throughout the year:</p> <ul style="list-style-type: none"> • Make simple requests.

Grade 4 Term 1			
DURATION AND WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:
			<ul style="list-style-type: none"> • Pay attention, make eye contact and react to verbal stimuli. • Listen to instructions and point to pictures and words (e.g. Point to the parts of the body and to the words in the picture: eyes, nose, mouth, head, hair, etc.). • Respond to greetings and use formulaic language (e.g. please, thank you) • Ask permission to do something • Respond physically to simple oral instructions (e.g. Take the apple. Put it on the table.) • Memorise and perform simple poems, action rhymes and songs. <p>Term specific content for Term 1:</p> <ul style="list-style-type: none"> • Begin to develop an oral (listening and speaking) vocabulary using themes or topics. • Play language games: A vocabulary game. Teacher puts several familiar objects (food/clothes) on a tray and asks the learners to memorise the names in the First Additional Language. He/she then covers the objects and asks the learners to recall the objects.) • Identify and describe similarities and differences of the different senses and personal likes and dislikes • Participate in simple class (thematic) discussions and conversations through • •

Grade 4 Term 1			
DURATION AND WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:
			<ul style="list-style-type: none"> active listening and alternative modes of communication if needed: <p>The topic can be introduced with an action song, videos, books, flashcards, during daily routine activities. These learners are often visual learners, and will copy what you model.</p>
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> Begin to identify different initial sounds in words 	<p>The phonics activities should be integrated into Listening and Speaking and Shared Reading activities.</p> <ul style="list-style-type: none"> Focus on the sounds that are similar to the Home Language, e.g. 's, a, t'. Use pictures, letter cards, songs, stories, etc. to teach the single sounds. Identify different initial sounds in words (e.g. 'h' in hat/head/hand, 'b' in bag/brother/build). Group words into sound families, e.g. give the learners word cards and they sort the words that begin with the same sound, e.g. hat; hen; hand.
		EMERGENT READING/SHARED READING	
		<ul style="list-style-type: none"> Transfer some of the knowledge and skills acquired in the HL: Read a Big Book, or other enlarged text, with the teacher Use visual and pictorial cues to make meaning 	<p><i>The teacher reads the text to the class, pointing to the words and discussing the pictures and the story line. She re-reads the story during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.</i></p> <ul style="list-style-type: none"> Read simple picture books with the teacher. Talk about the pictures and identify objects in pictures. Read a picture card (related to the theme) with several pictures.
		WRITING AND LANGUAGE STRUCTURE	

Grade 4 Term 1			
DURATION AND WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:
		<ul style="list-style-type: none"> • Copy captions • Build own word bank and personal dictionary 	<ul style="list-style-type: none"> • Complete a card of emotions/choose the correct caption to complete the card. • Build own word bank and personal dictionary
3 & 4: 2 hours	Development of self: Changes in boys and girls (puberty) and/or Transport	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> • Listen and respond to instructions by pointing to objects • Develop vocabulary 	<ul style="list-style-type: none"> • Recognise and point out common objects in pictures • Recognise and point out the sight /theme words with pictures • Talk about pictures in posters, theme charts, books etc. <p>The topics should allow the teacher to constantly recycle simple, basic language structures, introduce new vocabulary and consolidate vocabulary already taught, as she communicates with the learners in the First Additional Language.</p> <ul style="list-style-type: none"> • Participate in simple class (thematic) discussions and conversations through active listening and alternative modes of communication if needed.
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> • Identify initial sounds in words • Build simple words with sounds taught 	<ul style="list-style-type: none"> • Identify different initial sounds in printed text, e.g. circle/indicate the words with a particular sound. • Build words with the taught sounds. • Complete words with the correct sound using pictures. • Play a phonics game, e.g. Learners sound each letter separately (d-o-g, c-a-t, h-e-n) and say the word.
		EMERGENT READING/SHARED READING	

Grade 4 Term 1			
DURATION AND WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:
		<ul style="list-style-type: none"> • Use visual and pictorial cues to make meaning • Read simple labels on concrete objects in the classroom • Read labels below pictures • Learn some oral vocabulary 	<ul style="list-style-type: none"> • Identify simple labels in the classroom. • Use pictures, letter cards, songs, stories, etc. to teach oral vocabulary. • Interpret pictures to make up own story: "read" the pictures. • Use pictures to predict what the story is about. • Match concrete objects to words. • Complete a visual picture such as building puzzles, completing picture puzzles.
		WRITING AND LANGUAGE STRUCTURE	
		<ul style="list-style-type: none"> • Complete a list • Use punctuation correctly • Understand and use simple language structures • Build own word bank and personal dictionary 	<ul style="list-style-type: none"> • Write one to two sentences using a frame, e.g. 'I like ____.' / 'I do not like ____.' • Use pictures/word cards to write a simple list. • Use capital letters and full stops, e.g. give the learners cards on which they have to put on the capital letters and full stops. • Read and copy word walls and labels in the classroom when doing written work. • Use some simple language structures in context: • Simple present tense such as 'I like cake.' 'I do not like bananas.') by completing a simple sentence in context. • Negative, e.g. 'I do not like cake.' • Write words in a personal dictionary.
5 & 6 2 hours	Health and environmen	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> • Develop vocabulary/sight word 	<ul style="list-style-type: none"> • Listen to short stories (e.g. healthy eating) told or read with enjoyment and

Grade 4 Term 1			
DURATION AND WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:
			<ul style="list-style-type: none"> • Participate in vocabulary (memory) game: A 'Food bowl' with toy food items/pictures/words is passed around and each learner has a turn, 'My name is ... and I like' Then the whole group says, 'His name is ... and he likes Her name is ... and she likes' • Sequence three pictures about how to prepare food with clean hands and on clean surfaces. Learners give a recount of the pictures. • Participate in discussions.
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> • Identify beginning and end sounds in words • Recognise sight words • Build and blend words with sounds taught • Segment sentences into individual words • Group words into sound families 	<ul style="list-style-type: none"> • Use pictures and letter cards to build simple words with sounds taught. • Group words into sound families, e.g. give the learners word cards and they sort the words into groups according to the beginning sounds of the words. • Segment sentences into individual words by clapping on each word. • Complete words with the correct sound using pictures. • Play a phonics game, e.g. board game with words that begins/ends with the same sound.
		EMERGENT READING/SHARED READING	
		<ul style="list-style-type: none"> • Listen to a story or non-fiction text • Use visual and pictorial cues to make meaning • Respond to questions about the story • Develop vocabulary 	<ul style="list-style-type: none"> • Label and read the list of healthy food & unhealthy food from the poster with the teacher's assistance. • Read simple sentences with pictures from chart: How to preserve and store food safely. • Recognise high frequency words in text.

Grade 4 Term 1			
DURATION AND WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:
			<ul style="list-style-type: none"> • Match pictures to words on objects and named items such as name cards on tables, door, window. • Read simple labels of objects and pictures in the classroom. • Use pictures to 'read' simple phrase or caption books. • Complete a visual picture such as building puzzles, completing pictures. • Respond to simple oral questions about the story. • Use pictures, letter cards, songs, stories, etc. to learn oral vocabulary.
		WRITING AND LANGUAGE STRUCTURE	
		<ul style="list-style-type: none"> • Draw pictures to convey messages • Write short text 	<ul style="list-style-type: none"> • Write a caption for his/her drawing and reads back what is written. • Write one to two sentences using a picture/sentence frame. • Write words from word walls and labels.
7 & 8 2 hours		LISTENING AND SPEAKING	
	Health and environmental responsibility: Substance abuse	<ul style="list-style-type: none"> • Develop vocabulary/ sight words • Listen to the theme content with comprehension • Respond to simple questions 	<ul style="list-style-type: none"> • Listen to stories/nonfiction with enjoyment. • Answer simple Yes/No questions. • Role play familiar situations. • Participate in discussions.
	World Of Work: Rules of the workplace	PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> • Identify letter-sound relationship of all single letters. • Identify sounds at the end of words. • Build and blend words • Identify sounds from printed text 	<ul style="list-style-type: none"> • Recognise the letter-sound relationship of all single letters by matching the letter sound to the written letter symbol. • Recognise sounds at the end of the words- • Build three letter words using short 'a-' and 'e' words. • Identify sounds in printed text, e.g. circle/indicate the words with a particular

Grade 4 Term 1			
DURATION AND WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:
		<ul style="list-style-type: none"> Group words into sound families Segment simple sentences into individual words 	<ul style="list-style-type: none"> sound. Group words into sound/word families. Sound family: words that start with the same sound, e.g. bin, bed, bat, etc. Word family: words that have the same rime, e.g. bin, pin, tin, etc. Sort word cards according to the teacher's instruction. Complete words with the correct sound using pictures Segment sentences into individual words by clapping on each word Play a phonics game, e.g. board game with sounds/words taught
		EMERGENT READING/SHARED READING	
		<ul style="list-style-type: none"> Read books with the teacher Respond to questions about the story Act out a story Develop vocabulary Use visual and pictorial cues to make meaning Play language games 	<ul style="list-style-type: none"> Read simple picture books with one to two sentences per page where words are repeated. Answer simple questions about the story. Role play the story read to them. Point to and name objects in pictures. Sequence three pictures of a story and retell the story using simple words, sentences and/or gestures. Match words to words on objects and named items such as name cards on tables, door, window. Complete a visual picture such as building words and matching pictures. Play vocabulary games, e.g. word quizzes.
		WRITING AND LANGUAGE STRUCTURE	
		<ul style="list-style-type: none"> Write short text 	<ul style="list-style-type: none"> Write one to two sentences using a picture/writing frame.

Grade 4 Term 1			
DURATION AND WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:
		<ul style="list-style-type: none"> • Use punctuation correctly • Compile a list • Use some simple language structures in context (prepositions and present progressive tense) • Build a word bank and personal dictionary 	<ul style="list-style-type: none"> • Use punctuation correctly: full stop and the correct use of capital letters. • Write simple shopping list. • Begin to develop an understanding and ability to use simple language structures in the context of meaningful spoken language: • Use imperatives such as 'Don't be late'; • Present progressive tense such as 'I am signing the register'; • Build own word bank and personal dictionary.

Week 9 & 10 Assessment for Term 1	
Listening & Speaking	<ul style="list-style-type: none"> • Demonstrate an understanding of at least 20 words, including the thematic words and familiar objects. • Respond appropriately to simple instructions and requests (e.g. 'Stand up' or 'Clap your hands'). • Demonstrate understanding of vocabulary in the story by pointing to objects in the pictures or in the classroom in response to instructions from the teacher • Answer simple Yes/No questions about the story/theme with the aid of the pictures
Phonemic awareness/Phonics	<ul style="list-style-type: none"> • Identify different initial sounds of words • Identify the end sound in words • Recognise the letter-sound relationship of single letters taught by matching the letter name to the letter symbol • Segment sentences into individual words by clapping on each word
Reading	<ul style="list-style-type: none"> • Recognise and read words linked to high frequency /thematic words. • Read labels below pictures • Answer some simple oral questions about the story
Writing and Language Structure	<ul style="list-style-type: none"> • Copy a caption for a picture he/she has drawn and reads back what is written • Write one to two sentences using a picture/writing frame

Grade 4: Term 2

Grade 4 Term 2			
APPROXI-MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
1 & 2 2 hours	Road safety/ Traffic Rules Caring for the environment Recycling	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> Listen to stories and respond to simple questions Participate in conversations and discussions Understand language structures in context 	<ul style="list-style-type: none"> Listen to stories and content from themes and respond to question using pictures, own words and/or gestures. Understands and begins to adjectives in spoken language. Participate in simple class (thematic) discussions and conversations. Identify different people in my world. Practice how to communicate with different people, different greetings, different forms of address, different ways to show respect. Role play situations with different people, e.g. strangers, older people, teacher, doctor, etc.
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> Develop vocabulary Recognise sounds in printed text Recognise known rhyming words Recognise initial sounds Identify the letter-sound relationship of single letters 	<ul style="list-style-type: none"> Revise the sounds that were taught in Term 1. Identify sounds in printed text, e.g. circle/indicate the words with a particular sound. Recognise and use sight vocabulary and high frequency words. Sound and clap out known rhyming words e.g. pen, ten, hen, men etc. Recognises the initial sound from the remaining part of a syllable (e.g. c-at, m-at, f-at). Recognise different initial sounds in words (e.g. 'g' in goat, 'd' in dog and

Grade 4 Term 2			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p>Suggested activities:</p> <p>donkey).</p> <ul style="list-style-type: none"> • Play phonic game: Sound and name the letters of the alphabet.
		EMERGENT READING/SHARED READING	
		<ul style="list-style-type: none"> • Use visual and pictorial cues to make meaning • Develop word recognition skills 	<ul style="list-style-type: none"> • Read simple picture books with one to two sentences where the words are repeated with the teacher. • Use pictures to predict what the story is about. • Match words to pictures.
		WRITING AND LANGUAGE STRUCTURE	
		<ul style="list-style-type: none"> • Write short text • Use punctuation correctly • Build a word bank and personal dictionary 	<ul style="list-style-type: none"> • Write one to two sentences in the present tense, e.g. using a frame and/or a picture. • Use capital letters and full stops correctly. • Make a poster of the different people they can go to for assistance and label their roles accordingly. • Copy new words in personal dictionary.
3 & 4		LISTENING AND SPEAKING	

Grade 4 Term 2			
APPROXI-MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
2 hours	Good leaders & good followers Personal safety Creatures that help us	<ul style="list-style-type: none"> • Develop vocabulary • Develop listening comprehension by responding to simple questions • Participate in discussions 	<ul style="list-style-type: none"> • Teacher introduces the theme by reading a story about a leader, Nelson Mandela. • Talk about Nelson Mandela and the example he set as a good leader. • Answer questions. • Tell stories using pictures, own words and/or gestures. • Participate in discussions. • Play language /leadership games like: “Lead the Herd”, “Cookie Challenge” and “Silent Leadership” and let learners note the different roles played by everyone in respect of leading and following. Each game illustrates the role and positive attitude of the leader and follower. • Listen to the words and respond by placing the correct word (Follows, Lead, listen, guides, helps) under the headings: Leader & Follower).
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> • Identify letter-sound relationships of all single letters • Identify different initial and end sounds • Build and blend words 	<ul style="list-style-type: none"> • Revise letter-sound relationship of single sounds. • Identify initial and end sounds in printed text, e.g. circle/indicate the words with a particular sound. • Segment sentences into individual words by clapping on each word. • Use pictures and letter cards to build and break down words (e.g. p-e-n, p-en, pen; t-e-n, t-en, ten).
		EMERGENT READING	
		<ul style="list-style-type: none"> • Follow the sequence of a simple picture story 	<ul style="list-style-type: none"> • Put three pictures in sequence as teacher tells a story. Retell the story in two to three sentences.

Grade 4 Term 2			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> • Use pictorial and visual cues to make meaning • Read simple books with the teacher • Adhere to punctuation • Recognise words 	Suggested activities: <ul style="list-style-type: none"> • Read simple books with two to three sentences per page with the teacher. • Pay attention to the use of punctuation when reading. • Match words to pictures. •
		WRITING	
		<ul style="list-style-type: none"> • Write captions • Write short text • Understand and use some simple language structures • Build own word bank and personal dictionary 	<ul style="list-style-type: none"> • Write a caption for a picture. • Write two to three sentences by using pictures, writing frames and word bank/dictionary. • Use simple language structures by using learners, objects and pictures to introduce this. • Adjectives, e.g. 'My friend is big'. 'The cat is small.' • Plurals: e.g. 'one cat – two cats.' • Write words in the personal dictionary
5 & 6: 2 hours	People who help us Electricity Our Country South Africa	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> • Listen to fiction, nonfiction, information and discussions • Respond to questions • Develop vocabulary • Listen to a recount and give own recount • Play language games 	<ul style="list-style-type: none"> • Listen to a simple recount and give own recount, e.g. teacher tells what he/she did during the weekend after which the learners tell what they did. Provide some structuring words, e.g. Last weekend I...Then I...Next I...After that I... • Recognise and point out common objects in pictures. • Play Vocabulary Board Game. • Participate in simple class discussions.

Grade 4 Term 2			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters, recognising differences in pronunciation between Home and First Additional Language. Identify initial and end sounds of words. Group common words into sound and word families Build and blend words 	<ul style="list-style-type: none"> Compare the differences in pronunciation of words between Home and First Additional Language. Use pictures, word cards, letter cards, songs, stories, etc. to teach the sounds at the end of a word, e.g. –ee (tree; free; see; etc.); -oy (boy; toy; Roy; etc.). Identify words that begin with the same initial sound, e.g. hat; hen; hand, from a text and word walls. Build words using sounds learnt. Group words into sound families, e.g. give the learners word cards and they sort the words into group. More able learners can write the words into the correct sound family using the words from a word box. Build three letter words using short ‘-u-’ words. Make “SNAP” cards with different sounds/words and learners match the similar sounds to the words
		EMERGENT READING	
		<ul style="list-style-type: none"> Recognise familiar words Develop vocabulary Read books with the teacher Adhere to punctuation during reading Use visual and pictorial cues to make meaning 	<ul style="list-style-type: none"> Recognise letters and high frequency words on flash cards and in text. Build vocabulary, thereby improving reading comprehension. Read and point out objects in the classroom/ pictures. Read simple books with two to three simple sentences per page with the teacher. Adhere to the punctuation during reading. Teacher models and learners

Grade 4 Term 2			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p>Suggested activities:</p> <p>follow.</p> <ul style="list-style-type: none"> • Match pictures to words on objects and named items such as name cards on tables, door, window. • Completes a visual picture such as building puzzles with words and pictures
		WRITING AND LANGUAGE STRUCTURE	
		<ul style="list-style-type: none"> • Write captions for pictures • Write short text • Use punctuation correctly • Understand and use simple language structures 	<ul style="list-style-type: none"> • Write a caption or short sentences on a topic with help and illustrate it. • Write/copy two to three sentences with the teacher's help (word bank, dictionary, writing frames, pictures, etc.). • Use simple language structures: • Adverbs, e.g. "The police ran quickly", "The teacher spoke loudly". • More able learners can write sentence/s for pictures using words from a word bank.
7 & 8 2 hours	Working in a group Our environment Job opportunities and careers	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> • Listen to fiction, nonfiction, information and discussions • Respond to questions • Use visual and pictorial cues to make meaning • Develop vocabulary • Compare and classify information 	<ul style="list-style-type: none"> • Talk about pictures in posters, theme charts, books, etc. • Respond to simple questions about stories and thematic discussions. • Recognise sight words often and include the words in spoken language. • Match things that go together and compare things that are different. • Tell stories using pictures, own words and/or gestures. • Participate in discussions. • Play a Listening Language game: The first learner makes a statement that ends with the word "then." The next learner adds more words that go

Grade 4 Term 2			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
			Suggested activities: along with the story. For example: Shopping for a party. First learner: "For the party we got cake 'then'. The next person adds more words that goes along with the story 'then', some balloons (and the next learner)"then" sweets and cool drink.
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> • Build and blend words • Segment sentences into individual words • Identify rhyming words • Develop vocabulary 	<ul style="list-style-type: none"> • Continue to build words using letter cards. • Complete words with the correct sound using pictures. • Segments sentences with words that have only one syllable into individual words by clapping/tapping on each word: (e.g. Meg ran to the mat.) • Revise known rhyming words e.g. road, load, boot, hoot etc. • Match words with the correct picture. • Use familiar high frequency/thematic words from flashcards and word walls.
		EMERGENT READING/SHARED READING	
		<ul style="list-style-type: none"> • Read books with the teacher • Respond to questions • Recognise familiar words and letters • Use pictorial and visual cues to make meaning • Play language games 	<ul style="list-style-type: none"> • Continue to "read" simple picture books with the teacher. • Answer questions about the text. • Recognise words in text, the class/ school environment, e.g. labels on storage boxes in the classroom, name of principal/teacher on his/ her door. • Use pictures to predict what the story is about, e.g. 'read' picture and caption books showing an understanding that pictures and words are related, but different.

Grade 4 Term 2			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
			Suggested activities: <ul style="list-style-type: none"> • Sequence pictures to show the order of events in a story. • Play word games: Learners recognise and match words to pictures
		WRITING AND LANGUAGE STRUCTURE	
		<ul style="list-style-type: none"> • Copy words • Complete three sentences • Write short text • Understand and use language structures • Build own word bank and personal dictionaries 	<ul style="list-style-type: none"> • Copy words from the word wall and labels in the classroom. • Complete three sentences by filling in the missing words • Write two to three sentences. • Understand and begin to use some simple language structures that have been taught this term in context: • Simple present tense • Nouns and their plurals • Adjectives • Adverbs • Build own word bank and personal dictionary (vocabulary books). •

Week 9 & 10 Assessment for Term 2	
Listening & Speaking	<ul style="list-style-type: none"> • Demonstrate an understanding and use of at least 40 words, including the thematic words and high frequency words. • Respond to simple questions and instructions • Listen to a simple recount and give own recount
Phonemic/Phonological Awareness and Phonics	<ul style="list-style-type: none"> • Build and break down words (short –a- and –e- words) • Recognise known rhyming words (e.g. road, load, boot, hoot etc.) • Identify sounds in beginning and end of words
Reading	<ul style="list-style-type: none"> • Answer some simple oral questions about the story/theme • Sequence pictures to show the order of events in a story
Writing and Language Structure	<ul style="list-style-type: none"> • Writes a caption for a picture he/she has drawn and reads back what is written • Complete three sentences by filling in the missing words • Write two to three sentences • Understand and begin to use some simple language structures in context: <ul style="list-style-type: none"> ○ Simple present tense ○ Nouns and their plurals ○ Adjectives ○ Adverbs

Grade 4 Term 3

Grade 4 Term 3			
APPROXIMATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
1 & 2 2 hours	Abilities, interests and potential Time management I can be an entrepreneur	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> • Use visual and pictorial cues to make meaning • Develop vocabulary • Respond to questions • Use language for communication • Play language games • Participate in discussions 	<ul style="list-style-type: none"> • Talk about pictures in posters, theme charts, books etc., e.g. recognise and point out common objects in pictures. • Talk about what kind of work they would like to do • Listen to questions and respond • Begin to develop an oral (listening and speaking) vocabulary using themes or topics • Vocabulary Game/Exercise: Relate the instruction to pictures, learners respond by listening to the word, picking up the word card /label and matching it to the picture. • Participate in discussions.
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> • Identify letter-sound relationship of beginning and end sounds in words • Distinguish aurally between sounds that are often confused • Build and blend words 	<ul style="list-style-type: none"> • Recognition of different letter sounds at the beginning of words, e.g. cat, mat, dog, etc. • Circle/point out the initial and end sounds in words. • Play phonic games: Learners use word cards and pictures to distinguish aurally between words that have similar sounds ,e.g. a-apple, e-egg, • b- bat, p-pen etc. • Build and blend words from sounds learnt.

Grade 4 Term 3			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		EMERGENT READING	
		<ul style="list-style-type: none"> • Read books with the teacher • Respond to questions • Use pictorial and visual cues to make meaning • Recognise and read words • Develop vocabulary • 	<ul style="list-style-type: none"> • Use pictures to understand simple phrases and sentences in a book. • Match pictures to words on objects and named items such as name cards on tables, door, window. • Recognise and read words in text and in the classroom. • Build vocabulary to improve reading comprehension. • Read simple books with two to three sentences per page.
		WRITING AND LANGUAGE STRUCTURE	
		<ul style="list-style-type: none"> • Write a set of instructions • Build a word bank and personal dictionary 	<ul style="list-style-type: none"> • Write a set of instructions, e.g. a recipe/how to make tea. Use pictures and a word bank. • Write two to three sentences, e.g. using a frame and/or a picture. • Copy new words in personal dictionary
3 & 4 2 hours	Farm animals	LISTENING AND SPEAKING	
	Wild animals Peer pressure Bullying	<ul style="list-style-type: none"> • Use visual and pictorial cues to make meaning • Respond to questions and instructions • Develop vocabulary • Compare and classify information • Sequence pictures • Use language for communication 	<ul style="list-style-type: none"> • Develop an oral (listening and speaking) vocabulary using themes or topics. • Recognise and use more words in spoken language. • Talk about pictures in posters, theme charts, books etc., e.g. recognise and point out common objects in pictures. • Identify and describe similarities and differences in pictures and information. • Tell stories using pictures, own words and/or gestures. • Sequence pictures of 5 stages in responding to bullying/dealing with peer

Grade 4 Term 3			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p>pressure (Walk away, Say stop, Keep calm, Don't fight, Tell a friend/adult).</p> <ul style="list-style-type: none"> • Role play situations and demonstrate to the learners, positive ways of dealing with these situations. • Listen and participate in discussions.
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> • Identify different initial and end sounds in words • Segment oral sentences into individual words • Break words into syllables • Build up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen) • Distinguish aurally between sounds that are often confused (e.g. 'a' and 'e', 'ee' and 'ea') 	<ul style="list-style-type: none"> • Circle/point out the initial and end sounds in words. • Segment sentences into individual words by clapping on each word. • Clap out the syllables in familiar words. • Builds up and breaks down 3-letter words using sounds learnt. • Play phonic games: Learners use word cards and pictures to distinguish aurally between words that have similar sounds, (e.g. a-ant, e-egg, ee-feet, ea-seat etc.).
		EMERGENT READING	
		<ul style="list-style-type: none"> • Listen to text and respond to questions • Develop new vocabulary • Read with the teacher 	<ul style="list-style-type: none"> • Listen to text and answer simple comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures. • Recognise and read words from picture charts and word walls.

Grade 4 Term 3			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> Read simple books with three to four sentences where familiar words are used and vocabulary is repeated.
		WRITING AND LANGUAGE STRUCTURE	
		<ul style="list-style-type: none"> Complete sentences Write short text Use punctuation correctly Build own word bank and personal dictionary 	<ul style="list-style-type: none"> Complete three sentences by filling in the missing words. Write three to four sentences, e.g. using a frame and/or a picture. Use punctuation (capital letters, full stops and question marks) correctly. Write new vocabulary into a personal dictionary.
5 & 6 2 hours	Dangers in the environment How to keep my body safe Traffic rules	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> Use more vocabulary with confidence Listen to stories with comprehension and respond to questions Participate in thematic discussions Use language for communication 	<ul style="list-style-type: none"> Talk about pictures in posters, theme charts, books etc. Listen to stories and shows understanding by answering simple questions related to the story. Recognise and point out common objects in pictures. Role play different situations which has a beginning and end.
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> Identify the sound and name of the letters of the alphabet Group common words into word families Builds up and breaks down 3-letter words using consonant -vowel- 	<ul style="list-style-type: none"> Play a phonic game :sound and name the letters of the alphabet by pointing and sounding/naming as instructed Builds and sounds out words using sounds learnt Group words into sound families, e.g. using pictures and word cards. Play a phonic game: Say three sounds that make up a consonant -vowel-

Grade 4 Term 3			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		consonant sounds learnt. • Distinguishes between sounds that are often confused visually and aurally	consonant pattern (e.g. d-o-g, h-o-t, c-a-n), learners repeat in correct sequence and blend the words. • Identify sounds that are often confused- visual similarity: 'b' and 'd', 'b' and 'p', 'm' and 'n' • Identify sounds that are often confused – auditory similarity: 'f' and 'v', 't' and 'd', 'o' and 'u'
		EMERGENT READING	
		• Develop vocabulary • Recognise more sight and high frequency words • Read simple books	• Read simple books with three to four sentences per page and pay attention to punctuation in text (capital letters, full stops, question marks). • Answer questions (literal, True/False, choosing the correct answer). • Recognise sight words and high frequency words
		WRITING AND LANGUAGE STRUCTURE	
7 & 8 2 hours	Peer pressure and bullying Rules in the workplace	• Write short texts • Complete three sentences • Build own word bank and personal dictionary	• Write three to four sentences, e.g. using a frame and/or a picture and use punctuation correctly (capital letters, full stop and question mark). • Complete three sentences by filling in the missing words. • Copy new words in personal dictionary.
		LISTENING AND SPEAKING	
		• Listen to stories and discussions and respond to questions	• Listen to a story with interest and acts out part of the story. • Answer questions about the story. Include closed (literal) questions. Assist learners by giving them a choice of answer or asking True and False questions.

Grade 4 Term 3			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES
	I can be an entrepreneur		<ul style="list-style-type: none"> Listen to instructions and identify the word, e.g. match words relevant to the pictures.
		PHONEMIC/PHONLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> Identify letter-sound relationship of all single letters Build and blend words 	<ul style="list-style-type: none"> Play 'Bingo' Game: Learners use pictures and letters for learning initial sounds and short vowel word families. Play Spelling Games: Use letter cards (with onset and rime, e.g. each letter card will have the single letter, t, s, p. and the rime letter card will have the in) to match and blend/spell the words (tin, sin, pin etc.). <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin: 0 5px;">• t</div> <div style="border: 1px solid black; padding: 2px; margin: 0 5px;">• in</div> </div> <ul style="list-style-type: none"> Revise letter-sound relationship of single letters.
		EMERGENT READING/SHARED READING	
		<ul style="list-style-type: none"> Read simple books Recognise sight words/ high frequency words Respond to questions about the text 	<ul style="list-style-type: none"> Read simple books with three to four sentences per page and answer questions about the text (literal questions, Yes/No, True/False). Recognise high frequency words and sight words in the text. Words can be circled/underlined or indicated in any other way according to the teacher's instruction. Draws a picture to recall details and main idea of story
		WRITING AND LANGUAGE STRUCTURE	
		<ul style="list-style-type: none"> Write short texts Use punctuation correctly 	<ul style="list-style-type: none"> Write three to four sentences, e.g. using a frame and/or a picture. Use punctuation (capital letters, full stop, question mark).

Grade 4 Term 3			
APPROXI-MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> • Complete three sentences • Write a list 	<ul style="list-style-type: none"> • Completes three sentences by filling in the missing words. • Write simple list. • Copy new words in personal dictionary

Week 9 & 10: Assessment

Week 9 & 10 Assessment for Term 3	
Listening & Speaking	<ul style="list-style-type: none"> • Demonstrate an understanding of at least 60 words, including the thematic words and high frequency words. • Sequence pictures • Participate in thematic discussions
Phonemic/Phonological Awareness and Phonics	<ul style="list-style-type: none"> • Distinguish aurally between words that have similar sounds (,e.g. a-ant, e-egg, ee-feet, ea-seat) • Recognises familiar words in texts • Recognise the consonant -vowel- consonant pattern (e.g. d-o-g, h-o-t, c-a-n), repeat in correct sequence and blend the words. • Group words into sound families, e.g. using pictures and word cards. • Match, blend and spell words (with onset and rime words, p-in , t-en, b-ug)
Reading	<ul style="list-style-type: none"> • Read simple books • Sequence pictures to show the order of events in a story. • Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures.
Writing and Language Structure	<ul style="list-style-type: none"> • Write three to four sentences and use punctuation correctly (capital letters, full stops, question marks)

	<ul style="list-style-type: none"> • Completes three sentences by filling in the missing words
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PUBLIC COMMENT

Grade 4: Term 4

Grade 4 Term 4			
APPROXI-MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
1 & 2 2 hours	Me and my disability Give and receive feedback Diverse Cultures	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> • Listen to fiction, nonfiction, information and discussions • Responds to questions • Develop vocabulary • Compare and classify information • Respond to a short sequence of instructions • Use language skills to understand concepts 	<ul style="list-style-type: none"> • Identifies a person, animal or object from a simple oral description (e.g. I have two legs, wings and a beak. I can fly. Who am I?) • Listen to stories and indicate with help how they feel about the story • Understand and use language structures in the context of spoken language. • Listen and participate in thematic discussions
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> • Groups common words into word families • Build and blend words • Continue to build up and break down 3-letter words using consonant -vowel-consonant sounds learnt. • Continue to distinguish between sounds that are often confused visually 	<ul style="list-style-type: none"> • Use pictures and word cards to build and blend words (e.g. hug, mug, jug; bag, rag, wag; hip, tip, rip) • Use manipulatives, e.g. letter cards, to build and blend words with 'i- ' , 'o' words.(p-i-g, h-o-t) • Play a phonic game: Say three sounds that make up a consonant -vowel-consonant pattern (e.g. b-e-d, f-a-t, h-u-t), learners repeat in correct sequence and blend the words. • Identify sounds that are often confused- visual similarity: 'a' and 'e', 'b' and

Grade 4 Term 4			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		and aurally • Distinguish aurally between words that have similar sounds	'p', 'm' and 'n' • Identify sounds that are often confused – auditory similarity: 'f' and 'v', 't' and 'd', 'o' and 'u' • 'Distinguish aurally the words that start with the same sound, e.g. book ; bed ; build ; bee
		EMERGENT READING	
		• Read simple books with the teacher • Respond to questions about the text • Build sight and high frequency words	• Read simple books with three to four sentences per page where the vocabulary is being repeated. • Recognise print/pictures in a variety of forms: books, comics, magazines, newspapers. • Answer questions about the text that has been read. • Recognise words in the text.
		WRITING AND LANGUAGE STRUCTURE	
		• Understand and begin to use some simple language structures in context • Writes short texts • Build own personal dictionary	• Writes sentences using words containing the phonic sounds and common sight words already taught • Writes familiar words and sentences from dictation • Writes some short, simple texts (e.g. a message on a get well card) • Understand and begin to use some simple language structures in context: • The modal 'can', I can jump / skip / run etc. I can touch my toes. • Copy new words in personal dictionary
3 & 4	Pollution	LISTENING AND SPEAKING	

Grade 4 Term 4			
APPROXI-MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
2 hours	Problem solving Money and budget	<ul style="list-style-type: none"> Respond to more complex questions with comprehension Recognise and use high frequency and sight words Use language to develop concepts Participate in discussions 	<ul style="list-style-type: none"> Recognise and learn high frequency words including thematic words Continue to build and learn oral vocabulary, including conceptual vocabulary Understand and respond to simple questions such as 'Which ...?' 'Whose ...?' (e.g. Whose coat is this?) Plays language games (e.g. Learners work in teams – they must read out the words they see inside the classroom and the team with the most words wins Answers simple literal questions about the theme
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> Builds up and breaks down simple words beginning with a single consonant into onset and rime and into individual sounds Distinguishes aurally between long and short vowel sounds Distinguish the medial sound of a word Recognise vowel digraphs Use phonetic knowledge to spell words 	<ul style="list-style-type: none"> Build 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) Build up and break down words beginning with some common consonant blends (e.g. fl-at; sl-ip; cl-ap; pl-um; etc.) Distinguish aurally between different medial sounds of three-letter words related to the theme and phonics being taught Recognise vowel digraphs (e.g. –oo-; -ee-)
		EMERGENT READING/SHARED READING	
		<ul style="list-style-type: none"> Develop a wider range of vocabulary 	<ul style="list-style-type: none"> Recognise printed and handwritten words in a range of settings: notes,

Grade 4 Term 4			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		from different contexts • Read simple books	letters, lists, advertisements • Recognise and read the sight words and high frequency words • Read simple books with three to four sentences per page.
		WRITING AND LANGUAGE STRUCTURE	
		• Writes short texts • Use punctuation correctly • Understand and use language structures	• Continue to use punctuation (capital letters, full stops, question marks). • Write four to five sentences using words containing the phonic sounds and common sight words already taught. • Uses some nouns and pronouns (I, you, he, she, it, etc.) in writing.
5 & 6 2 hours	Dangers in and around my house and environment: Fire, Water Dangers in and around my house and environment: Chemicals, electricity Diseases	LISTENING AND SPEAKING	
		• Use more language structures • Use language to develop concepts • Compare and classify information • Participate in discussions	• Use simple language structures, e.g. understand and begin to use the past tense such as 'I worked' and time connectors such as 'first', 'next', 'then' in spoken language. • Use language to understand concepts (e.g. expressing likes/dislikes). • Answers simple literal questions about the theme /topic. • Communicate using pictures, own words and/or gestures. • Listen and participate in thematic discussions.
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	
		• Continue to build and sounds out words using sounds learnt • Recognises common endings in words • Distinguish between different	• Builds and sounds out words using sounds learnt • Group words into sound families, e.g. using pictures and word cards. • Recognise words ending on -ed, e.g. watch – watched; paint – painted, etc. This activity can be linked to the teaching of past tense.

Grade 4 Term 4			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		beginning, middle and end sounds of three-letter words • Use phonetic knowledge to spell words	<ul style="list-style-type: none"> Identify words ending on –ing, e.g. watching; painting; etc. Identify the different sounds at the beginning, middle and end of words
		EMERGENT READING/SHARED READING	
		<ul style="list-style-type: none"> Read books Build vocabulary 	<ul style="list-style-type: none"> Read books with three to four sentences per page. Recognise specific identified sight words from theme.
		WRITING AND LANGUAGE STRUCTURE	
		• Continue to write sentences	<ul style="list-style-type: none"> Write three to four sentences, e.g. using a frame and/or a picture and read back what is written. Copy new words in personal dictionary. Understand and use simple language structures: Time connecting words
7 & 8 2 hours	Year 1: Gender stereotyping Year 2: Safe and unsafe relationships Year 3:	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> Participate in class discussions Use language to understand concepts Learn and use new sight words with confidence 	<ul style="list-style-type: none"> Participate in class discussions through active listening and alternative modes of communication if needed. Use language to develop concepts: classifying different types of relationships. Continues to build vocabulary.
		PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS	

Grade 4 Term 4			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
	Communication in our world	<ul style="list-style-type: none"> Continue to build and sound out words using sounds learnt Recognise words ending with 'y' Continue to identify different initial and end sounds in words Distinguish the medial sound of a word Continue to build up and break down 3-letter words using sounds learnt. (e.g. h-ug, b-ug, r-ug) Recognises plurals ('s' and 'es') aurally Use phonetic knowledge to spell words 	<ul style="list-style-type: none"> Revise the sounds that were taught in Term 3 and 4. Builds and sounds out words using sounds learnt Use pictures to teach words ending on -y (baby; lady; berry; fairy; cherry, etc.) Circle/point out the initial and end sounds in words Look at pictures and fill in the sound that each picture starts with. Distinguish between different medial sounds of three-letter words related to the theme and phonics being taught. Group words into sound families, e.g. using pictures and word cards. Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.)
		EMERGENT READING/SHARED READING	
		<ul style="list-style-type: none"> Read books Respond to questions Retell the story 	<ul style="list-style-type: none"> Use pictures to predict what the story is about. Read books with three to four sentences per page and answer simple questions about the text. Learners retell the story in two or three sentences.
		WRITING AND LANGUAGE STRUCTURE	
		<ul style="list-style-type: none"> Participate in writing activities 	<ul style="list-style-type: none"> Writes a simple text (e.g. a birthday card) Writes a paragraph of three to four sentences on a familiar topic

Week 9 & 10: Assessment

Week 9 & 10 Assessment for Term 4	
Listening & Speaking	<ul style="list-style-type: none"> • Demonstrate an understanding of at least 80 words, including the thematic words and high frequency words. • Use language to understand concepts (e.g. expressing likes/dislikes) • Understand and respond to simple questions such as 'Which ...?' 'Whose ...?' (e.g. Whose coat is this?) • Answers simple literal questions about the theme (e.g. "Name the different types of pollution
Phonemic/Phonological Awareness and Phonics	<ul style="list-style-type: none"> • Build and blend words with vowel- consonant pattern (e.g. b-e-d, f-a-t, h-u-t), • Distinguish between sounds that are often confused visually and aurally('f' and 'v',' t' and 'd', 'o' and 'u' and a-ant, e-egg, ee- feet, ea-seat etc.) • Distinguishes aurally between long and short vowel sounds, (e.g. 'not' and 'note', 'hat' and 'hate') • Recognise the past tense of words ending in ed, watch – watched; paint – painted, play-played etc. • Recognises plurals ('s' and 'es') aurally, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.) • Distinguish aurally between initial, medial and end sounds of three-letter words related to the theme and phonics being taught.
Reading	<ul style="list-style-type: none"> • Read simple books with three to four sentences per page • Read with increasing fluency and expression • Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures. • Recognises some oral vocabulary in the text
Writing and Language Structure	<ul style="list-style-type: none"> • Use simple language structures • Writes learnt words and sentences independently • Write three to four sentences, e.g. using pictures/sentence frames • Write simple lists with headings

Annual Teaching Plans: English First Additional (FAL) Language Grade 5

GRADE 5: English First Additional Language REQUIREMENTS PER TERM

Term 1:

Grade 5 Term 1			
APPROXIMATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
1 & 2 2 hours per week	Positive self-concept formation Sexuality, relationships and friendships	<ul style="list-style-type: none"> Listen to stories, information, discussions, etc. Develop vocabulary Use language to develop concepts 	<p>LISTENING AND SPEAKING</p> <ul style="list-style-type: none"> Teacher Note: Teacher will provide the necessary teaching and learning resources e.g., pictures, charts, models, activity cards, AAC resources etc. Teachers will use HL to introduce the topics when necessary. Participate in simple class (thematic) discussions and conversations through active listening and alternative modes of communication if needed. The learner is expected to learn about 20 new words each term. For this term the target should be 100 words A glossary of the Word list is provided. <p>Learners display the following listening and communicative behaviour throughout the year:</p> <ul style="list-style-type: none"> React to simple greetings and farewells. Make simple requests. React to oral instructions. Listen to announcements and respond appropriately. Listen without interrupting and taking turns to speak. Talk about personal experiences and identify feelings with help.

Grade 5 Term 1			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
			<ul style="list-style-type: none"> • Interact with peers and adults. • Participate in class discussions through active listening and alternative modes of communication if needed. • Make spontaneous requests. • Ask questions. • Give explanations. • Activities for Term 1 • Listens to information text, e.g. a factual recount. • Listen to a description and describes an object. • Talk about pictures in posters, theme charts, books etc. • Build vocabulary about the theme. • Participate in discussions.
		PHONICS	
		<ul style="list-style-type: none"> • Identify letter-sound relationship of all single letters • Recognise consonant digraphs at the beginning and end of words • Recognise common endings in words (-ed; -ing) • Use a dictionary 	<ul style="list-style-type: none"> • Revise letter-sound relationship of all single letters. • Revise all the consonant digraphs at the beginning and end of words. • Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.). • Teach words ending on –ed, e.g. watch – watched; paint – painted, etc. This activity can be linked to the teaching of past tense. • Teach words ending on –ing, e.g. watching; painting; etc. Link with progressive tense.

Grade 5 Term 1			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
			<ul style="list-style-type: none"> • Use pictures and word cards to teach blended words. • Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. • Uses the dictionary to check spelling and meanings of words. • Spells familiar words correctly, using a personal dictionary.
		SHARED READING	
		<ul style="list-style-type: none"> • Read simple story books with the teacher • Answer questions • Recognition of common words in the classroom and environment 	<ul style="list-style-type: none"> • Respond to simple questions 'Yes'/'No', True/False questions or where learners have a choice of answers. • Read high-frequency words and common sight words. • Match pictures and words using puzzles. •
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> • Read aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story • Use diagrams and illustrations in text to aid understanding • Show an understanding of punctuation when reading aloud 	<ul style="list-style-type: none"> • Identify sight words and high frequency words when reading with the teacher. • Read with comprehension using diagrams and illustrations in text. • Show an understanding of punctuation (full stop, question mark) when reading.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> • Write a visual text 	<ul style="list-style-type: none"> • Shared Writing: demonstrate how to write a birthday message. Learners

Grade 5 Term 1			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
		<ul style="list-style-type: none"> Write a short text 	<p>copy/write their own birthday message. Pictures from magazines can also be used to write the message.</p> <ul style="list-style-type: none"> Write a paragraph of four to five sentences about a familiar topic/picture. Punctuation: Learners punctuate sentences, e.g. hand out sentence strips, capital letters and a card with a full stop. Learners correct the capital letters on the sentence strip and add a full stop. Understand and use language structure in context: Past tense, e.g. "I saw the fire". Simple present tense, is/are e.g. "He is at school" Possessive nouns, e.g. "The boy's coat is long". Understands and uses negative forms ('Do not...', Never...)
3 & 4 2 hours per week	How to do your own budget Health and Safety	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> Respond to simple oral instructions Participate in language games Develop vocabulary Understand and use simple language structures Listen to stories, information, discussions, etc. 	<ul style="list-style-type: none"> Talk about pictures in posters, theme charts, books etc. Listens to a story and expresses feelings about the story, e.g. 'Did you like the story? Give a reason for your answer.' Listen to and relate to own experience. Identify specific details in the story. Retell the story in the correct sequence. Describe cause and effect, e.g. 'What will the effect be of not saving money.' Build on knowledge of sight words and high frequency words.

Grade 5 Term 1			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
			<ul style="list-style-type: none"> Listen and participate in discussions..
		PHONICS	
		<ul style="list-style-type: none"> Recognise aurally and visually some initial consonants and vowels Distinguish aurally between sounds that are often confused Recognises common consonant digraphs (e.g. sh, ch, th) at the end of words Continue to recognise common/high frequency words in the classroom and environment Continue to build and sound out blended words using sounds learnt 	<ul style="list-style-type: none"> Distinguishes aurally between sounds that are often confused (e.g. 'i' and 'e'). Identify all single letters in printed texts (labels, word walls, stories) and when listening to stories according to the teacher's instruction. Recognise sight words and high frequency words in text. Learners can circle/indicate the words according to the teacher's instruction. Use pictures and word cards to identify and point to words that have similar sounds that are confusing ('i' as in tin, big, fin and 'e' as in bed, net, ten, pet). Use letter/ word cards to identify, build and read words with common consonant digraphs (e.g. sh, ch, th) at the end of words (e.g. church, thin, crash, lunch, fifth). Use pictures and word cards to build and sound out blended words using sounds learnt. Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.
		SHARED READING	
		<ul style="list-style-type: none"> Read a simple story with the teacher Answer questions Show an understanding of punctuation when reading aloud 	<ul style="list-style-type: none"> Answer questions based on the texts read, e.g. Who? Where? When? Answer Yes/No, 'True/False' questions and questions where learners have to choose the correct answer. Discuss capital letters, full stop and question mark in the reading text.

Grade 5 Term 1			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
		<ul style="list-style-type: none"> Identify familiar words 	<ul style="list-style-type: none"> Recognise familiar words. Identify the sequence of events in the story. Use the title of the story to predict what the story is about.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> Read aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story Identify common words Apply decoding skills 	<ul style="list-style-type: none"> Read books with three to four simple sentences per page. Answer questions about the text. Recognise sight words, high frequency words and words with the sounds that have been taught. Be able to use decoding skills to read unfamiliar words. Read with increasing fluency and expression.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> Write a list with a heading Write a simple recount Use appropriate grammar, spelling and punctuation Build own word bank and personal dictionary 	<ul style="list-style-type: none"> Write a shopping list and add the estimated price per item. Add a heading to the list. Calculate the cost of the list. Write about a personal experience: Sentence construction: cut sentence strips into two parts. Learners match the pieces that belong together. More able learners can rewrite the sentences after matching the pieces. Write a paragraph (four to five sentences) using a frame on thematic topic. Learner can copy the sentences/write their own. Demonstrate how to write a paragraph using Shared Writing (a paragraph is sentences about an idea – not listed/numbered sentences.) Edit the writing by checking punctuation and adding adjectives and adverbs.

Grade 5 Term 1			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
			<ul style="list-style-type: none"> Record words in a personal dictionary. Understands and uses language structure in context: Countable and uncountable nouns (e.g. bottles/water). Prepositions, "The pens are on the table". Begins to use connecting words to show cause-and-effect (so that).
5 & 6 2 hours per week	Social factors that contribute to substance abuse Diversity Life events and social interaction	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> Listen to stories, information, discussions, etc. Answer questions Develop vocabulary Compare and classify information Provide a recount 	<ul style="list-style-type: none"> Listen to nonfiction text, e.g. How to make tea or a fruit salad. Understands and responds to simple questions such as 'When ...?' 'Why ...?' 'How ...?' Continues to develop (listening and speaking) vocabulary using themes or topics. Gives a simple oral recount (e.g. How did you make your cultural dish?). Tell stories using pictures, own words and/or gestures. Participates in discussions.
		PHONICS	
		<ul style="list-style-type: none"> Recognise taught words in text Recognise common endings in words (-ed; -ing) Build up and break down simple words beginning with some common 	<ul style="list-style-type: none"> Revise words ending on -ing, e.g. watching; painting; etc. Link with progressive tense. Build up and break 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).

Grade 5 Term 1			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
		consonant blends • Recognise vowel digraphs (e.g. oo as in boot, ee as in feet) • Recognise consonant digraphs at the beginning and end of words • Build and blend words	• Group words into sound families, e.g. give the learners word cards and they sort the words into groups. • Use pictures and word cards to build and sound out blended words using sounds learnt.
		SHARED READING	
		• Identify familiar words • Read a text with the teacher • Predict what the story is about	• Match pictures and words using puzzles. • Point to words when reading. • Answer questions based on the texts, e.g. select the correct answer. • Predict what the story is about from the title. • Identify the sequence of the story.
		GROUP GUIDED READING	
		• Read text on own level • Recognise high frequency words, sight words and phonic sounds learnt • Do a comprehension activity on the text (oral or written)	• Read text with three to four sentences per page. • Follow while the text is being read. • Answer questions about the text (learners select the correct word cards/sentence strips to answer the questions and match it with pictures). • Identify high frequency words, sight words and phonic sounds learnt. • Identify the main idea. • Read with increasing fluency and expression.
		WRITING and LANGUAGE USE	

Grade 5 Term 1			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
		<ul style="list-style-type: none"> • Write a list • Write a letter • Build own word bank and personal dictionary • Understand and use simple language structures 	<ul style="list-style-type: none"> • Write a list with a heading, e.g. make a list of the different cultures in our country using pictures/word cards and sorting them under headings. • Write a simple letter with the teacher's guidance. • Understands and uses language structure in context: • Uses the present progressive tense (e.g. We are saying 'No' to drugs.) • Personal pronouns. • Countable nouns and their plurals. • Build own word bank and personal dictionary. Add new words to the dictionary.
7 & 8		LISTENING AND SPEAKING	
2 hours per week	Constitutional values: Democracy, Citizenship Rules to follow at work	<ul style="list-style-type: none"> • Listen to and participate in discussions • Respond to simple questions • Develop vocabulary • Understand and use simple language structures • Relate own experiences 	<ul style="list-style-type: none"> • Listen to stories, poems and nonfiction, and answer questions about the text. • Continues to respond to simple questions such as 'When ...?' 'Why ...?' 'How ...?' • Relate own experience (interest, abilities and potential) using pictures, own words and/or gestures. • Recognise and point out common objects in pictures. • Participate in discussions.

Grade 5 Term 1			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
		PHONICS	
		<ul style="list-style-type: none"> • Recognise consonant digraphs at the beginning of words • Identify plurals (-s and -es) • Recognise vowel digraphs in the middle of a word • Identify sounds at the end of words. • Build and blend words • Use phonetic structures to spell 	<ul style="list-style-type: none"> • Revise all the consonant digraphs at the beginning of words (sh-; ch-; th-; wh-). • Use letter/ word cards to identify, build and read words with common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words (e.g. shop, church, thin, crash, lunch, fifth). • Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.). • Use pictures, word cards, letter cards, songs, stories, etc. to teach the vowel digraph at the end of a word, e.g. –ee (tree; free; see; etc.). • Play phonic board games with long vowel digraphs (e.g. oo as in boot, ee as in feet) by matching the word card and placing over the picture. • Use letter cards to build words where the vowel digraph is in the middle of the word, e.g. –oo- (book; moon; soon; tool; cook; etc.). • Identify sounds from printed text, e.g. underline/circle/indicate the words with all the oo, ee sounds.
		SHARED READING	
		<ul style="list-style-type: none"> • Read books with the teacher • Respond to simple questions • Recognise common words • Sequence pictures/sentences 	<ul style="list-style-type: none"> • Read fiction and/or nonfiction texts with the teacher. • Answer questions, e.g. 'Who...? Where...? When...? based on the texts. Learners answer with 'Yes'/ 'No', True/False, choosing the correct answer. • Sequence four pictures/sentences.

Grade 5 Term 1			
APPROXI- MATE DURATION	TOPIC	CONTENT/ CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS Suggested activities:
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> • Read text on own level • Respond to questions from the text • Recognise high frequency words, sight words and phonic sounds learnt 	<ul style="list-style-type: none"> • Read books with three to four sentences per page in a group situation. • Answer simple questions about the text. • Identify high frequency words, sight words and phonic sounds learnt. • Adhere to the punctuation (full stop, comma and question mark) in the text. • Read with increasing fluency and expression.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> • Write a paragraph • Write an invitation • Build own word bank and personal dictionary • Understand and use simple language structures 	<ul style="list-style-type: none"> • Shared Writing: Write a paragraph of three to five sentences about a familiar topic/picture. • Use correct grammar, spelling and punctuation when writing a paragraph. • Shared Writing: Demonstrate how to write an invitation. Give learners an invitation where some of the words have been omitted. Learners complete the invitation by placing word cards in the correct places. More able learners can copy the words onto the invitation. • Understand and use language structure in context: <ul style="list-style-type: none"> ○ Use the past tense. ○ Use the present progressive tense. ○ Begin to use connecting words to show contrast (but), reason (because) and purpose (so that). • Use the dictionary to check spellings and meanings of words. Record words and their meanings in a personal dictionary.

Week 9 & 10 Assessment for Term 1	
Listening & Speaking	<ul style="list-style-type: none"> • Demonstrate an understanding of at least 100 words, including the thematic words and high frequency words. • Respond to simple questions such as 'When ...?' 'Why ...?' 'How ...?' • Participate in discussions
Phonics	<ul style="list-style-type: none"> • Recognise words ending on –'es' and 's', e.g. watch – watches; match – matches, patch-patches, dog-dogs, cow-cows, book-books (This activity can be linked to the teaching of plurals) • Recognises consonant digraph ('th') at the beginning of a word (e.g. thin, thick, this, there, then, etc.) • Recognise long vowel digraphs (e.g. oo as in boot, ee as in feet)
Reading	<ul style="list-style-type: none"> • Be able to use decoding skills when reading simple books of three to four sentences per page • Answer questions based on the texts read, e.g. Yes/No, True/False, Choose the correct answer. • Read with increasing fluency and expression • Recognise words in text • Recognise capital letters, full stop and question mark in the reading text • Identify the sequence of events in simple stories • Predict what the story is about from the title
Writing	<ul style="list-style-type: none"> • Write a list • Write a simple letter • Write a paragraph of four to five sentences using a frame on thematic topic • Writes a recount using a frame (e.g. Yesterday I..... Then I.....)

	<ul style="list-style-type: none"> • Write a simple invitation • Uses correct grammar, spelling and punctuation when doing written work • Understands and uses language structure in context: • Countable and uncountable nouns (e.g. bottles/water) • Prepositions, "The pens are on the table". • Use the past tense • Use the present progressive tense • Begin to use connecting words to show cause-and-effect (so that, then, etc.)
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Term 2:

Grade 5 Term 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
1 & 2 2 hours per week	Goal setting skills Career choices and opportunities	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> • Develop vocabulary • Listen to a simple recount • Give a simple recount • Understand and respond to simple questions • Use pictorial and visual cues to make meaning • Participate in discussions 	<ul style="list-style-type: none"> • Listen to fiction/nonfiction texts and answer questions about it. • Listen to a simple recount, e.g. the teacher tells about what she did during the weekend. Use structural words to assist the learners, e.g. Last weekend I...After that I...Then I.... • Provide learners an opportunity to also give their own recount by following the teacher's example. • Include sight words and include the words in spoken language. • Talk about pictures in posters, theme charts, books. • Participate in thematic discussions.
		PHONICS	
		<ul style="list-style-type: none"> • Revise the vowel digraphs that were already taught • Revise all the consonant digraphs at the beginning and end of words. • Recognise vowel digraphs at the end of a word • Revise plurals 	<ul style="list-style-type: none"> • Use pictures, word cards, letter cards, songs, stories, etc. to teach the vowel digraph at the end of a word, e.g. oy (boy; toy; Roy; etc.). • Group words into sound families, e.g. give the learners word cards and they sort the words into group. More able learners can write the words into the correct sound family using the words from a word box. • Use pictures and word cards to teach plurals of words, e.g. animal – animals; cat – cats; dog – dogs; match – matches; fox – foxes; pear – pears; bean – beans; etc.

Grade 5 Term 2			
APPROXI-MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		SHARED READING	
		<ul style="list-style-type: none"> • Read with the teacher • Recognise sight words and high frequency words 	<ul style="list-style-type: none"> • Read fiction/nonfiction text with the teacher. The teacher demonstrates how to read correctly, e.g. adhering to the punctuation, reading with expression, etc. • Read learnt words and sounds in the text.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> • Read books at own level • Recognise words • Use pictorial and visual cues to make meaning • Read with expression 	<ul style="list-style-type: none"> • Identify sight words and high frequency words when reading with teacher. • Look at pictures, point to and name objects in pictures, and use pictures to predict the story. • Answer questions about the text. • Read with expression.
		• WRITING and LANGUAGE USE	
		<p>Write messages</p> <ul style="list-style-type: none"> • Understand and use simple language structures 	<ul style="list-style-type: none"> • Write a message: • Selects appropriate content for messages. • Uses the correct format. • Addresses the message correctly. • Orders the information logically. • Writes own name at the end. • Use a variety of vocabulary including, nouns, pronouns and connecting words. • Uses appropriate grammar, spelling and punctuation. • Understand and use simple language structures.

Grade 5 Term 2			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> • Uses more connecting words to show addition (and) and sequence (then, before).
3 & 4		LISTENING AND SPEAKING	
2 hours per week	Basic First Aid in different situations Safety in and around the house	<ul style="list-style-type: none"> • Listen to fiction, nonfiction, information, discussions, etc. • Develop vocabulary • Compare and classify information • Participate in thematic discussions 	<ul style="list-style-type: none"> • Listen to a variety of texts and answer questions about it. • Use labels, word cards, pictures, posters, etc. to develop vocabulary. • Describe objects and characters, explaining what it looks like and using adjectives. • Participate in discussions.
		PHONICS	
		<ul style="list-style-type: none"> • Recognise and use suffixes at the end of words • Recognise high frequency words • Distinguish between different vowel sounds aurally • Recognise beginning, middle and end sounds 	<ul style="list-style-type: none"> • Use word cards and letter cards when addressing the suffixes at the end of a word, e.g. –ly (likely; smoothly; slowly; gently; etc.). • Recognise common words in the classroom and environment. • Use pictures and word cards to build and blend words taught in printed text. • Distinguishes between different vowel sounds aurally (e.g. ‘bird’ and ‘bed’; ‘ship’ and ‘sheep’ (e.g. ‘bad’ and ‘bed’; ‘ship’ and ‘chip’).
		SHARED READING	
		<ul style="list-style-type: none"> • Read texts with the teacher • Answer questions about the text 	<ul style="list-style-type: none"> • Identify the main characters in the story. • Discuss the main ideas about the text/story. • Retell the story in sequence.

Grade 5 Term 2			
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> Express feelings about the story and gives a reason for the answer.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> Read aloud from own book Show an understanding of punctuation when reading aloud Recognise vocabulary 	<ul style="list-style-type: none"> Read books with three to four sentences per page. Show an understanding of punctuation (full stop, comma, question mark, exclamation mark) when reading aloud. Recognise sight words, high frequency words and learnt spelling words in the text. Identify the main idea. Retell the story in two to three sentences. Read with increasing fluency, expression and correct pronunciation.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> Write a short text Understand and use simple language structures Build own word bank and personal dictionary 	<ul style="list-style-type: none"> Write a story about a familiar topic/picture. Write a paragraph of four to five sentences and use correct punctuation, language and spelling. Write sentences about the story (e.g. summary or own ending). Understand and use simple language structures: Understands and uses verbs to describe actions.
5 & 6	Safety in and around the house Human Rights Violations,	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> Listen to fiction, nonfiction, information, discussions, etc. Develop vocabulary Compare and classify information Participate in discussions 	<ul style="list-style-type: none"> Listens to stories, poems, nonfiction texts, etc. and answer questions about it. Develop vocabulary: teacher introduces the new vocabulary (theme/topic, sight words, high frequency words, etc.) on word cards and discusses it. Learners are encouraged to use the new vocabulary in their spoken language.

Grade 5 Term 2			
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
	Gender Equity		<ul style="list-style-type: none"> Listen and participate in thematic discussions.
		PHONICS	
		<ul style="list-style-type: none"> Recognise some differences between sound/spelling relationships in home and additional language (e.g. 'cat' and 'icici') Recognise silent 'e' in words (e.g. cake, time, hope, note) Continue to recognise plurals ('s' and 'es') aurally 	<ul style="list-style-type: none"> Recognises some differences between sound/spelling relationships in home and additional language (e.g. 'cat' and 'icici' e.g. 'thatha' and 'thin'). Group and build words with the same sound using pictures. Plays language games (e.g. Chain game - teacher says a sound and points to a learner who must think of a word beginning with that sound; learner says a word, and then points to another learner and says a sound, and so on. Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.).
		SHARED READING	
		<ul style="list-style-type: none"> Read texts with the teacher Respond to questions Use pictorial and visual cues to make meaning Recognise vocabulary 	<ul style="list-style-type: none"> Look at pictures and predict what the story is about. Point to and name objects in the pictures. Read with the teacher and answer questions about the texts. Identify the main idea and characters in the story. Recognise the learnt words in the text.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> Read books at own level both silently and out loud Recognise vocabulary 	<ul style="list-style-type: none"> Read both silently and out loud from own book in a guided reading group with the teacher and/or with a friend, i.e. whole group reads the same text. Read books with four to five sentences per page with increasing fluency, expression and correct pronunciation.

Grade 5 Term 2			
APPROXI-MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> Adhere to the punctuation in the text Read with fluency, expression and correct pronunciation 	<ul style="list-style-type: none"> Identify sight words, high frequency words and words that have been taught. Identify the main idea. Retell the story in two to three sentences.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> Write a short text Organise information in a chart, table, map, bar graph Understand and use simple language structures Build own word bank and personal dictionary 	<ul style="list-style-type: none"> Write a paragraph of five to six sentences using pictures and/or word cards about a familiar topic/theme/picture. Learners use the information provided by the teacher to complete missing words in a chart, table, map, bar graph, etc. Uses appropriate vocabulary. Use punctuation (capital letters, full stop, comma, question mark and exclamation mark) correctly in written work. Understand and use simple language structures: Respond to requests involving prepositions: crawl 'on' the mat, 'under' the table, 'through' the tunnel, 'through' the hoop.
7 & 8 2 hours per week	Knowledge of benefits	LISTENING AND SPEAKING	
	Documentation that I need	<ul style="list-style-type: none"> Listen to fiction, nonfiction, information, discussions, etc. Respond to questions Develop vocabulary Compare and classify information Use language to communicate Participate in discussions 	<ul style="list-style-type: none"> Listen to fiction and nonfiction texts with understanding and answers questions about it. Gives a simple personal recount of a personal experience, e.g. something that happened to make him/her sad/happy. Develop vocabulary by talking about the theme/topic. Encourage learners to use adjectives in their spoken language. Participate in discussions.

Grade 5 Term 2			
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		PHONICS	
		<ul style="list-style-type: none"> • Develop vocabulary • Recognise more consonant digraphs in a word • Recognise three-letter consonant blends at the beginning of words • Use consonant blends to build up and break down word • Identify rhyming words 	<ul style="list-style-type: none"> • Recognises consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff'). • Recognises known rhyming words (e.g. fly, sky, dry, cry, try). Use pictures of words that rhyme. Ask learners if they can think of more words that rhyme.
		SHARED READING	
		<ul style="list-style-type: none"> • Read texts with the teacher • Use pictorial and visual cues to make meaning • Responds to questions • Recognise new vocabulary 	<ul style="list-style-type: none"> • Read with the teacher and answer questions about the story. • Read and understand procedural texts, e.g. recipe/ instructions for making or doing something. • Use the pictures to point to and name objects. • Recognise words in the text according to the teacher's instructions, e.g. identify words with specific sounds, words on the word wall, etc.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> • Read books at own level both silently and out loud • Recognise vocabulary • Adhere to the punctuation in the text • Read with fluency, expression and 	<ul style="list-style-type: none"> • Read with the teacher/friend or read silently on own. • Identify the main idea and specific details. • Answer questions about the text. Also include a few higher order thinking questions. • Retell the story in two to three sentences.

Grade 5 Term 2					
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:		
		correct pronunciation	• Read with increasing fluency, expression and correct pronunciation.		
		WRITING and LANGUAGE USE			
		• Plan and write a story by using the writing process (drafting, writing, editing, publishing) • Build own word bank and personal dictionary	• Shared Writing: plan the writing of a story using the story board, e.g.		
			• The characters and the setting		
			• Who is in the story?	• Where does the story happen?	• When does the story happen?
			• The beginning: What happens at the start of the story?		
			• The middle: What happens in the middle of the story?		
			• The end		
			• How does the story end?		
			• Give the learners word cards to sort into the table for planning. Learners copy/write their story with the teacher's assistance. Some learners might only be able to draw a picture of their story and more able learners can write sentences.		
• Uses the dictionary to check spellings and meanings of words and add more vocabulary.					

Week 9 & 10: Assessment

Week 9 & 10 Assessment for Term 2	
Listening & Speaking	<ul style="list-style-type: none"> • Demonstrate an understanding of at least 120 words, including the thematic words and high frequency words. • Give a simple oral recount • Participate in discussions
Phonics	<ul style="list-style-type: none"> • Recognise and understand the use of plurals in words, e.g. animal – animals; cat – cats; dog – dogs; match – matches; fox – foxes; pear – pears; bean – beans. • Recognise suffixes at the end of a word, e.g. –ly (likely; smoothly; slowly; gently; etc.) • Recognise the different vowel sounds aurally (e.g. 'bird' and 'bed'; 'ship' and 'sheep' (e.g. 'bad' and 'bed'; 'ship' and 'chip') • Recognises some differences between sound/spelling relationships in home and additional language (e.g. 'cat' and 'icici' e.g. 'thatha' and 'thin') • Recognises consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff')
Reading	<ul style="list-style-type: none"> • Read high-frequency words and common sight words • Read texts with four to five sentences per page • Read with increasing fluency, expression and correct pronunciation • Identify the main characters • Retell the story in two to three sentences
Writing	<ul style="list-style-type: none"> • Write a short paragraph of five to six sentences • Understand and use simple language structures • Understand and use verbs to describe actions • Respond to requests involving prepositions

Term 3:

Grade 5 Term 3			
APPROXI-MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
1 & 2	Options available for my future Dealing with stress	LISTENING AND SPEAKING	
		<ul style="list-style-type: none">Listen to fiction, nonfiction, information, discussions, etc.Develop vocabularyUse pictorial and visual cues to make meaningProvide a recountUse language to communicateParticipate in discussions	<ul style="list-style-type: none">Develop sight words, high frequency words and vocabulary about the theme. Encourage learners to use the vocabulary in spoken language.Give a simple recount using appropriate vocabulary and language structures.Talk about pictures in posters, theme charts, books.Asks questions to obtain information and answer questions.Listen to and participate in thematic discussions.
		PHONICS	
		<ul style="list-style-type: none">Revise sounds learntDistinguishes between long and short vowel sounds orallyRecognise more vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc)Recognise more words with silent 'e'	<ul style="list-style-type: none">Revise the sounds learnt in Term 2.Listen to and point to/underline the different words that sound the same as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'.Use pictures, word cards and letter cards to learn more vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc.).Recognises three-letter consonant blends at the beginning of words (e.g. str-, scr-, -tch, -nch).
		SHARED READING	
<ul style="list-style-type: none">Read texts with the teacherRecognise vocabulary	<ul style="list-style-type: none">Practise reading new text with the teacher, e.g. text on cards, pamphlets and advertisements.		

Grade 5 Term 3			
APPROXI-MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> Read text from different sources 	<ul style="list-style-type: none"> Answer questions about the text, e.g. determine the audience the text is intended for.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> Read social texts: Invitations Get well cards 	<ul style="list-style-type: none"> Read and understand social texts, e.g. invitations, get well cards, etc. Explain main message. Identify features of text. Discuss purpose of text. Use a dictionary to find meaning of new words.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> Write a diary entry Write a personal recount Understand and use simple language structures Build own word bank and personal dictionary 	<ul style="list-style-type: none"> Write a diary entry with the teacher's help. This can be done during Shared Writing. Write five to six sentences about a personal recount, e.g. own news. Understand and use simple language structures: Use verbs correctly.
3 & 4 2 hours per week	Orientation to my town Cultural Diversity	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> Listen to fiction, nonfiction, information, discussions, etc. Respond to and ask questions Use language to communicate Participate in discussions 	<ul style="list-style-type: none"> Listens to a story/event read aloud or from radio or TV: Provide own title for story/event. Retells the story/drama in sequence. Names characters correctly. Listens to information text about South African different cultures. Uses appropriate vocabulary (including vocabulary related to the theme).

Grade 5 Term 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> Listen and participate in thematic discussions.
		PHONICS	
		<ul style="list-style-type: none"> Recognise the first sound (onset) and the last syllable (rime) in more complex patterns Recognise more complex word families Recognise and use some suffixes (e.g. '-es', '-ies', '-ly', '-ing', '-ed') Build and sound out words using sounds learnt 	<ul style="list-style-type: none"> Build up and break down words using consonant blends (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap). Identifies the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-aft', 'cr-aft', 'cr-eam', 'scr-eam', 'str-eam'). Learn more complex word families (e.g. 'hatch', 'match', 'patch', 'catch', 'snatch). Builds and sounds out words using sounds learnt.
		SHARED READING	
		<ul style="list-style-type: none"> Read a simple map Recognise new vocabulary 	<ul style="list-style-type: none"> Identify the place/s on the map. Read and follows a route on the map. Describe a route on the map using vocabulary relating to direction (integrate with Listening and Speaking). Discusses new vocabulary from the read text.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> Read books at own level both silently and out loud Recognise vocabulary 	<ul style="list-style-type: none"> Read text with five to six sentences per page and answer questions about the text. Identify the main idea and details.

Grade 5 Term 3			
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> Adhere to the punctuation in the text Respond to questions Read with fluency, expression and correct pronunciation 	<ul style="list-style-type: none"> Retell the story in two to three sentences. Adhere to the punctuation in the text.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> Write a short text Build own word bank and personal dictionary Understand and use simple language structures 	<ul style="list-style-type: none"> Writes a short story using a frame: Selects relevant content for the story. Uses vocabulary including connecting words and phrases. Uses correct grammar, spelling, punctuation and spaces between paragraphs. Records words and their meanings in a personal dictionary. Understand and use simple language structures: Use connecting words (e.g. and, but, for, because, so, for etc.). Present tense.
5 & 6	Understanding discrimination	LISTENING AND SPEAKING	
	Develop interview skills	<ul style="list-style-type: none"> Listen to fiction, nonfiction, information, discussions, etc. Respond to and answer questions Participates in short conversations and discussions Role play familiar situations 	<ul style="list-style-type: none"> Listens to information text and answers questions. Describes the information, share ideas and offer opinions. Role play familiar situations, e.g. going for an interview. Participate in short conversation on a familiar topic. Takes turns, asks relevant questions and is able to retell the information correctly. Listen and participate in thematic discussions.

Grade 5 Term 3			
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		PHONICS	
		<ul style="list-style-type: none"> Recognise more consonant digraphs Recognise more vowel digraphs Use phonetic structures to spell 	<ul style="list-style-type: none"> Revise all the consonant digraphs taught. Use letter cards to build words using vowel digraph, e.g. 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round). Identify the words with the silent 'e' (e.g. cake, time, hope, note). Group and build words with the same sound using pictures. Play a phonics game, e.g. board game with words.
		SHARED READING	
		<ul style="list-style-type: none"> Read visual text in different media 	<ul style="list-style-type: none"> Read posters, pamphlets, advertisements, notices, etc. Discuss the pictures. Discuss the purpose and the intended audience for the text. Identify and interpret specific information. Discuss the language structures in the text, e.g. plurals, prepositions, punctuation, etc.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> Read texts Respond to questions 	<ul style="list-style-type: none"> Read texts with five to six simple sentences per page. Answer questions about the text. Recognise vocabulary in text. Read with comprehensions and increasing confidence – fluency, expression, speed, correct pronunciation and adhere to the punctuation in the text.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> Complete a form 	<ul style="list-style-type: none"> Shared Writing: Teacher demonstrates how to complete a form, e.g. job

Grade 5 Term 3			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> • Build own word bank and personal dictionary • Understand and use simple language structures 	<p>application. After teacher has demonstrated, the learners can complete the form independently.</p> <ul style="list-style-type: none"> • Record more words and their meanings in a personal dictionary. • Understand and use language structures: • Revise punctuation. • Revise prepositions. • Past tense.
7 & 8 2 hours per week	Time management skills Pricing and accounting	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> • Listen to fiction, nonfiction, information, discussions, etc. • Develop vocabulary • Respond to and answer questions • Participate in conversations and discussions 	<ul style="list-style-type: none"> • Listen to a story, information, etc. ask and answer questions. • Identify specific details and interpret the information given. • Relate the information to personal experiences. • Listen to and respects others' ideas. • Participate in conversations and discussions.
		PHONICS	
		<ul style="list-style-type: none"> • Recognise the vowel-silent e--a syllable with a long vowel-consonant-silent e pattern • Recognise the consonant -le (e.g., apple, table). • Recognise different words that sound the same 	<ul style="list-style-type: none"> • Identify the vowel-silent e--a syllable with a long vowel-consonant-silent e pattern (e.g., shape, cube, slide, behave). • Use letter and word cards to match the consonant sounds to the words (e.g., apple, table). • Listen to and point to/underline the different words that sound the same as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'. • Use pictures and word cards to teach plurals of words, e.g. (baby – babies;

Grade 5 Term 3			
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> Identify more plural words 	cherry – cherries; daisy – daisies; etc.).
		SHARED READING	
		<ul style="list-style-type: none"> Read a variety of texts with the teacher Respond to questions Use pictorial and visual cues to make meaning 	<ul style="list-style-type: none"> Look at pictures and discuss it. Read a variety of texts with the teacher, e.g. stories, recipes, invitations, get well cards, nonfiction, etc. Discuss the main idea and the purpose of text. Answer questions and include higher order questions.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> Read books at own level both silently and out loud Recognise vocabulary Adhere to the punctuation in the text Read with fluency, expression, speed and correct pronunciation 	<ul style="list-style-type: none"> Read texts with five to six sentences per page. Read with increasing fluency, expression, speed and correct pronunciation. Adhere to the punctuation used in texts. Recognise words in texts and use a dictionary to find the meaning of unfamiliar words.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> Write short texts Label and complete a visual text Understand and use simple language structures Build own word bank and personal 	<ul style="list-style-type: none"> Write social texts, e.g. invitation cards and letters: Write the name of the sender. Write the main message. Use correct size of letters and punctuation. Write own name in the end.

Grade 5 Term 3			
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		dictionary	<ul style="list-style-type: none"> • Use a dictionary to find meaning of new words. • Label the diagram, drawing, chart, mind map: • Listen to the information. • Write labels in correct place. • Include correct details. • Uses relevant vocabulary. • Understand and use simple language structures: • Use possessive nouns

Week 9 & 10: Assessment

Week 9 & 10 Assessment for Term 3	
Listening & Speaking	<ul style="list-style-type: none"> • Participate in discussions • Listen to stories, information, discussions and respond appropriately
Phonics	<ul style="list-style-type: none"> • Identify the words with the silent 'e' (e.g. cake, time, hope, note) • Identifies the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-aft', 'cr-aft', 'cr-eam', 'scr-eam', 'str-eam') • Recognises more complex word families (e.g. 'hatch', 'match', 'patch', 'catch', 'snatch') • vowel digraph, e.g. 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round) • Recognise the vowel-consonant-silent e pattern (e.g., shape, cube, slide, behave).
Reading	<ul style="list-style-type: none"> • Read texts, e.g. invitations, greeting cards, fiction and nonfiction • Identify sequence of events in the story • Identify the characters in the story • Recognise and read new words in the personal dictionary • Reads aloud with appropriate pronunciation, fluency and expression
Writing	<ul style="list-style-type: none"> • Write a letter/invitation/card/diary entry • Writes a short story of six to seven sentences • Complete a form • Understand and use simple language structures • Use past and present tense • Use verbs correctly • Use simple phrases correctly •

Term 4:

Grade 5 Term 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
1 & 2 Diverse Cultures	Basic	LISTENING AND SPEAKING	
	problem solving at home and in the community	<ul style="list-style-type: none"> Listen to fiction, nonfiction, information, discussions, etc. Respond to and ask questions Develop vocabulary Participate in discussions 	<ul style="list-style-type: none"> Listens to interviews/talk shows. Listens to and responds to factual information. Identifies main idea and specific details. Ask and answer questions. Give a personal response to the story and listen to other's opinions. Build vocabulary related to the topic. Participate in discussions and conversations.
	Volunteerism	PHONICS	
		<ul style="list-style-type: none"> Use a dictionary Recognise rhyming words Recognise antonyms Recognise vowel digraphs Recognise silent e words 	<ul style="list-style-type: none"> Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary. Revise the sounds taught in Term 3. Identify and group rhyming words, e.g. fly – high; cry – tie; etc. Use manipulatives, e.g. letter cards, to build and blend words with long vowels, e.g. –oa- (road; goat; float; throat; toad; etc.). Revise more silent e words (rose; nose; time; line; tube; etc.) (wreck; wrestle; wriggle). Understand antonyms: Use pictures and ask learners to select a describing word that links with the picture. Are there any other words that mean the opposite to the given word? Learners choose words from given word cards,

Grade 5 Term 4			
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			(e.g. sharp – blunt, short – tall). Sort the pictures and words as groups/individually.
		SHARED READING	
		<ul style="list-style-type: none"> • Read from visual text 	<ul style="list-style-type: none"> • Read information from charts, diagrams, maps and graphs etc. • Answers questions on text and visuals.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> • Read books at own level both silently and out loud • Recognise vocabulary • Adhere to the punctuation in the text • Read with fluency, expression, speed and correct pronunciation 	<ul style="list-style-type: none"> • Read for information from visual text: e.g. charts/tables/ diagrams/mind maps/ maps/pictures/graphs, etc. • Interpret the visual information. • Scans for specific information, e.g. timetables or schedules. • Answers questions on text and visuals.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> • Write a short text • Understand and use simple language structures • Build own word bank and personal dictionary 	<ul style="list-style-type: none"> • Write a simple story of six to seven sentences in two paragraphs. • That has a beginning, middle and an ending. • Use correct tenses. • Use connecting words with 'and' and 'but'. • Use correct grammar, spelling, punctuation and spaces between paragraphs. • Understand and use simple language structures: • Use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them.

Grade 5 Term 4			
APPROXI-MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
3 & 4 • 2 hours per week	<ul style="list-style-type: none"> Health and Safety issues; Basic First Aid and Health Risks Personal diet and nutrition 	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> Listen to fiction, nonfiction, information, discussions, etc. Respond to and ask questions Give a factual recount Compare and classify information Develop vocabulary Participate in discussions 	<ul style="list-style-type: none"> Gives a factual recount, e.g. recount the difference between needs and wants. Listen to discussions, conversations, information, fiction, etc. and is able to ask and answer questions about it. Participates in discussions and continues to develop vocabulary.
		PHONICS	
		<ul style="list-style-type: none"> Recognise sounds with silent b and silent w Learn to differentiate between long and short vowels Break multisyllabic words into separate syllables Recognise synonyms 	<ul style="list-style-type: none"> Match words with sounds with silent b (comb; climb; crumb; lamb); and silent w (wrist, wrestle, wring). Differentiate between long and short vowels, e.g. mat – mate; tub – tube; hen –heel; etc. Break multisyllabic words into separate syllables, e.g. to/get/her; fol/low; ex/pe/ri/ment; etc. Give the words to the learners and learners cut the word into the correct parts. Afterwards, they can match the different parts to build the word. Recognise antonyms, e.g. use pictures and word cards. Learners select the words that have the same meaning and match the word cards with each of the pictures (big/huge; long/tall; etc.).
		SHARED READING	
		<ul style="list-style-type: none"> Read text with the teacher 	<ul style="list-style-type: none"> Discuss the title and look at pictures.

Grade 5 Term 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> • Use visual cues to make meaning 	<ul style="list-style-type: none"> • Discuss new vocabulary. • Identify the sequence of events and retell the story. • Identify the characters of the story. • Makes up questions about the story.
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> • Read books at own level both silently and out loud • Recognise vocabulary • Adhere to the punctuation in the text • Read with fluency, expression, speed and correct pronunciation 	<ul style="list-style-type: none"> • Read different types of texts, e.g. fiction, personal recounts, traditional stories. • Use reading strategies, e.g. use contextual clues to determine meaning, make inferences. • Identify the cause and effect relations in a story, e.g. 'What happened when...?' • Answer questions about the story. • Identify and discuss the characters in the story.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> • Write a short text • Build own word bank and a personal dictionary • Understand and use simple language structures 	<ul style="list-style-type: none"> • Write a short personal story: • Plan the story by using a story board. • Write two to three paragraphs. • Arrange information sequentially and logically. • Include specific details. • Use passive voice appropriately. • Understand and use simple language structures: • Antonyms.

Grade 5 Term 4			
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none">• Synonyms.• Present, Past and Future Tense.
5 & 6	Personal diet and nutrition Democratic structures and democratic participation	LISTENING AND SPEAKING	
		<ul style="list-style-type: none">• Listen to fiction, nonfiction, information, discussions, etc.• Respond to and ask questions• Develop vocabulary• Role plays some familiar situations• Participate in discussions	<ul style="list-style-type: none">• Talk about a familiar topic with preparation (e.g. watching a video on food preparation).• Role plays some familiar situations.• Participate in dialogue using the correct tense.• Use connecting words, e.g. first, next, finally, etc.• Participate in discussions.
		PHONICS	
		<ul style="list-style-type: none">• Recognise and use prefixes• Recognise and use more suffixes• Recognise antonyms• Recognise synonyms•	<ul style="list-style-type: none">• Use word cards to match homophones, e.g. read – reed; meat – meet; etc. The words are pronounced in the same way, but the spelling is different.• Use letter and word cards to understand the use of prefixes, e.g. unhealthy; overwork; supermarket; etc.• Use letter and word cards to understand the use of suffixes, e.g. childish; worker; helpful; etc.• Use pictures and word cards and select the pictures that are the opposite of each other and match the word cards with each of the pictures (big/small; long/short; thick/thin; etc.).
		SHARED READING	
		<ul style="list-style-type: none">• Read text with the teacher	<ul style="list-style-type: none">• Read nonfiction text related to the theme.
		GROUP GUIDED READING	

Grade 5 Term 4			
APPROXI- MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> • Read books at own level both silently and out loud • Recognise vocabulary • Adhere to the punctuation in the text • Read with fluency, expression and correct pronunciation 	<ul style="list-style-type: none"> • Use contextual clues and decoding skills when reading. • Discusses the title and headlines/ headings and sub-headings. • Use a dictionary to find unfamiliar words.
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> • Write short text • Understand and use simple language structures 	<ul style="list-style-type: none"> • Write two paragraphs of seven to eight sentences. • Arrange information sequentially and logically. • Use correct grammar, spelling, punctuation and spaces between paragraphs. • Understand and use simple language structures: • Use connecting words with 'and', 'so', 'then' etc. • Synonyms. • Antonyms. • Use correct tenses (present, past and future).
7 & 8 2 hours per week	Asking for work; presenting self to potential employer;	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> • Listen to fiction, nonfiction, information, discussions, etc. • Responds to and ask questions • Develop vocabulary • Retells story 	<ul style="list-style-type: none"> • Listen to stories, poems, information, etc. • Discuss the pictures, main idea, characters, detail, etc. • Discuss the purpose of the text. • Give an oral summary of the text in three to five sentences. • Expresses emotional response to texts read.

Grade 5 Term 4			
APPROXI-MATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
	explain my disability	<ul style="list-style-type: none"> Expresses emotional response to texts read. Talks about a familiar topic with preparation 	<ul style="list-style-type: none"> Participates in discussions.
	Information on a payslip	PHONICS	
		<ul style="list-style-type: none"> Continue to differentiate between long and short vowels Continue to break multisyllabic words into separate syllables, Recognise and use more homonyms Use phonetic structures to spell 	<ul style="list-style-type: none"> Differentiate between long and short vowels, e.g. mat – mate; tub – tube; hen –heel; etc. Break multisyllabic words into separate syllables, e.g. cut words into syllables, e.g. te-le-vi-son, te-le-phone, com-pu-ter, lap-top. Recognise and use homonyms (words that are spelt the same way but differ in meaning), e.g. fly (The fly sits on the wall. / The birds fly in the sky); match (I use a match to light a fire. / We watch the football match.) Spell words correctly using phonic knowledge.
		SHARED READING	
		<ul style="list-style-type: none"> Read and respond to the text 	<ul style="list-style-type: none"> Read for comprehension and understanding cause and effect (e.g. 'What happened when...? Why...?')
		GROUP GUIDED READING	
		<ul style="list-style-type: none"> Read a variety of texts 	<ul style="list-style-type: none"> Read texts with a friend or on their own. Understand the text and is able to answer comprehension questions about it. Use reading strategies, e.g. uses contextual clues to determine meaning, makes inferences, etc.

Grade 5 Term 4			
APPROXIMATE DURATION	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		WRITING and LANGUAGE USE	
		<ul style="list-style-type: none"> • Write short texts • Builds own word bank and personal dictionary • Understand and use simple language structures 	<ul style="list-style-type: none"> • Write letters, e.g. to potential employers with the assistance of the teacher. Use correct format, and choose appropriate content for the letter. Ends with own name. • Plan the writing, e.g. brainstorm and develop a mind map, check the spelling and determine where the letter can be improved.

Week 9 & 10 Assessment for Term 4	
• Listening & Speaking	<ul style="list-style-type: none"> • Understand and use personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them • Gives a factual recount • Use connecting words, e.g. first, next, finally, etc. • Talks about a familiar topic
• Phonics	<ul style="list-style-type: none"> • Recognise synonyms (Learners choose words from given word cards. (e.g. large/big, tiny/small, noisy/loud, sick/ill, afraid/scared, cold/chilly, home/house, etc.) • Match words with sounds with silent b (comb; climb; crumb; lamb); and silent w (wrist, wrestle, wring) • Differentiate between long and short vowels, e.g. mat – mate; tub – tube; hen – heel; etc. • Break multisyllabic words into separate syllables, e.g. to/get/her; fol/low; ex/pe/ri/ment; • Recognise antonyms, e.g. use pictures and word cards. Learners select the pictures that are the opposite of each other and match the word cards with each of the pictures (big/small; long/short; thick/thin; etc.)

	<ul style="list-style-type: none"> • Use word cards to match homophones, e.g. read – reed; meat – meet; etc. The words are pronounced in the same way, but the spelling is different. • Use letter and word cards to understand the use of prefixes, e.g. unhealthy; overwork; supermarket; etc. • Use letter and word cards to understand the use of suffixes, e.g. childish; worker; helpful; etc.
• Reading	<ul style="list-style-type: none"> • Identify sequence of events, • Identify the characters of the story • Read for information from visual text • Read for comprehension and understanding cause and effect
• Writing	<ul style="list-style-type: none"> • Write two paragraphs of seven to eight stories • Begin to use the writing process :(planning, first, write, edit, write, publish) • Understand and use simple language structures: Synonyms Antonyms Tenses (present, past and future tense)

SECTION 4

ASSESSMENT

The generic section 4 will be copied here after the public comment changes have been made.

The following information pertains specifically to English First Additional Language.

The assessment activities in Languages must be done throughout the term and the Programme of Assessment should be completed by the end of the term.

Assessment across the 5 years

Grade 4 – Assessment Activities

Task	Term 1		
1	Listening and Speaking	Demonstrate an understanding of at least 20 words, including the thematic words and familiar objects. Respond appropriately to simple instructions and requests Demonstrate understanding of vocabulary in the story by pointing to objects in the pictures or in the classroom in response to instructions from the teacher Answer simple Yes/No questions about the story/theme with the aid of the pictures	Oral/Practical
	Phonemic awareness/ Phonics	Identify different initial sounds of words Identify the end sound in words Recognise the letter-sound relationship of single letters taught by matching the letter name to the letter symbol Segment sentences into individual words by clapping on each word	Oral/Practical
	Reading	Recognise and read words linked to high frequency /thematic words. Read labels below pictures Answer some simple oral questions about the story	Oral/Practical
	Writing and Language Structure	Copy a caption for a picture he/she has drawn and reads back what is written Write one to two sentences using a picture/writing frame	Written

Task Term 2			
1	Listening and Speaking	Demonstrate an understanding and use of at least 40 words, including the thematic words and high frequency words. Respond to simple questions and instructions Listen to a simple recount and give own recount	Oral/Practical
	Phonemic awareness/ Phonics	Build and break down words (short -a- and -e- words) Recognise known rhyming words Identify sounds in beginning and end of words	Oral/Practical
	Reading	Answer some simple oral questions about the story/theme Sequence pictures to show the order of events in a story	Oral/Practical
	Writing and Language Structure	Write a caption for a picture he/she has drawn and reads back what is written Complete three sentences by filling in the missing words Write two to three sentences Understand and begin to use some simple language structures in context: <ul style="list-style-type: none"> - Simple present tense - Nouns and their plurals - Adjectives - Adverbs 	Written
Task Term 3			
1	Listening and Speaking	Demonstrate an understanding of at least 60 words, including the thematic words and high frequency words. Sequence pictures Participate in thematic discussions	Oral/Practical
	Phonemic awareness/ Phonics	Distinguish aurally between words that have similar sounds Recognise familiar words in texts Recognise the consonant -vowel- consonant pattern (e.g. d-o-g, h-o-t, c-a-n), repeat in correct sequence and blend the words. Group words into sound families, e.g. using pictures and word cards. Match, blend and spell words (with onset and rime words	Oral/Practical
	Reading	Read simple books Sequence pictures to show the order of events in a story. Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the	Oral/Practical

		questions and match it with pictures.	
	Writing and Language Structure	Write three to four sentences and use punctuation correctly (capital letters, full stops, question marks) Complete three sentences by filling in the missing words	Written
Task	Term 4		
1	Listening and Speaking	Demonstrate an understanding of at least 80 words, including the thematic words and high frequency words. Use language to understand concepts Understand and respond to simple questions such as 'Which ...?' 'Whose ...?' Answers simple literal questions about the theme	Oral/Practical
	Phonemic awareness/ Phonics	Build and blend words with vowel- consonant pattern Distinguish between sounds that are often confused visually and aurally Distinguish aurally between long and short vowel sounds Recognise the past tense of words ending in ed Recognise plurals ('s' and 'es') aurally Distinguish aurally between initial, medial and end sounds of three-letter words related to the theme and phonics being taught.	Oral/Practical
	Reading	Read simple books with three to four sentences per page Read with increasing fluency and expression Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures. Recognise some oral vocabulary in the text	Oral/Practical
	Writing and Language Structure	Use simple language structures Writes learnt words and sentences independently Write three to four sentences, e.g. using pictures/sentence frames Write simple lists with headings	Written

Grade 5 – Assessment Activities

Task	Term 1		
1	Listening and Speaking	Demonstrate an understanding of at least 100 words, including the thematic words and high frequency words. Respond to simple questions such as 'When ...?' 'Why ...?' 'How ...?' Participate in discussions	Oral/Practical
	Phonemic	Recognise words ending on –'es' and 's'	Oral/Practical

	awareness/ Phonics	<p>Recognise consonant digraph ('th') at the beginning of a word</p> <p>Recognise long vowel digraphs (e.g. oo as in boot, ee as in feet)</p>	
	Reading	<p>Uses decoding skills when reading simple books of three to four sentences per page</p> <p>Answer questions based on the texts read, e.g. Yes/No, True/False, Choose the correct answer.</p> <p>Read with increasing fluency and expression</p> <p>Recognise words in text</p> <p>Recognise capital letters, full stop and question mark in the reading text</p> <p>Identify the sequence of events in simple stories</p> <p>Predict what the story is about from the title</p>	Oral/Practical
	Writing and Language Structure	<p>Write a list</p> <p>Write a simple letter</p> <p>Write a paragraph of four to five sentences using a frame on thematic topic</p> <p>Write a recount using a frame (e.g. Yesterday I..... Then I.....)</p> <p>Write a simple invitation</p> <p>Use correct grammar, spelling and punctuation when doing written work</p> <p>Understand and uses language structure in context:</p> <p>Countable and uncountable nouns (e.g. bottles/water)</p> <p>Use prepositions correctly,</p> <p>Uses the past tense</p> <p>Use the present progressive tense</p> <p>Use connecting words to show cause-and-effect (so that, then, etc.)</p>	Written
Task Term 2			
1	Listening and Speaking	<p>Demonstrate an understanding of at least 120 words, including the thematic words and high frequency words.</p> <p>Give a simple oral recount</p> <p>Participate in discussions</p>	Oral/Practical
	Phonemic awareness/ Phonics	<p>Recognise and understand the use of plurals in words</p> <p>Recognise suffixes at the end of a word, e.g. -ly</p> <p>Recognise the different vowel sounds aurally</p> <p>Recognise some differences between sound/spelling relationshi in home and additional language</p>	Oral/Practical

		Recognise consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff')	
	Reading	Read high-frequency words and common sight words Read texts with four to five sentences per page Read with increasing fluency, expression and correct pronunciation Identify the main characters Retell the story in two to three sentences	Oral/Practical
	Writing and Language Structure	Write a short paragraph of five to six sentences Understand and use simple language structures Understand and use verbs to describe actions Respond to requests involving prepositions	Written
Task	Term 3		
1	Listening and Speaking	Participate in discussions Listen to stories, information, discussions and respond appropriately	Oral/Practical
	Phonemic awareness/ Phonics	Identify the words with the silent 'e' Identify the first sound (onset) and the last syllable (rime) in more complex patterns Recognise more complex word families Recognise vowel digraphs (e.g. 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round)	Oral/Practical
	Reading	Read texts, e.g. invitations, greeting cards, fiction and nonfiction Identify sequence of events in the story Identify the characters in the story Recognise and read new words in the personal dictionary Read aloud with appropriate pronunciation, fluency and expression	Oral/Practical
	Writing and Language Structure	Write a letter/invitation/card/diary entry Writes a short story of six to seven sentences Complete a form Understand and use simple language structures Use past and present tense Use verbs correctly Use simple phrases correctly	Written
Task	Term 4		
1	Listening and Speaking	Understand and use personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them Gives a factual recount Use connecting words, e.g. first, next, finally, etc.	Oral/Practical

		Talks about a familiar topic	
	Phonemic awareness/ Phonics	<p>Recognise synonyms</p> <p>Match words with sounds with silent b</p> <p>Differentiate between long and short vowels, e.g. mat – mate; tub – tube; hen –heel; etc.</p> <p>Break multisyllabic words into separate syllables</p> <p>Recognise antonyms</p> <p>Use word cards to match homophones</p> <p>Understand the use of prefixes</p> <p>Understand the use of suffixes</p>	Oral/Practical
	Reading	<p>Identify sequence of events,</p> <p>Identify the characters of the story</p> <p>Read for information from visual text</p> <p>Read for comprehension and understanding cause and effect</p>	Oral/Practical
	Writing and Language Structure	<p>Write two paragraphs of seven to eight stories</p> <p>Begin to use the writing process : (planning, first, write, edit, write, publish)</p> <p>Understand and use synonyms and antonyms</p> <p>Understand and use tenses (present, past and future tense)</p>	Written

ENGLISH FIRST ADDITIONAL LANGUAGE WORD LIST

100 most frequently used words

1. the	21. that	41. not	61. look	81. put
2. and	22. with	42. then	62. don't	82. house
3. a	23. all	43. were	63. come	83. called
4. to	24. we	44. go	64. will	84. old
5. said	25. can	45. little	65. into	85. too
6. in	26. are	46. as	66. back	86. by
7. he	27. up	47. mum	67. from	87. day
8. I	28. had	48. one	68. children	88. made
9. of	29. my	49. them	69. him	89. time
10. it	30. her	50. do	70. Mr.	90. I'm
11. was	31. what	51. me	71. get	91. if
12. you	32. there	52. down	72. just	92. help
13. they	33. out	53. dad	73. now	93. Mrs.
14. on	34. this	54. big	74. came	94. here
15. she	35. have	55. when	75. oh	95. off
16. is	36. went	56. it's	76. about	96. asks
17. for	37. be	57. see	77. got	97. saw
18. at	38. like	58. looked	78. their	98. make
19. his	39. some	59. very	79. people	99. and
20. but	40. so	60. could	80. your	100. each

Next 100 most frequently used words

1. water	21. bear	41. find	61. these	81. live
2. away	22. can't	42. more	62. began	82. say
3. good	23. again	43. I'll	63. boy	83. soon
4. want	24. cat	44. round	64. animals	84. night
5. over	25. long	45. tree	65. never	85. narrator
6. how	26. things	46. magic	66. next	86. small
7. did	27. new	47. shouted	67. first	87. car
8. man	28. after	48. us	68. work	88. couldn't
9. going	29. wanted	49. other	69. lots	89. three
10. where	30. eat	50. food	70. need	90. head
11. would	31. everyone	51. through	71. that's	91. king
12. or	32. our	52. way	72. baby	92. town
13. took	33. two	53. been	73. fish	93. I've
14. school	34. has	54. stop	74. gave	94. around

15. think	35. yes	55. must	75. mouse	95. every
16. home	36. play	56. red	76. something	96. garden
17. who	37. take	57. door	77. bed	97. fast
18. didn't	38. thought	58. right	78. may	98. only
19. ran	39. dog	59. sea	79. still	99. many
20. know	40. well	60. fox	80. found	100. laughed

Last 100 most frequently used words

1. let's	21. fun	41. any	61. beter	81. lived
2. much	22. place	42. under	62. hot	82. birds
3. suddenly	23. mother	43. hat	63. sun	83. duck
4. told	24. sat	44. snow	64. across	84. horse
5. another	25. boat	45. air	65. gone	85. rabbit
6. great	26. window	46. trees	66. hard	86. white
7. why	27. sleep	47. bad	67. floppy	87. coming
8. cried	28. feet	48. tea	68. really	88. he's
9. keep	29. morning	49. top	69. wind	89. river
10. room	30. queen	50. eyes	70. wish	90. liked
11. last	31. each	51. fell	71. eggs	91. giant
12. jumped	32. book	52. friends	72. once	92. looks
13. because	33. its	53. box	73. please	93. use
14. even	34. green	54. dark	74. thing	94. along
15. am	35. different	55. granddad	75. stopped	95. plants
16. before	36. let	56. there's	76. ever	96. dragon
17. gran	37. girl	57. looking	77. miss	97. pulled
18. clothes	38. which	58. end	78. most	98. we're
19. tell	39. inside	59. than	79. cold	99. fly
20. key	40. run	60. best	80. park	100. grow

Source of data

Masterson, J., Stuart, K., Dixon, M. & Lovejoy, S. (2003). Children's printed word database: Economic and Social Research Council (UK) funded project.