

English Home Language Grade 1

Revised National Teaching Plan

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

Please note the following:

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

School Based Assessment:

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

2021 Annual Teaching Plan – Term 2: SUBJECT: English HL Grade 1

Term 2 49 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	LISTENING AND SPEAKING Minimum Time: 45 mins (3 x 15 mins) Maximum Time: 1 hour (4 x 15 mins)									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Listens without interrupting Participates in discussions, taking turns to speak and respecting others in the group Talks about personal experiences Says poems and rhymes and does actions Sequences pictures of a story communicating through re-telling the sequence of ideas 	<ul style="list-style-type: none"> Listens without interrupting, taking turns to speak in whole class and group sessions Talks about personal experiences. For example, tells news using correct sequence Listens to simple instructions (group and daily routines) and responds appropriately Says poems and rhymes and does actions Passes on messages Listens to stories with interest, drawing a picture to show understanding Answers closed and open-ended questions 	<ul style="list-style-type: none"> Listens without interrupting, taking turns to speak in whole class and group sessions Talks about personal experiences. For example, tells news using correct sequence Listens to simple instructions (group and daily routines) and responds appropriately Joins in the choruses of songs, stories, rhymes Identifies parts from the whole such as parts of a bicycle, plant Listens to stories with interest, drawing a picture to show understanding Answers closed and open-ended questions 	<ul style="list-style-type: none"> Listens without interrupting, taking turns to speak in whole class and group sessions Talks about personal experiences. For example, tells news using correct sequence Listens to simple instructions (group and daily routines) and responds appropriately Participates in classroom discussions Says poems and rhymes and does actions Describes objects in terms of age, direction, sequence using the correct vocabulary Listens to stories and identifies the main idea Sequences pictures of a story 	<ul style="list-style-type: none"> Listens without interrupting, taking turns to speak in whole class and group sessions Talks about personal experiences. For example, tells news using correct sequence Joins in the choruses of songs, stories, rhymes Participates in classroom discussions Describes objects in terms of age, direction, sequence using the correct vocabulary Asks questions related to story told and read Understands and uses appropriate language of different subjects 	REVISION <ul style="list-style-type: none"> Talks about personal experiences. For example, tells news using correct sequence Listens to simple instructions (group and daily routines) and responds appropriately Identifies parts from the whole such as parts of a bicycle, plant Describes objects in terms of age, direction, sequence using the correct vocabulary Asks questions related to story told and read 				
CAPS Topic	PHONICS (Minimum time 5 x 15 minutes per week; Maximum time 5 x 15 minutes per week) <i>Teach 1 -2 new letters each week</i>									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Identifies letter-sound relationships of some single letters Participates in whole class phonemic awareness oral activities: segmenting words (<i>hop into h-o-p</i>) Recognises and names some letters of the alphabet: 2 vowels and at least 6 consonants Begins to build up short words using sounds learnt Begins to use blending to make words e.g. at, c-at, m-at Recognises sounds at the beginning of some words 	<ul style="list-style-type: none"> Distinguishes aurally between different beginning and end sounds of words Identifies letter-sound relationship of some single letters Participates in whole class phonemic awareness oral activities: blending sounds (<i>h-op into hop</i>) Builds words with sounds learnt Groups common words into sound families e.g. hot, hop, hob 	<ul style="list-style-type: none"> Distinguishes aurally between different beginning and end sounds of words Identifies letter-sound relationship of some single letters Participates in whole class phonemic awareness oral activities: segmenting words (<i>hop into h-o-p</i>) Builds words with sounds learnt in two word families Groups common words into sound families e.g. hot, hop, hob Reads phonic words in sentences and other texts 	<ul style="list-style-type: none"> Distinguishes aurally between different beginning and end sounds of words Identifies letter-sound relationship of most single letters Participates in whole class phonemic awareness oral activities: consonant and vowel substitution word play (replace the 'h' in <i>hop</i> with 'm' to make <i>mop</i>) Builds words with sounds learnt into two word families Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en. t-in, p-in, identifying the rhymes Reads phonic words in sentences and other texts 	<ul style="list-style-type: none"> Distinguishes aurally between different beginning and end sounds of words Identifies letter-sound relationship of most single letters Participates in whole class phonemic awareness oral activities: consonant and vowel substitution word play (replace the 'h' in <i>hop</i> with 'm' to make <i>mop</i>) Builds words with sounds learnt into two word families Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en. t-in, p-in, identifying the rhymes Groups common words into sound families e.g. hot, hop, hob Reads phonic words in sentences and other texts 	REVISION <ul style="list-style-type: none"> Participates in whole class phonemic awareness oral activities: segmenting words (<i>hop into h-o-p</i>) Groups common words into sound families e.g. hot, hop, hob Reads phonic words in sentences and other texts 				
CAPS Topic	READING <i>It is important to read point 8 in guidelines on first page.</i>									

		Shared Reading: Minimum time: 3 x 15minutes per week; Maximum time: 5x 15 minutes per week Group Guided: 2 x 15 minutes per day for 5 days (2 groups daily) Independent/Paired: 2x a week					
Core Concepts, Skills and Values	Reading	<ul style="list-style-type: none"> • When reading, model the use of phonic decoding skills and other strategies that include context clues and structural analysis. Refer to the Five Finger Strategy in Section 2. (p16). Start teaching children this process when they meet unknown words. • Teach children to monitor themselves when reading, both in the area of word recognition and comprehension. (Children are taught to ask: 'Does it sound right?', 'Does it look right?' and 'Does it make sense?') Model the process in Shared Reading and apply it in Guided Reading with support. • Introduce Paired/Independent reading. Select texts that are at the independent reading level of the child (simpler than those used in Shared Reading with more than 95% word recognition accuracy when reading the text) 					
	Shared	<ul style="list-style-type: none"> • Reads big books or other enlarged text as a whole class with the teacher 	<ul style="list-style-type: none"> • Reads big books or other enlarged text as a whole class with the teacher • Uses cover of book and pictures to predict what the story is about. • Uses clues and pictures in the text for understanding 	<ul style="list-style-type: none"> • Reads big books or other enlarged text as a whole class with the teacher • Uses cover of book and pictures to predict what the story is about. • Uses clues and pictures in the text for understanding • Interprets pictures to make up own story, that is, 'reads' the pictures • Answers a wide variety of types of questions based in the texts read including higher order type questions 	<ul style="list-style-type: none"> • Reads big books or other enlarged text as a whole class with the teacher • Uses cover of book and pictures to predict what the story is about. • Uses clues and pictures in the text for understanding • Discusses the story, identifying the main idea in the text, the main characters, etc. • Answers a wide variety of types of questions based in the texts read including higher order type questions 	<ul style="list-style-type: none"> • Reads big books or other enlarged text as a whole class with the teacher • Uses cover of book and pictures to predict what the story is about. • Uses clues and pictures in the text for understanding • Discusses the story, identifying the main idea in the text, the main characters, etc. • Answers a wide variety of types of questions based in the texts read including higher order type questions • Discusses the use of capital letters and full stops 	<ul style="list-style-type: none"> • Reads big books or other enlarged text as a whole class with the teacher • Uses cover of book and pictures to predict what the story is about. • Interprets pictures to make up own story, that is, 'reads' the pictures • Discusses the use of capital letters and full stops
	Group Guided	<ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story • Begins to build a sight vocabulary 	<ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story • Begins to build a sight vocabulary 	<ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story • Uses phonics, context clues and sight words when reading • Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists 	<ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story • Uses phonics, context clues and sight words when reading • Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists 	<ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story • Uses phonics, context clues and sight words when reading • Begins to monitor self when reading, both in the area of word recognition and comprehension • Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists 	<ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story • Begins to monitor self when reading, both in the area of word recognition and comprehension
Independent	<ul style="list-style-type: none"> • Rereads familiar texts such as those read in Shared Reading sessions 	<ul style="list-style-type: none"> • Reads to a partner from prepared or known texts to develop fluency • Rereads familiar texts such as those read in Shared Reading sessions 	<ul style="list-style-type: none"> • Reads to a partner from prepared or known texts to develop fluency • Rereads familiar texts such as those read in Shared Reading sessions 	<ul style="list-style-type: none"> • Reads to a partner from prepared or known texts to develop fluency • Rereads familiar texts such as those read in Shared Reading sessions 	<ul style="list-style-type: none"> • Reads to a partner from prepared or known texts to develop fluency • Rereads familiar texts such as those read in Shared Reading sessions 	<ul style="list-style-type: none"> • Rereads familiar texts such as those read in Shared Reading sessions 	
CAPS Topic		WRITING 3 x 15 minutes per week.					
Core Concepts, Skills and Values	<ul style="list-style-type: none"> • Building on, and linking to, Shared Reading, discussions and personal experiences • Provide sentence starters and other support so that children can begin writing their own news etc. • Introduce the use of a personal dictionary 						
	<ul style="list-style-type: none"> • Draws pictures to convey a message. For example, about a personal experience • Writes one sentence of own news or shared writing. 	<ul style="list-style-type: none"> • Draws pictures to convey a message adding a label or caption. For example, about a personal experience • Writes words using sounds learnt • Writes one sentence of own news or shared writing 	<ul style="list-style-type: none"> • Draws pictures to convey a message adding a label or caption. For example, about a personal experience • Writes words using sounds learnt • Writes one sentence of own news or shared writing • Compiles a list of words according to instructions such as food. • Contributes ideas for a class story (Shared Writing) 	<ul style="list-style-type: none"> • Draws pictures to convey a message adding a label or caption. For example, about a personal experience • Writes words using sounds learnt • Writes one sentence of own news or shared writing • Contributes ideas for a class story (Shared Writing) • Writes and illustrates a caption or short sentence on a topic to contribute to a book for the reading corner • Begins to build own word bank and personal dictionary using initial letters of words such as ant, book, cat 	<ul style="list-style-type: none"> • Draws pictures to convey a message adding a label or caption. For example, about a personal experience • Writes words using sounds learnt • Writes one sentence of own news or shared writing • Contributes ideas for a class story (Shared Writing) • Writes and illustrates a caption or short sentence on a topic to contribute to a book for the reading corner • Begins to build own word bank and personal dictionary using initial letters of words such as ant, book, cat • Writes sentences using words containing phonic sounds already taught 	<ul style="list-style-type: none"> • Draws pictures to convey a message adding a label or caption. For example, about a personal experience • Writes sentences using words containing phonic sounds already taught • Contributes ideas for a class story (Shared Writing) 	
CAPS Topic		HANDWRITING					

	4 x 15 minutes per week. By the end of the term at least 20 lower case letters have been taught. Continue activities that strengthen fine muscles and develop fine and gross motor skills and eye-hand co-ordination.						
Core Concepts, Skills and Values	<ul style="list-style-type: none"> • Holds pencil and crayon correctly • Draws patterns • Activities to strengthen fine muscles 	<ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place 	<ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place • Writes words with correct spacing 	<ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place • Writes words with correct spacing 	<ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place • Writes words with correct spacing • Writes and copies short, simple sentences from a writing strip, chalkboard 	<ul style="list-style-type: none"> • Holds pencil and crayon correctly • Forms at least 20 lower case letters correctly according to size and position, that is, starts and ends in the correct place 	
Pre-requisite knowledge	Term 1 core concepts, knowledge and values						
Resources (other than textbook) to enhance learning	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters
Assessment for learning	From Abridged CAPS Section 4 Amendments, pages 6 - 10		<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Languages. • Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally, practically and written • Assessment can only take place if the concepts have been taught and learners had enough time to practice. • The assessment of oral activities should be integrated with Life Skills and Mathematics whenever possible • Assessment is a continuous planned process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes • It is also important to note that each assessment task should not be seen as a single event or test, but must comply with the principles of continuous assessment at all times • Assessment Task is made up of a number of parts dealing with different aspects of Language in Grades 1-3. It is important to note that the principle of alignment and integration of the language programme as demonstrated in the 'Reading and Writing focus time' (pages 11-12, FP CAPS Home Language section 2) should inform the design of an assessment task whenever possible. • In order to design a Programme of Assessment <ul style="list-style-type: none"> → The assessment task should be structured in such a way that there is a balance of skills that are assessed. This will assist in not assessing the same skills and concepts while neglecting others; → Use the Grade overview in Section 3 of the CAPS (all languages) (this ATP) as a guide to ensure content coverage → Content coverage is per term as indicated in Section 3 and not per week; and selection of content/skills and knowledge must not leave a gap throughout the four terms 				
SBA An example of an assessment task	<p>Listening and speaking:</p> <ul style="list-style-type: none"> • Listens to stories and identifies the main idea <p>Phonics:</p> <ul style="list-style-type: none"> • Written: Identifies the single letter sound relationships of some letters (vowels and consonants) (Reading focus time: Focussed Phonic session) <p>Reading:</p> <ul style="list-style-type: none"> • Oral: Group Guided Reading (GGR) Read aloud from own book during with teacher and on his/her own (word recognition, read for meaning) (Reading focus time) • Oral: Predicts the story by making use of the pictures • Comprehension skills: Discusses the story, identifying the main idea in the text, the main characters etc (Reading focus time) <p>Writing:</p> <ul style="list-style-type: none"> • Draw pictures to convey a message e.g. a personal experience • Writes words using sounds learnt • Contributes ideas to a class story <p>Handwriting:</p> <ul style="list-style-type: none"> • Writes lower case letters correctly 						