

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

Please note the following:

1. The curriculum was adjusted to address the core concepts and skills.
2. All the skills are spread over the time given. Skills and knowledge are repeated across the weeks considering the timetabling options.
3. Content is scaffolded across weeks
4. The first week is set aside for catchup and consolidation of previous term's content. If a school does not find this necessary, they should follow CAPS of the term.
5. There should be a strong integration between all the subjects.
6. All Topics in Language are integrated, and Daily Activities are not time specific but are used throughout the day
7. 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
8. It is important to read Section 2 as this contains information on methodology.
9. The ATP must be mediated at school level to accommodate the school policies and programmes e.g The Phonics Programme being used will determine which sounds are taught and in which weeks these will be taught
10. Whenever group work is done, social distancing is to be adhered to.
11. Teachers to stay in communication with teachers of previous grades (if possible) so that no gaps are created in the transition between grades.

Guidelines for assessment:

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 2

Term 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 per week (3 x 15 mins) Maximum Time: 1 hour per week (4 x 15 mins)									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Suggests solutions to a problem especially during Mathematics Listens to a story with enjoyment and answers questions related to the story Participates in discussions, asking and answering questions and suggesting ideas 	<ul style="list-style-type: none"> Listens without interrupting, showing respect for the speaker Talks about personal experiences, for example, tells news without repetition Suggests solutions to a problem especially during Mathematics Listens to stories for a longer period with enjoyment Expresses feelings about a story or poem Participates in discussions and asks questions for clarity 	<ul style="list-style-type: none"> Takes turns to talk, showing sensitivity to others and giving positive feedback Talks about personal experiences, for example, tells news without repetition Suggests solutions to a problem especially during Mathematics Listens to stories for a longer period with enjoyment Identifies similarities and differences Compares and classifies things explaining classification such as animals with 4 legs and those with 2 legs 	<ul style="list-style-type: none"> Listens without interrupting, showing respect for the speaker Talks about personal experiences, for example, tells news without repetition Understands and uses appropriate language of different subjects such as language specific to Mathematics Suggests solutions to a problem especially during Mathematics Listens to more complex instructions and responds appropriately Answers closed and open-ended questions and gives reasons for answers Participates in discussions and asks questions for clarity. Makes up own rhymes using imaginative language 	<ul style="list-style-type: none"> Takes turns to talk, showing sensitivity to others and giving positive feedback Talks about personal experiences, for example, tells news without repetition Understands and uses appropriate language of different subjects such as language specific to Mathematics Suggests solutions to a problem especially during Mathematics Listens to stories and poems and identifies the main idea, details and sequence of events Participates in discussions and asks questions for clarity Answers closed and open-ended questions and gives reasons for answers 	<ul style="list-style-type: none"> Talks about personal experiences, for example, tells news without repetition Makes up own rhymes using imaginative language Responds to riddles and jokes Participates in discussions and asks questions 				
CAPS Topic	PHONICS Minimum time: 1 hour per week (4 x 15 mins); Maximum time: 1 hour 15 mins per week (5 x 15 mins) Introduce 3 new vowel digraphs, silent 'e' and 3-letter consonant blends Continue word building and aural recognition activities Ensure the children understand the words they are sounding and can use them to form meaningful sentences									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Revision of first term phonics Uses initial and final consonant blends to build up and break down words Builds 3 and 4 letter words using the single letters and digraphs taught in term 1 	<ul style="list-style-type: none"> Recognises 3-letter consonant blends at the beginning of words. For example, str-ip, str-ap Read words from phonics lessons in sentence and other texts Builds 3,4 and 5 letter words using the consonant blends, vowel digraphs taught this term Learn to spell 10 words a week taken from phonics lessons 	<ul style="list-style-type: none"> Recognises 3-letter consonant blends at the end of words. For example, ca-tch, fe-tch, i-tch Read words from phonics lessons in sentence and other texts Builds 3,4 and 5 letter words using the consonant blends, vowel digraphs taught this term Learn to spell 10 words a week taken from phonics lessons 	<ul style="list-style-type: none"> Recognises at least three new vowel digraphs. For example 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in train Read words from phonics lessons in sentence and other texts Builds 3,4 and 5 letter words using the consonant blends, vowel digraphs taught this term Learn to spell 10 words a week taken from phonics lessons 	<ul style="list-style-type: none"> Recognises at least three new vowel digraphs. For example 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in train Recognises 'silent e'/split digraph in words. For example, tape, time, note Read words from phonics lessons in sentence and other texts Builds 3,4 and 5 letter words using the consonant blends, vowel digraphs taught this term Learn to spell 10 words a week taken from phonics lessons 	<ul style="list-style-type: none"> Recognises at least three new vowel digraphs. For example 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in train Recognises 'silent e'/split digraph in words. For example, tape, time, note Read words from phonics lessons in sentence and other texts 				
CAPS Topic	READING It is important to read Point 7 in the guidelines on first page. Shared Reading: Minimum time: 1 hour per week (3 x 20 mins); Maximum time: 1 hour 15 mins per week (5x 15mins) Group Guided: 2 hours 30 mins per week (2 x 15 minutes per day (2 groups daily)) Independent/Paired: 3x a week									
Core Concepts, Skills and Values	Reading	<ul style="list-style-type: none"> Shared reading: A teacher- modelled process with the whole class Shared reading: Model the use of phonic decoding skills and other strategies that include context clues and structural analysis Teach children to monitor themselves when reading, both in the area of word recognition and comprehension Children can be 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 Group Guided Reading with support. 								
	Shared	<ul style="list-style-type: none"> Reads as a whole class with teacher big books or other enlarged text Uses visual clues to predict what the story 	<ul style="list-style-type: none"> Reads book as a whole class with teacher (shared reading) and discusses cause-effect relations Reads well-known nursery rhymes, poems and songs as a whole class with teacher (shared reading) and discusses 	<ul style="list-style-type: none"> Reads book as a whole class with teacher (shared reading) and discusses cause-effect relations Identify key details in what was read such as main characters and setting 	<ul style="list-style-type: none"> Reads book as a whole class with teacher (shared reading) and discusses cause-effect relations Identifies key details in what was read such as main characters and setting 	<ul style="list-style-type: none"> Reads well-known nursery rhymes, poems and songs as a whole class with teacher (shared reading) and discusses the different formats Identifies key details in what was read such as main characters and 	<ul style="list-style-type: none"> Reads book as a whole class with teacher (shared reading) and discusses cause-effect relations Answers higher order questions based on the 			

		<ul style="list-style-type: none"> is about: the cover of the book, illustrations in the book Focus on <ul style="list-style-type: none"> phonics comprehension at a range of levels 	<ul style="list-style-type: none"> the different formats Answers higher order questions based on the text read. "How is the lion's behaviour different from that of the mouse?" 	<ul style="list-style-type: none"> Answers higher order questions based on the text read. "How is the lion's behaviour different from that of the mouse?" Gives and opinion on what was read. 	<ul style="list-style-type: none"> Uses visual cues to identify the purpose of advertisements and the intended audience Answers higher order questions based on the text read. "How is the lion's behaviour different from that of the mouse?" 	<ul style="list-style-type: none"> setting Uses visual cues to identify the purpose of advertisements and the intended audience Answers higher order questions based on the text read. "How is the lion's behaviour different from that of the mouse?" Gives and opinion on what was read. 	<ul style="list-style-type: none"> text read. "How is the lion's behaviour different from that of the mouse?" Gives and opinion on what was read
	Group Guided	<ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud 	<ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story Uses sight words, phonics, contextual and structural analysis decoding skills when reading Begins to monitor self when reading, both recognition and comprehension <p>Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists</p>	<ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story Uses sight words, phonics, contextual and structural analysis decoding skills when reading Begins to monitor self when reading, both recognition and comprehension Reads with increasing fluency and expression 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 book at own level in a guided reading group with teacher, that is, whole group reads same story Uses sight words, phonics, contextual and structural analysis decoding skills when reading Begins to monitor self when reading, both recognition and comprehension Reads with increasing fluency and expression 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 book at own level in a guided reading group with teacher, that is, whole group reads same story Uses sight words, phonics, contextual and structural analysis decoding skills when reading Begins to monitor self when reading, both recognition and comprehension Reads with increasing fluency and expression 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 book at own level in a guided reading group with teacher, that is, whole group reads same story Begins to monitor self when reading, both recognition and comprehension Reads with increasing fluency and expression
	Independent	<ul style="list-style-type: none"> Reads aloud to a partner 	<ul style="list-style-type: none"> Reads aloud to a partner Reads own and others writing 	<ul style="list-style-type: none"> Reads independently texts such as comics and simple fiction books 	<ul style="list-style-type: none"> Reads aloud to a partner Reads independently texts such as comics and simple fiction books 	<ul style="list-style-type: none"> Reads own and others writing Reads independently texts such as comics and simple fiction books 	<ul style="list-style-type: none"> Reads independently texts such as comics and simple fiction books

CAPS Topic **WRITING (Shared, Group, Independent)**
Minimum Time: 1 hour per week (4 x 15 mins) Maximum Time: 1 hour per week (3 x 20mins)

Core Concepts, Skills and Values	<ul style="list-style-type: none"> Uses the Shared Writing activities to model the use of correct punctuation and spelling Provide a writing frame to assist children to write their stories 						
	<ul style="list-style-type: none"> Contributes ideas and words for a class story (Shared Writing) Writes at least 3 sentences of own news using sounds learned, common sight words, capital letters and full stops 	<ul style="list-style-type: none"> Writes one paragraph (at least five sentences) on personal experiences or events such as daily news Participates in a discussion to choose a topic to write about Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, question marks) Begins to spell common words correctly Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as far, granny, home 	<ul style="list-style-type: none"> Writes one paragraph (at least five sentences) on personal experiences or events such as daily news Participates in a discussion to choose a topic to write about Writes an expressive text such as a thank you card or letter using a given format Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, question marks) Begins to spell common words correctly Uses present and past tenses correctly Reads own writing to a partner Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as far, granny, home 	<ul style="list-style-type: none"> Writes one paragraph (at least five sentences) on personal experiences or events such as daily news Participates in a discussion to choose a topic to write about Uses the writing process (drafting, writing and editing) Writes own story of at least one paragraph (at least five sentences) using a writing frame Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops question marks,) Uses present and past tenses correctly Begins to spell common words correctly Reads own writing to a partner Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as far, granny, home 	<ul style="list-style-type: none"> Writes one paragraph (at least five sentences) on personal experiences or events such as daily news Participates in a discussion to choose a topic to write about Writes and illustrates sentences (4 - 6 sentences) on a topic to contribute to a book for the reading corner Uses capital letters (at the beginning of a sentence and for proper names) and correct punctuation (full stops, question marks,) Uses prepositions correctly Begins to spell common words correctly Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as far, granny, home 	<ul style="list-style-type: none"> Writes one paragraph (at least five sentences) on personal experiences or events such as daily news Participates in a discussion to choose a topic to write about Reads own writing to a partner Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as far, granny, home 	

CAPS Topic **HANDWRITING**
Minimum Time: 45 mins per week (3 x 15 mins) Maximum Time: 1 hour per week (4 x 15 mins)
Children use print script to copy and write longer and more varied pieces of writing neatly and correctly from a printed text

Core Concepts, Skills and Values	<ul style="list-style-type: none"> Forms lower and upper case letters correctly: directionality, formation and spacing 	<ul style="list-style-type: none"> Writes in print scripts all capitals and lower case letters confidently and accurately Use appropriate spacing between words in a sentence 	<ul style="list-style-type: none"> Writes in print scripts all capitals and lower case letters confidently and accurately Use appropriate spacing between words in a sentence Aligns writing properly on 17mm ruled 	<ul style="list-style-type: none"> Writes in print scripts all capitals and lower case letters confidently and accurately Use appropriate spacing between words in a sentence 	<ul style="list-style-type: none"> Writes in print scripts all capitals and lower case letters confidently and accurately Use appropriate spacing between words in a sentence 	<ul style="list-style-type: none"> Writes in print scripts all capitals and lower case letters confidently and accurately Use appropriate spacing
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	<ul style="list-style-type: none"> within lines Copies and writes two or more sentences legibly and correctly 	<ul style="list-style-type: none"> Aligns writing properly on 17mm ruled lines Use handwriting tools effectively: pencil, eraser, ruler 	<ul style="list-style-type: none"> lines Copies and writes different formats of writing (short invitations such as birthday, messages, lists) Use handwriting tools effectively: pencil, eraser, ruler 	<ul style="list-style-type: none"> Aligns writing properly on 17mm ruled lines Copies and writes one paragraph of between 3-4 lines from a printed text (a story, a poem, etc) Use handwriting tools effectively: pencil, eraser, ruler 	<ul style="list-style-type: none"> Aligns writing properly on 17mm ruled lines Copies and writes one paragraph of between 3-4 lines from a printed text (a story, a poem, etc) Use handwriting tools effectively: pencil, eraser, ruler 	<ul style="list-style-type: none"> between words in a sentence Use handwriting tools effectively: pencil, eraser, ruler
Pre-requisite knowledge	Term 1 core concepts, knowledge and values					
Resources (other than textbook) to enhance learning	Reading series Flash cards DBE Workbooks Flash cards Pictures Posters	Reading series Flash cards DBE Workbooks Flash cards Pictures Posters	Reading series Flash cards DBE Workbooks Flash cards Pictures Posters	Reading series Flash cards DBE Workbooks Flash cards Pictures Posters	Reading series Flash cards DBE Workbooks Flash cards Pictures Posters	Reading series Flash cards DBE Workbooks Flash cards 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 poems and identifies main idea, details and sequence of story <p>Phonics:</p> <ul style="list-style-type: none"> Oral and Practical: Recognises at least three new vowel digraphs. For example 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in train (Reading focus time: Focused Phonic session) Written: Builds 3, 4 and 5 letter words using the consonant blends, vowel digraphs taught this term. <p>Reading:</p> <ul style="list-style-type: none"> Oral: Group Guided Reading (GGR) Reads aloud from own book in a guided reading group with the teacher, that is, whole group reads the same story Uses sight words, phonics, context clues and structural analysis decoding skills when reading unfamiliar words (Reading focus time) Reads with increasing fluency and expression (Reading focus time) Comprehension skills (Reading focus time) Literal questions Prediction Reorganisation: reorder events in sequence Inferences: What, Why, How <p>Writing:</p> <ul style="list-style-type: none"> Participate in a discussion to choose a topic to write about (Shared Writing) (Reading focus time) Writes an expressive text such as a thank you card or letter Writes own story of at least one paragraph (at least five sentences) using a writing frame <p>Handwriting:</p> <ul style="list-style-type: none"> Writes in print scripts all capitals and lower case letters confidently and accurately Use appropriate spacing between words in a sentence 					