

1. English Home Language Grade 3

Revised National Teaching Plan

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

Please note the following:

1. The curriculum was adjusted to address the core concepts and skills.
2. All the skills are spread over the time given. Skills and knowledge are repeated across the weeks so that no learner will be disadvantaged if not attending school every day.
3. Content is scaffolded across weeks
4. All Topics in Language are integrated, and Daily Activities are not time specific but are used throughout the day
5. 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
6. **It is important to read Section 2 as this contains information on methodology**
7. **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**
8. Whenever group work is done, social distancing is to be adhered to.
9. 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 3

Term 1 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"> Talks about personal experiences such as tells news expressing feelings and opinions Listens to stories, poems and songs and expresses feelings about the story, poems or song, giving reasons 	<ul style="list-style-type: none"> Listen to more complex instructions and responds appropriately With support, predicts what will happen in a story, e.g., "look at the tittle and the cover of the book. What do you think is going to happen?" Listens and responds to radio or intercom announcements and instructions Talks about personal experiences such as tells news expressing feeling and opinions Makes an oral presentation, e.g. "Show and Tell" describes and compares an object. Works out cause and effect in a story using connecting words such as "because" e.g., "The children fell off the bridge because...." Suggests solutions to a problem, specifically a word problem in Mathematics 	<ul style="list-style-type: none"> Listens and responds to radio or intercom announcements and instructions Uses language to investigate and explore such as suggesting alternative, e.g. "I think it could...", "If ... then..." Talks about personal experiences such as tells news expressing feelings and opinions Asks questions to clarify, plan and get information on an activity Listens to stories, poems and songs and expresses feelings about the story, poems or song, giving reasons With support, predicts what will happen in a story, e.g., "look at the tittle and the cover of the book. What do you think is going to happen?" Listens to stories, read by the teacher or over the radio, for a longer period with interest Tells a short story with a simple plot and different characters Suggests solutions to a problem, specifically a word problem in Mathematics 	<ul style="list-style-type: none"> Listens to stories, read by the teacher or over the radio, for a longer period with interest Makes an oral presentation, e.g. "Show and Tell" describes and compares an object Analyses, compares and contracts information such as the eating habits of a child and a monkey Tells a story with a simple plot and different characters Talks about a general news event, expressing feelings and opinions Uses language to investigate and explore such as suggesting alternative, e.g. "I think it could...", "If ... then..." Suggests solutions to a problem, specifically a word problem in Mathematics 	<ul style="list-style-type: none"> Talks about personal experiences such as tells news expressing feelings and opinions Asks questions to clarify, plan and get information on an activity Understands and uses appropriate language of different subjects such as life skills Listens to, and composes riddles and jokes With support, predicts what will happen in a story, e.g., "look at the tittle and the cover of the book. What do you think is going to happen?" Talks about a general news event, expressing feelings and opinions Participates in group and class discussions, suggests topics and contributes ideas Suggests solutions to a problem, specifically a word problem in Mathematics 	REVISION <ul style="list-style-type: none"> Listens to stories, poems and songs and expresses feelings about the story, poems or song, giving reasons Analyses, compares and contracts information such as the eating habits of a child and a monkey Responds to radio or intercom announcements and instructions. Talks about personal experiences such as tells news expressing feelings and opinions 				
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 new vowel blends and guide children to recognise that a particular sound can be represented by different combinations of letters This has important implications for spelling Ensure children understand the words they are sounding and can use them to form meaningful sentences Use Phonics to inform spelling programme									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Recognises and uses rhyming words such as blow, flow, and glow Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught in term 1 Spells words correctly using phonic knowledge 	<ul style="list-style-type: none"> Recognises that some sounds can be represented by a number of different spelling choices such as : ow (cow), ou (found) Recognises that some sounds can be represented by a number of different spelling choices such as : aw (draw), au (autumn) Builds words using phonic skills taught this year Spells words correctly using phonic knowledge in informal tests, in dictation and in all written work 	<ul style="list-style-type: none"> Recognises that some sounds can be represented by a number of different spelling choices such as : tie, high, sky Recognises that some sounds can be represented by a number of different spelling choices such as: few, blue Builds words using the phonic skills taught this year Spells words correctly using phonic knowledge in informal tests, in dictation and in all written work 	<ul style="list-style-type: none"> Recognises digraphs making ff (e.g. 'ph' as in elephant and 'gh' as in laugh) Recognises that the same spelling can represent different sounds e.g. bread, read Builds words using the phonic skills taught this year Spells words correctly using phonic knowledge in informal test, in dictation and in all written work 	<ul style="list-style-type: none"> Uses words in written sentences that are pronounced the same way, but have different meanings. For example 'read' and 'read'- I like to read books. I saw a bird on a read Builds words using the phonic skills taught this year Spells words correctly using phonic knowledge in informal test, in dictation and in all written work 	REVISION <ul style="list-style-type: none"> Recognises that some sounds can be represented by a number of different spelling choices Recognises digraphs making ff (e.g. 'ph' as in elephant and 'gh' as in laugh) Builds words using the phonic skills taught this year 				
CAPS Topic	READING It is important to read Point 5 in 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 15 mins) Group Guided: 2 hours 30 mins per week (2 x 15 minutes per day (2 groups daily)) Independent/Paired: 3x a week									
Core Concepts,	Reading	<ul style="list-style-type: none"> Shared Reading: a teacher-modelled process with the whole class Shared Reading: Include graphical and non-fiction texts during this term 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. 								

	<ul style="list-style-type: none"> Writes own story or a familiar story or another creative text of at least ten sentences Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night. 	<p>topic to write about</p> <ul style="list-style-type: none"> Writes own story or a familiar story or other creative text of at least ten sentences Writes and illustrates a story to contribute to a book for the class library Uses correct grammar so that others can read and understand what has been written Uses phonic knowledge and spelling rules to write unfamiliar words Reads and edits own writing by correcting spelling, punctuation etc. Reads own writing to a friend or group Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink 	<p>topic to write about</p> <ul style="list-style-type: none"> Writes a simple book review Uses punctuation correctly; capital letters, full stops, commas, question marks, exclamation marks and inverted commas Uses correct grammar so that others can read and understand what has been written Identifies and uses nouns, adjectives, verbs and adverbs correctly Uses phonic knowledge and spelling rules to write unfamiliar words Reads and edits own writing by correcting spelling, punctuation etc. Reads own writing to a friend or group Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink 	<p>topic to write about</p> <ul style="list-style-type: none"> Keeps a diary for one week, noting the weather and one other piece of information Identifies and uses nouns, adjectives, verbs and adverbs correctly Uses phonic knowledge and spelling rules to write unfamiliar words Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night Reads and edits own writing by correcting spelling, punctuation etc. Reads own writing to a friend or group Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink 	<p>topic to write about</p> <ul style="list-style-type: none"> Writes own story or a familiar story or other creative text of at least ten sentences Writes and illustrates a story to contribute to a book for the class library Uses correct grammar so that others can read and understand what has been written Uses punctuation correctly; capital letters, full stops, commas, question marks, exclamation marks and inverted commas Identifies and uses nouns, adjectives, verbs and adverbs correctly Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night Reads and edits own writing by correcting spelling, punctuation etc. Reads own writing to a friend or group Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink 	<ul style="list-style-type: none"> Writes own story or a familiar story or other creative text of at least ten sentences Reads and edits own writing by correcting spelling, punctuation etc. Reads own writing to a friend or group Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink 	
CAPS Topic	<p style="text-align: center;">HANDWRITING 1 hour per week (4 x 15 mins)</p> <p style="text-align: center;">Children continue making the transition from using print script in written recording to a joined script or cursive writing Handwriting lessons will focus on practicing the individual lower case and capital letters and the joins needed for the new script Children must be able to transcribe from print script (e.g. in a book) into the joined script or cursive writing</p>						
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing. 	<ul style="list-style-type: none"> Uses handwriting tools effectively: pencil, eraser, ruler. Forms upper and lower case letters correctly in the joined script or cursive writing Transcribes words and sentences correctly in the joined or cursive writing. 	<ul style="list-style-type: none"> Uses handwriting tools effectively: pencil, eraser, ruler Forms upper and lower case letters correctly in the joined script or cursive writing Transcribes words and sentences correctly in the joined script or cursive writing Copies words correctly from a variety of sources, that is : board, strips , work cards etc. and writes with increased speed in the joined script or cursive writing. 	<ul style="list-style-type: none"> Uses handwriting tools effectively: pencil, eraser, ruler Forms upper and lower case letters correctly in the joined script or cursive writing Transcribes words and sentences correctly in the joined script or cursive writing Copies words correctly from a variety of sources that is ; board ,strip, work cards etc and writes with increased speed in the joined script or cursive writing. Uses correct letter formation in all written work. 	<ul style="list-style-type: none"> Forms all lower and upper-case letters correctly and automatically in the joined script or cursive writing. Copies words correctly from a variety of sources that is ; board ,strip, work cards etc and writes with increased speed in the joined script or cursive writing. Uses correct letter formation in all written work. Makes transition to the joined script or cursive writing in all written recordings i.e. the date, own name , and own written texts. 	<p>REVISION</p> <ul style="list-style-type: none"> Makes transition to the joined script or cursive writing in all written recordings i.e. the date , own name ,and own written texts. 	
Pre-requisite knowledge	Term 1 core concepts. knowledge, skills and values						
Resources (other than textbook) to enhance learning	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	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 				

		<p>→ 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;</p> <p>→ Use the Grade overview in Section 3 of the CAPS (all languages) (this ATP) as a guide to ensure content coverage</p> <p>→ 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</p>
<p style="text-align: center;">SBA An example of an assessment task</p>		<p>Listening and speaking:</p> <ul style="list-style-type: none"> • Makes an oral presentation, e.g. "Show and Tell" describes and compares an object <p>Phonics:</p> <ul style="list-style-type: none"> • Oral and Practical: Recognises that some sounds can be represented by a number of different spelling choices (Reading focus time: Focused Phonic session) • Written: Spells words correctly using phonic knowledge in informal test, in dictation and in all written work <p>Reading:</p> <ul style="list-style-type: none"> • Oral: Group Guided Reading (GGR) • Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional level of the group • Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words (Reading focus time) • Use key words and headings to find information in non-fiction texts (Reading focus time) • Comprehension skills (Reading focus time) • Literal questions • Prediction • Reorganisation: • Inferences: What, Why, How • Evaluation <p>Writing:</p> <ul style="list-style-type: none"> • Participate in a discussion to choose a topic to write about (Shared Writing) (Reading focus time) • Writes own story or a familiar story or another creative text of at least ten sentences • Reads and edits own writing by correcting spelling, punctuation, etc. <p>Handwriting:</p> <ul style="list-style-type: none"> • Forms all lower and upper-case letters correctly and automatically in the joined script or cursive writing.