

**PSRIP**  
**MANAGEMENT DOCUMENT**  
**TERM 1 2021**  
**GRADE 3**

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# Introduction

Welcome to the PSRIP EFAL 2021 programme!

For those of you who are new to the programme, we hope that your learners make good progress and that you enjoy using this structured learning programme. We also hope that the routine and core methodologies soon become familiar to you, thereby making the implementation of this programme easier.

Please remember that classroom culture is a very important aspect of language learning. Learners need to feel safe, secure and comfortable in order to try new language out.

Also remember that you will only be given the programme resources once. Please look after these resources.

One of the main lessons that 2020 taught us all is to be more flexible. As a result, the PSRIP has removed all Formal Assessment Tasks from the lesson plans, and has inserted them into this management document.

This means that any changes to assessment that are required can be made quickly and easily. It also means that all assessment information is now found in one place, the management document.

Please be aware that this management document is now an integral part of the PSRIP programme. It includes:

## 1. Orientation to the use of a SLP

- This gives a brief explanation of the approach.

## 2. Learning Outcomes

- At a glance, teachers, managers and officials can see the learning outcomes that should be achieved each term.

## 3. ATP / PSRIP alignment

- This section presents a table showing a summarised version of the National ATP for the year.
- It also shows how the PSRIP is aligned to the ATP.
- Please note that the official DBE ATP is included at the end of this document.

## 4. Tracker

- Please use the tracker part of this document to keep careful and accurate notes about your curriculum coverage.
- This is particularly important if rotational teaching continues due to the global pandemic.
- It is important to cover all lessons in the foundation phase, in order to build the foundational literacy skills required.

- Please do not feel pressurised to skip lessons – work through the SLP consistently and in the correct sequence.

#### **5. Programme of Assessment**

- This lists the assessment for learning required for the term, together with a checklist that can be used to record learners' progress.
- It also lists the assessment of learning required for the term, together with a scorecard that can be used to record learners' scores.
- This programme is strictly aligned to the DBE assessment requirements.

#### **6. Assessment Tasks and Rubrics**

- This section includes any tasks and rubrics required to implement the Term 1 assessment programme.

We hope you enjoy using the PSRIP programme, and that you soon see the benefits of using a SLP.

Wishing you a healthy, safe and productive year ahead.

**The NECT PSRIP team**

# Orientation to the use of a Structured Learning Programme (SLP)

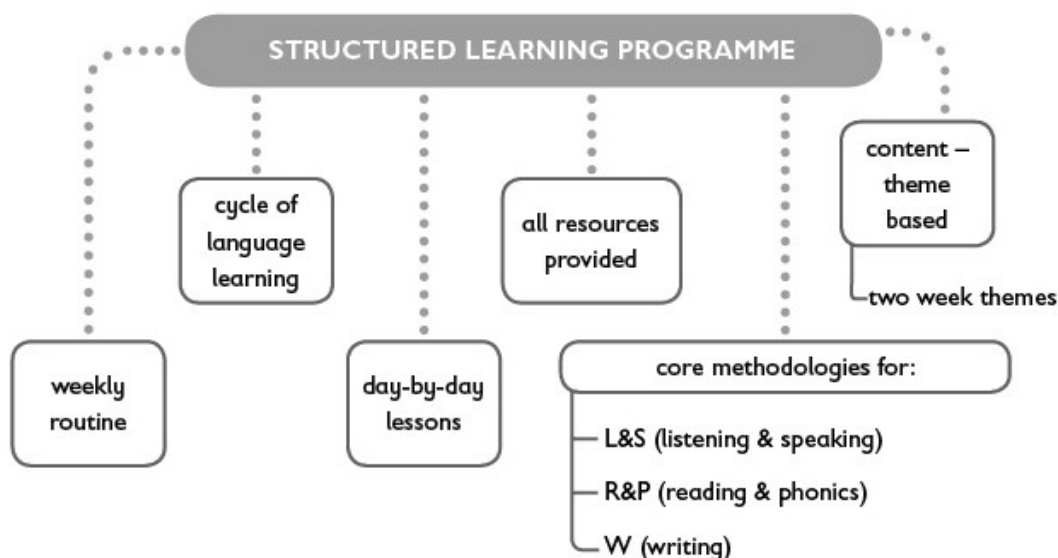
This structured learning programme is designed to teach EFAL at foundation phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

As per policy, the programme is text-based, communicative, integrated and process orientated. In addition, the programme is designed to support the development of technical reading skills and comprehension skills in a structured, explicit manner.

It is important to fully understand the concepts embedded in this approach as follows:

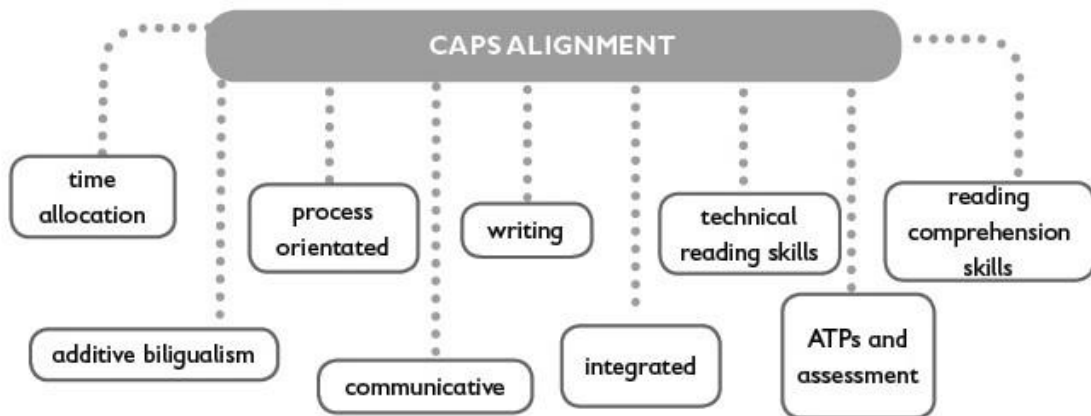
## Structured learning programme

A structured learning programme provides day-by-day lesson plans, together with all the required resources. This is sometimes referred to as a 'structured pedagogical programme' or as 'direct instruction'. For this FP EFAL programme, a routine has been designed to effectively teach each component of language in a 3 or 4 hour weekly cycle. Within this routine, selected pedagogies, or 'core methodologies' have been included to teach different aspects of literacy and language. This allows both the teacher and learners to master the routine and activities, and to ultimately engage with them in a confident, expert manner. Once teachers and learners are familiar with the routine and activities, energy can be focused on the content. Content is developed around a theme, and each theme runs for two weeks.



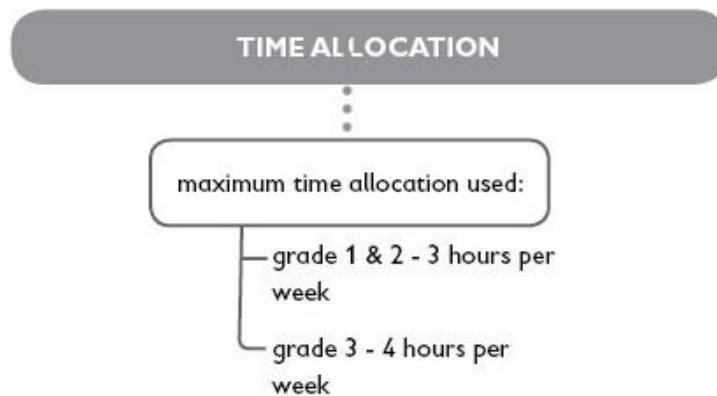
## CAPS (Curriculum Assessment Policy Statement) aligned

The programme complies with policy in terms of time allocations, the approach to teaching, the specific skills and genres to be taught, and the assessment tasks to be implemented.



### Time allocation

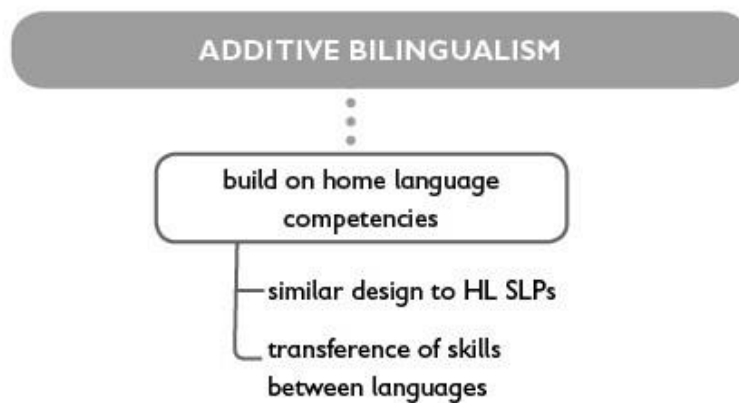
The PSRIP uses the maximum time allocation for FAL. This means that for Grades 1 and 2, the programme is designed for 3 hours per week. For Grade 3, the programme is designed for 4 hours per week.



## Additive bilingualism

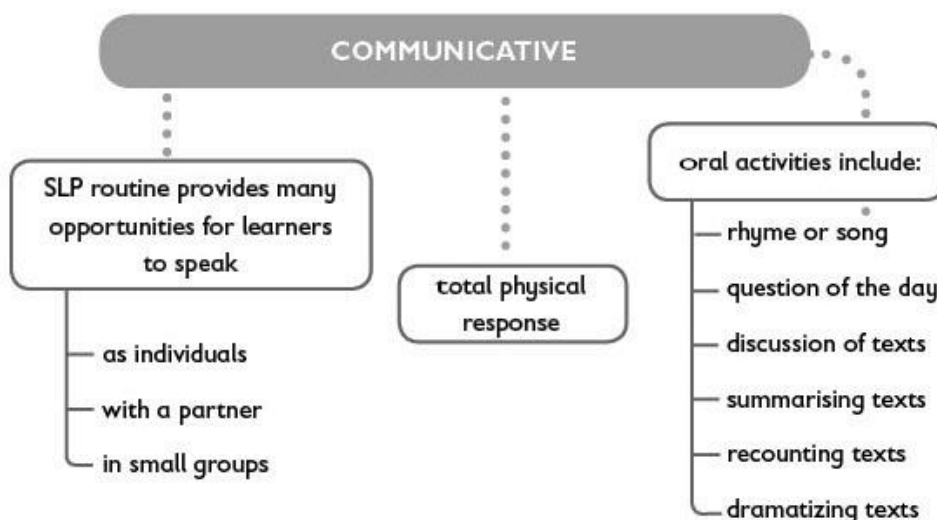
The programme depends on learners developing strong home language literacy competencies. It is designed to build on home language competencies.

*Note: The NECT FP HL SLP of 2021 is designed to cover the same themes, content and concepts, and to use the same 'core methodologies', thereby facilitating the transference of skills between languages.*



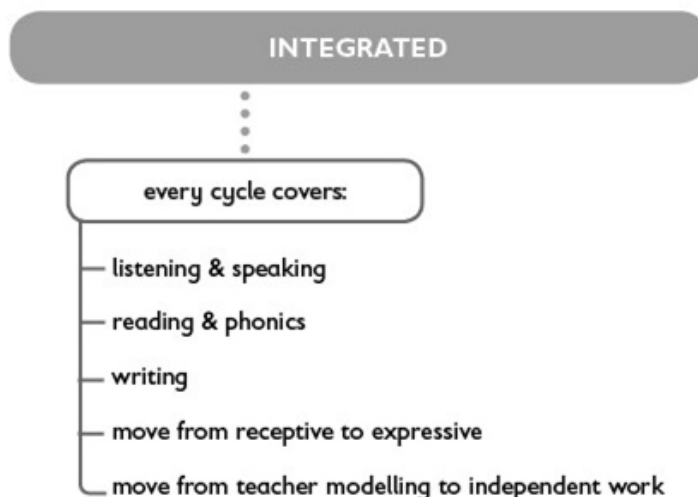
## Communicative

The communicative approach relies on learners having many opportunities to hear, practice and produce the targeted language, for social or practical purposes. The routine of this programme includes many opportunities for learners to use new language and vocabulary as individuals, with partners, and in small groups. Many of the oral activities require the use of total physical response – learners must listen, think, perform a movement or action, and respond orally.



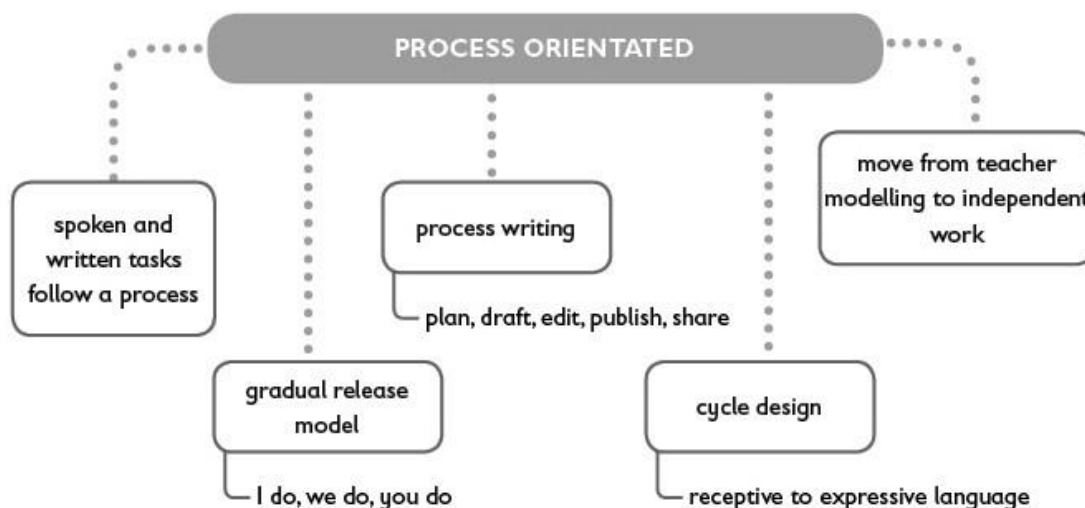
## Integrated

The weekly cycle includes an integrated approach to language development by routinely covering all components of language development, moving from the receptive skills of listening and reading, to the expressive skills of writing and speaking. Another aspect of integrated learning that is accounted for is that all lessons move from the teacher first modelling good practice, to learners practicing the skills with a partner or in a group, to finally working independently.



## Process orientated

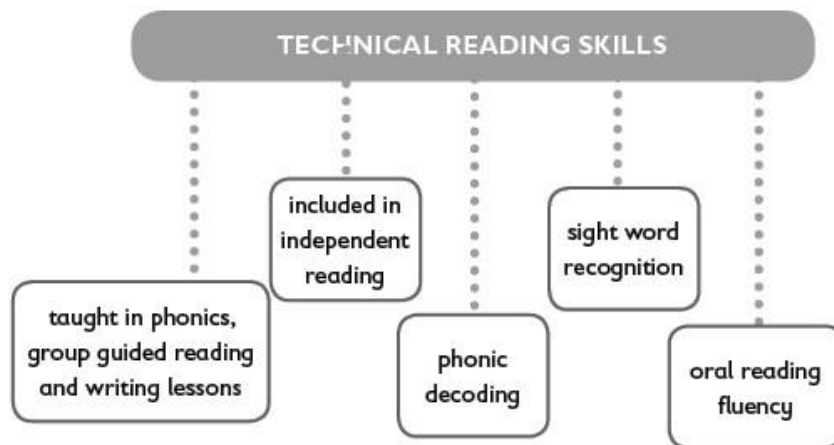
In this programme, the production of spoken and written language is process orientated, and often includes the use of the gradual release method (I do, we do, you do). In terms of writing, process writing is introduced from Grade 1, with learners initially planning and drafting. By Grade 3, learners implement the full process writing cycle. The more significant speaking and writing tasks happen towards the end of the cycle, once learners have had the opportunity to hear, read and learn theme related language.





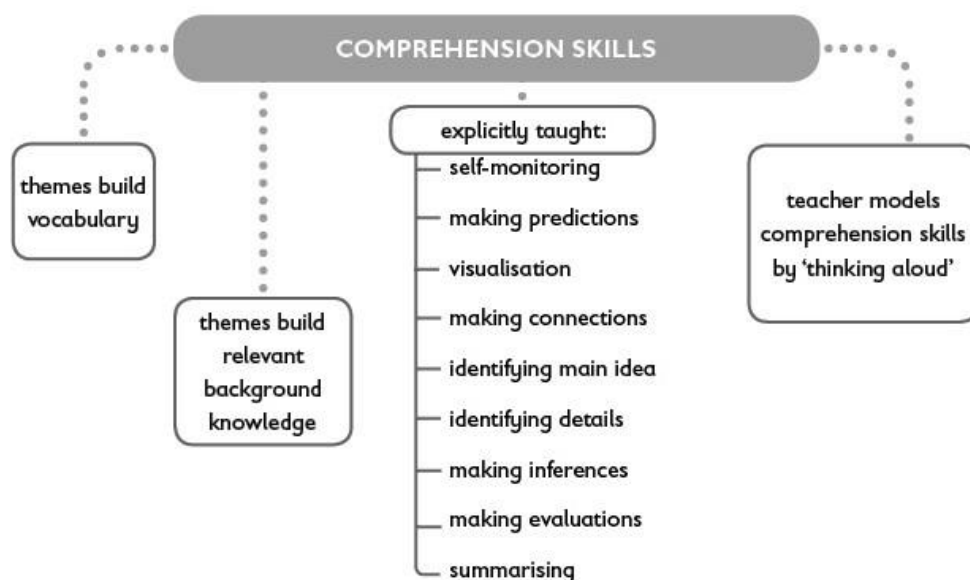
## Technical reading skills

This programme includes a highly structured approach to teaching technical reading skills through phonemic awareness, phonic decoding, word recognition and the development of oral reading fluency. These skills are taught during phonics lessons, group guided reading sessions, and in writing lessons. From Grade 2, decodable and independent reading texts are included as part of the reading worksheets.



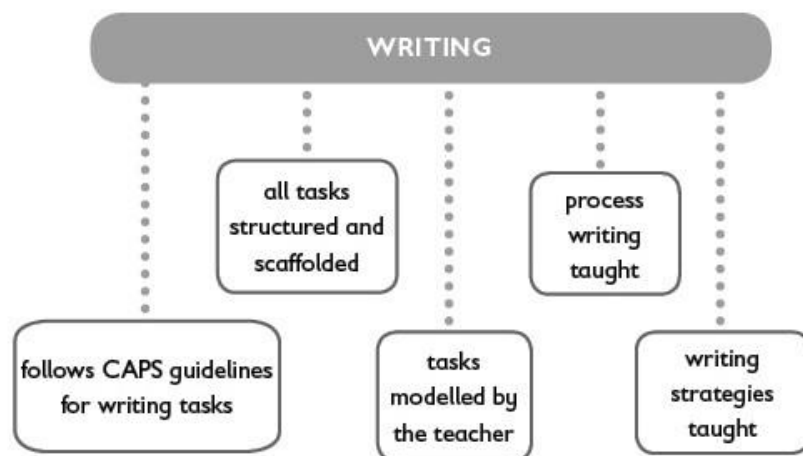
## Reading comprehension skills

Research has shown that vocabulary and background knowledge are key factors in reading comprehension. Because of this, themes include a wide range of content and concepts. Related vocabulary is explicitly taught and then used in context. Vocabulary from previous themes is reused where appropriate, and learners are encouraged to build and use a personal dictionary. Another key factor that is addressed in this programme is that comprehension skills are explicitly taught. This is done in every cycle during shared reading, where the teacher models the use of the comprehension skill by 'thinking aloud'.



## Writing

The programme follows the CAPS guidelines for writing tasks to take learners through the stages of emergent writing. All writing tasks are carefully structured and scaffolded for maximum support. The tasks are also explicitly modelled by the teacher. The same approach is taken to process writing from Grade 1 to Grade 3, so that as learners move through the grades, their understanding of process writing develops. Learners are also taught to use a series of 'writing strategies' to provide them with additional support in any writing task. Teachers are encouraged to extend writing tasks for learners who are capable of moving beyond the SLP tasks.



## Conclusion

At first the implementation of this SLP may feel a little overwhelming. It is important to remember that the same routine is followed every week, and the same activities are done every week. Once this is mastered, it becomes easy to focus on the content of the cycle, and to really engage with learners in a meaningful way.

# Term 1 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
<b>LISTENING &amp; SPEAKING</b>					
Learners should be able to:					
1. Say or sing 8 new rhymes or songs					
2. Answer the question of the day					
3. Discuss the shared reading story					
4. Help to summarise the shared reading story					
5. Recount part of the shared reading story					
6. Dramatise the shared reading story					
7. Talk about their writing					
<b>Vocabulary</b>					
Learners should be able to understand and use some of the following theme vocabulary:					
same	girl	boy	I	me	like
run	play	read	tall	short	funny
clever	different	happy	sad	feel	excited
tell	cry	someone	upset	hug	smile
better	friend	dog	cat	home	farm
chickens	pigs	game-reserve	lion	elephant	more
fewer	home	live	granny	more	fewer
electricity	water	better	kitchen	bathroom	new
most	fewest	friend	kind	nice	draw
run	chat	whisper	shout	together	friendship
trustworthy	honest	kind	best	friend	secret
promise	whisper	tease	defend	unkind	threaten
friendly	shy	outgoing	meet	thoughtful	generous
patient	trait	positive	negative	forgive	adventurous
determination	determined	important	talent	prize	race
ribbon	trophy	barrier	free	owner	bare
ahead	behind	thankful	donate	attitude	decision

decide	goal	ignore	complain	fix	energy
<b>READING &amp; VIEWING</b>					
<b>Phonemic Awareness and Phonics</b>					
Learners should be able to identify and say the following sounds:					
oo	ee	br	dr	fl	sl
cl	pl	gr	tr	bl	y
pr	-tch				
<b>Phonic Decoding</b>					
Learners should be able to decode the following words:					
moon	spoon	pool	tool	wool	wood
need	speed	heed	weed	wheel	peel
bring	bread	brat	brand	brown	bran
drink	drum	dress	drape	dream	drip
flat	flow	fling	flame	fled	flop
slow	slip	sled	slap	sling	slot
clap	click	cling	clip	clang	claw
play	plot	plan	plaster	plum	plonk
grip	green	grit	grow	grape	grant
trip	train	truck	tree	trunk	troll
bloom	blood	bloody	blush	blend	blink
blinked	blank	cry	fry	try	my
dry	guy	buy	pry	pried	proud
prop	prank	proof	prick	prod	thatch
catch	patch	match	sketch	fetch	witch
stitch					
<b>Sight &amp; High Frequency Word Recognition</b>					
Learners should be able to read the following words by sight:					
the	and	a	to	said	in
he	I	of	it	was	you
they	on	she	that	with	all
we	can	are	up	had	my

her	went	be	like	some	so
not	then	go	were	little	me
down	dad	big	when	its	see
look	very	don't	come	will	into
back	from	children	him	Mr	get
just	now	came	oh	about	what
let's	went	whale	what	bully	every
made	from	then	night	happy	will
small	because	going	children	look	who
lots	came				

**Comprehension**  
Learners should be able to:

1. Make predictions about a text after doing a 'picture walk'
2. Monitor their own understanding of a text
3. Recall details from a text
4. Identify the main idea in a text
5. Sequence events from a story
6. Visualise, make connections, make inferences, make evaluations, and wonder about the text
7. Summarise and retell the text

**WRITING**  
Learners should be able to:

1. Use process writing to plan, draft, edit, publish and present own writing
2. Use writing frames to complete 6 sentences of own writing

## Term 1 2021 ATP / PSRIP alignment

The DBE ATP for Grade 3 2021 starts with a baseline evaluation to assess learner competency at the start of the year. The ATP then allows for 6 weeks of consolidation to address time lost to the global pandemic in 2020.

For this reason, please follow the 6 week consolidation programme provided by the DBE in the ATP (at the end of this document). Then, start the PSRIP SLP in week 7. Please note that the consolidation programme follows a similar routine and uses similar methodologies to the PSRIP.

Week	DBE ATP Theme	PSRIP Theme	PSRIP Big Book Story
1	Baseline Assessment	Baseline Assessment	-
2	Consolidation Programme (See ATP)	Follow DBE ATP Programme	-
3	Consolidation Programme (See ATP)	Follow DBE ATP Programme	-
4	Consolidation Programme (See ATP)	Follow DBE ATP Programme	-
5	Consolidation Programme (See ATP)	Follow DBE ATP Programme	-
6	Consolidation Programme (See ATP)	Follow DBE ATP Programme	-
7	What is friendship?	What is friendship?	Wendy Whale to the rescue
8			
9	Determination	Determination	Zodwa's new shoes
10			

# Term 1 Tracker

## Week 2: Consolidation, All about me (See ATP)

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>Names, names are not the same</b></li> <li>Theme Vocabulary – <b>same, girl, boy, I, me</b></li> <li>Question of the Day – <b>Are you a girl or a boy?</b></li> <li>Practise Sight Words – <b>the, and, a, to, said</b></li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li><b>Revise vowel diagraph /oo/ moon, spoon, pool, tool, wool, wood</b></li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Tuesday	Activity 1: Shared Reading: First read <ul style="list-style-type: none"> <li><b>Read or tell a story related to being a Grade 3 learner; identify objects; answer recall questions</b></li> </ul>	
Tuesday	Activity 2: Writing <p><b>Learners draw themselves and label drawings</b></p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>Names, names are not the same</b></li> <li>Theme Vocabulary – <b>same, like, run, play, read</b></li> <li>Question of the Day – <b>Do you like to play or read?</b></li> <li>Practise Sight Words – <b>in, he, I, of, it</b></li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li><b>Revise vowel diagraph /ee/ need, speed, heed, weed, wheel, peel</b></li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Thursday	Activity 1: Shared Reading: Second read <ul style="list-style-type: none"> <li><b>Read or tell a story related to being a Grade 3 learner; recount story; answer questions; dramatise story</b></li> </ul>	
Thursday	Activity 2: Writing <p><b>Learners write three sentences about themselves, My name is... / I like to.... / I am good at...</b></p>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>Names, names are not the same</b></li> <li>Theme Vocabulary – <b>same, tall, short, funny, clever</b></li> <li>Question of the Day – <b>Would you rather be funny or clever?</b></li> <li>Practise Sight Words – <b>was, you, they, on, she</b></li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li><b>/oo/ and /ee/ words: word find (learners build own words)</b></li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	

### Week 3: Consolidation, My feelings (See ATP)

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>Names, names are not the same</b></li> <li>Theme Vocabulary – <b>different; happy; sad; feel; excited</b></li> <li>Question of the Day – <b>Do you feel happy or excited?</b></li> <li>Practise Sight Words – <b>is, for, at, his, but</b></li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li><b>Revise consonant blend /br/ bring, bread, brat, brand, brown, bran</b></li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Tuesday	Activity 1: Shared Reading: First read <ul style="list-style-type: none"> <li><b>Read or tell a story related to learners' feelings; identify objects; answer recall questions</b></li> </ul>	
Tuesday	Activity 2: Writing <p><b>Learners draw their feelings on first day of school</b></p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	



Wednesday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>Names, names are not the same</b></li> <li>Theme Vocabulary – <b>different; tell; cry; someone; upset</b></li> <li>Question of the Day – <b>If you feel sad, do you tell someone or cry?</b></li> <li>Practise Sight Words – <b>that, with, all, we, can</b></li> </ul>	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li><b>Revise consonant blend /dr/ drink, drum, dress, drape, dream, drip</b></li> </ul>	
Wednesday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Thursday	Activity 1:	Shared Reading: Second read <ul style="list-style-type: none"> <li><b>Read or tell a story related to learners' feelings; recount story; answer questions; dramatise story</b></li> </ul>	
Thursday	Activity 2:	Writing <p><b>Learners write three sentences about their feelings on first day of school, On the first day of school I felt... / Then I felt....when.... / I like to feel...</b></p>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>Names, names are all the same</b></li> <li>Theme Vocabulary – <b>different; hug; smile; better; friend</b></li> <li>Question of the Day – <b>Do you feel better if your friend hugs you or smiles at you?</b></li> <li>Practise Sight Words – <b>are, up, had, my, her</b></li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li><b>/br/ and /dr/ words: word find (learners build own words)</b></li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	

### Week 4: Consolidation, Animals (See ATP)

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>1 2 3 eyes on me</b></li> <li>• Theme Vocabulary – <b>same; different; dog; cat; home</b></li> <li>• Question of the Day – <b>Do you have a dog or cat at home?</b></li> <li>• Practise Sight Words – <b>what, there, out, this, have</b></li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>Revise consonant blend /fl/ flat, flow, fling, flame, fled, flop</b></li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Tuesday	Activity 1: Shared Reading: First read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to animals; identify objects; answer recall questions</b></li> </ul>	
Tuesday	Activity 2: Writing <p><b>Learners make a list of animals and draw a picture of their favourite animals</b></p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>1 2 3 eyes on me</b></li> <li>• Theme Vocabulary – <b>same; different; farm; chickens; pigs</b></li> <li>• Question of the Day – <b>Would you like to see chickens or pigs on a farm?</b></li> <li>• Practise Sight Words – <b>went, be, like, some, so</b></li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>Revise consonant blend /sl/ slow, slip, sled, slap, sling, slot</b></li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	
Thursday	Activity 1: Shared Reading: Second read <ul style="list-style-type: none"> <li>• <b>Read story related to animals; recount story; answer questions; dramatise story</b></li> </ul>	
Thursday	Activity 2: Writing <p><b>Learners write three sentences about their favourite animals: My favourite animals is... / I like this animal because.... / This animal is special because it...</b></p>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>1 2 3 eyes on me</b></li> <li>Theme Vocabulary – <b>same; different; game reserve; lion; elephant</b></li> <li>Question of the Day – <b>Would you rather see a lion or elephant at a game reserve?</b></li> <li>Practise Sight Words – <b>not, then, go, were, little</b></li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li><b>/fl/ and /sl/ words: word find (learners build own words)</b></li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Listen to individual learners read to place them in same ability groups</b></li> </ul>	

<b>Week 5: Consolidation, My home (See ATP)</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>If you can hear me, clap once</b></li> <li>Theme Vocabulary – <b>more, fewer, home, live, granny</b></li> <li>Question of the Day – <b>Does your granny live at your home?</b></li> <li>Practise Sight Words – <b>as, mum, one, them, do</b></li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li><b>Revise consonant blend /cl/ clap, click, cling, clip, clang, claw</b></li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Teach learners the routine for group guided reading</b></li> </ul>	
Tuesday	Activity 1: Shared Reading: First read <ul style="list-style-type: none"> <li><b>Read or tell a story related to the home; identify objects; answer recall questions</b></li> </ul>	
Tuesday	Activity 2: Writing <p><b>Learners make a list of rooms in the home and draw a picture of their home</b></p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Teach learners the routine for group guided reading</b></li> </ul>	

Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>If you can hear me, clap once</b></li> <li>Theme Vocabulary – <b>more, fewer, electricity, water, better</b></li> <li>Question of the Day – <b>Is it better to have water or electricity at your home?</b></li> <li>Practise Sight Words – <b>me, down, dad, big, when</b></li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li><b>Revise consonant blend /pl/ play, plot, plan, plaster, plum, plonk</b></li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Teach learners the routine for group guided reading</b></li> </ul>	
Thursday	Activity 1: Shared Reading: Second read <ul style="list-style-type: none"> <li><b>Read or tell a story related to the home; recount story; answer questions; dramatise story</b></li> </ul>	
Thursday	Activity 2: Writing <p><b>Learners write three sentences about their home: My home has.... / The thing I like most about my home is.... / My best room is....because....</b></p>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Teach learners the routine for group guided reading</b></li> </ul>	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>If you can hear me, clap once</b></li> <li>Theme Vocabulary – <b>more, fewer, kitchen, bathroom, new</b></li> <li>Question of the Day – <b>Do you want a new kitchen or bathroom?</b></li> <li>Practise Sight Words – <b>its, see, look, very, don't</b></li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li><b>/cl/ and /pl/ words: word find (learners build own words)</b></li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Teach learners the routine for group guided reading</b></li> </ul>	

## Week 6: Consolidation, My friends (See ATP)

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>Bread and cheese, everyone freeze!</b></li> <li>• Theme Vocabulary – <b>most, fewest, friend, kind, nice</b></li> <li>• Question of the Day – <b>Is your friend kind or nice?</b></li> <li>• Practise Sight Words – <b>come, will, into, back, from</b></li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>Revise consonant blend /gr/ grip, green, grit, grow, grape, grant</b></li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Teach learners routines for handing out books, for going to the toilet, etc.</b></li> </ul>	
Tuesday	Activity 1: Shared Reading: First read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to friends; identify objects; answer recall questions</b></li> </ul>	
Tuesday	Activity 2: Writing <p><b>Learners make a list of things a friend should be, and draw a picture of their best friend</b></p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Teach learners routines for handing out books, for going to the toilet, etc.</b></li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song – <b>Bread and cheese, everyone freeze!</b></li> <li>• Theme Vocabulary – <b>most, fewest, draw, run, chat</b></li> <li>• Question of the Day – <b>Do you like to draw, run or chat with your friend?</b></li> <li>• Practise Sight Words – <b>children, him, Mr, get, just</b></li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• <b>Revise consonant blend /tr/ trip, train, truck, tree, trunk, troll</b></li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Teach learners routines for handing out books, for going to the toilet, etc.</b></li> </ul>	
Thursday	Activity 1: Shared Reading: Second read <ul style="list-style-type: none"> <li>• <b>Read or tell a story related to friends; recount story; answer questions; dramatise story</b></li> </ul>	
Thursday	Activity 2: Writing <p><b>Learners write three sentences about their best friend: My best friend is.... / Things I like to do with my best friend are...and.... / My best friend is good at....</b></p>	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• <b>Teach learners routines for handing out books, for going to the toilet, etc.</b></li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song – <b>Bread and cheese, everyone freeze!</b></li> <li>Theme Vocabulary – <b>most, fewest, whisper, shout, together</b></li> <li>Question of the Day – <b>Do you whisper or shout together with your friend?</b></li> <li>Practise Sight Words – <b>now, came, oh, about, what</b></li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li><b>/gr/ and /tr/ words: word find (learners build own words)</b></li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li><b>Teach learners routines for handing out books, for going to the toilet, etc.</b></li> </ul>	

<b>Week 7: What is friendship?</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song</li> <li>Theme Vocabulary</li> <li>Question of the Day</li> <li>Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>Introduce sound and words /bl/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>Class: Term 1 Worksheet 3</li> <li>Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>Big Book: Wendy Whale to the rescue</li> </ul>	
Tuesday	Activity 2: Writing <p>Being a good friend means...</p> <p>I am a good friend because...</p> <p>I am also a good friend because...</p>	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>Class: Term 1 Worksheet 3</li> <li>Group 2</li> </ul>	

Wednesday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /bl/</li> </ul>	
Wednesday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 3</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1:	Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Wendy Whale to the rescue</li> </ul>	
Thursday	Activity 2:	Writing I like when my friends... I also like when my friends.... Being a good friend is important because...	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 3</li> <li>• Group 4</li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Word Find /bl/</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 3</li> <li>• Group 5</li> </ul>	

### Week 8: What is friendship?

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /y/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 4</li> <li>• Group 1</li> </ul>	

Tuesday	Activity 1:	Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Wendy Whale to the rescue</li> </ul>	
Tuesday	Activity 2:	Writing Editing	
Tuesday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 4</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /y/</li> </ul>	
Wednesday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 4</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1:	Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> <li>• Big Book: Wendy Whale to the rescue</li> </ul>	
Thursday	Activity 2:	Writing <ul style="list-style-type: none"> <li>• Publishing &amp; Presenting</li> </ul>	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 4</li> <li>• Group 4</li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Word Find /tr/</li> <li>• Word Wall</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 4</li> <li>• Group 5</li> </ul>	



### Theme Reflection: What is friendship?

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Week 9: Determination

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce sound and words /pr/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 5</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Zodwa's new shoes</li> </ul>	
Tuesday	Activity 2: Writing Things I am determined to do	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 5</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /pr/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 5</li> <li>• Group 3</li> </ul>	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Zodwa's new shoes</li> </ul>	
Thursday	Activity 2: Writing I am determined to... I will because... I will...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 5</li> <li>• Group 4</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Word Find /-pr/</li> <li>• Word Wall</li> </ul>	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 5</li> <li>• Group 5</li> </ul>	

### Week 10: Determination

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound and words /tch/</li> </ul>	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 6</li> <li>• Group 1</li> </ul>	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Zodwa's new shoes</li> </ul>	
Tuesday	Activity 2: Writing Editing	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 6</li> <li>• Group 2</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /tch/</li> </ul>	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 6</li> <li>• Group 3</li> </ul>	

Thursday	Activity 1:	Shared Reading: Post-Read (written competition) <ul style="list-style-type: none"> <li>• Big Book: Zodwa's new shoes</li> </ul>	
Thursday	Activity 2:	Writing Publishing & Presenting	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 6</li> <li>• Group 4</li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> <li>• Word fine /tch/</li> <li>• Word wall</li> </ul>	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> <li>• Class: Term 1 Worksheet 6</li> <li>• Group 5</li> </ul>	

### Theme Reflection: Detemination

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

# Term 1 Programme of Assessment

As per the 2021 ATP, please complete the following assessments to **establish a baseline**, and then assessments of **learning**.

BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM																																								
	Listening & Speaking			Phonics			Reading				Writing																													
Implement in weeks:	1-3	1-3	1-3	1-3	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6																								
Key (from observations)	Continues to develop an oral (listening and speaking) vocabulary, using themes selected.			Listens to and gives a simple recount.			Identifies and names object from a simple oral description. Learners must match the description with the correct picture.			Recognises vowel diagraphs			Builds up and breaks down words beginning with common consonant blends			Distinguishes between long and short vowel sounds			Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.				Reads with increasing fluency and expression.		Shows understanding of punctuation when reading aloud.		Answers questions about the story.		Puts jumbled sentence in the correct order and copies it.		Writes a paragraph of at least 3 sentences and copies it.		Organises information in a simple graphic form.		Uses punctuation already taught in Home Language.		Uses some nouns and pronouns when writing.		Uses simple present, present progressive and past tenses when writing.	
<u>Learner observations</u>	<ul style="list-style-type: none"> <li>✓ exceed</li> <li>▲ satisfied</li> <li>● partially satisfied</li> <li>✘ not yet satisfied</li> </ul>																																							
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**BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM**

		Listening & Speaking			Phonics			Reading				Writing					
Implement in weeks:		1-3	1-3	1-3	1-3	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6
Key (from observations)		<p><b>Learner observations</b></p> <ul style="list-style-type: none"> <li>✓ exceed</li> <li>▲ satisfied</li> <li>● partially satisfied</li> <li>✘ not yet satisfied</li> </ul>															
		Continues to develop an oral (listening and speaking) vocabulary, using themes selected.	Listens to and gives a simple recount.	Identifies and names object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel diagraphs	Builds up and breaks down words beginning with common consonant blends	Distinguishes between long and short vowel sounds	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story.	Puts jumbled sentence in the correct order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.
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**BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM**

		Listening & Speaking			Phonics			Reading				Writing					
Implement in weeks:		1-3	1-3	1-3	1-3	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations) <u>Learner observations</u> ✓ exceed ▲ satisfied ● partially satisfied ✘ not yet satisfied		Continues to develop an oral (listening and speaking) vocabulary, using themes selected.	Listens to and gives a simple recount.	Identifies and names object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel diagraphs	Builds up and breaks down words beginning with common consonant blends	Distinguishes between long and short vowel sounds	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story.	Puts jumbled sentence in the correct order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.
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**BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM**

		Listening & Speaking			Phonics			Reading				Writing					
Implement in weeks:		1-3	1-3	1-3	1-3	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	
Key (from observations) <u>Learner observations</u> ✓ exceed ▲ satisfied ● partially satisfied ✘ not yet satisfied		Continues to develop an oral (listening and speaking) vocabulary, using themes selected.	Listens to and gives a simple recount.	Identifies and names object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel diagraphs	Builds up and breaks down words beginning with common consonant blends	Distinguishes between long and short vowel sounds	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story.	Puts jumbled sentence in the correct order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.
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**BASELINE ASSESSMENT: TO SEE WHERE YOUR LEARNERS ARE AND WHAT TO CONCENTRATE ON IN THE REST OF THE TERM**

		Listening & Speaking			Phonics			Reading				Writing					
Implement in weeks:		1-3	1-3	1-3	1-3	1-4	1-4	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	1-6	
<b>Key (from observations)</b> <b>Learner observations</b> ✓ exceed ▲ satisfied ● partially satisfied ✖ not yet satisfied		Continues to develop an oral (listening and speaking) vocabulary, using themes selected.	Listens to and gives a simple recount.	Identifies and names object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel diagraphs	Builds up and breaks down words beginning with common consonant blends	Distinguishes between long and short vowel sounds	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story.	Puts jumbled sentence in the correct order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics	Reading	Writing	Comments
		Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher.	Responds to simple questions after listening to a nonfiction text.	<b>Total</b>	Consonant diagraphs.	Answers simple oral questions about a story.	Writes a paragraph of 4-6 sentences.	
<b>Date</b>								
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>8</b>	<b>5</b>	<b>12</b>	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics	Reading	Writing	Comments
		Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher.	Responds to simple questions after listening to a nonfiction text.	<b>Total</b>	Consonant diagraphs.	Answers simple oral questions about a story.	Writes a paragraph of 4-6 sentences.	
<b>Date</b>								
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>8</b>	<b>5</b>	<b>12</b>	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics	Reading	Writing	Comments
		Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher.	Responds to simple questions after listening to a nonfiction text.	<b>Total</b>	Consonant diagraphs.	Answers simple oral questions about a story.	Writes a paragraph of 4-6 sentences.	
<b>Date</b>								
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>8</b>	<b>5</b>	<b>12</b>	
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# Term 1 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
<b>OBJECTIVE</b>	<ol style="list-style-type: none"> <li>Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to instructions from the teacher.</li> <li>Learners respond to a simple question after listening to a non-fiction text .</li> </ol>			
<b>IMPLEMENTATION</b>	<ol style="list-style-type: none"> <li>Week 7 or 8 when the learners are settled and writing.</li> <li>Week 7 or 8 Oral: Daily question.</li> </ol>			
<b>ACTIVITY 1</b>	<ol style="list-style-type: none"> <li>Settle the class to complete a written activity.</li> <li>Then, call individual learners to your desk.</li> <li>Use a picture from the big book story for the week.</li> <li>First, ask the learner to point to 2 items that you name.</li> <li>Next, ask the learner to name 2 items that you point to.</li> </ol>			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
<b>ACTIVITY 2</b>	<ol style="list-style-type: none"> <li>Complete this during the oral daily question activity.</li> <li>Follow the routine of calling one group per day to answer a theme-related question.</li> <li>Ask learners a question about a non-fiction text – life skills topics will help.</li> <li>Listen carefully as each learner answers the question.</li> </ol>			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.

PHONICS RUBRIC				
<b>OBJECTIVE</b>	Recognises and makes words with consonant diagraphs.			
<b>IMPLEMENTATION</b>	Week 8 or 9 phonics			
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>• Tell learners to do this in their exercise books.</li> <li>• Tell learners to number from 1-10.</li> <li>• They must listen carefully and write the answer next to the correct number.</li> </ul> <ol style="list-style-type: none"> <li>1. Write the first sound in shirt</li> <li>2. Write the first sound in chip</li> <li>3. Write the first sound in when</li> <li>4. Write the last sound in with</li> <li>5. Write the last sound in rich</li> <li>6. Putt the sounds together and write the word sh-o-p</li> <li>7. Put the sounds together and write the word th-i-n</li> <li>8. Put the sounds together and write the word w-a-sh</li> <li>9. Put the sounds together and write the work ch-o-p</li> <li>10. Put the sounds together and write the word f-i-sh.</li> </ol>			
	<b>Level 1</b> 1-2	<b>Level 2</b> 3-4	<b>Level 3</b> 5-6	<b>Level 4</b> 7
	The learner shows limited understanding of beginning and ending sounds.	The learner shows an understanding of the beginning sounds but struggles with the ending sounds.	The learner shows some understanding of beginning and ending sounds.	The learner shows good understanding of beginning and ending sounds.
The learner shows limited understanding of blending consonant diagraphs.	The learner attempts to blend sounds to form words. Makes some guesses using one or two of the consonant diagraphs.	The learner shows some understanding of blending sounds including consonant diagraphs to make words.	The learner is able to blend sounds, including consonant diagraphs together to make words.	

READING RUBRIC				
<b>OBJECTIVE</b>	Reads text with teacher and engages in discussion.			
<b>IMPLEMENTATION</b>	During group guided reading from Week 7 onwards.			
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>• Call a group to the carpet and tell them they are going to talk about a big book story from a previous week.</li> <li>• Remind them of the story and show them the pictures once again.</li> <li>• Ask questions like:               <ol style="list-style-type: none"> <li>1. What is the title of the story?</li> <li>2. Why do you think it has this title? What is it about?</li> <li>3. Who are the characters in the story?</li> <li>4. Which character do you like? Why?</li> <li>5. Which character don't you like? Why?</li> <li>6. What is the problem in the story?</li> <li>7. What did you learn from this story?</li> </ol> </li> </ul> <p>As learners answer, listen carefully to them and ensure they all have a chance to answer.</p>			
1	2	3	4	5
The learner does not show understanding of the story. The learner needs support from the teacher to say anything about the story.	The learner attempts to talk about the story. The learner struggles to use relevant vocabulary and sentence structures.	The learner can engage with some of the questions about the story. The learner uses some of the relevant vocabulary and sentence structures.	The learner can engage with most of the questions about the story. The learner uses relevant vocabulary and sentence structures.	The learner can engage with all of the questions about the story. The learner uses relevant vocabulary and sentence structures fluently and confidently.



<b>WRITING RUBRIC</b>				
<b>OBJECTIVE</b>	The learner uses a story frame to complete a paragraph of 4-6 related sentences			
<b>IMPLEMENTATION</b>	This can be done from Weeks 7 - 9			
<b>ACTIVITY 1</b>	1. Conduct the writing lessons as usual. 2. Collect the learner books at the end of the week for assessment.			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Content</b>	The learner's response is totally not relevant to the topic. The learner repeats the same sentence structures over and over.	The learner's response is relevant to the topic. The learner includes a few details. The learner mostly uses the same sentence structures.	The learner's response is interesting and relevant to the topic. The learner includes some details. The learner uses mostly correct sentence structures.	The learner's response is interesting and exceeds expectations. The learner includes some details. The learners uses correct sentence structures.
<b>Organisation</b>	The paragraph includes some parts of a beginning, middle and end. Many ideas seem to be missing. The ideas are not connected.	The paragraph includes a beginning, middle and end but the ideas are not totally connected.	The paragraph is organised, including a beginning, middle and end. The ideas are connected.	The paragraph is well organised, including a beginning, middle and end. The ideas are well connected. The paragraph flows well.
<b>Editing and Language</b>	The learner has a basic and limited vocabulary. The learner does not use the new grammar taught. The learner attempts to edit their own work and to correct grammar, spelling and punctuation but there are many errors remaining.	The learner uses a few new vocabulary words and attempts to use the new grammar taught. The learner edits their own work to corrects their grammar, spelling and punctuation but there are still some errors.	The learner uses some new vocabulary words and uses the new grammar taught. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses a lot of new vocabulary words and correctly uses the new grammar taught. The learner successfully edits their own work to correct grammar, spelling and punctuation.

**DBE EFAL ATP 2021 Grade 3 Term 1**

**FIRST ADDITIONAL 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 CAPS document for terms 1-4 (2020) has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. The first few weeks must be used to teach sounds / concepts that were not addressed in the previous year. This may be applicable for term 4 sounds that were not taught like fl-, sl-; cl-; pl- ;br-; dr-; gr-; tr; oo; ee
6. Learners will be at different levels. All schools will not be the same. If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. The topics/themes and vocabulary for FAL are only suggestions and not compulsory. Teachers should use themes, applicable to the school context. Choose your vocabulary according to your theme.
9. Whenever group work is done, social distancing is to be adhered to.

**Guidelines for assessment: Baseline assessment:**

- Should be done during the first 10 days of returning to school.
- Baseline activities should not be a stand-alone but be integrating with the teaching and learning process.
- Should be done informally and mostly through observation.
- The assessment activities will focus on previous grade content.
- The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.

**School Based Assessment:**

- Assessment takes place on a continuous basis in the Foundation Phase.
- A bigger focus should be on formative assessment.
- Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)  
Rubrics are only suggestions.
- Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

## 2021 Annual Teaching Plan – Term 1: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 3

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Theme	Consolidation programme and baseline assessment						What is friendship DBE workbook page 38 ( Suggested)		Determination ( Suggested)	Determination ( Suggested)
CAPS Topic	<b>LISTENING AND SPEAKING</b> Done on Mondays Wednesdays and Fridays									
Core Concepts, Skills and Values:	<ul style="list-style-type: none"> <li>• Start with a greeting</li> <li>• Song</li> <li>• Open-ended question (Question with no wrong answer)</li> <li>• Vocabulary for the day, and the sight words</li> </ul>									
	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Good Morning! How are you? b. Learner: I am fine thanks, how are you?	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Good morning, how do you feel today? b. Learner: Good morning, I feel happy / I feel sad.	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Hi, where do you live? b. Learner: Hi, I live in ___.	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Hello, what is your name? b. Learner: Hello, my name is ___. c. Teacher: Nice to meet you! d. Learner: Nice to meet you, too!	Greeting Let two children greet one another.	Greeting 1. Ask 3 – 4 learners individually. a. Teacher: Good day, what is the weather like today? b. Learner: Good day, the weather today is___. 2. Instruct learners to TURN AND TALK and practise their Greetings.	Greeting	Greeting	Greeting  Ask different learners: “How old are you?” Let the learner respond: “I am .... years old.”.	Greeting

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																		
Song/ Rhyme	Names, names are not the same Clap your hands and say your name! (learners clap the SYLLABLES in their names, like: Si-phi-we)		Teach an ATTENTION GETTER, e.g.: 1-2-3 EYES ON ME. 1-2 EYES ON YOU! 2. Instruct learners to talk to their neighbours. 3. When they hear “1-2-3 EYES ON ME” they must STOP TALKING. 4. They must say “1-2 EYES ON YOU.” 5. They must sit quietly in their seat with their eyes on the teacher.		Teach a NEW ATTENTION GETTER, e.g.: If you can hear me clap once. (clap) 2. Instruct learners to talk to their neighbours. 3. When they hear “IF YOU CAN HEAR ME CLAP ONCE” they must stop talking. 4. They must clap once. 5. Do this with different numbers until you have the attention of all the learners. 6. They must sit quietly in their seat with their eyes on the teacher.		<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Five good friends went out to play,</td> <td>Hold up <b>five</b> fingers</td> </tr> <tr> <td>On a bright and sunny day,</td> <td>Hold your hands up like a sunshine</td> </tr> <tr> <td>One good friend said, 'I can't stay!'</td> <td>Wave goodbye</td> </tr> <tr> <td>So there were four friends left to play.</td> <td>Put one finger down, wiggle the four remaining fingers</td> </tr> </tbody> </table> <p><b>Repeat with four, three, two</b></p> <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>One lonely friend went out to play,</td> <td>Hold up <b>one</b> finger</td> </tr> <tr> <td>On a bright and sunny day,</td> <td>Hold your hands up like a sunshine</td> </tr> <tr> <td>One lonely friend said, 'I can't stay!'</td> <td>Wave good-bye</td> </tr> <tr> <td>Then there were no friends left to play.</td> <td>Put one finger down</td> </tr> </tbody> </table>	Lyrics	Actions	Five good friends went out to play,	Hold up <b>five</b> fingers	On a bright and sunny day,	Hold your hands up like a sunshine	One good friend said, 'I can't stay!'	Wave goodbye	So there were four friends left to play.	Put one finger down, wiggle the four remaining fingers	Lyrics	Actions	One lonely friend went out to play,	Hold up <b>one</b> finger	On a bright and sunny day,	Hold your hands up like a sunshine	One lonely friend said, 'I can't stay!'	Wave good-bye	Then there were no friends left to play.	Put one finger down	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>If you're <b>friendly</b> and you know it clap your hands, (clap twice)</td> <td>Clap your hands twice</td> </tr> <tr> <td>If you're <b>friendly</b> and you know it clap your hands, (clap twice)</td> <td>Clap your hands twice</td> </tr> <tr> <td>If you're <b>friendly</b> and you know it and you really want to show it,</td> <td>Shake hands with a friend</td> </tr> <tr> <td>If you're <b>friendly</b> and you know it clap your hands! (clap twice)</td> <td>Clap your hands twice</td> </tr> </tbody> </table> <p><b>Repeat with outgoing, shy</b></p>	Lyrics	Actions	If you're <b>friendly</b> and you know it clap your hands, (clap twice)	Clap your hands twice	If you're <b>friendly</b> and you know it clap your hands, (clap twice)	Clap your hands twice	If you're <b>friendly</b> and you know it and you really want to show it,	Shake hands with a friend	If you're <b>friendly</b> and you know it clap your hands! (clap twice)	Clap your hands twice	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Zodwa ran, she didn't play</td> <td>Pretend to run in place</td> </tr> <tr> <td>She practised both night and day</td> <td>Pretend to sleep and then make your arms into a sunshine</td> </tr> <tr> <td>She ran at a lighting pace</td> <td>Run your fingers as fast as you can</td> </tr> <tr> <td>She was determined to win her race!</td> <td>Cheer like you have just won</td> </tr> </tbody> </table>	Lyrics	Actions	Zodwa ran, she didn't play	Pretend to run in place	She practised both night and day	Pretend to sleep and then make your arms into a sunshine	She ran at a lighting pace	Run your fingers as fast as you can	She was determined to win her race!	Cheer like you have just won	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Determination wins the race,</td> <td>Hold your arms up in victory</td> </tr> <tr> <td>But if I'm last there's no disgrace!</td> <td>shake your hands to indicate 'no'</td> </tr> <tr> <td>'Cause if I'm last then I can say,</td> <td>Hold your hand to your mouth</td> </tr> <tr> <td>'At least I've tried my best today!'</td> <td>Jump up into the air</td> </tr> </tbody> </table>	Lyrics	Actions	Determination wins the race,	Hold your arms up in victory	But if I'm last there's no disgrace!	shake your hands to indicate 'no'	'Cause if I'm last then I can say,	Hold your hand to your mouth	'At least I've tried my best today!'	Jump up into the air
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<p style="text-align: center;"><b>Question of the day</b></p>	<p>Divide your class into 6 groups (mixed ability). They must know in which group they are (e.g. colours, animals, flowers etc.) for the QUESTION OF THE DAY. On Mondays, Wednesdays and Fridays you will write a question (related to your theme) and with no wrong answers on the board. The learners must know in which group they are. Call a group to stand, sit, etc.</p>	<p>Remind learners of their QUESTION of the DAY groups. a. Play a game with the learners by calling different groups to do different tasks, e.g.: • Red group: stand up • Orange group: clap three times. • Green group: spin around.</p>	<p>1. Have the following question and graph drawn on the chalkboard: What is your favourite colour?</p> <table border="1" data-bbox="795 457 1035 516"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>orange</td> <td>red</td> <td>purple</td> </tr> </table> <p>2. Use MODELLING to show learners how to answer the question. Adhere to social distancing, if necessary, and ask a group to stand and learners answer from their desk. Should social distancing no longer be required, the learners can be called to the board. The aim is for learners to talk. After a learner answered for example “My favourite colour is green” ask the class: “What is her/his favourite colour?”</p>				orange	red	purple	<p>1. Have the following question and graph drawn on the chalkboard: What is your favourite fruit?</p> <table border="1" data-bbox="1053 457 1294 516"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>apple</td> <td>orange</td> <td>peach</td> </tr> </table> <p>2. Use MODELLING to show learners how to answer the question. Adhere to social distancing, if necessary, and ask a group to stand and learners answer from their desk. Should social distancing no longer be required, the learners can be called to the board. The aim is for learners to talk. After a learner answered for example “My favourite fruit is apples” ask the class: “What is her/his favourite fruit?”</p>				apple	orange	peach	<p>1. Have the following question and graph drawn on the chalkboard: What is your favourite animal?</p> <table border="1" data-bbox="1311 491 1537 558"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>cat</td> <td>dog</td> <td>bird</td> </tr> </table> <p>1. Use MODELLING to show learners how to answer the question. Adhere to social distancing, if necessary, and ask a group to stand and learners answer from their desk. Should social distancing no longer be required, the learners can be called to the board. The aim is for learners to talk. After a learner answered for example “My favourite animal is a dog” ask the class: “What is her/his favourite animal?”</p>				cat	dog	bird	<p>Practice the question of the day by having a question like “What do you like most, Meat, vegetables or fruit?”</p>	<p>Put a question on the board related to your theme with no wrong answer. The aim is for learners to speak the language. Ask them the question, they respond and thereafter you ask the class to repeat</p>	<p>Put a question on the board related to your theme with no wrong answer. The aim is for learners to speak the language.</p>	<p>Put a question on the board related to the theme and let a group answer. There are no wrong or right answers. For example, what do you like most to eat on your birthday; cake or ice-cream.</p>	<p>Put a question on the board related to the theme and let a group answer. There are no wrong or right answers.</p>
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<p><b>Suggested Vocabulary</b> The vocabulary will depend on the chosen theme. (Teach 4 words a day from week 3 onwards)</p>		<p>Teach learners the word: <b>same</b>. a. Hand out learner books. b. Draw a SIMPLE shape on the board. c. Explain that learners must draw the SAME thing in their own book. d. Repeat 4-5 times</p>	<p>Teach learners the word: <b>different</b>. a. Hold up 1-5 fingers. b. Explain that learners must hold up a DIFFERENT number of fingers. c. Repeat 4-5 times</p>	<p><b>Same or different.</b> a. Collect some objects, like: 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser. b. Show learners any two of the objects. c. Explain that if the objects are the SAME, learners should give THUMBS UP. d. If the objects are not the same, they should give THUMBS DOWN</p>	<p>Teach learners the word: <b>more</b>. a. Draw a line down the middle of the chalkboard. b. Draw FOUR CIRCLES on one side. c. Draw TWO CIRCLE on the other side. d. Ask learners which side has MORE. e. REPEAT with different numbers of circles.</p>	<p>Teach learners the word: <b>fewer</b>. a. Instruct THREE learners to come stand on one side of you. b. Instruct ONE learner to come stand on the other side of you. c. Ask learners: Which group of learners has FEWER learners in it? d. REPEAT with different numbers of learners.</p>	<p>friendship, trustworthy, honest, kind, best friend, secret, promise, whisper, tease, defend, unkind, threaten</p>	<p>friendly, shy, outgoing, meet, thoughtful, generous, patient, trait, positive, negative, forgive, adventurous</p>	<p>determination, determined, important, talent, prize, race, ribbon, trophy, barrier, free, owner, bare</p>	<p>ahead, behind, thankful, donate, attitude, decision, decide, goal, ignore, complain, fix, energy</p>
<p><b>Sight words</b></p>							<p>let's, went, whale, what, bully</p>	<p>every, made, from, then, night</p>	<p>happy, will, small, because, going</p>	<p>children, look, who, lots, came</p>
<p><b>Curriculum Coverage Tracking</b></p>	<ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows and gives instructions.</li> <li>Understands and responds to simple questions.</li> <li>Participates in a short conversation on a familiar topic.</li> <li>Memorises and performs simple poems, action rhymes and songs.</li> <li>Plays language games.</li> </ul>									
<p><b>Date completed</b></p>										

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – GROUP GUIDED READING</b> <b>Mondays, Tuesdays, Wednesdays, Thursdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Baseline assessment:</b></p> <ul style="list-style-type: none"> <li>• Oral reading fluency to determine reading groups.</li> <li>• Read the story in the baseline assessment and answer the questions.</li> </ul>	<p>Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready (One average, one easier, one more difficult. – DBE workbooks can be used or the EGRA tool).</p> <p><b>Group 1:</b> This learner knows no or very few words. The learner does not seem to recognise letter-sound relationships</p> <p><b>Group 2:</b> This learner knows just a few common words. He/she does not seem to recognise letter-sound relationships. This learner need a lot of help to read previously unseen words.</p> <p><b>Group 3:</b> This learner knows some common words. This learner needs help to decode previously unseen words.</p> <p><b>Group 4:</b> This learner knows many common words and can decode most words. This learner occasionally <b>needs help to decode words.</b></p> <p><b>Group 5:</b> This learner knows many common words and can decode previously unseen words. He/she reads with fluency and expression. This is one of the best readers in the class.</p>	<p>1. Teach routines for Group Guided Reading.</p> <ol style="list-style-type: none"> <li>Appoint monitors to keep learners quiet.</li> <li>Appoint reading book monitors.</li> <li>Explain the toilet pass.</li> </ol> <p>2. Teach learners how to use worksheets when you are busy with a group of learners/learner.</p>	<p>Listen to one group on a day while the rest of the class can do other activities like worksheets or work in the DBE workbook.</p> <p>Select text appropriate for the group.</p> <p>First revise the sight words of the week.</p> <p>Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you. Only let them read sitting in a small group if no social distancing is required anymore.</p>						
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.</li> <li>• Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</li> <li>• Reads with increasing fluency and expression.</li> <li>• Shows an understanding of punctuation when reading aloud.</li> <li>• Continues to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>READING – SHARED READING</b> <b>Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Baseline assessment: Answer simple questions about the story.</b></p> <p><b>Comprehension activities</b></p>						<p><b>Tuesday 1</b> Pre Read</p> <p><b>Thursday –</b> First Read</p>	<p><b>Tuesday –</b> Second Read</p> <p><b>Thursday- Post</b> Read</p>	<p><b>Tuesday:</b> Pre Read</p> <p><b>Thursday:</b> First Read</p>	<p><b>Tuesday –</b> Second Read</p> <p><b>Thursday- Post</b> Read</p>



<p><b>Curriculum Coverage Tracking</b></p>	<ul style="list-style-type: none"> <li>Listens to short stories, personal recounts, non-fiction texts told or read from a Big Book or illustrated poster for enjoyment.</li> <li>Answers literal comprehension questions.</li> <li>Predicts what will happen next in a story or personal recount.</li> <li>Expresses feelings about the story. Describes how the story made him/her feel.</li> <li>Retells the story.</li> <li>Reads own and other's writing.</li> <li>Reads familiar poems and rhymes.</li> </ul>										
<p><b>Date completed</b></p>											
<p><b>CAPS Topic</b></p>	<p><b>PHONICS</b> <b>Mondays, Wednesdays , Fridays</b></p>										
<p><b>Core Concepts, Skills and Values</b></p>	<p><b>Baseline Assessment done on phonics done in Grade 2: vowel digraphs; consonant blends; short vowels. Identify letter-sound relationships of all single sounds.</b></p>	<p>Revision: <b>Vowel digraphs: oo/ee</b>  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p>Revision: Consonant digraphs br/dr  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraph: fl / sl</b>  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraphs: cl/pl</b>  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraph: gr/tr</b>  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraphs at the end of words: sh</b>  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraphs at the end of words: ch</b>  <b>Monday:</b> Introduce the sound <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraphs at the end of words: th</b>  <b>Monday:</b> Introduce the sound <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraphs: wh</b>  <b>Monday:</b> Introduce the sound <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	
<p><b>Curriculum Coverage Tracking</b></p>	<ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters.</li> <li>Builds and sounds out short (3-4-letter) words using sounds learnt.</li> <li>Recognises vowel digraphs.</li> <li>Recognises consonant digraphs and blends.</li> </ul>										
<p><b>Date completed</b></p>											
<p><b>CAPS Topic</b></p>	<p><b>WRITING</b> <b>Tuesdays and Thursdays</b></p>										
<p><b>Core Concepts, Skills and Values</b></p>	<p><b>Baseline assessment:</b></p> <ul style="list-style-type: none"> <li>Language structures informally taught:</li> <li><b>Creative Writing:</b> <ul style="list-style-type: none"> <li>Puts jumbled sentences into the correct order.</li> <li>Writes a paragraph of at least</li> </ul> </li> </ul>	<p>1. Explain that learners will draw <b>themselves</b> and write two sentences about themselves.</p>	<p>1. Explain that learners will draw <b>their feelings on the first day of school.</b> 2. Learners will</p>	<p>1. Explain that learners will draw their <b>favourite animal.</b> 2. Then, learners will write two</p>	<p>1. Explain that learners will draw their home. 2. Then, learners will write two sentences about their <b>home.</b></p>	<p><b>Topic:</b> Write a paragraph about <b>being a good friend</b>  <b>Tuesday</b> Being a good friend means...</p>	<p><b>Tuesday:</b> Learners edit their paragraph of the previous week. Write a checklist on the board, e.g.:</p>	<p><b>TUESDAY:</b> Write a list about what you are determined to do. Things I am determined to do: 1. I am determined to...</p>	<p><b>Topic:</b> Write a paragraph about a goal you feel determined to achieve.</p> <table border="1" data-bbox="2605 1583 2798 1619"> <tr> <td><b>Tues</b></td> <td><b>Thurs</b></td> </tr> </table>	<b>Tues</b>	<b>Thurs</b>
<b>Tues</b>	<b>Thurs</b>										

	<p><b>3 sentences.</b></p> <ul style="list-style-type: none"> <li>○ Organises information in a simple graphic form.</li> <li>○ Uses some nouns and pronouns when writing.</li> <li>○ Uses simple present, present progressive and past tenses when writing.</li> <li>○ Punctuation.</li> </ul>	<p>2. Use MODELLING to draw yourself on the chalkboard.</p>	<p>write two sentences about their feelings on the first day of school.</p> <p>3. Use MODELLING to draw yourself on the chalkboard.</p> <p>4. Use MODELLING to add two sentences to your drawing.</p>	<p>sentences about their favourite animal.</p> <p>3. Use MODELLING to draw your favourite animal on the chalkboard.</p> <p>4. Use MODELLING to add two sentences to your drawing.</p>	<p>3. Use MODELLING to draw your home on the chalkboard.</p> <p>4. Use MODELLING to add two sentences to your drawing.</p>	<p>I am a good friend because... I am also a good friend because...</p> <p><b>Thursday</b> I like when my friends... I also like when my friends... Being a good friend is important because...</p>	<table border="1"> <tr> <td>I used capital letters.</td> <td></td> </tr> <tr> <td>I used punctuation (!?)</td> <td></td> </tr> <tr> <td>I read my sentences out loud.</td> <td></td> </tr> <tr> <td>I checked my possessive nouns</td> <td></td> </tr> </table> <p><b>Thursday</b> Learners rewrite their paragraph, add pictures and get it ready to be "published"</p>	I used capital letters.		I used punctuation (!?)		I read my sentences out loud.		I checked my possessive nouns		<p>2. I am determined to... 3. I am determined to...</p> <p><b>Thursday:</b> Write a short paragraph about one of the things on your list of Tuesday</p>	<p>My goal is to... I will... I will also...</p>	<p>I feel determined to achieve this goal because... ... It is important to me because... ... I think I will feel... when my goal is achieved.</p>
I used capital letters.																		
I used punctuation (!?)																		
I read my sentences out loud.																		
I checked my possessive nouns																		
<p><b>Curriculum Coverage Tracking</b></p>	<ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language.</li> <li>• Writes increasingly complex lists with headings.</li> <li>• Writes a paragraph of 4-6 sentences on a familiar topic.</li> <li>• Uses the writing process (drafting, writing, editing and publishing).</li> <li>• Uses punctuation already taught in Home Language.</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.</li> <li>• Builds own word bank and personal dictionary.</li> <li>• Uses children's dictionaries.</li> </ul>																	
<p><b>Date completed</b></p>																		
<p><b>CAPS Topic</b></p>	<p><b>LANGUAGE USAGE FRIDAYS</b></p>																	
<p><b>Core Concepts , Skills and Values</b></p>							<p>1. Explain that learners will learn about <b>possessive nouns</b>.</p> <p>2. Explain that we use possessive nouns to show that an item belongs to someone.</p> <p>3. Explain that we</p>	<p>Pronouns</p> <p>Subject-verb agreement</p> <p>I;• you;• he;• she;• we;• they</p> <p>I talk, you talk, he talks, she talks, we talk, they talk</p>	<p><b>Plurals</b> Words by adding –s ( cats, dogs, girls, brothers,</p> <p>Words changing the y into –ies ( cities, puppies, kitties, nappies)</p>	<p><b>Present and Future Tense</b> First explain the verb (action word) Write a few verbs on the board (talk, walk, sing, play, write, jump) Then explain if we put will in front of these words it means something</p>								

								add apostrophe and s to the end of a noun to make a possessive noun.	Do the same with more verbs		that still need to take place (will talk, will walk, will sing, will play, will write, will jump) etc.	
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Understands and uses the simple present tense.</li> <li>Understands and uses the future tense.</li> <li>Understands and uses 'There is/are' (Subject-verb agreement).</li> <li>Understands and uses the possessive form of nouns.</li> <li>Revises some of the grammar covered informally in Grades R to 2: plurals</li> </ul>											
<b>Date completed</b>												
<b>Extension activities</b>								DBE workbook pages 2.3.4 Draw and write about you and your friends	DBE workbook pages 6,7,8 Draw and write about the gift you give to your friend on his/her birthday.	DBE workbook pages 10,11 and 12 Draw something you really want to win	DBE workbook page 16 and 17 Draw and write about a time you won something	
<b>Requisite Pre-Knowledge</b>								Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.				
<b>Resources (other than textbook) to enhance learning</b>	<b>Baseline assessment activities</b>	Consolidation activities					Big books, Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia					
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and on going</li> </ul>											
<b>Assessment of learning SBA (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>Rubrics, checklists and writing activities can be used.</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul>											

**ASSESSMENT**

**BASELINE ASSESSMENT 2021**

**Baseline is meant for you to see where your learners are and what you have to concentrate on in the rest of the term**

**FIRST ADDITIONAL LANGUAGE GRADE 3 TERM 1**

SKILL	LISTENING & SPEAKING			PHONICS			READING				WRITING					COMMENTS (When and where appropriate)	
	1-3 Act 1.1	1-3 Act 1.1	1-3 Act 1.2	1-3 Act 2.1	1-4 Act 2.2	1-4 Act 2.3	1-6 Act 3.1	1-6 Act 3.1	1-6 Act 3.1	1-6 Act 3.2	1-6 Act 4.1	1-6 Act 4.2	1-6 Act 4.3	1-6 Act 4.4	1-6 Act 4.5		1-6 Act 4.6
<p><b>IMPLEMENT IN WEEKS:</b></p>																	
<p><b>KEY: FROM OBSERVATIONS</b>  <b>Learner performance</b>                      ✓ <i>exceed</i>                      ▲ <i>satisfied</i>                      ● <i>partially satisfied</i>                      X <i>has not satisfied</i></p>	Continues to develop an oral (listening and speaking) vocabulary using themes selected.	Listens to and gives a simple recount.	Identifies and object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel digraphs.	Builds up and breaks down words beginning with common consonant blends.	Distinguishes between long and short vowel sounds.	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story	Puts jumbled sentences in the right order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.	
Learners Names																	

**PROGRAMME OF ASSESSMENT**

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>Demonstrates understanding of vocabulary by pointing to objects in the classroom or in a picture in response to questions from the teacher.</li> <li>Responds to simple questions after listening to a nonfiction text.</li> </ul>	Observation/ practical and Oral	Rubric	7	By week 9	
	Baseline assessment		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
<b>Phonics</b>	Consonant digraphs	Observation/ practical & Oral	Rubric	8	By week 9	
<b>Oral</b>	Baseline Assessment		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
<b>Reading Oral</b>	<ul style="list-style-type: none"> <li>Answers simple oral questions about a story</li> <li>Baseline assessment</li> </ul>	Observation & Oral	Rubric / Checklist	5	By week 9	
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
<b>Writing</b>	<ul style="list-style-type: none"> <li>Writes a paragraph of 4-6 sentences.</li> <li>Baseline Assessment</li> </ul>	Written	Classwork book	12 (depending on rubric used)	By week 9	
Teacher notes: Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						

ASSESSMENT OF LEARNING: SBA ASSESSMENT							
FIRST ADDITIONAL LANGUAGE GRADE 3 TERM 1							
SKILL	LISTENING & SPEAKING			PHONICS	READING	WRITING	COMMENTS (When and where appropriate)
WEEK	7-8			7-8	7-8	7-8	
RATING / USE RUBRICS THAT FOLLOW	Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher.	Responds to simple questions after listening to a nonfiction text.	TOTAL	Consonant digraphs	Answers simple oral questions about a story	Writes a paragraph of 4-6 sentences.	
DATE							
SCORE	7	7	14	8	5	12	

**SOME EXAMPLES OF RUBRICS TO USE:**

<b>LISTENING &amp; SPEAKING RUBRIC</b>				
<b>OBJECTIVE</b>	1. Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher 2. Learners respond to a simple question after listening to a non-fiction text			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 when the learners are settled and writing 2. Week 7 or 8 Oral: Daily question			
<b>ACTIVITY 1 MARKS</b>	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
Settle the class to complete a written activity. Then, call individual learners to your desk. Use a picture from the big book story for the week, or from the DBE Workbook. First, ask the learner to point to 2 items that you name. Next, ask the learner to name 2 items that you point to.	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
<b>ACTIVITY 2 MARKS</b>	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
Read a nonfiction text and ask learners questions about it. Life Skills topics will assist .	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
<b>CALCULATION</b>				
<ul style="list-style-type: none"> <li>Add each learner's totals out of 7 for the two activities, to get a total out of 14.</li> <li>Divide by 2 to get a rating from 1-7 to record on the report.</li> </ul>				

<b>PHONICS</b>				
<b>OBJECTIVE</b>	Recognises and makes words with consonant digraphs			
<b>IMPLEMENTATION</b>	Complete this task in week 8-9 Do this during a phonics lesson			
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>• The learners do this in their exercise books</li> <li>• Let them number from 1-10</li> <li>• They must listen carefully and write each answer next to the correct number.</li> </ul> <ol style="list-style-type: none"> <li>1. Write the first sound in shirt</li> <li>2. Write the first sound in chip</li> <li>3. Write the first sound in when</li> <li>4. Write the last sound in with</li> <li>5. Write the last sound in rich</li> <li>6. Putt the sounds together and write the word sh-o-p</li> <li>7. Put the sounds together and write the word th-i-n</li> <li>8. Put the sounds together and write the word w-a-sh</li> <li>9.. Put the sounds together and write the work ch-o-p</li> <li>10. Put the sounds together and write the word f-i-sh.</li> </ol>			
<b>RUBRIC</b>	<b>1.</b>	<b>2</b>	<b>3</b>	<b>4</b>
Segments words that include consonant digraphs	The learner shows limited understanding of beginning and ending sounds.	The learner shows an understanding of beginning sounds but struggles with the ending sounds	The learner shows some understanding of beginning and ending sounds.	The learner shows good understanding of beginning and ending sounds
Blends words that include consonant digraphs	The learner shows limited understanding of blending consonant digraphs	The learner attempts to blend sounds to make words. Makes some guesses using one or two of the consonant digraphs	The learner shows some understanding of blending sounds including consonant digraphs to make words.	The learner is able to blend sounds including consonant digraphs together to make words.



<b>READING</b>					
<b>OBJECTIVE</b>	Reading text with teacher and engages in a discussion				
<b>IMPLEMENTATION</b>	Do this from week 7 onwards				
<b>ACTIVITY</b>	Do this during GGR, settle the class with a worksheet to do Call a group to the carpet and tell the learners that you are going to talk about a Big Book Story from the previous week. Remind them of the story and show them the pictures once again. Ask questions like: <ol style="list-style-type: none"> <li>1. What is the title of the story?</li> <li>2. Why do you think it has this title? What is it about?</li> <li>3. Who are the characters in the story?</li> <li>4. Which character do you like? Why?</li> <li>5. Which character don't you like? Why?</li> <li>6. What is the problem in the story?</li> <li>7. What did you learn from this story?</li> </ol> As learners answer, listen carefully to them and ensure they all get a chance to answer.				
<b>RUBRIC</b>	<b>1.</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	The learner does not show understanding of the story. The learner needs support from the teacher to say anything about the story.	The learner attempts to talk about the story. The learner struggles to use relevant vocabulary and sentence structures.	The learner can engage with some of the questions about the story. The learner uses some of the relevant vocabulary and sentence structures.	The learner can engage with most of the questions about the story. The learner uses relevant vocabulary and sentence structures.	The learner can engage with all of the questions about the story. The learner uses relevant vocabulary and sentence structures fluently and confidently.

<b>WRITING RUBRIC</b>				
<b>OBJECTIVE</b>	The learner uses a story frame to complete a paragraph of 4-6 related sentences			
<b>Implementation</b>	This can be done from week 7 -9			
<b>Activity</b>	Conduct the writing lesson as usual Collect the learners books at the end of the week			
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>CONTENT</b>	The learner's response is totally not relevant to the topic. The learner repeats the same sentence structures over and over	The learner's response is relevant to the topic. The learner includes a few details. The learner mostly uses the same sentence structures	The learner's response is interesting and relevant to the topic. The learner includes some details. The learner uses mostly correct sentence structures.	The learner's response is interesting and exceeds expectations. The learner includes some details. The learners uses correct sentence structures.
<b>ORGANISATION</b>	The paragraph includes some parts of a beginning, middle and end. Many ideas seem to be missing. The ideas are not connected.	The paragraph includes a beginning, middle and end but the ideas are not totally connected.	The paragraph is organised, including a beginning, middle and end. The ideas are connected.	The paragraph is well organised, including a beginning, middle and end. The ideas are well connected. The paragraph flows well.
<b>EDITING AND LANGUAGE</b>	The learner has a basic and limited vocabulary. The learner does not use the new grammar taught. The learner attempts to edits their own work to corrects their grammar, spelling and punctuation but there are many errors remaining	The learner uses a few new vocabulary words and attempts to use the new grammar taught. The learner edits their own work to corrects their grammar, spelling and punctuation but there are still some errors	The learner uses some new vocabulary words and uses the new grammar taught. The learner edits their own work and mostly corrects their grammar, spelling and punctuation	The learner uses a lot of new vocabulary words and correctly uses the new grammar taught. The learner successfully edits their own work to correct grammar, spelling and punctuation

**OVERVIEW OF FOUNDATION PHASE PHONICS**

	GRADE 1		GRADE 2		GRADE 3	
	THEME	PHONICS	THEME	PHONICS	THEME	PHONICS
T1 WK 1	ORIENTATION		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT j,w, r, at words/ an words		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT Revision of oo oa ee br dr fl sl cl pl gr tr	
T1 WK 2						
T1 WK 3	We go to school	Environmental sounds				
T1 WK 4		Environmental sounds				
T1 WK 5	My family	Environmental sounds				
T1 WK 6		a				
T1 WK 7	We play outside	s	Celebrating birthdays	e	What is friendship?	-sh
T1 WK 8		t		i		-ch
T1 WK 9	We have feelings	p	Getting around	o	Determination	-th
T1 WK 10		revision		u		wh
T2 WK 1	Friends	i	Helping our friends	Revise: e i an	Me and my siblings	u-e
T2 WK 2		n		Revise o/u / at		oo
T2 WK 3	Growing things	m	Setting goals	y	Practice makes perfect!	ea
T2 WK 4		h		s		oa
T2 WK 5	Animals	o	We have feelings!	long /short	Families caring for each other	ng/nk
T2 WK 6		b		long /short		ch/cl
T2 WK 7	Sports and games	c	Making mistakes	ed	Bullying	a-e
T2 WK 8		k		ing		i-e
T2 WK 9	The three little pigs	e	Being safe and responsible	Revision	We are writers	o-e
T2 WK 10		revision		Revision		u-e
T2 WK 11						Revision
T3 WK 1	All around town	ck	Traditions	sp	Compassion	ai
T3 WK 2		g		sh-		ay
T3 WK 3	Working together	d	Community	-sh	Honesty	oi
T3 WK 4		u		th		ou
T3 WK 5	All about clothes	r	Creative thinking	Word families	Solving problems	oy
T3 WK 6		f		ch, ed		str
T3 WK 7	Reading is fun	l	Healthy eating	th	Learning new things	tch
T3 WK 8		plurals s		sl-ing		nch
T3 WK 9	Keeping our bodies healthy and safe	plurals es	Worried and afraid	oo	Identities	ph/ff
T3 WK 10		Revision		ch-ed		ss/ll
T3 WK 11				Revision		
T4 WK 1	Problem solving	j	Solving problems	fl-	The power of education	ar /er
T4 WK 2		v		sl-		ir/or
T4 WK 3	We grow and change	w	Historical figures	cl	Calm and relaxed	ur
T4 WK 4		x		br		spr
T4 WK 5	Our living history	y	Bullying & appearance	oo	Grief	str
T4 WK 6		Revision		ee		dr
T4 WK 7	Science is fun! PREPARATION FOR 2022	Plurals -s and -es	Using technology for good	Revision	History	Revision
T4 WK 8		Plurals -s and -es		Assessment		-tch
T4 WK 9		Revision		Revision		Suffixes
T4 WK 10		Revision		Revision		Revision