

PLANNER & TRACKER FOR RECOVERY ANNUAL TEACHING PLAN (ATP)

2021 - 2023



ENGLISH FIRST ADDITIONAL LANGUAGE

GRADE 3 TERM 2

Helping teachers and learners to catch up with learning losses, master new content and acquire skills for the future.



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- Please note that a EFAL English structured learning programme that includes daily lesson plans, big books, reading worksheets and classroom resources is available for download from www.nect.org.za
- This is a zero-rated website, so there are no data costs for downloads.
- This document can be used independently of the structured learning programme.

PSRIP
MANAGEMENT DOCUMENT
TERM 2 2021 - 2023
GRADE 3

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Introduction

Welcome colleagues,

We hope that Term 1 proceeded smoothly despite the pandemic restrictions, and that your learners made good progress. We also hope that the routine and core methodologies are feeling more familiar to you at this stage.

Please take careful note of the ATP / PSRIP alignment – because of the 6 week consolidation programme in Term 1, you will teach themes from Terms 1 and 2 in the 10 weeks of Term 2 2021.

We also hope that this term, you are able to pay more attention to the development of learners' executive function and comprehension skills.

Wishing you a healthy, safe and productive term.

The NECT PSRIP team

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

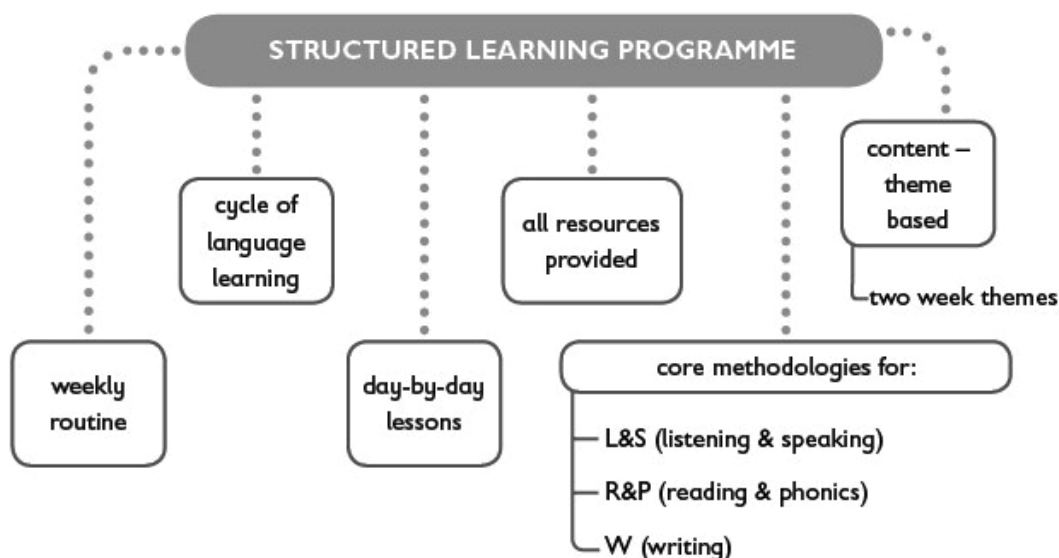
This structured learning programme is designed to teach EFAL at foundation phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

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:

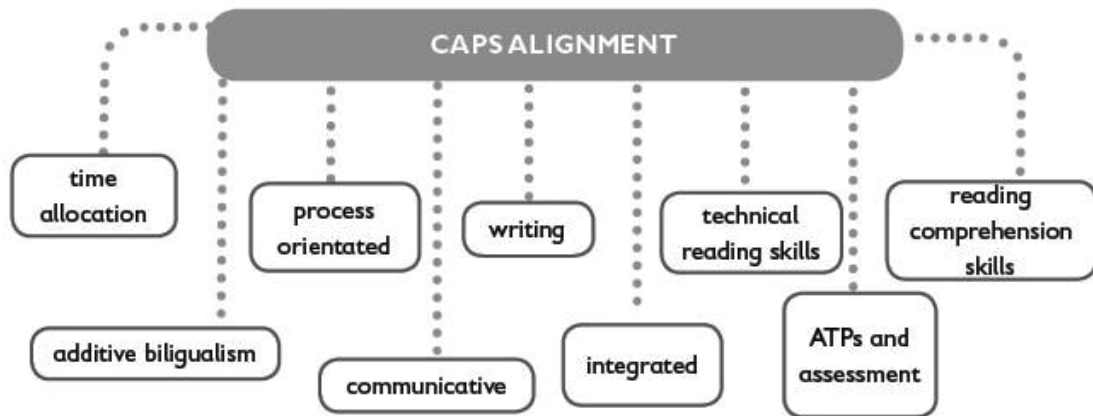
Structured learning programme

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.



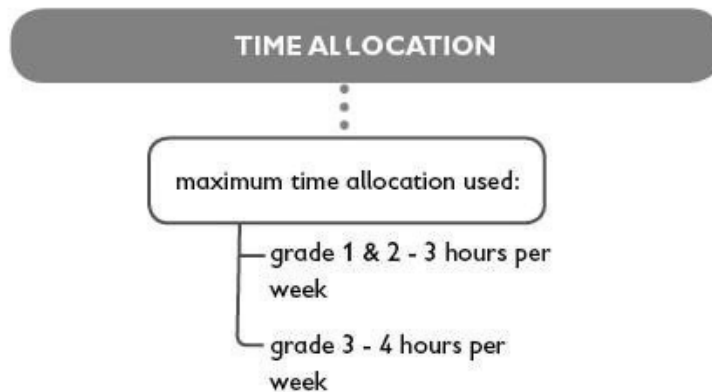
CAPS (Curriculum Assessment Policy Statement) aligned

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

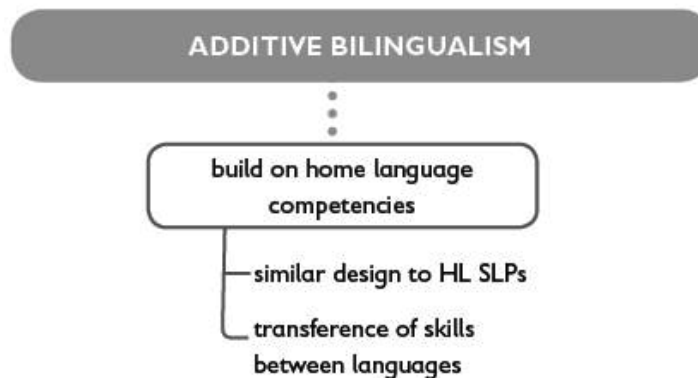
The PSRIP uses the maximum time allocation for FAL. This means that for Grades 1 and 2, the programme is designed for 3 hours per week. For Grade 3, the programme is designed for 4 hours per week.



Additive bilingualism

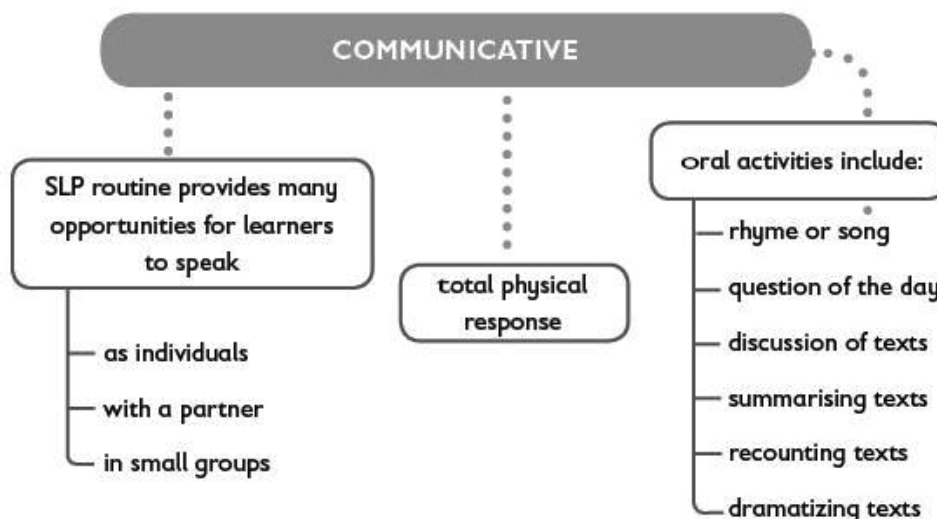
The programme depends on learners developing strong home language literacy competencies. It is designed to build on home language competencies.

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.



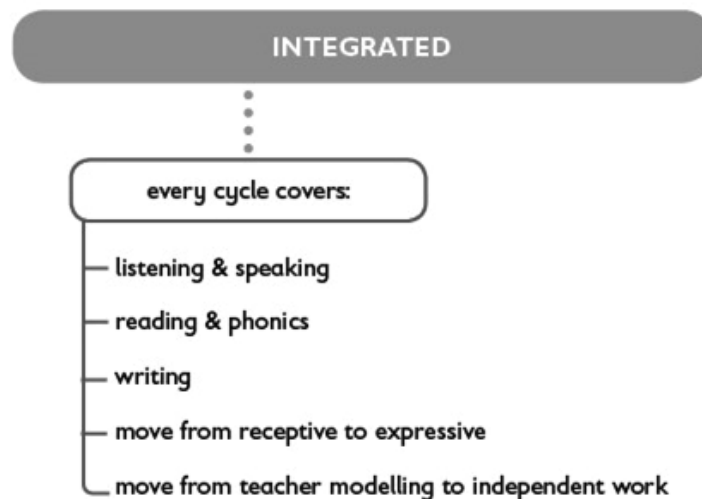
Communicative

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.



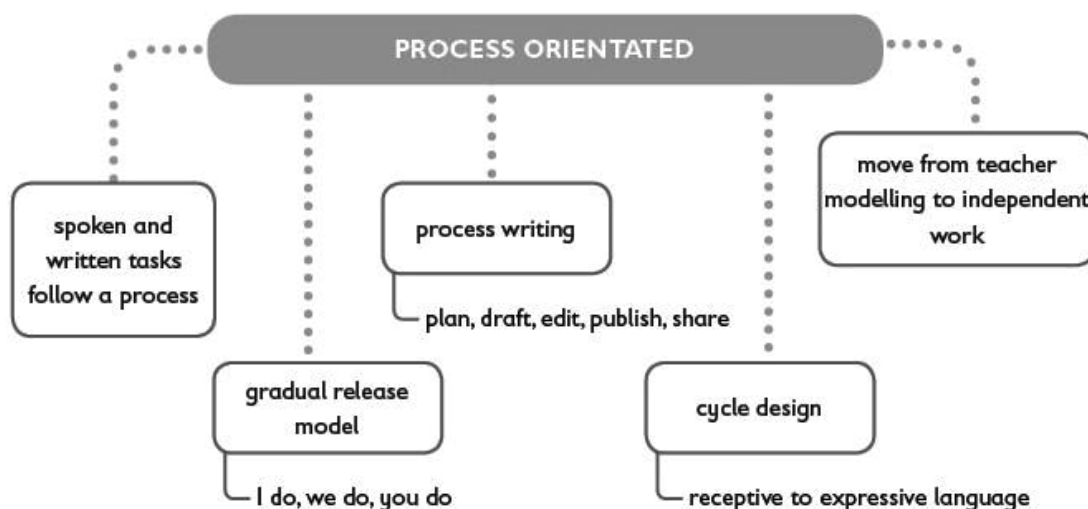
Integrated

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.



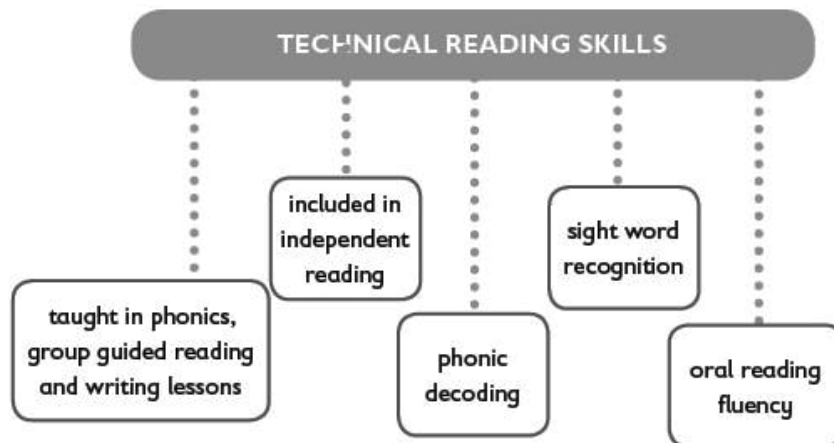
Process orientated

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.



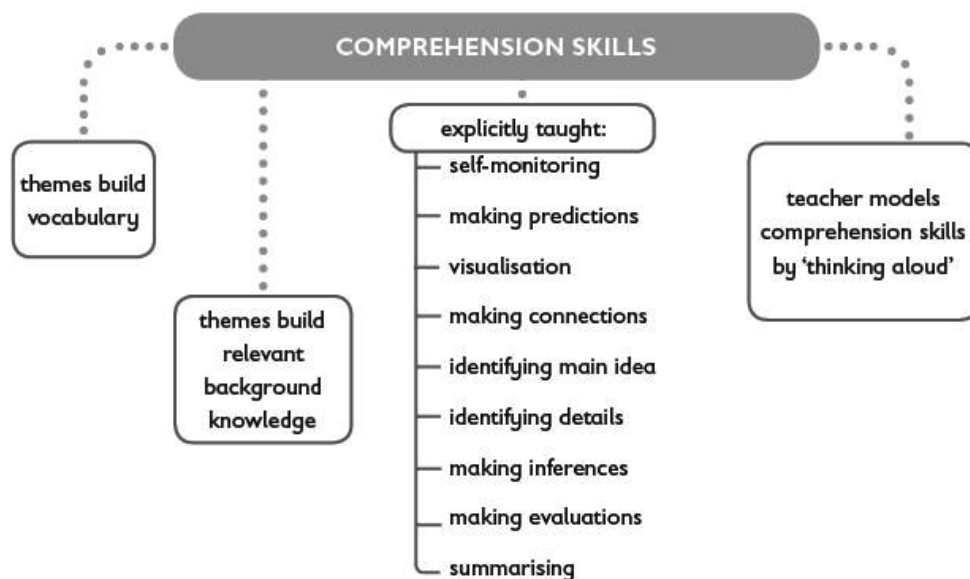
Technical reading skills

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.



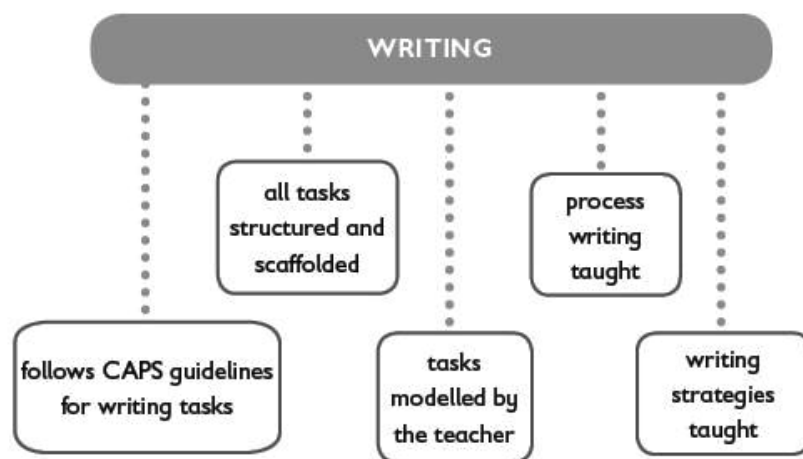
Reading comprehension skills

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 2 Learning Outcomes

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

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Say or sing 10 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 					
Vocabulary					
Learners should be able to understand and use some of the following theme vocabulary:					
sibling	brother	sister	type	oldest	youngest
younger	older	middle	only	trouble	ruin
annoyed	furious	anger	argue	argument	shout
often	jealous	attention	confused	relationship	alike
different	similar	behave	imagination	real	pretend
fairy	tale	creature	giant	monster	magic
harp	hen	gold	bean	imagination	real
pretend	people	creature	giant	monster	magic
harp	hen	gold	bean	wish	genie
impressed	trade	butcher	poor	axe	chop
chase	catch	pedal	balance	determined	give
up	practise	confident	succeed	fail	tipped
over	embarrassed	wobbled	shook	whistle	shout
stomp	beg	taught	patient	challenging	simple
hooter	sneaked	hold	scream	caring	toast
toaster	turn	offer	supposed	to	often
look	after	puppet	puppet	show	serve

perform	annoyed	distracted	focused	furious	freeze
froze	realise	kitchen	expected	dishes	laundry
helpful	ashamed	pick	on	bully	tease
group	single	alone	spend	time	with
continue	cruel	knock	talented	mutter	awful
tear	terrible	watch	spectator	goal	score
tell	protect	trust	crowd		

READING & VIEWING
Phonemic Awareness and Phonics
Learners should be able to identify and say the following sounds:

er	ay	ar	en	ea	sm
a-e	i-e	o-e	u-e		

Phonic Decoding
Learners should be able to decode the following words:

her	herd	fern	perch	verb	germ
term	herb	stay	pray	play	tray
day	playing	staying	crayon	star	start
sharp	shark	dark	card	sharpen	darken
best	make	next	money	buy	team
steam	cream	dream	peach	beach	teach
reach	smug	smart	smash	smashed	smell
smelling	smelled	smelly	cake	bake	take
make	came	game	same	name	hide
pride	slide	wide	ice	mice	nice
rice	joke	woke	broke	spoke	cube
cute	use	mule	fuse	fume	excuse
huge					

Sight & High Frequency Word Recognition
Learners should be able to read the following words by sight:

house	goes	works	where	two	each
week	nice	sister	home	walk	under

drink	food	their	tried	wanted	felt
asked	please	helped	friend	couldn't	fell
again	sick	mother	made	laugh	better
felt	brother	wants	eat	forgot	idea
soccer	boots	score	goal	why	proud
nasty	upset	move			

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 share own writing
2. Use a writing frame to complete 4-6 sentences of own writing

Term 2 2021 ATP / PSRIP alignment

Because of the 6 week consolidation programme in Term 1, you are required to teach a combination of Term 1 and Term 2 themes. Please do not skip any themes, it is important to cover all foundational skills included in the SLP.

Week	DBE ATP Theme	PSRIP Theme	PSRIP Big Book Story
1	Me and my siblings	Me and my siblings	Jane's flat tyre
2			
3	Imagination	Imagination	Marie saves up
4			
5	Practice makes perfect	Practice makes perfect	Dintle visits Dumi
6			
7	Families caring for each other	Families caring for each other	Jabu scrambles eggs
8			
9	Bullying	Bullying	Duma and his friends get lost
10			

Term 2 Tracker

Week 1: Me and my siblings		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /er/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 7 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Bear gets a haircut 	
Tuesday	Activity 2: Writing Things I like about my siblings	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 7 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /er/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 7 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Bear gets a haircut 	
Thursday	Activity 2: Writing Things I dislike about my siblings	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 7 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /er/ 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 7 • Group 5 	

Week 2: Me and my siblings		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ay/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 8 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Bear gets a haircut 	
Tuesday	Activity 2: Writing Editing	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 8 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ay/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 8 • Group 3 	

Thursday	Activity 1:	Shared Reading: Post-Read (Recount the story)	
		<ul style="list-style-type: none"> • Big Book: Bear gets a haircut 	
Thursday	Activity 2:	Writing Publishing & Presenting	
Thursday	Activity 3:	Group Guided Reading	
		<ul style="list-style-type: none"> • Class: Term 1 Worksheet 8 • Group 4 	
Friday	Activity 1:	Daily Activities	
		<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2:	Phonemic Awareness and Phonics	
		<ul style="list-style-type: none"> • Word Find /ay/ 	
Friday	Activity 3:	Group Guided Reading	
		<ul style="list-style-type: none"> • Class: Term 1 Worksheet 8 • Group 5 	

Theme Reflection: Me and my siblings

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?	
SMT Comment	
SMT name and signature	Date

Week 3: Imagination

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ar/ /en/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 9 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Jack and the beanstalk 	
Tuesday	Activity 2: Writing Things I want to find at the top of a beanstalk <ol style="list-style-type: none"> 1. 2. 3. 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 9 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ar/ /en/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 9 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Jack and the beanstalk 	
Thursday	Activity 2: Writing Things I don't want to find at the top of a beanstalk <ol style="list-style-type: none"> 1. 2. 3. 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 9 • Group 4 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /ar/ /en/ 	
Friday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 9 • Group 5 	

Week 4: Imagination		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revision 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 10 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Jack and the beanstalk 	
Tuesday	Activity 2: Writing Editing	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 10 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revision 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 10 • Group 3 	

Thursday	Activity 1:	Shared Reading: Post-Read (Written comprehension) <ul style="list-style-type: none"> • Big Book: Jack and the beanstalk 	
Thursday	Activity 2:	Writing Publishing & Presenting	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 10 • Group 4 	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Revision 	
Friday	Activity 4:	Group Guided Reading <ul style="list-style-type: none"> • Class: Term 1 Worksheet 10 • Group 5 	

Theme Reflection: Imagination

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?	
SMT Comment	
SMT name and signature	Date

Week 5: Practice makes perfect

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ea/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 1 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Bheki's new bike 	
Tuesday	Activity 2: Writing I wanted to learn... I practised and practised... It was...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 1 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ea/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 1 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Bheki's new bike 	
Thursday	Activity 2: Writing I kept on... Finally I felt...because...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 1 • Group 4 	

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

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

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

Theme Reflection: Practice makes perfect

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?	
SMT Comment	
SMT name and signature	Date

Week 7: Families caring for each other

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /a-e/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 3 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Hot toast coming up! 	
Tuesday	Activity 2: Writing Ways I care for people in my family	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 3 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /a-e/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 3 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Hot toast coming up! 	
Thursday	Activity 2: Writing Ways people in my family care for me	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 3 • Group 4 	

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

Week 8: Families caring for each other

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> Introduce sound and words /i-e/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> Class: Term 2 Worksheet 4 Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> Big Book: Hot toast coming up! 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> Editing 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> Class: Term 2 Worksheet 4 Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> Segmenting and blending /i-e/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> Class: Term 2 Worksheet 4 Group 3 	

Thursday	Activity 1:	Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Hot toast coming up! 	
Thursday	Activity 2:	Writing <ul style="list-style-type: none"> • Publishing & Presenting 	
Thursday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 4 • Group 4 	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2:	Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /i-e/ 	
Friday	Activity 3:	Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 4 • Group 5 	

Theme Reflection: Families caring for each other

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?	
SMT Comment	
SMT name and signature	Date

Week 9: Bullying

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /o-e/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 5 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Jojo's new school 	
Tuesday	Activity 2: Writing Once there was... He/she... Then...	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 5 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /o-e/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 5 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Jojo's new school 	
Thursday	Activity 2: Writing He/she... Finally... And then...	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 5 • Group 4 	

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

Week 10: Bullying		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce the sound and word /u-e/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 6 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Jojo's new school 	
Tuesday	Activity 2: Writing Editing	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 6 • Group 2 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /u-e/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Term 2 Worksheet 6 • Group 	

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

Theme Reflection: Bullying

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?	
SMT Comment	
SMT name and signature	Date

Term 2 Programme of Assessment

As per the 2021 ATP, please complete the following assessments for learning and of learning.

ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking		Phonics		Writing	Comments
	understanding of oral vocabulary	Listens to a non-fiction text and answers comprehension questions orally	Recognises ' silent e' in words	Distinguishes between long and short vowel sounds orally		
1					With support, writes a simple set of instructions (3-4 instructions)	
2						
3						
4						
5						
6						
7						
8						
9						
10						

ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking		Phonics		Writing	Comments
	Demonstrates understanding of oral vocabulary	Listens to a non-fiction text and answers comprehension questions orally	Recognises ' silent e' in words	Distinguishes between long and short vowel sounds orally	With support, writes a simple set of instructions (3-4 instructions)	
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking		Phonics		Writing	Comments
	Demonstrates understanding of oral vocabulary	Listens to a non-fiction text and answers comprehension questions orally	Recognises ' silent e' in words	Distinguishes between long and short vowel sounds orally		
26					With support, writes a simple set of instructions (3-4 instructions)	
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						

ASSESSMENT FOR LEARNING: CHECKLIST

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	Demonstrates understanding of oral vocabulary	Listens to a non-fiction text and answers comprehension questions orally	Recognises ' silent e' in words	Distinguishes between long and short vowel sounds orally		
41					With support, writes a simple set of instructions (3-4 instructions)	
42						
43						
44						
45						
46						
47						
48						
49						
50						
51						
52						
53						
54						
55						

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Sight words: 60-70 words	Reading	Writing
		Gives a simple oral summary of 3-4 sentences of a non-fiction text	Phonics written Uses consonant blends (ng, nk, ck, ch, cl). Recognises vowel diagraphs (ea, oo, oa)		Comprehension: written Choose a short reading passage of 70-80 words. Ask multiple choice questions, fill in the missing words, sequence events in a story	Language use Punctuation Tenses Plurals nouns
Date						
Score		5	10	5	10	5
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

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16						
17						
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19						
20						
21						
22						
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31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						

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		Gives a simple oral summary of 3-4 sentences of a non-fiction text	Phonics written Uses consonant blends (ng, nk, ck, ch, cl). Recognises vowel diagraphs (ea, oo, oa) 1 mark each		Comprehension: written Choose a short reading passage of 70-80 words. Ask multiple choice questions, fill in the missing words, sequence events in a story	Language use Punctuation Tenses Plurals nouns
Date						
Score		5	10	5	10	5
46						
47						
48						
49						
50						
51						
52						
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Term 2 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	Gives a simple oral summary in 3-4 sentences of a non-fiction text			
IMPLEMENTATION	Week 5 or 6 during group guided reading			
ACTIVITY	1. Settle the class to complete an independent reading activity. 2. Then, call individual learners from a reading group to your desk. 3. Ask learners to give a simple oral summary of a theme / topic / non-fiction text.			
1	2	3	4	5
Does a short talk on a theme / topic / non-fiction text after much practice and support.	Does a short talk to present a summary on a theme / topic / non-fiction text in one sentence.	Does a short talk to present a summary on a theme / topic / non-fiction text in two sentences.	Does a short talk to present a summary on a theme / topic / non-fiction text in three sentences.	Does a short talk to present a summary on a theme / topic / non-fiction text in four sentences.

READING RUBRIC				
OBJECTIVE	Word recognition: 60-70 sight words			
IMPLEMENTATION	Week 7 or 8 during group guided reading			
ACTIVITY	1. Settle the class to complete an independent reading activity. 2. Then, call individual learners from a reading group to your desk. 3. Select an appropriate text with 70 words or more from a graded reader or the DBE Workbook. 4. Ask learners to read aloud from the text.			
1	2	3	4	5
Reads up to 39 familiar sight words with teacher.	Recognises and reads 40 – 49 sight words correctly.	Recognises and reads 50 - 59 sight words correctly.	Recognises and reads 60 - 69 sight words correctly.	Recognises and reads 70 or more sight words correctly.

2021 Annual Teaching Plan – Term 2: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 3

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																													
Suggested Theme	Me and my siblings	Me and my siblings	Practice makes perfect	Practice makes perfect	Families caring for each other	Families caring for each other	Bullying	Bullying	We are writers	We are writers																																																																																																																													
CAPS Topic	LISTENING AND SPEAKING																																																																																																																																						
Core Concepts, Skills and Values	Done on Mondays Wednesdays and Fridays																																																																																																																																						
Core Concepts, Skills and Values	Start with a greeting Song/Rhyme (Songs/Rhymes given are only examples – choose a song/rhyme according to the theme you have chosen) Open-ended question (Question with no wrong answer) Vocabulary for the day, and the sight words.																																																																																																																																						
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Core Concepts, Skills and Values	<table border="1"> <tr> <th>Lyrics</th> <th>Actions</th> </tr> <tr> <td>These are all my siblings! Let's meet all live!</td> <td>Hold up both of your pointer fingers</td> </tr> <tr> <td>I've got two brothers, They dance and they live!</td> <td>Wiggle your index and middle fingers</td> </tr> <tr> <td>This is my sister She helps and she plays.</td> <td>Wiggle ring finger</td> </tr> <tr> <td>And this is the baby, He's growing every day.</td> <td>Wiggle your small pinkie finger</td> </tr> <tr> <td>And who is this one? He's standing all alone!</td> <td>Wiggle your thumb</td> </tr> <tr> <td>Our silly brother Jack, Who's always on the phone!</td> <td>Make a phone with your thumb and small pinkie finger</td> </tr> </table>	Lyrics	Actions	These are all my siblings! Let's meet all live!	Hold up both of your pointer fingers	I've got two brothers, They dance and they live!	Wiggle your index and middle fingers	This is my sister She helps and she plays.	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Make a phone with your thumb and small pinkie finger	<table border="1"> <tr> <th>Lyrics</th> <th>Actions</th> </tr> <tr> <td>Two little brother s</td> <td>Hold up both of your pointer fingers</td> </tr> <tr> <td>Sitting on a wall.</td> <td>Wiggle your index and middle fingers</td> </tr> <tr> <td>One named Peter,</td> <td>Hold your left pointer finger out in front of you</td> </tr> <tr> <td>One named Paul.</td> <td>Hold your right pointer finger out in front of you</td> </tr> <tr> <td>Run away, Peter</td> <td>Put your left pointer finger behind your back</td> </tr> <tr> <td>Run away Paul!</td> <td>Put your right pointer finger behind your back</td> </tr> <tr> <td>Come back Peter!</td> <td>Bring your left pointer finger back</td> </tr> <tr> <td>Come back Peter!</td> <td>Bring your right pointer finger back</td> </tr> </table>	Lyrics	Actions	Two little brother s	Hold up both of your pointer fingers	Sitting on a wall.	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tired and tried to whistle but I couldn't make a sound.	Pretend to try to whistle																																																																																																																																						
I blew and blew but nothing! I stomped my foot on the ground.	Stomp your foot on the ground																																																																																																																																						
When I'm caring in little ways,	Give your friend a hug																																																																																																																																						
I help make the world a kinder place!	Pinch your two fingers together																																																																																																																																						
Finally, a sound came out!																																																																																																																																							
I laughed and shouted YAY!																																																																																																																																							
Lyrics	Actions																																																																																																																																						
Today I thought of many things	Put your finger on your head as if you are thinking																																																																																																																																						
That I am thankful for.	Put your hands together																																																																																																																																						
I thought of toys and sweets.																																																																																																																																							
But then I thought of someone I love and care for me.	Put your finger on your head as if you are thinking																																																																																																																																						
Who love and care for me.	Hug yourself tightly																																																																																																																																						
Family is better than anything.																																																																																																																																							
It is easy to see!	Put your fingers on your eyes																																																																																																																																						
Lyrics	Actions																																																																																																																																						
This little bully threw a punch	Show baby finger. Pretend to punch someone																																																																																																																																						
This little bully stole my lunch	Show ring finger. Pretend to grab something from someone																																																																																																																																						
This little bully called me names	Show middle finger. Sneer, and pretend to be calling someone a name																																																																																																																																						
This little bully spoilt my game	Show index finger. Look sad																																																																																																																																						
So I went to play with other friends, and had lots of fun!	Show a thumb's fold arms across chest; look proud																																																																																																																																						
Lyrics	Actions																																																																																																																																						
Do not bully, do not bully. Do not tease, do not tease.	Wag your finger and shake your head 'no'																																																																																																																																						
kind to others, be kind to others																																																																																																																																							
Be nice, please Be nice, please																																																																																																																																							
Do not bully, do not bully. Do not tease, do not tease.	Wag your finger and shake your head 'no'																																																																																																																																						
Always care for others, always care for others. And be nice, please. Be nice, please																																																																																																																																							
Lyrics	Actions																																																																																																																																						
For a sentence to be complete																																																																																																																																							
A sentence needs both head and feet!	Touch your head and feet																																																																																																																																						
Her head is a capital, nice and tall.	Shake your head																																																																																																																																						
Her feet are punctuated, so she won't fall!	Step your feet on the ground																																																																																																																																						
Lyrics	Actions																																																																																																																																						
Ily dear diary,	Hold your hands over your heart																																																																																																																																						
I write in you each day.	Pretend to write																																																																																																																																						
I write my thoughts and feelings down.	Point to your head then your heart																																																																																																																																						
It makes me feel okay!																																																																																																																																							
No one else should read you.	Shake your hands and head																																																																																																																																						
You're there for only me!	Point to yourself																																																																																																																																						
You're like a real best friend.	Hug yourself																																																																																																																																						
My secret diary!	Whisper and hold your hands to your mouth like you are telling a secret																																																																																																																																						

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p>Question of the day</p> <p>Suggested Vocabulary</p> <p>The vocabulary will depend on the chosen theme.</p> <p>(Teach 4 words a day)</p> <p>Sight words</p> <p>Curriculum Coverage Tracking</p>	<p>Adapt your question according to the theme and the vocabulary taught for the week.</p> <p>sibling, brother, sister, type, oldest, youngest, younger, older, middle, only, trouble, ruin, annoyed, furious</p>	<p>Adapt your question according to the theme and the vocabulary taught for the week.</p> <p>anger, argue, argument, shout, often, jealous, attention, confused, relationship, alike, different, similar, behave</p>	<p>Adapt your question according to the theme and the vocabulary taught for the week.</p> <p>pedal, balance, determined, give up, practise, confident, succeed, fail, tipped over, embarrassed, wobbled, shook</p>	<p>Adapt your question according to the theme and the vocabulary taught for the week.</p> <p>whistle, shout, stomp, beg, taught, patient, challenging, simple, hooter, sneaked, hold, scream</p>	<p>Adapt your question according to the theme and the vocabulary taught for the week.</p> <p>cairing, toast, toaster, turn, offer, supposed to, often, look after, puppet, puppet show, serve, perform</p>	<p>Adapt your question according to the theme and the vocabulary taught for the week.</p> <p>annoyed, distracted, focused, furious, freeze, froze, realise, kitchen, expected, dishes, laundry, helpful</p>	<p>Adapt your question according to the theme and the vocabulary taught for the week.</p> <p>ashamed, pick on, bully, tease, group, single, alone, spend time with, continue, cruel, knock (down), talented</p>	<p>Adapt your question according to the theme and the vocabulary taught for the week.</p> <p>mutter, awful, tear, terrible, watch, spectator, goal, score, tell, protect, trust, crowd</p>	<p>Adapt the question according to your theme and vocabulary taught.</p> <p>print, cursive, punctuation, sentence, type, message, computer, phone, paragraph, letter, card, complete,</p>	<p>Adapt your question according to the theme and the vocabulary taught for the week.</p> <p>diary, private, topic, clear, examine, clue, detective, suspicious, pencil, pen, marker, crayon</p>
	<p>house, goes, works, where, two</p>	<p>each, week, nice, sister, home</p>	<p>tried, wanted, felt, asked, please</p>	<p>helped, friend, couldn't, fell, again</p>	<p>sick, mother, made, laugh, better</p>	<p>felt, brother, wants, eat, forgot</p>	<p>idea, soccer, boots, score, goal</p>	<p>why, proud, nasty, upset, move</p>	<p>calm, read, there, dirty, secrets</p>	<p>hair, question, write, hide, who</p>
	<ul style="list-style-type: none"> Continues to develop an oral (listening and speaking) vocabulary using themes or topics. Follows instructions and gives simple instructions. Understands and responds to simple questions such as 'When ...?', 'Why ...?', 'What ...?' Asks for clarification. Responds to and makes requests. Participates in a short conversation on a familiar topic. Identifies an object from a simple oral description. Talks about objects in a picture or photograph in response to teacher's instructions. Listens to and gives a simple oral recount. Understands and uses language structures in context: past tense, prepositions. Memorises and performs simple poems, action rhymes and songs. Plays language games, for example, I spy with my little eye 									
Date completed										

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
READING – GROUP GUIDED READING Mondays, Tuesdays, Wednesdays, Thursdays, Fridays										
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Revise your groups if needed Divide your class into 5 groups Give the rest of the class an activity to do while you are busy with the group for the day (worksheet, DBE workbook etc.) Select text appropriate to the reading ability of the group Revise sight words that will appear in the text Teach learners word attacking skills. 									
Curriculum Coverage Tracking	<ul style="list-style-type: none"> 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. Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words). Reads with increasing fluency and expression. Shows an understanding of punctuation when reading aloud. Begins to build a sight vocabulary from the guided, shared and independent reading. 									
Date completed										
READING – SHARED READING										
Tuesdays and Thursday										
Core Concepts, Skills and Values	Tuesday 1 Pre Read	Tuesday 2- Second read	Tuesday 1 Pre Read	Tuesday 2- Second read	Tuesday 1 Pre Read	Tuesday 2- Second read	Tuesday 1 Pre Read	Tuesday 2- Second read	Tuesday 1 Pre Read	Tuesday 2- Second read
Curriculum Coverage Tracking	Thursday – First Read	Thursday 2 – Post reading activity	Thursday – First Read	Thursday 2 – Post reading activity	Thursday – First Read	Thursday 2 – Post reading activity	Thursday – First Read	Thursday 2 – Post reading activity	Thursday – First Read	Thursday 2 – Post reading activity
Date completed										
<ul style="list-style-type: none"> Listens to short stories, personal recounts or non-fiction texts, for example, factual recounts, instructions, information reports, told or read from a Big Book or illustrated poster for enjoyment. Listens to stories and personal recounts and answers comprehension questions. Predicts what will happen next in a story or personal recount (What do you think will happen next?) Expresses feelings about the story (Did you like the story? Why/Why not?) Retells the story. Listens to a non-fiction text such as a factual recount or information report, for example Growing Plants, and answers comprehension questions, for example, 'What do you need to grow a plant?' With the teacher's help, gives a simple summary of the non-fiction text. 										

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
PHONICS (Done on three days per week) Start each phonics lesson by revising the sound of the previous week.										
Core Concepts, Skills and Values	<p>u bus, cub, pub, ugly, us, up, umbrella, turn, pull, plus, jump, push, just</p> <p>Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.</p>	<p>-oo- book, cook, look, food, wood, moon, fool, tools, wood, pool</p> <p>Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.</p>	<p>ea team, steam, cream, dream, peach, beach, teach, reach</p> <p>Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.</p>	<p>oa boat, coach, float, throat, soap, goal, soak, foam</p> <p>Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.</p>	<p>Consonant blends -ng l-rk ring, sing, king, bring bank, drank, junk, think wink, sink</p> <p>Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.</p>	<p>Consonant digraph ch chop, chip, chat, chew, chin Consonant blend: ci clap, cloud, clown, clock, clear</p> <p>Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.</p>	<p>a-e (Silent e) tape, race, cake, game, fate, made, hate, same, name</p> <p>Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.</p>	<p>i-e (Silent e) hide, wide, ripe, bite, slide, nice, kite, pride, ice, mice</p> <p>Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.</p>	<p>o-e (Silent e) hope, spoke, bone, rope, rode, joke, code, broke</p> <p>Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.</p>	<p>Revision of all sounds taught u-e (Silent e) cube, mule, tube, fuse, rule, excuse, cufe, furme, use</p> <p>Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.</p>
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Recognises at least three new vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc.) Recognises silent 'e' in words (e.g. cake, time, hope, note) Builds and sounds out words using sounds learnt Uses consonant blends to build up and break down words (e.g. r+ng, l-rnk, bla-ck, ch-op, ch-ap) Recognises known rhyming words (e.g. fly, sky, dry, cry, try) Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit' Builds and sounds out words using sounds learnt 									
Date completed										

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
WRITING Twice a week											
Core Concepts, Skills and Values	<p>Topic: Make a list of things you like and dislike about your siblings</p> <p>Day 1: Things I like about my siblings: 1. I like... 2. I like... 3. I like...</p> <p>Day 2: Things I dislike about my siblings: 1. I dislike... 2. I dislike... 3. I dislike...</p>	<p>On Day 1 they can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <ol style="list-style-type: none"> 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? <p>Day 2: "publish" their work.</p>	<p>Topic: Write a paragraph about a time you practised and practised something new.</p> <p>Day 1: I wanted to learn... I practised and practised...</p> <p>Day 2: I kept on... Finally... I felt...because...</p>	<p>On Day 1 they can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <ol style="list-style-type: none"> 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? <p>Day 2: "publish" their work.</p>	<p>Write a list of the ways the people in your family take care of each other.</p> <p>Ways people in my family care for me:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>On Day 1 they can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <ol style="list-style-type: none"> 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? <p>Day 2: "publish" their work.</p>	<p>On Day 1 they can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <ol style="list-style-type: none"> 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? <p>Day 2: "publish" their work.</p>	<p>Topic: Write a story about someone who is getting picked on.</p> <p>Day 1: Once there was... He/she... Then... Day 2: He/she... Finally... After that...</p>	<p>Day 1: They can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <ol style="list-style-type: none"> 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? <p>Day 2: "publish" their work.</p>	<p>Topic: Write instructions telling someone how to write a paragraph.</p> <p>Day 1: A paragraph is... You will need: 1. First... Day 2: 2. Second... 3. Then... 4. Finally...</p>	<p>Day 1: They can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <ol style="list-style-type: none"> 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? <p>Day 2: "publish" their work.</p>
Curriculum Coverage Tracking	<ul style="list-style-type: none"> • Uses handwriting skills taught in Home Language • Writes increasingly complex lists with headings, for example, Things plants need: water, soil, air, sunlight • With guidance, writes a simple set of instructions, for example, how to grow a plant • Writes a paragraph of 4–6 sentences on a familiar topic • Organises information in a chart, table or bar graph, for example, the life cycle of a plant • Uses the writing process (drafting, writing, editing and publishing) • Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas) • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary • Uses children's dictionaries (monolingual and bilingual) 										
Date completed											

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
CAPS TOPIC											
LANGUAGE USE											
	<p>Simple present tense / Past tense</p> <p>Revise some verbs</p> <p>Talk, walk, sing, dance, read, eat, run, sit, watch</p> <p>Let learners make a list of verbs that they can think about.</p>	is/are	Possessive nouns for example: "The book's cover."	Adjectives	Countable and uncountable nouns (You can write a number in front of countable nouns) 6 eggs Some milk 3 tomatoes Some tea Some flour	Countable and uncountable nouns (You can write a number in front of countable nouns) 6 eggs Some milk 3 tomatoes Some tea Some flour	Present progressive tense (We are planting)	Present progressive tense (We are planting)	The use of a and an	Plurals- adding a –s to the noun	
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Understands and uses the present progressive, for example, 'We are planting a seed' Countable and uncountable nouns, for example, bottles/water Revises some of the grammar covered informally in Grades R to 2 										
Date completed											
Extension activities	<p>DBE workbook pages 22,23</p> <p>Draw a picture of your siblings and write a sentence what you do like about them.</p>	<p>DBE workbook pages 24,25,26,27,28,29 and page 31</p>	<p>DBE workbook pages 42,43,44</p> <p>Draw a picture of something you want to learn.</p>	<p>DBE workbook 45,46,47</p> <p>Draw a picture of yourself practicing something you want to learn.</p>	<p>DBE workbook pages 51,52 and 53.</p> <p>Draw a picture of your caring for someone in your family.</p>	<p>DBE workbook pages 54,55, and 56</p> <p>Draw a picture where you are being helpful</p>	<p>DBE workbook pages 56,57,58 and 59.</p> <p>Draw a picture of someone being picked on.</p>	<p>DBE workbook pages 60,61,62 and 63.</p> <p>Draw your face to show you were upset when your friend was teasing you.</p>	<p>DBE workbook pages 64 and 65</p>		
Requisite Pre-Knowledge	<p>Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.</p>										
Resources (other than textbook) to enhance learning	<p>Big books, Flash cards, Pictures, Posters, Readers Work sheets for learners to use while a group is busy with group guided reading Realia</p>										
Assessment for learning (Informal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 										
Assessment of learning (Formal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. Rubrics, checklists and writing activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. 										

ASSESSMENT: TERM 2

PROGRAMME OF ASSESSMENT:

FAL : Grade 3 : Term 2						
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none"> Oral presentation :Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text (DBE Workbook, Reader, Theme Poster etc) Demonstrates an understanding of oral vocabulary. Listens to non-fiction text and answer comprehension questions- oral 	Observation & Oral	Rubric Checklist	5 n/a	By Week 9	
Teacher notes						
These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to do an oral presentation. For SASAMS there must be 1 score for Listening and Speaking.						
Phonics: Written	Word level and sentence level <ul style="list-style-type: none"> Uses consonant blends (-nk, -nk, -ck, ch-, d-) Recognises vowel diagraphs , ea, oo, oa 1 mark for correct answer	Written Observation & Oral	Class work book Worksheet Checklist	10	By Week 8	
Phonics: Oral	<ul style="list-style-type: none"> Distinguish between long and short vowels sounds orally Recognises silent 'e' in words. 			n/a	Week 9	
Teacher notes						
Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. In Week 6 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS you should have 1 score (Written phonic activity)						
Reading: Oral	Group Guided Reading Sessions Sight words Assess each learner individually 60-70 sight words - Big Book, Theme	Observation & Oral Written	Rubric Worksheet Class work book	5	Week 7 & 8	
Reading: Comprehension Written	Choose a short reading passage with 60-70 words (DBE Workbook or Reader) Types of questions: <ul style="list-style-type: none"> Multiple choice questions & Fill in the missing words and Sequence events in a story 1 mark for correct answer			10	By Week 8	
Teacher notes						
Learners should be assessed on <u>one oral reading activity</u> in the Group Guided Reading session in Weeks 7 and 8. By Week 6 <u>one written</u> comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. In Week 6 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS you should have 2 scores for Reading (oral reading and written comprehension)						
Writing: Language use:	<ul style="list-style-type: none"> With support, writes a simple set of instructions e.g. 3-4 instructions Punctuation(capital letters and full stops), Tenses, Plurals, Nouns 	Written	Class work book Worksheet	n/a	Week 9	
Teacher notes	In Week 6 language usage skills should be assessed in a written format using a worksheet which will include punctuation, tenses, plurals and nouns. For SASAMS 1 score will be captured for writing. (language usage skills)			10	By Week 8	
TOTAL SCORE				40		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

ASSESSMENT FOR LEARNING: CHECKLIST

FAL GRADE 3: TERM 2 Checklist						
Names of learners	Listening & Speaking		Phonics		Writing	Comment
	Demonstrates an understanding of oral vocabulary.	Listens to a non-fiction text and answers comprehension questions orally.	Recognises silent "e" in words	Distinguish between long and short vowels sounds orally	With support, writes a simple set of instructions e.g. (3-4 instructions)	
Date						
1	✓/x					
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

ASSESSMENT OF LEARNING: SBA ASSESSMENT SCORESHEET

FAL GRADE 3: TERM 2 Scores using rubrics						
	Listening & Speaking	Phonics	Reading		Language use Writing	Comment
			Oral	Written		
	Oral: Gives a simple oral summary of 3 or 4 sentences of a non-fiction text	Phonics: written: Uses consonant blends (-ng, -nk, -ck, ch-, d-) Recognises vowel digraphs (ea, oo, oa) Mark for a correct answer	Sight words: 60-70 words	Comprehension: written Choose a short reading passage with 70-80 words Types of questions: Multiple choice questions Fill in the missing words Sequence events in a story Mark for a correct answer	Language Usage Punctuation, Tenses Plurals Nouns Mark for a correct answer	
	Date		5	10	10	
	Score					
Names of learners						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

GRADE 3 RUBRIC : Term 2					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Gives a simple oral summary of 3 or 4 sentences of a non-fiction text	Does a short talk on a theme/topic/ non-fiction text after much practice and support.	Does a short talk to present a summary to present a summary on a theme/topic/ non-fiction text in 1 sentence	Does a short talk to present a summary on a theme/topic/ non-fiction text in 2 sentences	Does a short talk to present a summary on a theme/topic/ non-fiction text in 3 sentences	Does a short talk to present a summary on a theme/topic/ non-fiction text in 4 sentences
READING					
Activity	1	2	3	4	5
Word recognition: sight words : 60-70 words	Reads between 20-29 familiar sight words with teacher	Recognises and reads 40-49 familiar sight words correctly.	Recognises and reads 50-59 familiar sight words correctly.	Recognises and reads 60-69 sight words confidently and correctly.	Recognises and reads more than 70 sight words confidently and correctly.