

Grade 1

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 1

Management Document

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Grade **1**

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Introduction

Dear Grade 1-3 EFAL Teachers,

Welcome to the Primary School Reading Improvement Programme (PSRIP).

The PSRIP is a structured learning programme for EFAL. This means that a programme has been carefully designed for you to follow on a day-by-day basis as you teach EFAL to your learners. This includes lesson plans, resources, curriculum trackers and assessments.

Using a Structured Learning Programme (SLP) has many benefits for teachers and for learners. At first, it may seem a little overwhelming, but please keep trying. Once you are familiar with the routine and core methodologies, your pacing will improve and your life will definitely get easier!

Please look after the resources that you have been given.

Please also try to source a variety of reading resources for your learners and encourage them to do as much independent reading as possible.

Best wishes for the implementation of this programme,
The PSRIP Team

Guidelines for the PSRIP EFAL 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 Recovery ATPs.

It is important to fully understand the concepts embedded in this approach.

Structured Learning Programme

- A structured learning programme provides day-by-day **lesson plans**, together with all the **required resources**.
- For this FP EFAL programme, a **routine** has been designed to teach each component of language in a 3-4 hour weekly cycle.
- Within this routine, selected pedagogies, or '**core methodologies**' have been included to teach different aspects of literacy and language. These core methodologies are used over and over, in every cycle. This allows teachers to become experts in the delivery of these lessons, and to focus on the content. It also helps learners to focus on the content, once they understand the structure of each lesson.
- Content is developed around a **theme**, and each theme runs for two-weeks. Themes are aligned to the DBE Recovery ATPs.
- As per policy, the programme's lessons and resources are **text-based, communicative, integrated** and **process orientated**.
- In addition, the programme is designed to support the development of **decoding, fluency and comprehension skills** in a structured, explicit manner.

Term 1 Tracker

Note: In Term 1, the first 2 weeks are reserved for orientation and consolidation of previous learning.

Week 3: We go to school		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read Big Book: Ben goes to school	
Monday	Activity 3: Phonemic Awareness & Phonics Differentiating environmental sounds	
Tuesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Tuesday	Activity 2: Shared Reading: Read One Big Book: Ben goes to school	
Tuesday	Activity 3: Phonemic Awareness & Phonics Environmental sounds – making sound patterns	
Wednesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story Big Book: Ben goes to school	
Wednesday	Activity 3: Phonemic Awareness & Phonics Differentiating environmental sounds	
Thursday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Thursday	Activity 2: Shared Reading: Read Two Big Book: Ben goes to school	
Thursday	Activity 3: Writing How I feel at school today	

Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) • Big Book: Ben goes to school	
Friday	Activity 3: Phonemic Awareness & Phonics • Environmental sounds – making sound patterns	

Week 4: We go to school		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read • Big Book: Olwethu's first day	
Monday	Activity 3: Phonemic Awareness & Phonics • Differentiating environmental sounds	
Tuesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Tuesday	Activity 2: Shared Reading: Read One • Big Book: Olwethu's first day	
Tuesday	Activity 3: Phonemic Awareness & Phonics • Environmental sounds – making a sound pattern	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story • Big Book: Olwethu's first day	
Wednesday	Activity 3: Phonemic Awareness & Phonics • Differentiating environmental sounds	

Thursday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Thursday	Activity 2: Shared Reading: Read Two	
	Big Book: Olwethu's first day	
Thursday	Activity 3: Writing	
	Part of the school day I like best	
Friday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	Big Book: Olwethu's first day	
Friday	Activity 3: Phonemic Awareness & Phonics	
	Environmental sounds – making sound patterns	

Theme Reflection: We go to school	
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: My family		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read Big Book: Bongi waits	
Monday	Activity 3: Phonemic Awareness & Phonics Differentiating environmental sounds	
Tuesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Tuesday	Activity 2: Shared Reading: Read One Big Book: Bongi waits	
Tuesday	Activity 3: Phonemic Awareness & Phonics Environmental sounds – making sound patterns	
Wednesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story Big Book: Bongi waits	
Wednesday	Activity 3: Phonemic Awareness & Phonics Differentiating environmental sounds	
Thursday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Thursday	Activity 2: Shared Reading: Read Two Big Book: Bongi waits	
Thursday	Activity 3: Writing My family is...	

Friday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	• Big Book: Bongi waits	
Friday	Activity 3: Phonemic Awareness & Phonics	
	• Environmental sounds – making sound patterns	

Week 6: My family		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read	
	• Big Book: Tseko's new baby	
Monday	Activity 3: Phonemic Awareness & Phonics	
	• Differentiating environmental sounds	
Tuesday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Tuesday	Activity 2: Shared Reading: Read One	
	• Big Book: Tseko's new baby	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	• Introduce new sound /a/	
Wednesday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story	
	• Big Book: Tseko's new baby	
Wednesday	Activity 3: Phonemic Awareness & Phonics	
	• Differentiating environmental sounds	

Thursday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Thursday	Activity 2: Shared Reading: Read Two	
	Big Book: Tseko's new baby	
Thursday	Activity 3: Writing	
	My family is...	
Friday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	Big Book: Tseko's new baby	
Friday	Activity 3: Phonemic Awareness & Phonics	
	Revise new sound /a/	

Theme Reflection: My family	
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: We play outside		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read Big Book: A very hot day	
Monday	Activity 3: Phonemic Awareness & Phonics Differentiating environmental sounds	
Tuesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Tuesday	Activity 2: Shared Reading: Read One Big Book: A very hot day	
Tuesday	Activity 3: Phonemic Awareness & Phonics - Introduce new sound /s/ - Introduce a rhyme	
Wednesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story Big Book: A very hot day	
Wednesday	Activity 3: Phonemic Awareness & Phonics Differentiating new sound /a/ and /s/	
Thursday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Thursday	Activity 2: Shared Reading: Read Two Big Book: A very hot day	
Thursday	Activity 3: Writing I like to...	

Friday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Dramatise)	
	• Big Book: A very hot day	
Friday	Activity 3: Phonemic Awareness & Phonics	
	• Revise the new sound /s/ • Revise the song	

Week 8: We play outside		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read	
	• Big Book: Spring day splashes	
Monday	Activity 3: Phonemic Awareness & Phonics	
	• Differentiating environmental sounds	
Tuesday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Tuesday	Activity 2: Shared Reading: Read One	
	• Big Book: Spring day splashes	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	• Introduce new sound /t/ • Introduce new words	
Wednesday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story	
	• Big Book: Spring day splashes	
Wednesday	Activity 3: Phonemic Awareness & Phonics	
	• Differentiating new sounds /t/ and /s/	

Thursday	Activity 1:	Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Thursday	Activity 2:	Shared Reading: Read Two Big Book: Spring day splashes	
Thursday	Activity 3:	Writing I like to play...	
Friday	Activity 1:	Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Friday	Activity 2:	Shared Reading: Post-Read (Recount the story) Big Book: Spring day splashes	
Friday	Activity 3:	Phonemic Awareness & Phonics Segmenting and blending /a/ /s/ /t/	

Theme Reflection: We play outside	
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: We have feelings		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read Big Book: Dan has a bad week	
Monday	Activity 3: Phonemic Awareness & Phonics Differentiating environmental sounds	
Tuesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Tuesday	Activity 2: Shared Reading: Read One Big Book: Dan has a bad week	
Tuesday	Activity 3: Phonemic Awareness & Phonics - Introduce new sound /p/ - Introduce new words	
Wednesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story Big Book: Dan has a bad week	
Wednesday	Activity 3: Phonemic Awareness & Phonics Differentiating new sounds /p/ and /s/	
Thursday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Thursday	Activity 2: Shared Reading: Read Two Big Book: Dan has a bad week	
Thursday	Activity 3: Writing I felt grumpy when...	

Friday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	• Big Book: Dan has a bad week	
Friday	Activity 3: Phonemic Awareness & Phonics	
	• Segmenting and blending /p/ /a/ /t/	

Week 10: We have feelings		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read	
	• Big Book: My name is Buhlebendalo	
Monday	Activity 3: Phonemic Awareness & Phonics	
	• Differentiating environmental sounds	
Tuesday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Tuesday	Activity 2: Shared Reading: Read One	
	• Big Book: My name is Buhlebendalo	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	• Environmental sounds – making sound patterns	
Wednesday	Activity 1: Daily Activities	
	• Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story	
	• Big Book: My name is Buhlebendalo	
Wednesday	Activity 3: Phonemic Awareness & Phonics	
	• Differentiating environmental sounds	

Thursday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Thursday	Activity 2: Shared Reading: Read Two	
	Big Book: My name is Buhlebendalo	
Thursday	Activity 3: Writing	
	I felt scared when...	
Friday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practise Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Act out the story)	
	Big Book: A surprise for Dineo	
Friday	Activity 3: Phonemic Awareness & Phonics	
	Segment and blend /p/	

Theme Reflection: We have feelings	
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 1 Programme of Assessment

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

ASSESSMENT FOR LEARNING: CHECKLIST											
Mark with ✓ or ✕		Listening & Speaking			Phonics		Reading		Writing		Comment
Learners' Names		Can respond to a simple greeting	Makes simple requests	Sing a song and does the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs, poems or rhymes	Joins in choruses after repeated readings of a text	Identifies people, animals and illustrations in a big book	Draws a picture about a story that is told or read	Copies a caption for a picture	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking			Phonics		Reading		Writing		Comment
Learners' Names		Can respond to a simple greeting	Makes simple requests	Sing a song and do the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs, poems or rhymes	Joins in choruses after repeated	Identifies people, animals and illustrations in a big book	Draws a picture about a story that is told or read	Copies a caption for a picture	
11											
12											
13											
14											
15											
16											
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19											
20											
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22											
23											
24											
25											

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking			Phonics		Reading		Writing		Comment
Learners' Names		Can respond to a simple greeting	Makes simple requests	Sing a song and do the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs, poems or rhymes	Joins in choruses after repeated readings of a text	Identifies people, animals and illustrations in a big book	Draws a picture about a story that is told or read	Copies a caption for a picture	
26											
27											
28											
29											
30											
31											
32											
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34											
35											
36											
37											
38											
39											
40											

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking			Phonics		Reading		Writing		Comment
Learners' Names		Can respond to a simple greeting	Makes simple requests	Sing a song and do the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs, poems or rhymes	Joins in choruses after repeated readings of a text	Identifies people, animals and illustrations in a big book	Draws a picture about a story that is told or read	Copies a caption for a picture	
41											
42											
43											
44											
45											
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47											
48											
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51											
52											
53											
54											
55											

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics & Reading			Comment
		Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sounds	Listens to and answers questions related to a story	Total	
Date								
Score		7	7	14	7	7	14	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics & Reading			Comment
		Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sounds	Listens to and answers questions related to a story	Total	
Date								
Score		7	7	14	7	7	14	
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								
26								
27								
28								
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30								

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics & Reading			Comment
		Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sounds	Listens to and answers questions related to a story	Total	
Date								
Score		7	7	14	7	7	14	
31								
32								
33								
34								
35								
36								
37								
38								
39								
40								
41								
42								
43								
44								
45								

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics & Reading			Comment
		Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sounds	Listens to and answers questions related to a story	Total	
Date								
Score		7	7	14	7	7	14	
46								
47								
48								
49								
50								
51								
52								
53								
54								
55								

Term 1 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	1. Learner identifies and names items in a familiar picture. 2. Learners respond to a simple question.			
IMPLEMENTATION	1. Week 7 or 8 when the learners are settled and writing. 2. Week 7 or 8 Oral: Daily question.			
ACTIVITY 1	1. Settle the class to complete a written activity. 2. Then, call individual learners to your desk. 3. Use a picture from the big book story for the week. 4. First, ask the learner to point to 2 items that you name. 5. Next, ask the learner to name 2 items that you point to.			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	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.
ACTIVITY 2	1. Complete this during the oral daily question activity. 2. Follow the routine of calling one group per day to answer a theme-related question. 3. Listen carefully as each learner answers the question.			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	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.

READING & PHONICS RUBRIC				
OBJECTIVE	1. Learner reproduces sound patterns using environmental sounds. 2. Learner listens to and answers questions related to a story.			
IMPLEMENTATION	1. Week 7 or 8 phonics 2. Week 7 or 8 Shared Reading			
ACTIVITY 1	1. Go around the room during phonics and complete this activity with small groups of learners. 2. Tell learners to listen as you make a 'sound pattern', for example: clap clap click click stamp click. 3. Then, ask the learners to repeat the sound pattern. 4. Listen and watch carefully. 5. Do 2 sound patterns with each group.			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	The learner cannot correctly reproduce the sound patterns, both in terms of sounds and rhythm.	The learner can correctly reproduce only one sound pattern, or the struggles with the rhythm on both sound patterns.	The learner can correctly reproduce both sound patterns, but struggles with the rhythm on occasion.	The learner can correctly reproduce both sound patterns, with the correct rhythm.
ACTIVITY 2	1. Once you have read the big book story to learners, ask individual learners a basic recall question about the story. 2. Listen carefully to the answers.			
	Level 1 1-2	Level 2 3-4	Level 3 5-6	Level 4 7
	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.



Other titles in this series



ENGLISH
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Term 3 Management Document



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Term 4 Management Document