

Grade 1

ENGLISH

First Additional Language



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Term 4

Management Document

ENGLISH

First Additional Language

PSRIP

Grade **1**

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Term 4 Tracker

Week 1: Solving problems		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read Big Book: The paintbrush	
Monday	Activity 3: Phonemic Awareness & Phonics - Review past sounds /a/ /h/ /t/ - Review past words - Build a word with past sounds	
Tuesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Tuesday	Activity 2: Shared Reading: Read One Big Book: The paintbrush	
Tuesday	Activity 3: Phonemic Awareness & Phonics - Introduce new sound /-ss/ - Introduce new words	
Wednesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story Big Book: The paintbrush	
Wednesday	Activity 3: Phonemic Awareness & Phonics Differentiating new sounds /ck/ /-ss/	
Thursday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Thursday	Activity 2: Shared Reading: Read Two Big Book: The paintbrush	
Thursday	Activity 3: Writing I could not find...	

	• So I...	
Friday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) • Big Book: The paintbrush	
Friday	Activity 3: Phonemic Awareness & Phonics • Segmenting and blending /-ss/	

Week 2: Solving problems		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read • Big Book: Whose mango tree?	
Monday	Activity 3: Phonemic Awareness & Phonics • Review past sounds /ss/ /a/ /i/ /ck/ • Review past words • Build a word with past sounds	
Tuesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Tuesday	Activity 2: Shared Reading: Read One • Big Book: Whose mango tree?	
Tuesday	Activity 3: Phonemic Awareness & Phonics • Introduce new sound /j/ • Introduce new words	
Wednesday	Activity 1: Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story • Big Book: Whose mango tree?	
Wednesday	Activity 3: Phonemic Awareness & Phonics • Differentiating new sounds /ss/ /j/	

Thursday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Thursday	Activity 2: Shared Reading: Read Two	
	Big Book: Whose mango tree?	
Thursday	Activity 3: Writing	
	- I needed help when... ...helped me solve the problem.	
Friday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Act out the story)	
	Big Book: Whose mango tree?	
Friday	Activity 3: Phonemic Awareness & Phonics	
	Segmenting and blending /j/	

Theme Reflection: Solving problems	
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: We grow and change		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read Big Book: Peter grows up	
Monday	Activity 3: Phonemic Awareness & Phonics - Review past sounds /e/ /ss/ /ck/ /j/ - Review past words - Build a word with past sounds	
Tuesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Tuesday	Activity 2: Shared Reading: Read One Big Book: Peter grows up	
Tuesday	Activity 3: Phonemic Awareness & Phonics - Introduce new sound /qu/ - Introduce new words	
Wednesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story Big Book: Peter grows up	
Wednesday	Activity 3: Phonemic Awareness & Phonics Differentiating new sounds /j/ /qu/	
Thursday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Thursday	Activity 2: Shared Reading: Read Two Big Book: Peter grows up	
Thursday	Activity 3: Writing - I feel happy and free when I... - My... helps me feel happy and free!	

Friday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	Big Book: Peter grows up	
Friday	Activity 3: Phonemic Awareness & Phonics	
	Segmenting and blending /qu/	

Week 4: We grow and change		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read	
	Big Book: The jacket is mine!	
Monday	Activity 3: Phonemic Awareness & Phonics	
	- Review past sounds /i/ /ck/ /qu/ /j/ - Review past words - Build a word with past sounds	
Tuesday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Tuesday	Activity 2: Shared Reading: Read One	
	Big Book: The jacket is mine!	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	- Introduce new sound /v/ - Introduce new words	
Wednesday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story	
	Big Book: The jacket is mine!	
Wednesday	Activity 3: Phonemic Awareness & Phonics	
	Differentiating new sounds /qu/ /v/	

Thursday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Thursday	Activity 2: Shared Reading: Read Two	
	Big Book: The jacket is mine!	
Thursday	Activity 3: Writing	
	- I used to wear... - But then...	
Friday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	Big Book: The jacket is mine!	
Friday	Activity 3: Phonemic Awareness & Phonics	
	Segmenting and blending /v/	

Theme Reflection: We grow and change	
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: Our living history		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read Big Book: My grandfather's story	
Monday	Activity 3: Phonemic Awareness & Phonics - Review past sounds /ck/ /v/ /t/ /u/ - Review past words - Build a word with past sounds	
Tuesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Tuesday	Activity 2: Shared Reading: Read One Big Book My grandfather's story	
Tuesday	Activity 3: Phonemic Awareness & Phonics - Introduce new sound /w/ - Introduce new words	
Wednesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story Big Book: My grandfather's story	
Wednesday	Activity 3: Phonemic Awareness & Phonics Differentiating new sounds /v/ /w/	
Thursday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Thursday	Activity 2: Shared Reading: Read Two Big Book: My grandfather's story	
Thursday	Activity 3: Writing - Things that I know about my family history: - I know that... - I know that...	

Friday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	Big Book: My grandfather's story	
Friday	Activity 3: Phonemic Awareness & Phonics	
	Segmenting and blending /w/	

Week 6: Our living history		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read	
	Big Book: Ramadan koekies	
Monday	Activity 3: Phonemic Awareness & Phonics	
	- Review past sounds /b/ /h/ /u/ /w/ - Review past words - Build a word with past sounds	
Tuesday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Tuesday	Activity 2: Shared Reading: Read One	
	Big Book: Ramadan koekies	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	Introduce new sound /x/	
Wednesday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story	
	Big Book: Ramadan koekies	
Wednesday	Activity 3: Phonemic Awareness & Phonics	
	Differentiating new sounds /w/ /x/	

Thursday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Thursday	Activity 2:	Shared Reading: Read Two • Big Book: Ramadan koekies	
Thursday	Activity 3:	Writing • A tradition in my family is... • This tradition makes me feel...	
Friday	Activity 1:	Daily Activities • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practice Sight Words	
Friday	Activity 2:	Shared Reading: Post-Read (Recount the story) • Big Book: Ramadan koekies	
Friday	Activity 3:	Phonemic Awareness & Phonics • Segmenting and blending /x/	

Theme Reflection: Our living history	
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: Science is fun!		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read Big Book: The first vaccine	
Monday	Activity 3: Phonemic Awareness & Phonics - Review past sounds /j/ /qu-/ /-ss/ /v/ /w/ /x/ - Review past words - Build a word with past sounds	
Tuesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Tuesday	Activity 2: Shared Reading: Read One Big Book: The first vaccine	
Tuesday	Activity 3: Phonemic Awareness & Phonics - Review past words - Build a word with past sounds	
Wednesday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story Big Book: The first vaccine	
Wednesday	Activity 3: Phonemic Awareness & Phonics Conduct a formal or informal assessment of Term 4 Phonics	
Thursday	Activity 1: Daily Activities - Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Thursday	Activity 2: Shared Reading: Read Two Big Book: The first vaccine	
Thursday	Activity 3: Writing - I want to invent... - I want it to...	

Friday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	Big Book: The first vaccine	
Friday	Activity 3: Phonemic Awareness & Phonics	
	Word Find	

Week 8: Science is fun!		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Monday	Activity 2: Shared Reading: Pre-Read	
	Big Book: Uthingo the rainbow girl	
Monday	Activity 3: Phonemic Awareness & Phonics	
	- Review past sounds /h/ /o/ /x/ /f/ - Review past words - Build a word with past sounds	
Tuesday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Tuesday	Activity 2: Shared Reading: Read One	
	Big Book: Uthingo the rainbow girl	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	- Introduce new sound /y/ - Introduce new words	
Wednesday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Wednesday	Activity 2: Shared Reading: Illustrate the Story	
	Big Book: Uthingo the rainbow girl	
Wednesday	Activity 3: Phonemic Awareness & Phonics	
	Differentiating new sounds /x/ /y/	

Thursday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Thursday	Activity 2: Shared Reading: Read Two	
	Big Book: Uthingo the rainbow girl	
Thursday	Activity 3: Writing	
	- I feel curious about: 1. 2.	
Friday	Activity 1: Daily Activities	
	- Greeting - Rhyme / Song - Theme Vocabulary - Question of the Day - Practice Sight Words	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	Big Book: Uthingo the rainbow girl	
Friday	Activity 3: Phonemic Awareness & Phonics	
	Segmenting and blending /y/	

Theme Reflection: Science is fun!	
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 4 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	
Learners' Names		Sings simple songs and does action rhymes	Points to objects in the classroom or in a picture in response to teacher's instruction.	Identifies a person, animal or object from a simple oral description	Identifies different initial sounds in words.	Identifies some rhyming words in songs and rhymes.	Recognise plurals in words (-s and -es) aurally	Listens to stories that are told or read.	After repeated readings, joins in choruses where appropriate.	Acts out the story using some of the dialogue.	Identifies objects in the pictures.	Draws a picture for a story that is told.	Copies a caption for a picture that he/she has drawn and reads back what is written
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking			Phonics			Reading				Writing	
Learners' Names		Sings simple songs and does action rhymes	Points to objects in the classroom or in a picture in response to teacher's instruction.	Identifies a person, animal or object from a simple oral description	Identifies different initial sounds in words.	Identifies some rhyming words in songs and rhymes.	Recognise plurals in words (-s and -es) aurally	Listens to stories that are told or read.	After repeated readings, joins in choruses where appropriate.	Acts out the story using some of the dialogue.	Identifies objects in the pictures.	Draws a picture for a story that is told.	Copies a caption for a picture that he/she has drawn and reads back what is written
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													
21.													
22.													
23.													
24.													
25.													
26.													
27.													

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking			Phonics			Reading				Writing	
Learners' Names		Sings simple songs and does action rhymes	Points to objects in the classroom or in a picture in response to teacher's instruction.	Identifies a person, animal or object from a simple oral description	Identifies different initial sounds in words.	Identifies some rhyming words in songs and rhymes.	Recognise plurals in words (-s and -es) aurally	Listens to stories that are told or read.	After repeated readings, joins in choruses where appropriate.	Acts out the story using some of the dialogue.	Identifies objects in the pictures.	Draws a picture for a story that is told.	Copies a caption for a picture that he/she has drawn and reads back what is written
28.													
29.													
30.													
31.													
32.													
33.													
34.													
35.													
36.													
37.													
38.													
39.													
40.													
41.													
42.													

ASSESSMENT FOR LEARNING: CHECKLIST

Mark with ✓ or ✕		Listening & Speaking			Phonics			Reading				Writing	
Learners' Names		Sings simple songs and does action rhymes	Points to objects in the classroom or in a picture in response to teacher's instruction.	Identifies a person, animal or object from a simple oral description	Identifies different initial sounds in words.	Identifies some rhyming words in songs and rhymes.	Recognise plurals in words (-s and -es) aurally	Listens to stories that are told or read.	After repeated readings, joins in choruses where appropriate.	Acts out the story using some of the dialogue.	Identifies objects in the pictures.	Draws a picture for a story that is told.	Copies a caption for a picture that he/she has drawn and reads back what is written
43.													
44.													
45.													
46.													
47.													
48.													
49.													
50.													
51.													
52.													
53.													
54.													
55.													

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking		Phonics & Reading			Comment
		Expresses self in simple ways.	Total	Answers simple literal questions about a story.	Claps out syllables in words.	Total	
Date							
Score		7	7	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
		Expresses self in simple ways.	Total	Answers simple literal questions about a story.	Claps out syllables in words.	Total	
Date							
Score		7	7	7	7	14	
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							
29.							
30.							

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking		Phonics & Reading			Comment
		Expresses self in simple ways.	Total	Answers simple literal questions about a story.	Claps out syllables in words.	Total	
Date							
Score		7	7	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
		Expresses self in simple ways.	Total	Answers simple literal questions about a story.	Claps out syllables in words.	Total	
Date							
Score		7	7	7	7	14	
46.							
47.							
48.							
49.							
50.							
51.							
52.							
53.							
54.							
55.							

Term 4 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	1. Expresses self in simple ways by using short phrases and vocabulary taught.			
IMPLEMENTATION	1. Week 7 or 8 when the learners are settled and writing.			
ACTIVITY 1	1. Settle the class to complete a written activity. 2. Then, call individual learners to your desk. 3. Ask the learner a simple question which allows them to give an opinion, for example: Tell me about the big book story that you liked best.			
1	2	3	4	5
The learner struggles to share 1-2 points about the story, using single words or phrases. Little or no story specific vocabulary is used.	The learner shares 2-3 points about the story, using phrases. Some story specific vocabulary is used.	The learner shares at least 3 points about the story, using short sentences. Some story specific vocabulary is used.	The learner shares at least 3 points about the story, using short sentences. The learner has clearly retained much of the story specific vocabulary.	The learner shares at least 4 points about the story, using complete sentences. The learner has clearly retained much of the story specific vocabulary.

READING & PHONICS RUBRIC				
OBJECTIVE	1. Clap out the syllables in 4 familiar words. 2. Listens and responds to a story that is told or read. 3. Joins in choruses after repeated readings of a text.			
IMPLEMENTATION	1. Week 7 Phonics. 2. Week 8 when learners are busy with a writing task. 3. Week 8 Shared Reading.			
ACTIVITY 1	1. During week 7 phonics lessons, go around the room and spend a few minutes with different groups of learners. 2. Ask each learner to clap out 4 words into syllables. 3. Listen carefully as learners respond.			
1	2	3	4	5
Unable to clap out syllables without the support of the teacher.	Attempts to clap out syllables for 1 of 4 words but misses syllables.	Attempts to clap out the syllables for 2 of 4 words but misses 1 syllable.	Able to clap out syllables independently and correctly for 3 of 4 words.	Claps out the syllables for 4 words independently, correctly and confidently.
ACTIVITY 2	1. During week 8 shared reading, take note of how learners engage with and listen to the story. 2. Then, when learners are settled and busy with a writing activity, go around the classroom and ask individual learners 5 questions about the story. 3. Listen carefully as learners respond.			
1	2	3	4	5
Learner can respond to 1 simple question with support.	Learner can respond to 2 of the 5 questions.	Learner can respond to 3 – 4 of the 5 questions.	Learner can respond to all 5 questions confidently and without hesitation.	Learner can respond to 1 simple question with support.

