



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **D**IFFERENTIATED **N**ATIONAL **C**URRICULUM AND **A**SSESSMENT **P**OLICY **S**TATEMENT

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## **ENGLISH HOME LANGUAGE**

### **GRADE R-5**

Differentiated CAPS  
2017 Orientation  
Grade R-5

## **SECTION 2:**

### **INTRODUCTION TO HOME LANGUAGE**

#### **2.1 WHAT IS LANGUAGE?**

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is.

#### **2.2 LANGUAGE LEVELS**

##### **2.2.1. Home Language**

The Home Language level assumes that learners come to school able to understand and speak the language. It is the language first acquired by learners. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level.

##### **2.2.2. First Additional Language**

The First Additional Language refers to a language that is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education.

#### **2.3 SKILLS TO BE STUDIED IN HOME LANGUAGE**

The Language curriculum is packaged according to the following skills:

<b>1</b>	Listening and Speaking
<b>2</b>	Reading and Phonics
<b>3</b>	Handwriting and Writing

#### **2.4 SPECIFIC SKILLS**

##### **2.4.1 Listening and Speaking**

**Listening and speaking** are central to learning in all subjects. Through effective Listening and Speaking, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language. Because learners will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. the questions she asks) to the level of the individual child.

The learner with Severe Intellectual Disability will initially use gestures to communicate. The aim is to get the learners to pay attention, make eye contact and react to verbal stimuli using the voice, sounds and gestures. These learners need to show awareness of their environment and they must be able to display social competence. They use visual and pictorial cues to make meaning of the spoken word. Participation in discussions and conversations take place by using alternative modes of communication, e.g. sign language, body language, gestures, pointing to objects/pictures/symbols/makaton pictures and by using short phrases. Learners are encouraged to listen without interrupting and taking turns to speak. It is important to keep their attention focused. Time allocated to Listening and Speaking is dedicated to continuously build oral vocabulary. Repetition is of utmost importance for these learners.

### **Alternative and Augmentative Communication: AAC**

Learners may experience extreme difficulty with learning to speak. AAC is used to assist these learners to communicate. Learning to read is also extremely difficult for them. In order to assist them, both speaking and reading the content / concepts / skills need to start off with visual literacy programme which includes the use of:

Playing and experimenting with concrete objects using all senses (seeing, hearing, feeling, smelling, tasting and moving (where possible and applicable)). The following can be used:

- Photographs of the concrete objects
- Pictures of the same concrete objects
- Coloured picture symbols
- The first letter of word
- The word
- Short sentences

An Individual Support Plan (ISP) will be necessary for learners with Severe Intellectual Disability.

### **2.4.2 Reading and Viewing**

Well-developed Reading and Viewing skills are central to successful learning across the curriculum. Learners develop proficiency according to their own ability in Reading and Viewing in a wide range of literary and non-literary texts, including visual texts.

Every day, time must be set aside for focused lessons covering reading (Shared Reading, Group Guided Reading, Paired and Independent Reading, Phonics) and writing (Shared

Writing, Group Writing and Individual Writing, grammar and spelling activities).

#### Exposure to environmental print

From their earliest years, South African children are exposed to a great deal of environmental print in English, for example in signage (traffic signs, shop signs) and packaging. The teacher can start labelling objects in the classroom in both the Home Language and First Additional Language. These activities support incidental learning.

#### **The requirements for reading are divided into:**

- Shared Reading (including Shared Writing)
- Group Guided Reading
- Paired / Independent Reading
- Phonics (including Phonemic Awareness)

##### **2.4.2.1 Shared Reading**

**Shared reading (and/or shared Writing)** usually happens in the first 15 minutes of the Reading and Writing Focus Time. The teacher works with the whole class.

The first session focuses on the enjoyment and first 'look' at the text, with the learners giving a personal response to the text. In the next session the same text is used and the focus shifts to more involvement in the reading with the teacher using the discussions that take place to develop vocabulary, comprehension, decoding skills and text structures (grammar, punctuation, etc.). Learners then read the text themselves and engage in oral, practical and written activities based on the text.

You will also set a variety of comprehension activities to ensure that learners understand what they read.

The purpose of Shared Reading is to give learners exposure to the language in a meaningful, supportive context. It also develops learners' emergent literacy. They develop concepts of print and start to recognise written words. At this level, the teacher should:

- Choose a very simple enlarged text (e.g. a Big Book) with a limited amount of text and good illustrations.
- The story should have a clear, simple structure.
- Talk about the pictures with the learners so that they understand the vocabulary. Ask questions about the pictures/text. Help them to link the story to their lives.

- Read the text several times to the learner while you are using your finger or a 'pointer' to enable learners to follow your progress through the text.
- Gradually involve learners in 'reading' the story.

Younger learners are introduced to picture books and the correct handling of books, e.g. how to hold the book and turn the pages. Correct eye movement is also important for developing directionality. As learners progress in each year the texts should become more challenging. The teacher models fluent reading and uses the text to develop vocabulary, comprehension, decoding skills, understanding of text structure, grammar and punctuation.

#### **2.4.2.2 Group, Guided reading**

This is an **ability-group reading teaching strategy** where all the members in the group read the same text under the direction of the teacher and is introduced in Grade 1. The teacher plans the lessons to include a range of word-attack strategies that learners will learn to apply when meeting challenges in texts. The 'text talk' between teacher and learners (and learners with each other) is central to this approach.

##### **Steps in a Group Guided reading lesson**

###### **i. Select an appropriate text:**

In group guided reading the texts should be at a lower level than the texts used for Shared Reading. Read through the text beforehand and note any features of structure, vocabulary or syntax that may be challenging for the learners.

###### **ii. Introduction:**

Introduce the type of book or chapter for the session and introduce the topic. Assist the learners to make connections with the topic and their own life experiences

###### **iii. Picture talk or Browsing:**

Teach them to browse through the text paying attention to captions, chapter headings and any other organisational features such as table of contents and/or sub-headings within the text. Where new or difficult words appear in the text, the teacher introduces these words in the 'text talk', prior to the learners reading the text themselves.

#### **2.4.2.3 Paired and independent reading**

Paired and Independent Reading provides learners with reading practice and encourages reading for enjoyment.

**Paired reading** can take place at anytime, anywhere, as a class reading activity. Learners can read together or take turns to read or two learners who have completed their tasks can read together while other learners complete their work.

Learners should be encouraged to read books on their own in order to develop fluency provided that the books are easy enough for them to read without assistance.

The five main components of teaching reading are:

- Phonemic awareness
- Word recognition (sight words and phonics)
- Comprehension
- Vocabulary
- Fluency

#### **2.4.2.4 Phonemic awareness**

Phonemic awareness is recognising that speech consists of a sequence of sounds and being able to recognise these individual sounds, how they make words and how these words can make sentences

#### **Phonics**

Phonics refers to the sounds in words and the symbols (letters of the alphabet) used to represent them. It is an important tool in both reading and writing.

#### **Word recognition**

Sight words involve the learner recognising an individual word on 'sight' through the use of continued repetition of a word. Words that appear frequently in text (high frequency words) can be learnt in this way.

#### **Comprehension**

During the reading lessons the teacher has many opportunities to engage learners in a range of levels of thinking and questioning in order to develop their comprehension skills.

#### **Reading fluency**

Fluency levels can be improved by teaching specific reading skills for decoding and word recognition, by selecting simpler texts, by providing more interesting texts, by re-reading books and by increasing the volume of texts read.

#### **The reading process**

The reading process consists of pre-reading, reading and post reading stages. The activities the learner will be engaged in can be summarised as follows:

#### **Pre-reading:**

- Activating prior knowledge
- Making predictions.

**Reading:**

- Pause occasionally to check your comprehension and to let the ideas sink
- Compare the content to your predictions
- Use the context to work out the meaning of unknown words as much as is possible; where this is not possible, use a dictionary
- Visualise what you are reading
- Keep going even if you don't understand a part here and there.
- Reread a section if you do not understand at all. Read confusing sections aloud, at a slower pace, or both.
- Ask someone to help you understand a difficult section
- Reflect on what you read

**Post reading:**

- If you will need to recall specific information, make a graphic organiser or outline of key ideas and a few supporting details
- Draw conclusions
- Write a summary to help you clarify and recall main ideas.
- Understanding – confirm your understanding of the text
- Evaluate – bias, accuracy, quality of the text
- Extend your thinking – use ideas you saw in text

**2.4.3 Handwriting and Writing***Pre-writing programme*

Before starting to teach formal handwriting, learners should follow a pre-writing programme to develop visual discrimination, gross and fine motor and hand-eye coordination, body image etc. They need to be taught the correct pencil grip, how to form the letters, the starting point, size, shape, and direction of movement. Later, guide learners to position and space letters on and between the lines. The correct sitting position is also important. Young children often have difficulty in copying from the board as their eyes need time to refocus from the board to the page in front of them and their short-term visual memory may not be

well developed. It helps to give learners writing strips containing a row of letters to copy during Handwriting

#### *Transition to a joined script or cursive writing*

Learners following the Differentiated Curriculum and Assessment Policy Statement, should be able to form all the lower and upper case letters correctly and fluently and copy sentences correctly from the board or from sentence strips using the print script by the end of Grade 4.

In Grade 5, learners should develop greater speed in writing print script and it is in this grade that teachers will begin teaching a joined script or cursive writing. Whilst the choice in regard to the handwriting script remains with a school/province learners should be taught to write a form of joined script or cursive writing by the end of Grade 5.

#### *Materials*

In Grade R, learners begin by writing on blank paper using wax crayons.

In time, the learners will progress to writing on 17mm lines using pencils for formal handwriting lessons, although many schools prefer to continue using blank jotters for other written work even in Grade 1 and 2. By Grade 3 learners make the transition to using 8.5mm lined books. The exact time for these transitions will depend on the level of the learners and the school's policy.

**Writing** is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Learners will learn to write a range of creative and informational texts, initially using writing frames as support and gradually learning to write particular text types independently.

In Grade R perceptual work is extremely important because it underpins and prepares the foundations for future learning. Make sure sufficient time is spent building these perceptual skills daily and throughout the course of the school day. Perceptual work includes the following: auditory perception; eye-hand coordination; fine motor development; gross motor development; visual motor development (placing, piling and pairing); crossing the midline; spatial orientation; visual perception; etc. Learners are encouraged to experiment with



drawing lines and circles, and to form letters and numerals in different ways, e.g. with the body, in sand/on the carpet/with play dough, etc.

The language periods should provide opportunities to support learners with barriers to learning, enrichment for those who are doing well, assessment activities and time to write. Written work must be marked and overseen by the teacher so that progress of each individual learner can be tracked, monitored and can be used to inform the next steps to be taken in the learning pathway.

### Process approach to writing

Writing and designing texts is a process which consists of the following stages:

- Pre-writing/planning
- Drafting
- Revision
- Editing/Proofreading
- Publishing/presenting

#### 2.4.4 Language Structures and Conventions

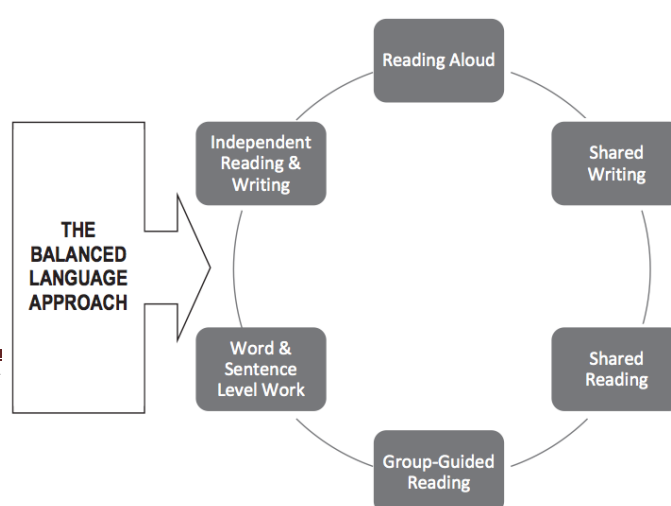
Language structures and conventions are imbedded in the Writing component of the Differentiated CAPS document.

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the Home Language. Learners will learn how **Language Structures and Conventions** are used, and will develop a shared language for talking about language (a 'meta-language').

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **Language Structures and Conventions**. It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. When selecting listening and reading texts for each two-week cycle, make sure that they contain some of the language items you want to cover. Create activities related to these texts that will enable learners to use these items, in context. Select some of the items your learners have difficulty with and give them formal practice.

### Language teaching approaches

#### The **Balanced Language Approach**



has been adopted by the Department of Basic Education (DBE) as the methodology to teach Languages. It balances various approaches to the teaching of reading and uses all language skills (listening, reading, speaking and writing) in a balanced way.

A **text-based approach** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analyzing texts to understand how they are produced and what their effects are.

A **communicative approach** suggests that when learning a language, a learner should have an extensive exposure to the target language and many opportunities to practice or produce the language by communicating for social or practical purposes.

## 2.5 REQUIREMENTS FOR HOME LANGUAGE

### 2.5.1 Time Allocation

At Home Language Level, Language is taught for 10 hours per week in grades R -3 and 6 hours per week in grades 4 & 5. All language content is taught within a two-week cycle

Skills	Time Allocation per 27,5 hours					
	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Listening &amp; Speaking (Oral)</b>	4 hours	4 hours	4 hours	4 hours	2 hours	2 hours
<b>Phonemic Awareness and Phonics</b>	3 hours	1 hour	1 hour	1 hours	1 hour	1 hours
<b>Reading and Viewing</b>	2 hours	2 hours	2 hours	2 hours	1 hour	1 hour
<b>Handwriting</b>	1 hour	2 hour	2 hour	2 hour	1 hour	1 hour
<b>Writing</b>		1 hour	1 hour	1 hour	1 hour	1 hour
<b>Total</b>	<b>10 hours</b>	<b>10 hours</b>	<b>10 hours</b>	<b>10 hours</b>	<b>6 hours</b>	<b>6 hours</b>

### 2.5.2 Resources

**Learners** should have the following resources for Home Language study in Grade R to Grade 5.

Grade R-Grade 5	
Core Materials	
Pictures and posters	Pictures to sequence
Colour charts	Fiction and nonfiction reading material
Number charts	Poems, songs, rhymes
Phonic wall charts	Big Books or other enlarged texts
Objects related to the topics and topics	Reading books
Pictures	Personal dictionaries
Perceptual equipment	Picture and other dictionaries
Games	Writing materials
Readers containing the following text types	
Folklore	Drama
Short stories	Poetry
Novel	
Resources	
Newspapers	Games
Magazines	Objects relating to topics
Television Programmes	Puzzles
Radio Programmes	Alphabet charts
Pictures and posters	Newspapers and magazines
Number charts	Newsprint

Home language teachers should have:

- (a) A Differentiated Curriculum and Assessment Policy Statement document
- (b) Language in Education Policy.
- (c) Suitable textbooks for curriculum adaptation.
- (d) Dictionary (picture, monolingual, bilingual, multilingual, thesaurus, encyclopedia)
- (e) Literature genres suitable for learner's context.
- (f) A variety of media materials: newspapers, magazines, brochures and resources from vocational subjects.
- (g) Access to audio-visual aids to be used in the classroom

### Classroom resources

- a) A range of texts to accommodate different reading levels, e.g. a selection of readers with sufficient copies of texts at each level for the class including resources from vocational curriculum.
- b) A variety of media materials: newspapers, magazines, brochures, flyers, advertisements, posters, notices, vocational resources etc.
- c) Audio/visual aids and tools/equipment from vocational workshops to enhance the curriculum.

### **2.5.3 Infrastructure, equipment and finances**

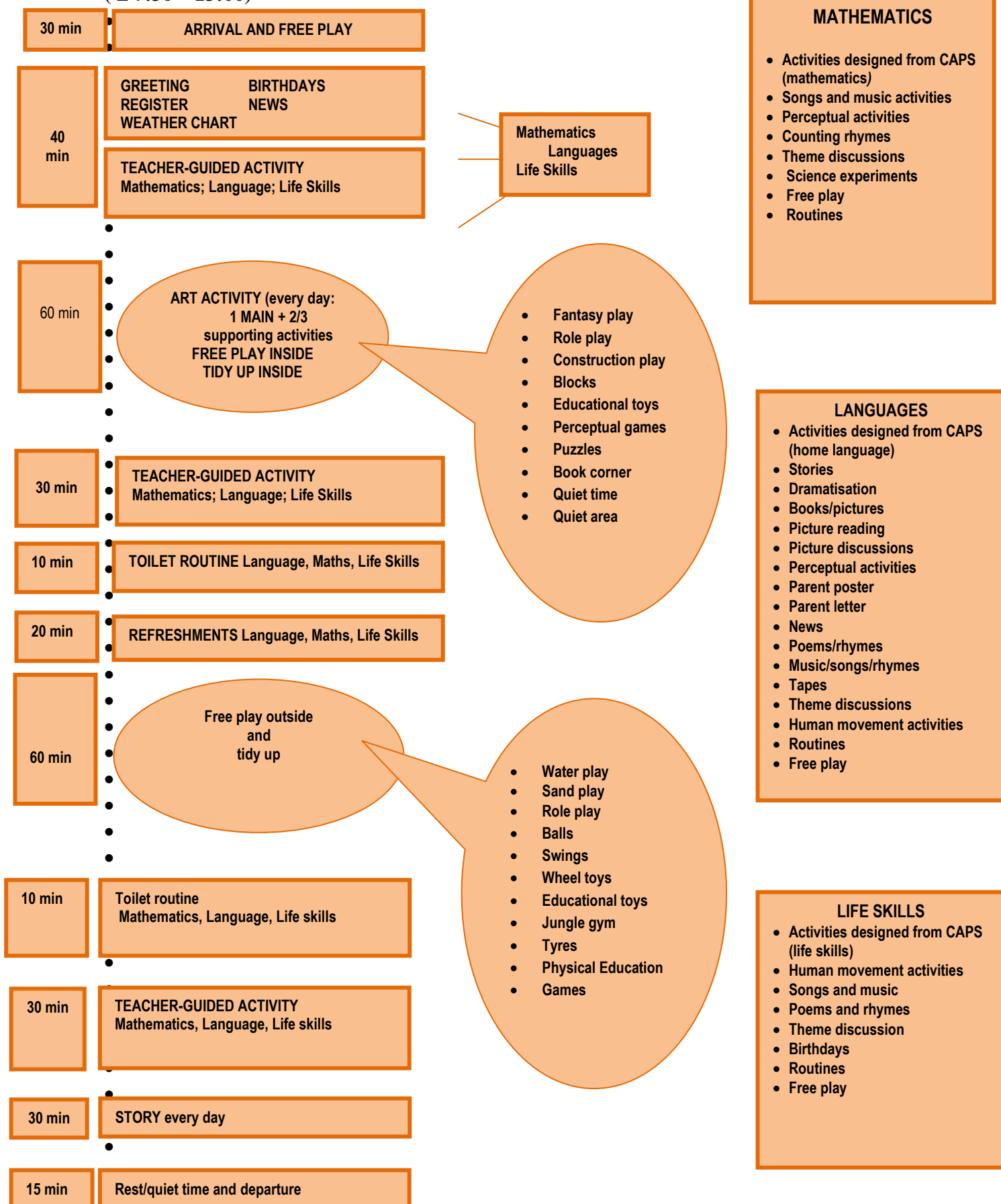
- Audio/visual Aids (television, CD player, DVD player, head phones, computers, I-pads etc.
- Reading books, dictionaries, posters/wall charts, flash cards, writing books.
- Finances: required to provide teachers with necessary LTSM.

## **2.6 CAREER OPPORTUNITIES**

- Opportunities in the workplace relevant to the skill of specialisation.

## 2.7 Integrated Daily Programme for Grade R and Grade 1

(± 7:30 – 13:00)



## SECTION 3:

### OVERVIEW OF TOPICS AND CONTENT PER TERM AND ANNUAL TEACHING PLANS

#### 3.1 Grade R with differentiation and integration:

Learners are three years in grade R with differentiation and the learning content in the tables make provision for more difficult content to be taught during the second and third year in grade R with differentiation to ensure that progression takes place.

*The following activities could be introduced during any or all of the Grade R rings (circles): music, movement, science, languages, news, show and tell, story as well as creative activities.*

*In Grade R perceptual work is extremely important because it underpins and prepares the foundations for future learning. Make sure sufficient time is spent building these perceptual skills daily and throughout the course of the school day. Perceptual work includes the following: auditory perception; eye-hand coordination; fine motor development; gross motor development; visual motor development (placing, piling and pairing); crossing the midline; spatial orientation; visual perception; etc.*

Alternative and Augmentative Communication : AAC

Learners may experience extreme difficulty with learning to speak. AAC is used to assist these learners to communicate. Learning to read is also very difficult for them. In order to assist them both speaking and reading the content / concepts / skills needs to start off with visual literacy programme which includes the use of :

Playing, experimenting with concrete objects using all senses (seeing, hearing, feeling, smelling, tasting, moving (where possible and applicable). The following can be used:

- Photographs of the concrete objects
- Pictures of the same concrete objects
- Coloured picture symbols
- The first letter of word
- The word
- Short sentences

*Enrichment : reflect on the lesson plan activities and “scaffold” to the learners level in class*

### **3.2 Annual Teaching Plan**

Six hours (6) instruction time is compulsory for learners between the ages of 14 to 18 years. Learners are two (2) years in grade 4 with differentiation and three (3) years in grade 5 with differentiation. A minimum of one (1) hour language instruction per day is suggested.

Each term comprises of ten weeks and 10 hours Home Language instructional time is compulsory for learners between the ages of five (5) and fourteen (14) years. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners are three (3) years in grade R with differentiation, and two (2) years in grade 1 to 3 with differentiation. Two hours language instruction per day is suggested.

Each week has a compulsory contact time of 10 hours for grade R – 3 and 6 hours for grade 4 and 5. In grade R – 3 the suggested contact time per day is 2 hours, and in grade 4 and 5 a minimum contact time of 1 hour per day is suggested.

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment to the learners and the teacher may not leave learners unattended during Home Language instructional time.

Annual Teaching plans

### **3.3 Content overview of topics**

The table below indicates the topics and content in the Home Language learning programme in Grade R – 5 with differentiation

•	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>LISTENING AND SPEAKING</b>	<ul style="list-style-type: none"> <li>• Listen and respond to verbal and environmental stimuli</li> <li>• Roll eye and move them in an expressive way</li> <li>• Use gestures to communicate</li> <li>• Follow instructions with support</li> <li>• Listen to and repeat rhythmic patterns</li> <li>• Recognise and point out common objects in classroom</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Point to and name parts of the body and objects in classroom</li> <li>• Listen and respond to own name, teacher's name</li> <li>• Sing and recite simple songs and rhymes</li> <li>• Respond to simple greetings and farewells</li> <li>• Wait for his/her turn to speak</li> <li>• Memorise and pronounce familiar words e.g. songs and names of classmates</li> <li>• Listen to stories, songs and rhymes</li> <li>• Retell stories</li> <li>• Tell stories and retell stories in own words</li> <li>• Role play on how she/he feels</li> <li>• Use language for communication</li> <li>• Listen attentively to questions and react appropriately /Listen without interrupting.</li> <li>• Use language to develop concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness of environment and social competence</li> <li>• Listen to and respond to verbal and environmental stimuli using voice, sounds and gestures</li> <li>• Follow instructions with support</li> <li>• Imitate movements</li> <li>• Use language for communication</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Show/display motor control</li> <li>• Listen and responds to simple questions</li> <li>• Listen to and follow instructions</li> <li>• Interpret emotions</li> <li>• Name personal emotions</li> <li>• Show empathy</li> <li>• Know the rules of dialogue and starts to communicate</li> <li>• Use vocabulary related to the topic</li> <li>• Play language games</li> <li>• Listen to short stories, songs and action rhymes</li> <li>• Classify and compare objects</li> <li>• Imitate sounds</li> <li>• Sequence pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Use visual, auditory and pictorial cues to make meaning</li> <li>• Use auditory cues to make meaning</li> <li>• Follow simple classroom instructions</li> <li>• Use language to think and reason</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Use language to develop concepts</li> <li>• Process information</li> <li>• Use language to investigate and explore</li> <li>• Listen to stories and respond to questions</li> <li>• Use language to perform</li> <li>• Participate in discussions</li> <li>• Solve and complete ten or more piece jig-saw puzzles</li> <li>• Sequence three pictures</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Use language for communication</li> <li>• Understand simple statements</li> <li>• Follow two simple oral instructions</li> <li>• Use language to listen and perform</li> <li>• Listen to stories , answer and ask questions</li> <li>• Sequence pictures</li> <li>• Use language to relate stories</li> <li>• Use language to develop concepts</li> <li>• Identify parts of a whole</li> <li>• Participate in discussions</li> <li>• Compare and classify information</li> <li>• Participate in performing activities</li> <li>• Express feelings about the story</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Display attentive listening behaviour</li> <li>• Use visual , pictorial and auditory cues to make meaning</li> <li>• Listen to text, answer and ask questions</li> <li>• Use language to relate stories</li> <li>• Use language for communication</li> <li>• Follow a short sequence of instructions</li> <li>• Give very simple instructions</li> <li>• Participate in performing activities</li> <li>• Participate in discussions</li> <li>• Sequence pictures/sentences</li> <li>• Use language to develop concepts</li> <li>• Listen to and respond to riddles</li> <li>• Expresses feelings about the text</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Display attentive listening behaviour</li> <li>• Listen to text, answer and ask questions.</li> <li>• Use visual, pictorial and auditory cues to make meaning</li> <li>• Use language to understand concepts</li> <li>• Follow a sequence of instructions correctly</li> <li>• Use language for communication</li> <li>• Sequence pictures / sentences</li> <li>• Participate in performing activities</li> <li>• Analyse, compare and contrast information</li> <li>• Makes an oral presentation</li> <li>• Use language imaginatively</li> <li>• Learn vocabulary</li> </ul>



•	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>PHONOLOGICAL AWARENESS AND PHONICS</b>	<ul style="list-style-type: none"> <li>Identify familiar symbols and signs in the environment</li> <li>Recognise the letter sound at the beginning of their own name</li> <li>Recognise own name with special symbol</li> <li>Recognise own name and at least names of 2 friends</li> <li>Introduce and reinforce letters in the alphabet</li> <li>Recognise similarities/differences between sounds</li> <li>Identify different and similar words</li> <li>Recognise sounds with picture</li> <li>Clap or tap out syllables on vocabulary of topic or name</li> <li>Recognise the letters of the alphabet with picture</li> <li>“Read” monosyllabic words in pictures</li> <li>Recognise names and some letters of the alphabet</li> <li>“Read” high frequency names</li> <li>Clap syllables in names</li> </ul>	<ul style="list-style-type: none"> <li>Imitate/ copy of auditory rhythms and patterns</li> <li>Listen to and identifies sounds and sound direction</li> <li>Associate symbols with objects/events</li> <li>Repeat/imitate auditory sounds</li> <li>Identify sounds in the environment</li> <li>Engage in sound-identification</li> <li>Develop auditory motor skills</li> <li>Identify rhyming words</li> <li>Identify high frequency words in the environment</li> <li>Identify letter-sound relationship</li> <li>Recognise own name and names of peers</li> <li>Recognise and name beginning sound of own name</li> <li>Read single letters in printed texts</li> <li>Match three-letter words correctly – even if not able to read</li> </ul>	<ul style="list-style-type: none"> <li>Compare auditory information</li> <li>Recognise rhythm and auditory patterns</li> <li>Classify and compare sounds (identify the words that begin with the same sound)</li> <li>Develop auditory motor skills</li> <li>Recognise and use sight words</li> <li>Group words into word families</li> <li>Identify end sounds in words</li> <li>Segment sentences into individual words</li> <li>Identify, recognize and use rhyming words</li> <li>Identify letter-sound relationship of single letters</li> <li>Divide words into syllables</li> <li>Develop knowledge of sounds</li> <li>Distinguish the medial sound in words</li> <li>Build and blend words three letter words</li> <li>Distinguish between different letter sounds at the beginning of own and other names</li> </ul>	<ul style="list-style-type: none"> <li>Use auditory cues to distinguish different sounds from the environment</li> <li>Develop auditory perception skills</li> <li>Identify letter-sound relationship of single letters</li> <li>Relate sounds to letters and words</li> <li>Identify rhyming words</li> <li>Identify initial, medial and end sounds</li> <li>Recognise and name end sounds in words</li> <li>Recognise consonant digraphs at the beginning and end of words</li> <li>Identify plurals (-s and -es)</li> <li>Recognise common endings in words (-ed; -ing)</li> <li>Recognise the high frequency words from the environment, e.g. SPAR, KFC, etc.</li> <li>Build words with learnt sounds</li> <li>Group words into sound families ( cat; cup; can)</li> <li>Spell common words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Identify letter-sound relationship of all single letters</li> <li>Identify sounds at the beginning, middle and end of words.</li> <li>Recognise consonant digraphs at the beginning of words</li> <li>Recognise common endings in words (-ed; -ing, y, s)</li> <li>Identify and use rhyming words</li> <li>Build and blend words (3-letter words)</li> <li>Group words into word families (</li> <li>Identify sounds from printed text</li> <li>Spell words correctly from memory</li> <li>Spell words correctly from memory</li> <li>Spell words correctly using phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Identify medial sounds of words.</li> <li>Build and blend words (3, 4, 5 letter words)</li> <li>Group words into word families</li> <li>Identify rhyming words</li> <li>Identify and recognise sounds from printed text</li> <li>Use phonetic structures to spell</li> <li>Spell words correctly from memory</li> <li>Arrange letters and words into alphabetical order</li> <li>Recognise that sounds can be represented by different spelling</li> <li>Recognise onset and rime in more complex patterns</li> <li>Recognise and use prefixes</li> <li>Recognise and use suffixes at the end of words (-ly, lies)</li> <li>Break down multi-syllabic words into separate syllables</li> <li>Recognise spelling patterns</li> <li>Group words into more complex families, e.g. hatch, match</li> <li>Differentiate between long and short vowel sounds</li> </ul>

SUGGESTED SEQUENCE OF TEACHING SOUNDS AND PHONICS	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
	<ul style="list-style-type: none"> <li>s, a, t, p, l, n, m, d, g, o, c, ck</li> </ul>	<ul style="list-style-type: none"> <li>ck, e, u, r, h, b, f, ff, l, ll, ss, j, v</li> </ul>	<ul style="list-style-type: none"> <li>w, x, y, z, zz</li> <li>Word families: -at, -an, -am, -ap, -ot, -og, in, id, ig, -et, -ed, -</li> </ul>	<ul style="list-style-type: none"> <li>Revise letter-sound relationship of all single letters.</li> <li>Revise word families learnt in Grade 2.</li> <li>New sounds: en, -ug, ch-, sh-, -sh, th-, , wh-, -ch, -th -, -ai- , oi, oa, words ending on -ed, ur, ow</li> </ul>	<ul style="list-style-type: none"> <li>Revise letter-sound relationship of all single letters.</li> <li>Revise word families learnt in Grade 2 and 3.</li> <li>New sounds: words ending on -ing, words ending on y, ar, or, ur, oo, ee, oy, st, cr, ow, suffixes -ly, plurals of words ending in -y</li> </ul>	<ul style="list-style-type: none"> <li>Revise letter-sound relationship of all single letters.</li> <li>Revise sounds and word families learnt in Grade 2, 3 and 4</li> <li>New sounds: tch, -air, -igh, -oa-, silent e, -ng, long and short vowels, silent b, silent k, prefixes, suffixes, hard g, soft c</li> </ul>

	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>READING AND VIEWING</b>	<b>Emergent Reading Skills</b> <ul style="list-style-type: none"> <li>Introduce picture books to learners</li> <li>"READ" Picture books, newspapers and magazines</li> <li>Use visual and pictorial cues to make meaning</li> <li>Recognise family members, class teacher and friends by name</li> <li>Recognise pictures in books</li> <li>Hold book and turn pages correctly</li> <li>Begin to build on oral vocabulary using the topic</li> <li>Recognise some names and some letters of the alphabet</li> <li>Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul>	<b>Emergent Reading Skills</b> <ul style="list-style-type: none"> <li>Develop visual motor activities</li> <li>Develop correct eye movement</li> <li>Develop directionality</li> <li>Use visual and pictorial cues to make meaning</li> <li>Interpret facial expressions</li> <li>Recognize words related to the topic</li> <li>"Read" labels and captions in the classroom</li> <li>"Read" logos, labels and other words from environmental print</li> <li>Develop book handling skills</li> <li>"Read" picture books</li> <li>Sequence pictures</li> <li>Identify letters in words in picture books with short words/phrases</li> </ul> <b>Shared Reading</b> <ul style="list-style-type: none"> <li>"Read" picture books, rhymes, big books, posters with the teacher</li> </ul> <b>Group guided reading</b> <ul style="list-style-type: none"> <li>"Read" picture books independently</li> </ul> <b>Independent reading</b> <ul style="list-style-type: none"> <li>"Read" objects and pictures independently</li> <li>"Read" picture books independently</li> </ul>	<b>Emergent Reading Skills</b> <ul style="list-style-type: none"> <li>Revise visual motor activities</li> <li>Develop correct eye movement</li> <li>Develop directionality</li> <li>Develop memory skills</li> <li>Develop foreground/background skills</li> <li>Use visual and pictorial cues to make meaning</li> <li>Read environmental print</li> <li>Identify parts of a whole</li> <li>Distinguish shapes of letters and words</li> <li>Understand the concept of print</li> <li>"Read" picture books</li> <li>Handle books correctly</li> <li>Identify own name</li> <li>Recognise words</li> <li>Develop word recognition skills</li> <li>Develop new vocabulary</li> <li>Make transitions from emergent to "real" reader</li> </ul> <b>Shared Reading</b> <ul style="list-style-type: none"> <li>Read picture books, rhymes, big books, poster with the teacher</li> </ul> <b>Group guided reading</b> <ul style="list-style-type: none"> <li>Read simple picture books with short words and/or captions at their own level</li> </ul> <b>Independent reading</b> <ul style="list-style-type: none"> <li>Read picture books to friends</li> </ul>	<b>Shared Reading as a class with the teacher</b> <ul style="list-style-type: none"> <li>Read simple Big Books or other enlarged text with the teacher</li> <li>Recognise objects, persons in pictures</li> <li>Recognise high frequency words</li> </ul> <b>Group guided reading</b> <ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul> <b>Independent reading</b> <ul style="list-style-type: none"> <li>Read simple picture books independently</li> <li>Read own writing</li> </ul>	<b>Shared Reading as a class with the teacher</b> <ul style="list-style-type: none"> <li>Read short books / text with teacher and answer simple questions</li> <li>Sequences pictures of a story</li> <li>Identify the main idea</li> <li>Identify detail in text</li> <li>Use visual and pictorial cues to make meaning</li> <li>Identify antonyms</li> <li>Identify synonyms</li> <li>Match sentence with pictures</li> <li>Predict what the story is about by using the title</li> <li>Relate the story with own life experiences</li> <li>Retell the story in 2-3 sentences with assistance</li> </ul> <b>Group guided reading</b> <ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul> <b>Independent reading</b> <ul style="list-style-type: none"> <li>Read simple books independently</li> <li>Read own writing</li> <li>Read familiar rhymes/poems</li> </ul>	<b>Shared Reading as a class with the teacher</b> <ul style="list-style-type: none"> <li>Read books / text with teacher and answer questions</li> <li>Engage in comprehension activities</li> <li>Use visual cues to read text, e.g. graphical and visual text, and compare it to their own experience</li> <li>Express feelings about the text</li> </ul> <b>Group guided reading</b> <ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> <li>Read known and unknown words</li> <li>Read aloud from own book</li> <li>Read different genres</li> <li>Read with increasing speed</li> <li>Read with increasing fluency</li> <li>Read with correct pronunciation</li> <li>Read with correct voice intonation</li> <li>Use decoding skills/sight words and comprehension to make sense</li> <li>Use self-correcting strategies</li> </ul> <b>Independent reading</b> <ul style="list-style-type: none"> <li>Read simple books independently</li> <li>Read short stories independently</li> <li>Read to find information</li> <li>Read own writing</li> <li>Read familiar rhymes and poems</li> </ul>

	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>HANDWRITING</b>	<b>Pre-writing skills</b> <ul style="list-style-type: none"> <li>• Colour in a picture</li> <li>• Develop fine motor muscles</li> <li>• Exchange hands : holds object in each hand</li> <li>• Develop eye hand coordination</li> <li>• Draw pictures /control of large muscles</li> <li>• Use scissors to cut out play dough</li> <li>• Moving objects from left to right</li> <li>• Make lines on chalkboards and circles</li> <li>• Form letters in different ways</li> <li>• Make an attempt to write letters using squiggles</li> <li>• "Write" own name</li> <li>• Trace simple out line of pictures / dots</li> <li>• Trace own name</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the fine motor muscles and control</li> <li>• Continue to develop eye-hand coordination</li> <li>• Cross the midline</li> <li>• Manipulate writing tools</li> <li>• Complete pre-writing patterns</li> <li>• Copy patterns, words and letters</li> <li>• Write in blank books</li> <li>• Trace outline of pictures</li> <li>• Trace patterns correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Develop eye-hand coordination</li> <li>• Develop gross motor skills</li> <li>• Develop fine motor skills</li> <li>• Develop visual acuity</li> <li>• Use writing tools effectively (paint brushes, thick crayons, pencils)</li> <li>• Form letters and numerals (in different ways, e.g. sand/body/paint/clay /mud/sandpaper/ walking on forms, letters, numbers)</li> <li>• Observe correct pencil grip</li> <li>• Trace letters in own name correctly</li> <li>• Trace own name</li> <li>• Trace familiar words</li> <li>• Trace short sentences</li> <li>• Trace numerals</li> <li>• Copy and write letters and own name onto paper (using correct spacing between letters/words)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine motor skills</li> <li>• Develop gross motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Copy patterns, letters, numerals, words, and sentences independently</li> <li>• Write patterns, letters, numerals, words, and sentences independently</li> <li>• Use writing tools effectively (hold pencils/crayons correctly, rubber, ruler)</li> <li>• Draws handwriting patterns</li> <li>• Form upper and lower case letters and numerals correctly and fluently</li> <li>• Trace pictures, letters, words, short sentences and numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop gross motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form lower and upper case letters and numerals correctly</li> <li>• Maintain uniformity and alignment</li> <li>• Use writing tools effectively, e.g. pencil, rubber, scissors, ruler</li> <li>• Write letters and words using correct spacing between letters and words</li> <li>• Copy one paragraph (3-4 lines) from a printed text</li> <li>• Make patterns in joint script</li> <li>• Copy all lower case letters in joint script</li> <li>• Copy frequently used upper case letters in joint script</li> <li>• Copy short words in joint script</li> <li>• Write and read short words in joint script</li> <li>• Copy short sentences in joint script</li> <li>• Write and read short sentences in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> <li>• Form letters and words correctly</li> <li>• Maintain uniformity and alignment</li> <li>• Use writing tools effectively, e.g. pencil, rubber, scissors, ruler</li> <li>• Experiments with pen for writing</li> <li>• Forms all lower and upper case letters correctly in joint script</li> <li>• Copies and writes words correctly in joint script</li> <li>• Copies and writes sentences correctly in joint script</li> <li>• Writes neatly, with confidence and speed in joint script</li> </ul>

•	GRADE R	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5
<b>WRITING</b>		<ul style="list-style-type: none"> <li>• Convey messages by drawing</li> <li>• Imitate writing using squiggles and scribbles</li> <li>• Read what squiggles and scribbles say</li> <li>• Draw lines from left to right</li> <li>• Draw lines</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures (teacher writes on drawing what learner says)</li> <li>• Contributes ideas for class writing by using drawings</li> <li>• Convey messages using drawings</li> <li>• Imitate writing using squiggles and scribbles</li> <li>• Read what squiggles and scribbles say</li> <li>• Observe writing conventions (left to right, top to bottom)</li> <li>• Write letters and own name</li> <li>• Write letters to dictation</li> <li>• Build and use own word bank/personal dictionary</li> <li>• Use tenses correctly (Past, present and future)</li> <li>• Use pronouns correctly with assistance</li> <li>• Use nouns correctly with assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Convey messages using drawings</li> <li>• Use drawings to begin writing</li> <li>• Draw pictures about a story, rhyme, topic, news</li> <li>• Copy one sentence of news correctly from the chalkboard</li> <li>• Write a sentence and illustrate it</li> <li>• Completes sentences using a sentence starter/sentence frame</li> <li>• Write 3 sentences independently</li> <li>• Builds own word bank/personal dictionary</li> <li>• Use punctuation (full stop, question mark)</li> <li>• Use tenses correctly (Past, present and future)</li> <li>• Use nouns</li> <li>• Use prepositions</li> <li>• Use verbs</li> <li>• Use pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures about a story, rhyme, topic, news</li> <li>• Write individual words</li> <li>• Contribute ideas and words for a class story</li> <li>• Complete sentences by filling in missing words</li> <li>• Write sentences using a frame, e.g. In the morning, I ...</li> <li>• Write about personal experiences/events</li> <li>• Write a simple poem</li> <li>• Write an expressive text</li> <li>• Use punctuation correctly (. ? !)</li> <li>• Compile a list</li> <li>• Labels pictures</li> <li>• Identify prepositions</li> <li>• Use tenses (past, present and future tense)</li> <li>• Use nouns correctly</li> <li>• Organise information on a table/ chart</li> <li>• Identify and use personal pronouns</li> <li>• Identify verbs in sentences</li> <li>• Understand subject-verb agreement</li> <li>• Identify and use contractions</li> <li>• Build and use own word bank/personal dictionary</li> <li>• Use a dictionary on own</li> </ul>	<ul style="list-style-type: none"> <li>• Use language structures correctly</li> <li>• Draft, write, edit and publish written work</li> <li>• Build and use a dictionary</li> <li>• Use conjunctions</li> <li>• Organise information</li> <li>• Identify and use adjectives</li> <li>• Plural forms of nouns</li> <li>• Write a simple recount</li> <li>• Write a short dialogue with assistance</li> <li>• Sequence and copy sentences to make a paragraph</li> <li>• Punctuation (. , ? , !)</li> <li>• Recognise synonyms</li> <li>• Recognise antonyms</li> <li>• Recognise and use homonyms</li> <li>• Recognise homophones</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 2hours per day	Me and my school	<b>LISTENING AND SPEAKING (ORAL) (COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>Respond to verbal stimuli listen and react</li> <li>Roll eye and move them in an expressive way</li> <li>Use gestures to communicate</li> <li>Follow instructions</li> <li>Listen to and repeat rhythmic patterns e.g.: clap , clap clap, clap</li> <li>Recognise and point out common objects in classroom especially to belongings</li> <li>Use visual and pictorial cues to make meaning</li> <li>Sing and recite simple songs and rhymes</li> <li>Point to and name parts of the body</li> <li>Listen and respond to own name</li> </ul>	<ul style="list-style-type: none"> <li>Look at person who is speaking</li> <li>Turn head towards sounds</li> <li>Look at speaker and begin to make eye contact</li> <li>Follow a moving object with the eyes</li> <li>Point to objects with pointing finger</li> <li>Pay attention, makes eye contact reacts to verbal stimuli, listen to questions and respond verbally</li> <li>Follow simple classroom instructions</li> <li>Follow 2 simple oral instructions</li> <li>Talk about pictures in books, magazine and newspapers etc.</li> <li>Know/remember personal detail - my name, my picture or symbol, my family, class, transport</li> <li>Know name of school and the teacher</li> <li>Know play areas</li> <li>Know toilets location and routine of toilet activity</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>Identify familiar symbols and signs in the environment : e.g. KFC; Coca Cola, STOP; classroom symbols</li> </ul>	<ul style="list-style-type: none"> <li>Realise that signs / symbols are means of communication</li> <li>Introduce the learners to card indicators with pictures and words e.g. break time , toilet routine, morning ring</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			time
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• Introduce picture books to learners</li> <li>• “READ” Picture books, newspapers and magazines</li> <li>• Recognise class teacher and friends by name</li> <li>• Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Use classroom rules with picture symbols</li> <li>• Identify/“READ” Male and Female signs for the toilets</li> <li>• Talk about the illustrations in the picture books</li> <li>• Find an image object in a picture</li> <li>• Point /gestures to objects in the class environment</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Colour in a picture</li> <li>• Develop fine motor muscles through finger play (play dough, screws nuts and bolts, pegs and peg boards, blocks)</li> <li>• Exchange hands : holds object in each hand</li> <li>• Develop eye hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Develop eye–hand coordination through play e.g. throwing and catching balls</li> </ul>
<b>Week 3-4</b> <b>2hours per day</b>	<b>Me and my body</b>	<b>LISTENING AND SPEAKING ( ORAL) ( COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>• Listen to verbal stimuli and react appropriately</li> <li>• Follow instructions with support</li> <li>• Listen to and repeat rhythmic patterns e.g. : clap , clap clap, clap - include body percussions</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Sing and recite simple songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Look at person who is speaking</li> <li>• Turn head towards sounds</li> <li>• Look at speaker and begin to make eye contact</li> <li>• Follow a moving object with the eyes</li> <li>• Point to objects with pointing finger</li> <li>• Pay attention , makes eye contact reacts to verbal</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Point to and name parts of the body and objects in class room</li> <li>• Listen and respond to own name and teacher's name</li> <li>• Roll eyes and move them in an expressive way</li> <li>• Respond to simple greetings and farewells</li> </ul>	<ul style="list-style-type: none"> <li>stimuli , listen to questions and respond verbally</li> <li>• Follow simple classroom instructions</li> <li>• Follow 2 simple oral instructions</li> <li>• Listen to speaker without interrupting</li> <li>• Recognise and point out common objects in pictures</li> <li>• Talk about pictures in books, magazine and newspapers etc.</li> <li>• Use gestures to express emotions</li> <li>• Repeat greetings when modeled by teacher : e.g. say good morning</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>• Identify familiar symbols and signs in the environment : e.g. KFC; Coca Cola , STOP</li> <li>• Introduce the letter sound at the beginning of their own name</li> <li>• Recognise own name with special symbol</li> </ul>	<ul style="list-style-type: none"> <li>• Realise that signs / symbols are means of communication</li> <li>• Introduce the name cards of learners in class: Print the learner's name on the chosen shape/symbol and tape the shape to the learner's clothing to make a name tag. Have the learners wear their tags throughout the first few days of school as a reminder of the learners' names.</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• "READ" Picture books, newspapers and magazines</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Recognise family members, class teacher and friends by</li> </ul>	<ul style="list-style-type: none"> <li>• Use classroom rules with picture symbols</li> <li>• Label Male and Female signs for the toilets</li> <li>• Tell stories about the picture</li> </ul>



GRADE R WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		name • Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles	• Talk about the illustrations in the picture books • Find an image object in a picture • Point /gestures to objects in the class environment
		<b>WRITING / PRE – HANDWRITING</b>	
		• Colour in a picture • Develop fine motor muscles through finger play (play dough, screws nuts and bolts, pegs and peg boards, blocks, tearing of waste paper) • Exchange hands: holds object in each hand • Develop eye hand coordination	• Develop eye–hand coordination through play e.g. throwing and catching balls
<b>Week 5-6</b> <b>2hours per day</b>	<b>Me and my emotions</b>	<b>LISTENING AND SPEAKING (ORAL) (COMMUNICATION)</b>	
		• Listen to verbal stimuli and respond appropriately • Listen to and repeat rhythmic patterns e.g. : clap , clap clap, clap – include body percussions • Sing and recite simple songs and rhymes • Point to and name parts of the body and objects in classroom • Listen and respond to own name and teacher’s name • Use visual and pictorial cues to make meaning • Roll eyes and move them in an expressive way • Memorise and pronounce familiar words e.g. songs and names of classmates • Tell stories and retell stories in own words	• Look at person who is speaking • Turn head towards sounds • Look at speaker and begin to make eye contact • Pay attention , makes eye contact reacts to verbal stimuli , listen to questions and respond verbally • Follow simple classroom instructions • Recognise and point out common objects in pictures • Talk about pictures in books, magazine and newspapers etc. • Listen to speaker without interrupting • Repeat songs or stories.

GRADE R WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Respond to simple greetings and farewells</li> </ul>	<ul style="list-style-type: none"> <li>Repeat greetings when modelled by teacher : e.g. say good morning</li> <li>Use gestures to express emotions</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>Identify familiar symbols and signs in the environment : e.g. KFC, Coca Cola , STOP</li> <li>Recognise the letter sound at the beginning of their own name</li> <li>Recognise own name with special symbol</li> </ul>	<ul style="list-style-type: none"> <li>Realise that signs / symbols are means of communication</li> <li>Introduce the name cards of learners in class</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>“READ” picture books, newspapers and magazines</li> <li>Use visual and pictorial cues to make meaning</li> <li>Recognise family members and friends by name</li> <li>Build and complete 5 or US US of jig-saw puzzle or place knob puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Say classroom rules with picture symbols</li> <li>Identify male and female signs for the toilets</li> <li>Tell stories about the picture</li> <li>Talk about the illustrations in the picture books</li> <li>Find an image object in a picture</li> <li>Point /gestures to objects in the class environment</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Colour in a picture</li> <li>Develop fine motor muscles through US play ( play dough, screws nuts and bolts , pegs and peg boards , blocks ,tearing of waste paper)</li> <li>Exchange hands : holds object in each hand</li> <li>Develop eye hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>Develop eye–hand coordination through play e.g. throwing and catching balls</li> <li>US letters in sand</li> <li>Move object on large US letters from the starting to end point</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 7-8 2hours per day	My first primary colours (Blue, red and yellow) around US	LISTENING AND SPEAKING ( ORAL) ( COMMUNICATION)	
		<ul style="list-style-type: none"> <li>• Listen to verbal stimuli and respond appropriately</li> <li>• Listen to and repeat rhythmic patterns e.g.: clap, clap clap, clap – include body percussion.</li> <li>• Sing and recite simple songs and rhymes</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Point to and name parts of the body and objects in classroom</li> <li>• Listen and respond to own name and teacher's name</li> <li>• Roll eyes and move them in an expressive way</li> <li>• Memorise and pronounce familiar words e.g. songs and names of classmates</li> <li>• Tell stories and retell stories in own words</li> <li>• Respond to simple greetings and farewells</li> </ul>	<ul style="list-style-type: none"> <li>• Look at US US is speaking</li> <li>• Turn head towards sounds</li> <li>• Look at speaker and begin to make eye contact</li> <li>• Pay attention , makes eye contact reacts to verbal stimuli , listen to questions and respond verbally</li> <li>• Follow simple classroom instructions</li> <li>• Recognise and point out common objects in pictures</li> <li>• Talk about pictures in books, magazine and newspapers US.</li> <li>• Repeat songs or stories.</li> <li>• Point and names body parts</li> <li>• Listen to speaker without interrupting</li> <li>• Use of gestures to express emotions</li> <li>• Repeat greetings when modeled by teacher : e.g. say good morning</li> <li>• Recognise nature's colour for yellow is the sun and fruit like banana and apple.</li> <li>• Recognise nature's colour for blue is the sky and water</li> <li>• Recognise nature's colour for red is flowers and blood and fruit like apple.</li> <li>• Identify colours yellow blue and red in items and</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			objects around US
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>Identify familiar symbols and signs in the environment : e.g. KFC, Coca Cola , STOP</li> <li>Recognise the letter sound at the beginning of their own name</li> <li>Recognise own name with special symbol</li> <li>Introduce letters in the alphabet (s, a)</li> </ul>	<ul style="list-style-type: none"> <li>Realise that signs/symbols are means of communication</li> <li>Introduce the Name cards of learners in class</li> <li>Use alphabet posters with pictures &gt; <b>s</b> : sand   <b>a</b> : apple</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>"READ" picture books, newspapers and magazines</li> <li>Use visual and pictorial cues to make meaning</li> <li>Recognise family members and friends by name</li> <li>Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Use classroom rules with picture symbols</li> <li>Identify Male and Female signs for the toilets</li> <li>Tell stories about the picture</li> <li>Talk about the illustrations in the picture books</li> <li>Find an image object in a picture</li> <li>Point /gestures to objects in the class environment and related to topic</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Colour in a picture</li> <li>Develop fine motor muscles through finger play ( play dough, screws nuts and bolts , pegs and peg boards , blocks ,tearing of waste paper)</li> <li>Exchange hands : holds object in each hand</li> <li>Develop eye hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>Develop eye–hand coordination through play e.g. throwing and catching balls</li> <li>Form letters in sand</li> <li>Move an object on large form letters from the starting to end point</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 9-10 2hours per day	Revision and assessment	<b>LISTENING AND SPEAKING ( ORAL) (COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>• Listen to verbal stimuli and respond appropriately</li> <li>• Listen to and repeat rhythmic patterns e.g. : clap , clap clap, clap and use of body percussion</li> <li>• Sing and recite simple songs and rhymes</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Point to and name parts of the body and objects in class room</li> <li>• Listen and respond to own name and teacher's name</li> <li>• Roll eyes and move them in an expressive way</li> <li>• Memorise and pronounce familiar words e.g. songs and names of classmates</li> <li>• Respond to simple greetings and farewells</li> </ul>	<ul style="list-style-type: none"> <li>• Look at person who is speaking</li> <li>• Turn head towards sounds</li> <li>• Look at speaker and begin to make eye contact</li> <li>• Pay attention , makes eye contact reacts to verbal stimuli , listen to questions and respond verbally</li> <li>• Follow simple classroom instructions</li> <li>• Recognise and point out common objects in pictures</li> <li>• Talk about pictures in books, magazine and newspapers and topic related etc.</li> <li>• Repeat songs or stories.</li> <li>• Point and gestures to and names body parts</li> <li>• Listen to speaker without interrupting</li> <li>• Repeat greetings when modelled by teacher : e.g. say "good morning "</li> <li>• Use gestures to express emotions</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>• Identify familiar symbols and signs in the environment : e.g. KFC; Coca Cola , STOP</li> <li>• Recognise the letter sound at the beginning of their own name</li> <li>• Recognise own name with special symbol</li> <li>• Reinforce letters in the alphabet ( s,a)</li> </ul>	<ul style="list-style-type: none"> <li>• Realise that signs / symbols are means of communication</li> <li>• Introduce the name cards of learners in class</li> <li>• Use alphabet posters with pictures &gt; <b>s</b> : sand <b>a</b> : apple</li> <li>• Identify my face &gt; eyes, nose , mouth , ears, hair</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Recognise own name and at least names of 2 friends</li> <li>• Begin to build on oral vocabulary using topic “my friends” ,”my body” , “my face”</li> </ul>	
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• “READ” picture books, newspapers and magazines</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Use classroom rules with picture symbols</li> <li>• Identify Male and Female signs for the toilets</li> <li>• Tell stories about the picture (Topic poster and related pictures)</li> <li>• Talk about the illustrations in the picture books</li> <li>• Find an image object in a picture</li> <li>• Point /gestures to objects in the class environment and related to topic</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Colour in a picture</li> <li>• Develop fine motor muscles through finger play ( play dough , screws nuts and bolts , pegs and peg boards , blocks ,tearing of waste paper)</li> <li>• Exchange hands : holds object in each hand move object from one hand to other</li> <li>• Develop eye hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Develop eye –hand coordination through play e.g. throwing and catching balls</li> <li>• Form letters in sand</li> <li>• Moving object on large form letters from the starting to end point</li> </ul>

<p><b>GRADE R WITH DIFFERENTIATION Term 1</b></p> <p><b>Suggestions for assessment:</b></p> <ul style="list-style-type: none"> <li>• First 2 weeks - baseline assessment</li> <li>• Oral and or practical</li> <li>• Observation</li> </ul> <p><b>LISTENING AND SPEAKING :</b></p> <ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• React to verbal stimuli: listen and react</li> <li>• Pay attention, makes eye contact</li> <li>• Recognize sounds in the environment</li> <li>• Take turns to speak</li> <li>• Use the language of learning (body parts and actions) in responses</li> <li>• Identify different parts of the body</li> <li>• Use body words in own sentences</li> <li>• Respond to own name</li> <li>• Listen to simple questions and announcements and respond appropriately</li> <li>• Identify/name items from topic table</li> <li>• Listen to and repeat rhythmic patterns e.g. : clap , clap clap, clap - include body percussions</li> </ul> <p>Early Identification and intervention programmes need to be implemented Support from Speech, Hearing Therapist with oral motor skills and hearing skills. Occupational Therapist with extra fine and gross motor skills development.</p>	<p><b>GRADE R WITH DIFFERENTIATION TERM 1</b></p> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>• “Read” basic words from environment</li> <li>• Identify the sound at the beginning of their name</li> <li>• Identify familiar symbols and signs in the environment : e.g. KFC; Coca Cola, STOP; classroom symbols</li> <li>• Recognise own name and at least names of 2 friends</li> </ul> <p><b>READING AND VIEWING</b></p> <ul style="list-style-type: none"> <li>• Recognise their own belongings with name tags and picture, e.g. school bag , lunch box</li> <li>• Recognise classroom objects / Explain what (at least 3 )objects is used for</li> <li>• Recognise their own name in print</li> <li>• Recognise their own name in print and name of 1 friend</li> <li>• Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> <li>• Tell stories about the picture</li> </ul> <p><b>WRITING PRE WRITING</b></p> <ul style="list-style-type: none"> <li>• Colour in a picture</li> <li>• Colour in a picture : tearing of paper</li> <li>• Colour in a picture: use wax crayons and chalk – during:</li> <li>• free in-door play or creative art activities</li> </ul> <p>use of educational aids to develop movement from left to right e.g. pegs on a hard surface , pegs and peg boards</p>
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GRADE R WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 2hours per day	Senses	<b>LISTENING AND SPEAKING (ORAL) (COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>• Listen and respond to verbal and environmental stimuli</li> <li>• Follow instructions with support</li> <li>• Retell stories using pictures or on their own</li> <li>• Recite poems and rhymes</li> <li>• Use language for communication</li> <li>• Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Calm down with soothing sounds</li> <li>• Recognise sounds in the environment</li> <li>• Express own feelings</li> <li>• Listen to basic questions /instructions –acts appropriately</li> <li>• Recognise and point out common objects in pictures</li> <li>• Talk about pictures in books , magazine and newspapers etc.</li> <li>• Repeat songs or stories.</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>• Identify different and similar words</li> <li>• Recognise the letter sound at the beginning of their own name</li> <li>• Recognise similarities/differences between sounds</li> <li>• Recognise the “ s,a ” sounds with picture</li> </ul>	<ul style="list-style-type: none"> <li>• Group names of classmates with the same beginning sound</li> <li>• Identify the beginning sound of words, e.g. s – sand a – apple</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• Begin to build on oral vocabulary using the topic</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the illustrations in the picture books</li> <li>• Find an image object in a picture/ or on topic table</li> </ul>



GRADE R WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 3-4 2hours per day	Senses	WRITING / PRE – HANDWRITING	
		<ul style="list-style-type: none"> <li>• Draw pictures /control of large muscles</li> <li>• Develop fine motor muscles through finger play ( play dough , threading and stacking and , blocks)</li> <li>• Use scissors to cut out play dough</li> </ul>	<ul style="list-style-type: none"> <li>• Practice writing the “a” letter on different textures with their fingers e.g. : carpet , paint , learners backs , sand , and modelling play dough to form the letter</li> <li>• Practice with scissors on “open cut close”</li> </ul>
		LISTENING AND SPEAKING ( ORAL) ( COMMUNICATION)	
		<ul style="list-style-type: none"> <li>• Listen to stories, songs and rhymes</li> <li>• Recite poems and rhymes</li> <li>• Retell stories using pictures or on their own</li> <li>• Use language for communication</li> <li>• Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Calm down with soothing sounds</li> <li>• Recognise sounds in the environment</li> <li>• Express own feelings</li> <li>• Listen to basic questions /instructions –acts appropriately</li> <li>• Recognise and point out common objects in pictures</li> <li>• Talk about pictures in books , magazine and newspapers etc.</li> <li>• Sing songs and say nursery rhymes after hearing it repeatedly.</li> </ul>
		PHONICS (EMERGENT SYMBOLISM)	
		<ul style="list-style-type: none"> <li>• Identify different and similar words</li> <li>• Recognise the letter sound at the beginning of their own name</li> <li>• Recognise similarities/differences between sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Group names of classmates with the same beginning sound</li> <li>• Identify the beginning sound of words, e.g. apple</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Recognise the “ a,t ” sounds with picture</li> </ul>	t - top
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>Begin to build on oral vocabulary using the topic</li> <li>Use visual and pictorial cues to make meaning</li> <li>Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the illustrations in the picture books</li> <li>Find an image object in a picture/ or on topic table</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Draw pictures /control of large muscles</li> <li>Develop fine motor muscles through finger play ( play dough , threading and stacking and , blocks)</li> <li>Use scissors to cut out play dough</li> </ul>	<ul style="list-style-type: none"> <li>Practice writing the “a” letter on different textures with their fingers e.g.: carpet , paint , learners backs , sand , and modelling play dough to form the letter</li> <li>Practice with scissors on “open cut close”</li> </ul>
<b>Week 5</b> <b>2hours per day</b>	<b>Healthy eating habits</b> <b>Fruit</b>	<b>LISTENING AND SPEAKING ( ORAL ) ( COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>Listen and respond to verbal and environmental stimuli and respond appropriately</li> <li>Listen to stories, songs and rhymes</li> <li>Retell stories using pictures or on their own</li> <li>Recite poems and rhymes</li> <li>Use visual and pictorial cues to make meaning</li> <li>Use language for communication</li> </ul>	<ul style="list-style-type: none"> <li>Calm down with soothing sounds</li> <li>Recognise sounds in the environment</li> <li>Express own feelings</li> <li>Listen to basic questions /instructions –acts appropriately</li> <li>Recognise and point out common objects in pictures</li> <li>Talk about pictures in books, magazine and newspapers etc.</li> <li>Recognise a clean eating environment.</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Identify plate, cup, knife, fork, spoon</li> <li>Discover and identify healthy food</li> <li>Discover and identify unhealthy food</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>Identify different and similar words</li> <li>Recognise the letter sound at the beginning of their own name</li> <li>Recognise similarities/differences between sounds</li> <li>Recognise the “ t, p ” sounds with picture</li> </ul>	<ul style="list-style-type: none"> <li>Group names of classmates with the same beginning sound</li> <li>Identify beginning sounds of words, e.g. t – top p - pen</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>Begin to build on oral vocabulary using the topic</li> <li>Use visual and pictorial cues to make meaning</li> <li>Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the illustrations in the picture books</li> <li>Find an image object in a picture/ or on topic table</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Draw pictures /control of large muscles</li> <li>Develop fine motor muscles through finger play ( play dough , threading and stacking and , blocks)</li> <li>Use scissors to cut out play dough</li> </ul>	<ul style="list-style-type: none"> <li>Practice writing the “a” letter on different textures with their fingers e.g. : carpet , paint , learners backs , sand , and modelling play dough to form the letter</li> <li>Practice on chalk boards thick chalk lines and circles</li> <li>Practice with scissors on “open cut close”</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 6-7 2hours per day	Fruit and Vegetables	<b>LISTENING AND SPEAKING ( ORAL) ( COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>• Listen to stories, songs and rhymes</li> <li>• Listen and respond to verbal and environmental stimuli</li> <li>• Retell stories using pictures or on their own</li> <li>• Sing and recite poems and rhymes</li> <li>• Use language for communication</li> <li>• Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Calm down with soothing sounds</li> <li>• Recognise sounds in the environment</li> <li>• Express own feelings</li> <li>• Listen to basic questions /instructions –acts appropriately</li> <li>• Recognise and point out common objects in pictures</li> <li>• Talk about pictures in books , magazine and newspapers etc.</li> <li>• Identify different vegetables</li> <li>• Taste and textures of vegetables</li> <li>• Shapes and colours of vegetables</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>• Identify different and similar words</li> <li>• Recognise the letter sound at the beginning of their own name</li> <li>• Recognise similarities/differences between sounds</li> <li>• Recognise the “ p, i ” sounds with picture</li> </ul>	<ul style="list-style-type: none"> <li>• Group names of classmates with the same beginning sound</li> <li>• Identify beginning sounds of words, e.g. p – pen i - ink</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• Begin to build on oral vocabulary using the topic</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Build and complete 5 or more piece of jig-saw puzzle or place</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the illustrations in the picture books</li> <li>• Find an image object in a picture/ or on topic table</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		knob puzzles	
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures /control of large muscles</li> <li>• Develop fine motor muscles through finger play ( play dough , threading and stacking and , blocks)</li> <li>• Use scissors to cut out play dough</li> <li>• Move from left to right on the pegboards</li> </ul>	<ul style="list-style-type: none"> <li>• Practice writing the “a” letter on different textures with their fingers e.g. : carpet , paint , learners backs , sand , and modeling play dough to form the letter</li> <li>• Practice on chalk boards thick chalk lines and circles</li> <li>• Practice with scissors on “open cut close”</li> </ul>
<b>Week 8-9</b> <b>2hours per day</b>	<b>Mixed secondary colours (orange, green and purple) around us</b>	<b>LISTENING AND SPEAKING ( ORAL) ( COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>• Listen to stories, songs and rhymes</li> <li>• Retell stories using pictures or on their own</li> <li>• Sing songs and recite poems and rhymes</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Use language for communication</li> <li>• Role play on how she/he feels</li> </ul>	<ul style="list-style-type: none"> <li>• Calm down with soothing sounds</li> <li>• Recognise sounds in the environment</li> <li>• Express own feelings</li> <li>• Listen to basic questions /instructions –acts appropriately</li> <li>• Recognise and point out common objects in pictures</li> <li>• Talk about pictures in books , magazine and newspapers etc.</li> <li>• Identify colours orange, green and purple in items and objects around us.</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>Identify different and similar words</li> <li>Recognise the letter sound at the beginning of their own name</li> <li>Recognise similarities/differences between sounds</li> <li>Revise the sounds with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Group names of classmates with the same beginning sound</li> <li>Identify the beginning sounds in words (s, a, t, p, i)</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>Begin to build on oral vocabulary using the topic</li> <li>Use visual and pictorial cues to make meaning</li> <li>Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the illustrations in the picture books</li> <li>Find an image object in a picture/ or on topic table</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Draw pictures /control of large muscles</li> <li>Develop fine motor muscles through finger play ( play dough , threading and stacking and , blocks)</li> <li>Use scissors to cut out play dough</li> <li>Move from left to right on the pegboards</li> <li>Make lines on chalkboards and circles</li> </ul>	<ul style="list-style-type: none"> <li>Practice writing the “a” letter on different textures with their fingers e.g. : carpet , paint , learners backs , sand , and modeling play dough to form the letter</li> <li>Practice on chalk boards thick chalk lines and circles</li> <li>Practice with scissors on “open cut close”</li> </ul>

<p><b>GRADE R WITH DIFFERENTIATION</b></p> <p><b>Term 2</b></p> <p>Suggestions for assessments :</p> <ul style="list-style-type: none"> <li>• Oral and or practical</li> <li>• Observation</li> </ul> <p><b>LISTENING AND SPEAKING :</b></p> <ul style="list-style-type: none"> <li>• Follow instructions</li> <li>• Hear and clap/tap to pattern</li> <li>• Point out object on poster</li> <li>• Recognize the senses on poster on body and explain what each sense can do</li> <li>• Use poster “Healthy Living” ask learners on how the children are keeping clean</li> <li>• Name the senses</li> <li>• Sing a song or rhyme learnt</li> </ul>	<p><b>GRADE R WITH DIFFERENTIATION</b></p> <p><b>Term 2</b></p> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>• Identify the “a, b” sounds</li> <li>• Tear and paste a picture:</li> <li>• Practice formation of circles on the chalkboard</li> <li>• Identify different and similar words</li> </ul> <p><b>READING AND VIEWING</b></p> <ul style="list-style-type: none"> <li>• Recognize the “a, b” sounds in print</li> <li>• Recognize basic weather signs</li> <li>• Practice pre writing skills</li> <li>• Colour in a picture with an “a” sound</li> <li>• Thread beads</li> <li>• Begin to make formations with finger paint</li> <li>• Draw lines on chalkboards</li> <li>• Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul> <p><b>WRITING /PRE-HANDWRITING</b></p> <ul style="list-style-type: none"> <li>• Use scissors to cut out play dough</li> <li>• Move from left to right on the pegboards</li> <li>• Make lines and circles on chalkboards</li> </ul>
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GRADE R WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 2hours per day	Me and my family	<b>LISTENING AND SPEAKING (ORAL) (COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>• Listen attentively to questions and give answers /Listen without interrupting.</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Listen to stories, songs and rhymes</li> <li>• Sing songs and recite rhymes</li> <li>• Use language for communication</li> <li>• Follow instructions with support</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to sounds in the environment or to educational aids : related to topic</li> <li>• Use own body to make sounds</li> <li>• Identify basic rules of the road</li> <li>• Match things that go together and compare different things that are different</li> <li>• Recognise and point out common objects in pictures</li> <li>• Talk about pictures in books, magazine and newspapers etc.</li> <li>• Talk about family members</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>• Identify different and similar words</li> <li>• Recognise the letter sound at the beginning of their own name</li> <li>• Clap or tap out syllables on vocabulary of topic or name</li> <li>• Recognise the alphabets with picture according to progress of learners</li> </ul>	<ul style="list-style-type: none"> <li>• Group names of classmates with the same beginning sound</li> <li>• Sen/zo (2 taps) car (1 tap) mo/tor/bike (3 taps)</li> <li>• Identify beginning sounds in words (s,a,t,p,i)</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• Begin to build on oral vocabulary using the topic</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Hold book and turn pages correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the illustrations in the picture books</li> <li>• Find an image object in a picture/ or on topic table</li> </ul>



GRADE R WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul>	
		WRITING / PRE – HANDWRITING	
		<ul style="list-style-type: none"> <li>• Draw pictures /control of large muscles</li> <li>• Develop fine motor muscles through finger play (play dough, threading and stacking and blocks)</li> <li>• Improve eye-hand coordination</li> <li>• Form letters in different ways e.g. sand/body/paint/clay/mud/shaving foam /jelly /walking on form , letters numbers shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Reach with hand</li> <li>• Begin touching objects</li> <li>• Try holding writing instruments in correct manner</li> </ul>
Week 3-4 2hours per day	Me and my home	LISTENING AND SPEAKING ( ORAL) ( COMMUNICATION)	
		<ul style="list-style-type: none"> <li>• Listen attentively to questions and give answers /Listen without interrupting.</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Listen to stories, songs and rhymes</li> <li>• Retell a story/parts of a story</li> <li>• Act out a story</li> <li>• Use language for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Listen sounds in the environment or to educational aids : related to topic</li> <li>• Use own body to make sounds (body percussion)</li> <li>• Match things that go together and compare different things that are different</li> <li>• Recognise and point out common objects in pictures</li> <li>• Talk about pictures in books, magazine and newspapers etc.</li> <li>• identify rooms in the house - kitchen, bedroom, bathroom, and living area.</li> </ul>
		PHONICS (EMERGENT SYMBOLISM)	
		<ul style="list-style-type: none"> <li>• Identify different and similar words</li> <li>• Recognise the letter sound at the beginning of their own name</li> </ul>	<ul style="list-style-type: none"> <li>• Group names of classmates with the same beginning sound</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Clap or tap out syllables on vocabulary of topic or name</li> <li>• Recognise the letters of the alphabet with pictures: i, n</li> <li>• “Read” monosyllabic words in pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Sen/zo (2 taps) car (1 tap) mo/tor/bike (3 taps)</li> <li>• Recognise the letters of the alphabet with pictures: i-ink, n – night.</li> <li>• “Read” monosyllabic words in pictures e.g. sat, pat, tap, sit, pit, tip, pip, sip.</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• Begin to build on oral vocabulary using the topic</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Holds book and turn pages correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the illustrations in the picture books</li> <li>• Find an image object in a picture/ or on topic table</li> <li>• Complete puzzles</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures /control of large muscles</li> <li>• Develop fine motor muscles through finger play ( play dough , threading and stacking and , blocks)</li> <li>• Improve eye-hand coordination</li> <li>• Form letters in different ways e.g. sand/body/paint/clay/mud/ shaving foam /jelly /walking on form , letters numbers shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Reach with hand</li> <li>• Begin touching objects</li> <li>• Try holding writing instruments in correct manner</li> </ul>
<b>Week 5-7</b> <b>2hours per day</b>	<b>Transport</b>	<b>LISTENING AND SPEAKING ( ORAL) ( COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>• Listen attentively to questions and give answers /Listen without interrupting.</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Listen to stories, songs and rhymes</li> <li>• Sing songs and recite rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Listen sounds in the environment or to educational aids : related to topic</li> <li>• Use own body to make sounds body percussions</li> <li>• Make use of pouring , splashing squirting &gt; listen to sound of water</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Retell a story</li> <li>• Act out a story</li> </ul>	<ul style="list-style-type: none"> <li>• Match things that go together and compare different things that are different</li> <li>• Look at pictures and talk about common experiences</li> <li>• identify car, boat, bicycle, bus, taxi, aeroplane, train</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>• Identify different and similar words</li> <li>• Recognise the letter sound at the beginning of their own name</li> <li>• Clap or tap out syllables on vocabulary of topic or name</li> <li>• Recognise the letters of the alphabet with pictures (n,m)</li> <li>• “Read” monosyllabic words in pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Group names of classmates with the same beginning sound</li> <li>• Sen/zo (2 taps) car (1 tap) mo/tor/bike (3 taps)</li> <li>• Recognise the letters of the alphabet with pictures according to progress of learners: n- night, m - man</li> <li>• “Read” monosyllabic words in pictures e.g. pan, pin, tin, mat, map.</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• Begin to build on oral vocabulary using the topic</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Hold book and turn pages correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Label items on topic table e.g. bottle/water/towel/soap</li> <li>• Activity with items that float and sink</li> <li>• Recognise pictures on Water poster</li> <li>• Complete puzzles</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures /control of large muscles</li> <li>• Develop fine motor muscles through finger play ( play dough , threading and stacking and , blocks)</li> <li>• Improve eye-hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Reach with hand</li> <li>• Begin touching objects</li> <li>• Try holding writing instruments in correct manner</li> <li>• Magic paint , draw /write with crayons and colour wash</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Form letters/drawings scribbles in different ways using paint</li> </ul>	with colouring water moving hands from left to right or top to bottom
Week 8-9 2hours per day	Look, colour has no shape or size	<b>LISTENING AND SPEAKING (ORAL) ( COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>Listen attentively to questions and give answers /Listen without interrupting.</li> <li>Use visual and pictorial cues to make meaning</li> <li>Listen to stories, songs and rhymes</li> <li>Retell a story</li> <li>Act out the story</li> </ul>	<ul style="list-style-type: none"> <li>Listen sounds in the environment or to educational aids : related to topic</li> <li>Use own body to make sounds body percussions add oral motor exercise : free kissing, tongue clicking sounds</li> <li>Oral motor skills, e.g. sounds of farm animals</li> <li>Match things that go together and compare different things that are different</li> <li>Look at pictures and talk about common experiences</li> <li>Identify the colours taught in term 1 and two</li> <li>Understand that colours have no shape or size</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>Identify different and similar words</li> <li>Recognise the letter sound at the beginning of their own name</li> <li>Clap or tap out syllables on vocabulary of topic or name</li> <li>Recognise the letters of the alphabet with pictures (m,d)</li> <li>“Read” monosyllabic words in pictures</li> </ul>	<ul style="list-style-type: none"> <li>Group names of classmates with the same beginning sound</li> <li>Sen/zo (2 taps) car (1 tap) mo/tor/bike (3 taps)</li> <li>Recognise the letters of the alphabet with pictures according to progress of learners (m – man, d – dog)</li> <li>“Read” monosyllabic words in pictures e.g., mat, man, pen, pig, dam, can, van, net (word progress on the level of learners in class)</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• Begin to build on oral vocabulary using the topic</li> <li>• Hold book and turn pages correctly using support</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise pictures on topic poster</li> <li>• Point to objects on topic table</li> <li>• Give learners the opportunity to handle books in the reading corner/at their desks/on the mat.</li> <li>• Complete puzzles</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw / paint /colour in pictures /control of large muscles</li> <li>• Develop fine motor muscles through finger play ( play dough, threading and stacking, blocks, moving objects from left to right)</li> <li>• Improve eye-hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Reach with hand</li> <li>• Begin touching objects</li> <li>• Try holding writing instruments in correct manner</li> <li>• Tear /cut and paste activities</li> </ul>
<b>Week 9-10</b> <b>2hours per day</b>	<b>Revision and assessment</b>  A very tiring term , work on the progress of the learners (climate has a challenge	<b>LISTENING AND SPEAKING ( ORAL) ( COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>• Listen attentively to questions and give answers /Listen without interrupting.</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Listen to stories, songs and rhymes</li> <li>• Retell a story</li> <li>• Act out the story</li> </ul>	<ul style="list-style-type: none"> <li>• Listen sounds in the environment or to educational aids : related to topic</li> <li>• Use own body to make sounds (body percussion), e.g. pretend sweeping, raking</li> <li>• Ask learners to identify items on the playground : litter</li> <li>• Match things that go together and compare different things that are different</li> <li>• Look at pictures and talk about common experiences</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
	on the learners' behaviour and progress)	<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>Identify different and similar words</li> <li>Recognise the letter sound at the beginning of their own name</li> <li>Clap or tap out syllables on vocabulary of topic or name</li> <li>Recognise the letters of the alphabet with pictures</li> <li>"Read" monosyllabic words in pictures</li> </ul>	<ul style="list-style-type: none"> <li>Group names of classmates with the same beginning sound</li> <li>Sen/zo (2 taps) car (1 tap) mo/tor/bike (3 taps)</li> <li>Revise the letters of the alphabet with pictures according to progress of learners (s,a,t,p,i,n,m,d)</li> <li>"Read" monosyllabic words in pictures e.g. dog, cat, mat, man, pen, pig, dam, can, van, net (word progress on the level of learners in class)</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>Use visual and pictorial cues to make meaning</li> <li>Begin to build on oral vocabulary using the topic</li> <li>Hold book and turn pages correctly using support</li> </ul>	<ul style="list-style-type: none"> <li>Recognise pictures on topic poster</li> <li>Label containers in class for recycle &gt; paper + picture</li> <li>Peels + picture sweet /chips wrappers + picture: learners to sort litter in the class and out of class</li> <li>Complete puzzles</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Draw / paint /colour in pictures /control of large muscles</li> <li>Develop fine motor muscles through finger play ( play dough, threading and stacking, blocks, moving objects from left to right)</li> <li>Improve eye-hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>Reach with hand</li> <li>Begin touching objects</li> <li>Try holding writing instruments in correct manner</li> <li>Tear /cut and paste activities</li> </ul>

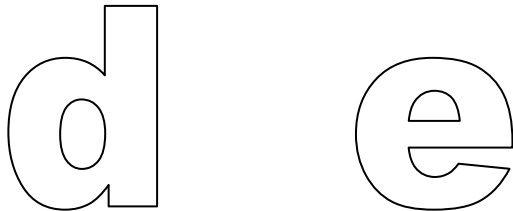
<p><b>GRADE R WITH DIFFERENTIATION TERM 3</b></p> <p><b>Suggested assessment goals</b></p> <ul style="list-style-type: none"> <li>• Oral and or practical</li> <li>• Observation</li> </ul> <p><b>LISTENING AND SPEAKING :</b></p> <ul style="list-style-type: none"> <li>• Sing a song or rhyme learnt</li> <li>• Name a few family members</li> <li>• Remember events of a story</li> <li>• Talk about traffic light / What do red/amber/green lights mean?</li> <li>• Speak on Transport Poster or on different modes of transport as per topic table</li> <li>• Use visual and pictorial cues to make meaning</li> </ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"> <li>• Clap or tap out syllables vocabulary words on topic e.g. mo/tor/bike</li> <li>• “Read” monosyllabic words with picture e.g. sit, pin, man, mat, tap</li> <li>• Identify different and similar words</li> <li>• Recognise the letter sound at the beginning of their own name</li> </ul>	<p><b>GRADE R WITH DIFFERENTIATION TERM 3</b></p> <p><b>Suggested assessment goals</b></p> <p><b>READING AND VIEWING</b></p> <ul style="list-style-type: none"> <li>• Identify/find transport pictures in magazines</li> <li>• Cut and label pictures</li> <li>• Hold book and turn pages correctly or with support (books on hard card board or pegs attached</li> <li>• “Read” labels ” on simple class poster of topic</li> <li>• “Read” a sensory story book</li> </ul> <p><b>Pre-writing</b></p> <ul style="list-style-type: none"> <li>• Practice pre-writing skills</li> <li>• Colour /paint large picture on the topic</li> <li>• Move pegs on peg board from left to right / or clothing pegs on trays or hard surface move from left to right</li> <li>• Create a sensory poster</li> <li>• Form letters in different ways e.g. sand/body/paint/clay/mud/shaving foam /jelly /walking on form , letters numbers shapes</li> </ul>
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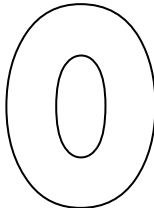
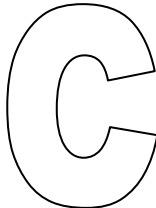
GRADE R WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 2hours per day	Water	<b>LISTENING AND SPEAKING (ORAL) (COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>Follow instructions with support</li> <li>Wait for his/her turn to speak</li> <li>Sing and perform rhymes</li> <li>Listen to stories, songs and rhymes</li> <li>Retell a story</li> <li>Act out the story</li> <li>Use language to develop concepts</li> </ul>	<ul style="list-style-type: none"> <li>Establish rules and reinforce continuously</li> <li>Do role plays and have simple conversations with confidence</li> <li>Identify rain</li> <li>Recognise drinking water</li> <li>Understand that we have to save water</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>Recognise names and some letters of the alphabet</li> <li>"Read" high frequency names</li> </ul>	<ul style="list-style-type: none"> <li>Flash/use learners' names on flash cards</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>Use visual and pictorial cues to make meaning</li> <li>"Read" Big Books with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Point ( with finger or eye movement) to objects in picture story</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Make an attempt to write letters using squiggles</li> <li>Start writing their own name</li> <li>Trace simple out line of pictures / dots</li> <li>Trace own name</li> <li>Develop fine motor muscles through finger play (play dough, threading and stacking, blocks, moving objects)</li> </ul>	<ul style="list-style-type: none"> <li>Reach with hand</li> <li>Try to hold pencil/crayons correctly with firm grip</li> <li>Magic paint, draw/write with crayons and colour wash with colouring water moving hands from left to right or top to bottom</li> </ul>



GRADE R WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		from left to right)	
Week 3-4 2hours per day	Pets	<b>LISTENING AND SPEAKING (ORAL) ( COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>• Wait for her turn to speak.</li> <li>• Listen to stories, songs and rhymes</li> <li>• Retell a story</li> <li>• Sing and perform rhymes with confidence</li> <li>• Use language to develop concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat rules and reinforce continuously</li> <li>• Do role plays and have conversations with confidence</li> <li>• Identify pets</li> <li>• Care for pets</li> <li>• Imitate birds sounds</li> </ul>
		<b>PHONICS (EMERGENT SYMBOLISM)</b>	
		<ul style="list-style-type: none"> <li>• Recognise names and some letters of the alphabet (d,g)</li> <li>• “Read” high frequency names</li> </ul>	<ul style="list-style-type: none"> <li>• Use learners’ names on flash cards</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• “Read” Big Books with pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Point ( with finger or eye movement) to objects in picture story</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Make an attempt to write letters using squiggles</li> <li>• “Write” own name</li> <li>• Trace simple out line of pictures / dots</li> <li>• Trace own name</li> <li>• Develop fine motor muscles through finger play (play dough, threading and stacking, blocks, moving objects from left to right)</li> </ul>	<ul style="list-style-type: none"> <li>• Reach with hand</li> <li>• Try to hold pencil/crayons correctly with firm grip</li> <li>• Paint using feathers</li> <li>• Trace around a large pre –prepared letter and fill in with waste material</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			C
Week 5-6 2hours per day	Farm Animals	<b>LISTENING AND SPEAKING (ORAL) ( COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>• Wait for her turn to speak.</li> <li>• Sings and perform rhymes with confidence</li> <li>• Listen to stories, songs and rhymes</li> <li>• Act out the story</li> <li>• Use language to develop concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat rules and reinforce continuously</li> <li>• Role plays and have conversations with confidence</li> <li>• Speak of own experiences.</li> <li>• Identify farm animals</li> <li>• Identify sounds of farm animals</li> </ul>
		<b>PHONEMIC AWARENESS AND PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise names and some letters of the alphabet (g,o)</li> <li>• “Read” high frequency names</li> </ul>	<ul style="list-style-type: none"> <li>• Use learners’ names on flash cards</li> <li>• Imitate farm animal sounds</li> <li>• “Read” high frequency words, e.g. brand names (SPAR; STOP, JOKO, etc.)</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• “Read” Big Books with pictures</li> <li>• Recognise some names and some letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Point ( with finger or eye movement) to objects in picture story</li> <li>• Track learners eyes with a small toy from their left to right , follow the animal with their eyes and do not move their heads</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Make an attempt to write letters using squiggles</li> </ul>	<ul style="list-style-type: none"> <li>• Reach with hand</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Start writing their own name</li> <li>Trace simple outline of pictures / dots</li> <li>Trace own name</li> <li>Develop fine motor muscles through finger play (play dough, threading and stacking, blocks, moving objects from left to right)</li> </ul>	<ul style="list-style-type: none"> <li>Try to hold pencil/crayons correctly with firm grip</li> <li>Paint using feathers</li> <li>Trace around a large pre –prepared letter and fill in with waste material</li> </ul> 
Week 7-8 2 hours per day	Wild animals	LISTENING AND SPEAKING (ORAL) (COMMUNICATION)	
		<ul style="list-style-type: none"> <li>Wait for her turn to speak.</li> <li>Listen to stories, songs and rhymes</li> <li>Retell a story</li> <li>Sing and perform rhymes with confidence</li> <li>Use language to develop concepts</li> </ul>	<ul style="list-style-type: none"> <li>Repeat rules and reinforce continuously</li> <li>Do role plays and have conversations with confidence</li> <li>Look at pictures of wild animals and name them</li> <li>Identify wild animals</li> </ul>
		PHONEMIC AWARENESS AND PHONICS	
		<ul style="list-style-type: none"> <li>Recognise names and some letters of the alphabet (o, c, ck)</li> <li>“Read” high frequency names</li> <li>Clap syllables in names</li> </ul>	<ul style="list-style-type: none"> <li>Use learners’ names on flash cards</li> </ul>
		READING AND VIEWING	
		<ul style="list-style-type: none"> <li>Use visual and pictorial cues to make meaning</li> <li>“Read” Big Books with pictures</li> </ul>	<ul style="list-style-type: none"> <li>Point ( with finger or eye movement) to objects in picture story</li> <li>Create/make sports pictures using flat plastic shapes</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Recognise some names and some letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Track learners eyes with a small toy from their left to right , follow the animal with their eyes and do not move their heads</li> <li>Play memory game about wild animals e.g. First learner say “<u>I saw a lion</u>” second learner continues, e.g. I saw a lion and a monkey” (enrichment make use of sports items or flash card with pictures)</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Make an attempt to write letters using squiggles</li> <li>Start writing their own name</li> <li>Trace simple out line of pictures / dots</li> <li>Trace own name</li> <li>Develop fine motor muscles through finger play ( play dough , threading and stacking , blocks , moving objects from left to right)</li> </ul>	<ul style="list-style-type: none"> <li>Reach with hand</li> <li>Try to hold pencil/crayons correctly with firm grip</li> <li>Paint using ear buds /leaves Learners trace around a large pre – prepared letter and fill in with waste material</li> <li>Trace around a large pre-prepared letter and fill in with waste material</li> </ul> <div style="text-align: center;">   </div>
<b>Week 9-10</b> <b>2hours per day</b>	<b>Colour can be light and dark</b>	<b>LISTENING AND SPEAKING (ORAL) ( COMMUNICATION)</b>	
		<ul style="list-style-type: none"> <li>Wait for her turn to speak.</li> <li>Listen to stories, songs and rhymes</li> <li>Retell a story</li> <li>Act out the story</li> </ul>	<ul style="list-style-type: none"> <li>Repeat rules and reinforce continuously</li> <li>Do role plays and have conversations with confidence</li> <li>Identify black and white</li> <li>Recognise that colours can be dark and light</li> </ul>

GRADE R WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Sings and perform rhymes with confidence</li> <li>• Use language to develop concepts</li> </ul>	
		<b>PHONEMIC AWARENESS AND PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise names and some letters of the alphabet</li> <li>• “Read” high frequency names</li> <li>• Clap the syllables in their names</li> </ul>	<ul style="list-style-type: none"> <li>• Use learners’ names on flash cards</li> </ul>
		<b>READING AND VIEWING</b>	
		<ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• “Read” Big Books with pictures</li> <li>• Recognise some names and some letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Point ( with finger or eye movement) to objects in picture story</li> <li>• Track learners’ eyes with a small toy from their left to right , follow the animal with their eyes and do not move their heads</li> </ul>
		<b>WRITING / PRE – HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Make an attempt to write letters using squiggles</li> <li>• Start writing their own name</li> <li>• Trace simple out line of pictures / dots</li> <li>• Trace own name</li> <li>• Develop fine motor muscles through finger play ( play dough , threading and stacking , blocks , moving objects from left to right)</li> </ul>	<ul style="list-style-type: none"> <li>• Reach with hand</li> <li>• Try to hold pencil/crayons correctly with firm grip</li> <li>• Make letters they learnt from modeling clay</li> <li>• Make decorations for a celebration, e.g. for a Christmas Tree</li> </ul>

**GRADE R WITH DIFFERENTIATION TERM 4****Suggested assessment goals**

- Oral and or practical
- Observation

**LISTENING AND SPEAKING:**

- Point out differences in 2 objects
- Sing a song or rhyme learnt
- Follow instructions and answer questions
- Use a story to recognise a common experience e.g. animals at home
- Participate in discussions about wild animals
- Sing a song or rhyme learnt
- Share their own experiences with confidence
- Wait for turn to speak

**PHONICS :**

- Identify letter sounds at the beginning of their own name
- Recognise the animal flash cards / “Read” the pictures in the poster
- Participate in discussions about farm animals
- Sing a song or rhyme learnt
- Follow instructions: bring three objects or pick up the cat (toy animals)
- “Read” high frequency names

**GRADE R WITH DIFFERENTIATION TERM 4****READING AND VIEWING**

- “Read” picture story books
- Recognise the animal flash cards / “Read” the pictures in the poster
- Recognise some names and some letters of the alphabet

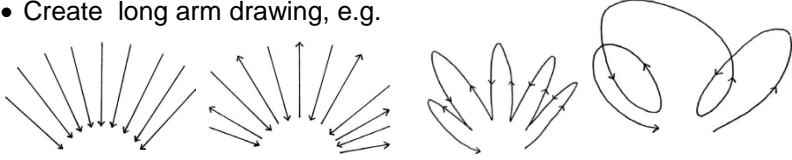
**WRITING/PRE-HANDWRITING**

- Practice pre-writing skills: trace letter, name or numbers / colour/paint a picture keep within the outline of picture
- Trace letters practicing on the start and end
- Make an attempt to write letters using squiggles
- Start writing their own name
- Trace simple out line of pictures / dots
- Trace own name

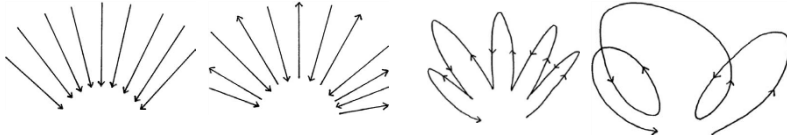
GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1,2,3 2 hours per day	Me and my school	LISTENING AND SPEAKING: (ORAL) (COMMUNICATION)	
		<ul style="list-style-type: none"><li>• Show awareness of environment and social competence</li><li>• Listen to and respond to verbal and environmental stimuli</li><li>• Follow instructions with support</li><li>• Imitate movements</li><li>• Use language for communication</li><li>• Show/display motor control</li></ul>	<ul style="list-style-type: none"><li>• Aware of most events / happenings in the classroom environment</li><li>• Pay attention</li><li>• Display good body awareness .</li><li>• Listen to short stories when understanding is enhanced with gestures, simple pictures, AAC</li><li>• Listen and responds to simple songs and action rhymes.</li><li>• Try to imitate the movements by following the teacher's example</li><li>• Show willingness and desire to talk with classmates and teachers, without showing frustration</li><li>• Attempt to mime and “Read” gestures</li><li>• Play an offering – and – taking game; starts to clutch objects which are offered.</li></ul>
		PHONOLOGICAL AWARENESS and PHONICS	
		<ul style="list-style-type: none"><li>• Imitate/ copy of auditory rhythms and patterns</li><li>• Listen to and identifies sounds and sound direction</li><li>• Associate symbols with objects/events</li><li>• Recognise the letter-sound relationship of the taught single letters</li></ul>	<ul style="list-style-type: none"><li>• Listen to and repeats rhythmic patterns, e.g. clap /tap a simple rhythm and learners repeat the rhythm</li><li>• Listen to and identify sounds they hear in their environment (school and home), e.g. teacher performs certain actions and learners must identify the action, e.g. sneeze/cough/ etc.</li><li>• Recognise that objects &amp; events can be symbolised by pictures or other items (e.g. a toy car is associated with a picture of the car)</li><li>• Participate in specific oral sound instruction:</li></ul>
EMERGENT READING			

GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Participate in visual motor activities</li> <li>• Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Revise all the activities done during grade R: visual motor activities: placing; piling; pairing; matching; sorting; sequencing; block building; <ul style="list-style-type: none"> <li>- placing: picking up objects, and putting them down</li> <li>- piling: moving a variety of objects in a continuous way to make a pile or heap</li> <li>- pairing activities: putting together two objects that are the same</li> </ul> </li> <li>• Recognise objects and persons on pictures</li> <li>• Recognise own name and names of peers with the aid of a symbol or teacher</li> <li>• Make meaning of pictures about the topic (me and my school)</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> <li>• Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a simple story</li> <li>• Talk about the illustrations in the picture book.</li> <li>• Point to objects in a picture</li> <li>• “Read” environmental print</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” objects and pictures independently</li> </ul>	Identify familiar objects and photos/pictures in class or simple picture book



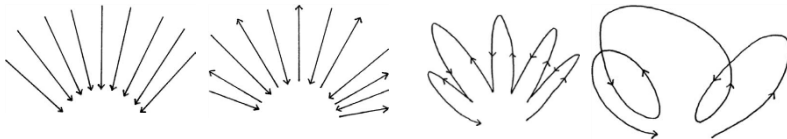
GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Continue to develop the fine motor muscles</li> </ul>	<ul style="list-style-type: none"> <li>Revise all the fine motor skills practiced during grade R, e.g. rolls Plasticine, models with play dough, screws nuts onto bolts, plays the piano in the air, etc.</li> <li>Create long arm drawing, e.g.</li> </ul> 
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Convey messages by drawing</li> </ul>	<ul style="list-style-type: none"> <li>Draw pictures messages about a personal experience</li> <li>Draw pictures that are topic related</li> <li>Interpret their own drawings, i.e. "Read" their own pictures</li> </ul>
Week 4 & 5 2hours per day	Every-body is special – me too	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>Show awareness and social competence</li> <li>Listen and responds to simple questions</li> <li>Imitate movements</li> <li>Respond to stimuli using voice, sounds and gestures</li> <li>Use language for communication</li> </ul>	<ul style="list-style-type: none"> <li>Pay direct attention physically &amp; cognitively to an object or event that is being named</li> <li>Understand that objects may disappear &amp; reappear from view - they continue to exist and are the same object</li> <li>Pay attention when spoken to and understand what is said in simple conversations</li> <li>Listen to short stories when understanding is enhanced with gestures, photos, pictures, AAC</li> <li>Try to imitate the movements by following the teacher's example</li> <li>Respond to simple questions that require 'Yes'/'No' answers. Only focus on</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<p>knowledge questions.</p> <ul style="list-style-type: none"> <li>• Recognize and name personal details - such as name, address, telephone numbers and age</li> <li>• Say several single words making spontaneous requests and using simple sentences (two/three words)</li> <li>• Name things he/she can do</li> <li>• Make simple conversations</li> <li>• Recognize more words than they can say</li> <li>• Use up to 50 words</li> <li>• Use personal pronouns, for example, "me", "mine"</li> </ul>
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Listen to and identify sounds</li> <li>• Copy auditory rhythms and patterns</li> <li>• Develop auditory perception</li> <li>• Recognise the letter-sound relationship (ck, e)</li> <li>• Learn new sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and identify sounds in the environment: animal sounds / environmental sounds / household sounds</li> <li>• Participate in sound games to develop auditory perception, e.g. learners close their eyes while teacher rings a bell. Learners indicate the direction the sound comes from</li> <li>• Distinguish between different letter sounds at the beginning of names/ words</li> <li>• Introduce phonic sounds on an oral and incidental level, e.g. duck; buck, back, neck, etc.)</li> <li>• Engage with new sight words: 'at, it, is, he, she, we'</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Develop correct eye movement</li> <li>• Develop directionality</li> </ul>	<ul style="list-style-type: none"> <li>• Revise all the activities done during grade R</li> <li>• Identify things that help people - such as reading glasses, walking frames, guide</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>dogs, hearing aids</li> <li>Make meaning of pictures about the topic (everybody is special me too)</li> <li>Develop eye movement, e.g. follows a swinging ball from left to right</li> <li>Participate in directionality activities, e.g. moving the body from left to write following the teacher's example</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>"Read" picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Engage / follow discussions relating to the cover</li> <li>Make meaning of pictures in a book and predict what the story is about.</li> <li>Make links to own experience when reading with the teacher</li> <li>Sequence three pictures and retell the story</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>"Read" picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>Identify familiar objects and photos/pictures in class</li> <li>"Read" picture books and handle books correctly</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Continue to develop fine motor control</li> </ul>	<ul style="list-style-type: none"> <li>Revise all the fine motor skills practiced during grade R, e.g. plays finger rhymes with finger actions, rolls small paper balls between the fingers, tears paper into pieces, etc.</li> <li>Continue doing long arm drawing, e.g.</li> </ul> 

GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Use drawings to convey messages</li> </ul>	<ul style="list-style-type: none"> <li>• Convey messages by drawing pictures messages and using simple language</li> <li>• Draw circles, faces and human figures while naming them for example, as mother or as self</li> <li>• Imitate writing using squiggles.</li> <li>• Read what squiggles say.</li> </ul>
Week 6 & 7 2 hours per day	Me and my emotions	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Interpret emotions</li> <li>• Display listening skills</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Name personal emotions</li> <li>• Show empathy</li> <li>• Use language for communication</li> <li>• Know the rules of dialogue and starts to communicate</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise emotions in other people and friends by looking at their expressions and listening to what they say.</li> <li>• Interpret gestures - understanding from mimicry, i.e. nodding your head for “yes” and shaking your head for “no”.</li> <li>• Listen to short stories when understanding is enhanced with gestures, photos, pictures, AAC</li> <li>• Listen to simple songs and action rhymes. try to imitate the movements by following the teacher’s example</li> <li>• Listen to instructions and draws pictures in response to teacher’s instructions</li> <li>• Listen to simple closed questions (yes or no) (only knowledge questions)</li> <li>• Insist on hearing answers to questions</li> <li>• Look at pictures in posters, topic charts, books etc. Point to objects</li> <li>• Recognize and name personal emotions</li> <li>• Show empathy with other's emotions and show the necessary respect.</li> <li>• Participate in discussions through alternative modes of communication: e.g. show; sign language; body language; gestures; pointing to: object; picture;</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			symbol and makaton picture and using 2 – 3 word phrases <ul style="list-style-type: none"> <li>Recognise words of new emotions: lonely, excited, hungry and thankful. Identify emotions - happy, sad, scared, mad and worried (grade R)</li> <li>Recognise above emotions in other people and friends by looking at their expressions and listening to what they say.</li> </ul>
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>Repeat/imitate auditory sounds</li> <li>Develop auditory memory</li> <li>Recognise letter-sound relationship (e, u)</li> <li>Learn new sight words</li> </ul>	<ul style="list-style-type: none"> <li>Repeats auditory chains of digits</li> <li>Distinguish between different letter sounds at the beginning of names/ words</li> <li>Engage with new sight words: 'in, dad, and, he, she, we, the</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>Develop eye movement</li> <li>Develop directionality</li> <li>Use visual and pictorial cues to make meaning</li> <li>Interpret facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>Develops eye movement, e.g. follows a coloured circle with the eyes</li> <li>Participates in directionality activities, e.g. moves the body in different directions</li> <li>Make meaning of pictures about the topic "me and my emotions"</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>"Read" picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Engage / follow discussions relating to the cover</li> <li>Make meaning of pictures in a book and predict what the story is about</li> <li>Make links to own experience when reading with the teacher</li> <li>Sequence three pictures and retell the story</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar objects and photos/pictures in class</li> <li>• “Read” picture books and handle books correctly</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Continue to develop fine motor control</li> <li>• Continue to develop eye-hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine motor control, e.g. threading, fastening buttons and zips, etc.</li> <li>• Continue doing long arm drawing, e.g.</li> </ul>  <ul style="list-style-type: none"> <li>• Trace pictures and simple patterns</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Role-play writing</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message example personal news</li> <li>• Role-play writing in play situations, e.g. takes a telephone message</li> </ul>
Week 8 & 9 2 hours per day	Colours around us: Primary - and Secondary colours	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Develop listening skills</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Use language for communication</li> <li>• Listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions through alternative modes of communication using two - three word phrases</li> <li>• Listen to simple songs and action rhymes imitating the teacher.</li> <li>• Look at pictures in posters, topic charts, books etc. and point to objects</li> <li>• Match objects according to shape</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Name / point to all colours taught in grade R</li> <li>Name / identify / point to light and dark colours</li> <li>Identify / name / point to the rainbow and the colours of the rainbow</li> <li>Speak about their experiences for example, 'I like....' (use the topic: Colours)</li> </ul>
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>Repeat/imitates auditory sounds</li> <li>Develop auditory memory and recall</li> <li>Identify letter-sound relationship</li> <li>Recognise own name and names of peers</li> <li>Recognise letter-sound relationship (u, r)</li> <li>Learn new sight words</li> </ul>	<ul style="list-style-type: none"> <li>Repeat auditory chains of digits</li> <li>Listen to simple word sequences in order (e.g. cat; cup; can)</li> <li>Play games with sounds for enjoyment, e.g. engage in sound-identification</li> <li>Recognise own name and names of peers, e.g. using the name tags of each learner</li> <li>Identify letter sound relationships of letters "u, r", e.g. by using pictures and letter cards</li> <li>Learn sight words, e.g. got, on, not, can, to, get</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>"Read" labels and captions in the classroom</li> <li>"Read" logos, labels and other words from environmental print</li> <li>"Read" picture books</li> </ul>	<ul style="list-style-type: none"> <li>"Read" labels and captions in the classroom, e.g. chair, table, door, etc.</li> <li>"Read" logos, labels and other words from environmental print. Teacher brings examples / pictures to the class of print in the environment, e.g. STOP, KFC, Shoprite, etc. and learners "Read" the labels.</li> <li>Identify all colours taught in grade R</li> <li>Identify light and dark colours</li> <li>Identify the rainbow and the colours of the rainbow – use pictures</li> <li>"Read" picture books for pleasure, with assistance (e.g., audiotaped book)</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Make links to own experience when reading with the teacher</li> <li>• Engage/follow discussions relating to the cover</li> <li>• Make meaning of pictures in a book and predict what the story is about</li> <li>• Sequence three pictures and retell the story</li> <li>• Point to... (e.g. Point to the colour in the story picture)</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar objects and photos/pictures in class</li> <li>• “Read” picture books and handle books correctly</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Continue to develop fine motor skills and control</li> <li>• Continue to develop eye-hand coordination</li> <li>• Manipulate writing tools</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine motor control and eye-hand coordination, e.g. finger rhymes, fitting shapes into a container, clipping clothes pegs around a paper plate, etc.</li> <li>• Continue doing long arm drawing, e.g. <div data-bbox="1265 853 2049 1005" data-label="Image"> </div> </li> <li>• Engage in a weaving net activity</li> <li>• Hold and manipulate crayon and pencil.</li> <li>• Draw, copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> </ul> <div data-bbox="1792 1045 2049 1332" data-label="Image"> </div>



GRADE 1 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS The learner must be able to:	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Role-play writing</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message example personal news</li> <li>• “Read” own writing: “Read” their squiggles</li> <li>• Mix primary colours to get secondary colours</li> </ul>

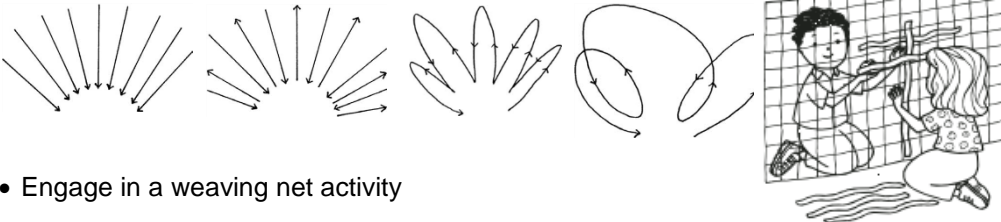
## GRADE 1 TERM 1

### Week 10 Assessment

<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Show awareness of environment and social competence</li><li>• Listen and respond to verbal and environmental stimuli using voice, sounds and gestures</li><li>• Imitate movements</li><li>• Use language for communication</li><li>• Use visual and pictorial cues to make meaning</li><li>• Show/display motor control</li><li>• Name personal emotions</li><li>• Show empathy</li><li>• Participate in discussions</li><li>• Know the rules of dialogue and starts to communicate</li></ul> <p><b>PHONOLOGICAL AWARENESS AND PHONICS</b></p> <ul style="list-style-type: none"><li>• Imitate auditory rhythms and patterns</li><li>• Listen to and identifies sounds and sound direction</li><li>• Associate symbols with objects/events</li><li>• Develop auditory perception</li><li>• Recognise letter-sound relationship of single letters</li></ul>	<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>EMERGENT READING</b></p> <ul style="list-style-type: none"><li>• Participate in visual motor activities</li><li>• Recognise objects and persons in pictures</li><li>• Identify things that help people</li><li>• Develop correct eye movement</li><li>• Interpret pictures</li><li>• Develop directionality</li><li>• Interpret facial expressions</li></ul> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• “Read” picture books, rhymes, big books, posters with the teacher</li><li>• Sequence three pictures and retell the story</li></ul> <p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"><li>• “Read” objects and pictures independently</li></ul> <p><b>HANDWRITING and WRITING</b></p> <ul style="list-style-type: none"><li>• Convey messages by drawing</li><li>• Manipulate writing tools</li><li>• Draw pictures</li></ul>
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GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1 – 3 2 hours per day	Me at home	<ul style="list-style-type: none"> <li>• Participate in discussions/ dialogue</li> <li>• Use language for communication</li> <li>• Follow instructions with support</li> <li>• Listen to instructions</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Use vocabulary related to the topic</li> <li>• Repeat auditory sequences</li> <li>• Play language games</li> </ul>	<b>LISTENING AND SPEAKING</b> <ul style="list-style-type: none"> <li>• Participate in discussions through alternative modes of communication using two to three word phrases</li> <li>• Listen to and recall simple word sequences in order (three words)</li> <li>• Listen to short stories, songs and action rhymes they have heard several times</li> <li>• Look at pictures in posters, topic charts, books etc. and point to objects</li> <li>• Match objects according to shape</li> <li>• Repeat an auditory patterns and auditory chains of digits (3-4 digits)</li> <li>• Engage in discussion about: Identify and recognise dangers at home: when cooking, washing, using electricity play outside, medicines, poisonous substances - types and recognising warning symbol</li> <li>• how to keep safe when home alone</li> <li>• Name rooms in the house: kitchen, bedroom, bathroom and living area. (extend if appropriate)</li> <li>• Enjoy language games and rhymes/ follow and carry on with simple conversations</li> <li>• Pay attention when spoken to</li> <li>• Learn some new concepts and words every week</li> <li>• Use the present tense</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify sounds in the environment</li> <li>• Engage in sound-identification</li> <li>• Develop auditory memory and recall</li> <li>• Identify rhyming words</li> <li>• Recognise own name and names of peers</li> <li>• Recognise letter-sound relationship of the taught sounds</li> <li>• Revise sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a large range of sounds, e.g. paper tearing, snapping fingers, knock on the door. Learner can show a picture card to indicate what has made the sound. More able learners can name the sound.</li> <li>• Imitate/copy auditory rhythms and patterns/letter sequences</li> <li>• Listens to simple word sequences in order (e.g. pet, pin, pull)</li> <li>• Identify simple rhyming words in rhymes and songs, 'The <b>cat sat</b> on the <b>mat</b>.'</li> <li>• Recognise own name and names of peers, e.g. using the name tags of each learner</li> <li>• Revise the sounds that have been taught</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Develop eye movement</li> <li>• Develop directionality</li> <li>• "Read" logos, labels and other words from environmental print</li> <li>• "Read" labels and captions in the classroom/cards</li> </ul>	<ul style="list-style-type: none"> <li>• Revise eye movement activities</li> <li>• Revise gross motor directionality activities</li> <li>• "Read" logos, labels and other words from environmental print</li> <li>• "Read" labels and captions in the classroom</li> <li>• "Read" emergency number card, recognizing and naming personal details - such as name, address, telephone numbers and age</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• "Read" picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Point to... (e.g. Point to the object in the picture story from the topic: Me at home)</li> <li>• "Read" picture books for pleasure, with assistance (e.g., audiotaped book)</li> <li>• Make links to own experience when reading with the teacher</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar objects and photos/pictures in class</li> <li>• “Read” picture books and handle books correctly</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Continue to develop fine motor skills and control</li> <li>• Continue to develop eye-hand coordination</li> <li>• Manipulate writing tools</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine motor control and eye-hand coordination, e.g. finger rhymes, fitting shapes into a container, clipping clothes pegs around a paper plate, etc.</li> <li>• Continue doing long arm drawing, e.g.</li> </ul>  <ul style="list-style-type: none"> <li>• Engage in a weaving net activity</li> <li>• Hold and manipulate crayon and pencil.</li> <li>• Draw, copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw picture</li> <li>• Role-play writing</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message example personal news</li> <li>• “Read” own writing: “Read” their squiggles</li> </ul>
Week 4 – 5 2hours per day	Me and my family	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to short stories, songs and rhymes</li> <li>• Respond to simple questions</li> <li>• Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to simple songs and action rhymes and act them out</li> <li>• Look at pictures in posters, topic charts, books etc. and point to objects</li> <li>• Classify objects, e.g. matches objects according to colour</li> <li>• Listen and responds to simple questions (only knowledge questions)</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES <b>Suggested activities:</b>
		<ul style="list-style-type: none"> <li>• Classify objects</li> <li>• Participate in discussions</li> <li>• Imitate sounds</li> <li>• Use language for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Imitate sounds they hear in their environment (school and home)</li> <li>• Follow instructions when: <ul style="list-style-type: none"> <li>listening to rhythmic patterns</li> <li>listening to sounds, words, songs, rhymes and stories</li> <li>responding to questions</li> </ul> </li> <li>• Show willingness and desire to talk with classmates and teachers using two – four word phrases and repeats words correctly</li> <li>• <u>Participate in discussions on:</u> <ul style="list-style-type: none"> <li>○ what a family is</li> <li>○ members of the family - immediate and extended</li> <li>○ family values</li> <li>○ care for each other at home, wait for his/her turn, listen to others, share, show kindness, be honest, respect other members of the family and what belongs to them</li> </ul> </li> <li>• Name different family members</li> <li>• Speak about their experiences for example, 'I like....' (use the topic: me and my family)</li> <li>• Enjoy language games and rhymes</li> <li>• Use present tense incidentally</li> <li>• Use up to 60 words</li> </ul>

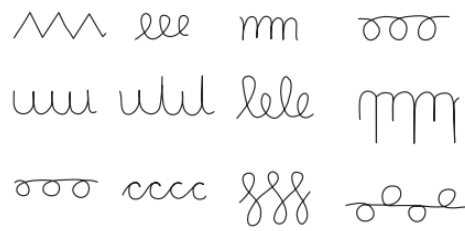
GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Develop auditory memory and recall</li> <li>• Develop auditory discrimination</li> <li>• Recognise rhyming words</li> <li>• Recognise own name and names of peers</li> <li>• Recognise letter-sound relationship of single letters (h, b)</li> <li>• Learn new sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and try to repeat short (3-4 sounds) rhythmic patterns</li> <li>• Listen to simple word sequences in order (e.g. pet, pin, pan)</li> <li>• Listen and indicate whether the two words are the same or not</li> <li>• Listen to specific oral sounds taught <i>th</i></li> <li>• Hear rhyming words and select words that rhyme</li> <li>• Sound instruction: “n” and “m”</li> <li>• Call out the learner’s name and learner react by making eye contact/gestures</li> <li>• Learn new sight words: had, him, his, but, I, of</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Sequence pictures</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Develop visual discrimination</li> <li>• Develop book handling skills</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence three pictures to retell the story with the teacher’s assistance</li> <li>• Interpret pictures to make up own story i.e. ‘reads’ the pictures</li> <li>• Read pictures and letters</li> <li>• Distinguish between the shapes of different letters, e.g. teachers provides the learners with a blank letter form and the letter. Learners must match the form and the letter with the teacher’s assistance.</li> <li>• Read / name members of the family - immediate and extended</li> <li>• Notice high frequency words seen in the environment for example, door, cupboard</li> <li>• Read simple short words and labels</li> <li>• Develop book handling skills (holding the book and turning pages correctly)</li> </ul>
		<b>SHARED READING</b>	

GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Make links to own experience when reading with the teacher</li> <li>• Point to... (e.g. Point to the object in the picture story from the topic: Me at home)</li> <li>• Engage/follow discussions relating to the cover</li> <li>• Make meaning of pictures in a book and predict what the story is about</li> <li>• Sequence three pictures and retell the story</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar objects and photos/pictures in class</li> <li>• “Read” at least three picture story books</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Use writing tools effectively</li> <li>• Complete pre-writing patterns</li> <li>• Trace outline of pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in practicing pre-writing patterns similar than the patterns below (always work from left to right)</li> <li>• Attempt to forms letters (Trace letters – make use of Junior font – dot)</li> <li>• Hold and manipulate crayon and pencil.</li> <li>• Draw, copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> </ul> 
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw picture messages</li> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures to: <ul style="list-style-type: none"> <li>- convey a message example personal news</li> <li>- capture main idea of the stories</li> </ul> </li> <li>• Ask for their stories to be written down (Shared Writing)</li> </ul>



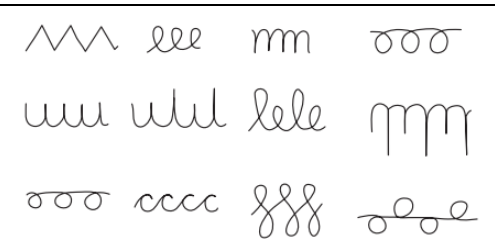
GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 6 – 7 2hours per day	How to keep my body safe	<ul style="list-style-type: none"> <li>• Listen to songs and action rhymes</li> <li>• Respond to simple questions</li> <li>• Follow instructions</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Classify objects</li> <li>• Participate in discussions</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Listen to simple songs and action rhymes and act them out</li> <li>• Respond to simple questions</li> <li>• Look at pictures in posters, topic charts, books etc. and point to objects</li> <li>• Classify objects, e.g. put all the crayons in the box / Match objects according to colour</li> <li>• Follow teacher's directions when listening to music (e.g., "Put the scarf over your head, then move it behind you")</li> <li>• <u>Listen to discussions on:</u> <ul style="list-style-type: none"> <li>○ recognise safe and unsafe situations and places - such as waiting for transport etc.</li> <li>○ know 'yes' and 'no' feelings</li> <li>○ practice saying 'no'</li> <li>○ protect their bodies from illness: cover mouth and nose when sneezing or coughing, never touch another person's blood, wash fruit and vegetables before eating, drink clean water</li> </ul> </li> <li>• Enjoy language games and rhymes</li> <li>• Use up to 60 words</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		PHONOLOGICAL AWARENESS and PHONICS	
		<ul style="list-style-type: none"><li>• Develop auditory discrimination</li><li>• Develop auditory memory and recall</li><li>• Compare auditory information</li><li>• Recognize rhyming words</li><li>• Recognise own name and names of peers</li><li>• Recognize beginning sound of own name</li><li>• Recognise letter-sound relationship of single letters: b, f</li><li>• Learn new sight words</li></ul>	<ul style="list-style-type: none"><li>• Identify a sound when a background noise/music is present, e.g. select the teacher's voice from noises/sounds in the background</li><li>• Listen to and recall word sequences in order (three words)</li><li>• Listen carefully to the sentences and indicate/tell what is wrong in each sentence</li><li>• Hear rhyming words and select words that rhyme</li><li>• Call out the beginning sound of learner's name and learner reacts by making eye contact/gestures.</li><li>• Sight words: am, are, was, said, you, they</li></ul>
		EMERGENT READING	
		<ul style="list-style-type: none"><li>• Use visual and pictorial cues to make meaning</li><li>• Identify letters in words in picture books with short words/phrases</li></ul>	<ul style="list-style-type: none"><li>• Distinguish between the shapes of letters and words, e.g. picking out the letter or word that is different</li><li>• Develop book handling skills (holding the book and turning pages correctly)</li><li>• Interprets pictures to make up own story i.e. 'read' the pictures</li><li>• Point to letters in picture books with short words/phrases</li><li>• "Read" / name members of the family - immediate and extended</li><li>• Read a few short, regularly spelled words (e.g., their names or their classmates names)</li></ul>
		SHARED READING	

GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Engage / follow discussions relating to the cover</li> <li>• Make meaning of pictures in a book and predict what the story is about.</li> <li>• Make links to own experience when reading with the teacher</li> <li>• Interpret pictures in the story</li> <li>• Sequence three pictures and retells the story.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar objects and photos/pictures in class</li> <li>• “Read” at least three picture story books</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in pre-writing activities</li> <li>• Use writing tools effectively</li> <li>• Trace the outline of patterns and simple pictures</li> <li>• Work in blank books</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in practicing pre-writing patterns similar than the patterns below (always work from left to right)</li> <li>• Hold and manipulate crayon and pencil.</li> <li>• Practice fine motor skills, e.g. copy patterns onto pegboards</li> <li>• Participate in random scribbling</li> <li>• Draw a line between lines</li> <li>• Trace patterns simple pictures</li> <li>• Draw, copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> <li>• Work in blank books</li> </ul> 

GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures capturing main idea of the stories</li> <li>• Attempts to write own name using writing conventions ('Writes' from left to right and top to bottom)</li> <li>• Ask for their stories to be written down</li> </ul>
Week 8 – 9 2hours per day	Colour have meanings	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to songs and action rhymes</li> <li>• Respond to simple questions</li> <li>• Follow instructions</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Participate in discussions and conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to simple songs and action rhymes and acts them out</li> <li>• Respond to questions</li> <li>• Point to objects in pictures/classroom</li> <li>• Classify objects, e.g. match objects according to colour</li> <li>• Understand and act on 'organisational' words: same and different, in front of and behind, next to, opposite, below</li> <li>• Listen to discussions on: <ul style="list-style-type: none"> <li>○ primary and secondary colours, e.g. name the different primary and secondary colours</li> <li>○ understand that people use colour to symbolise many things and emotions</li> </ul> </li> <li>• understanding directions given at circle time to identify which items are the same and which are different</li> <li>• Enjoy language games and rhymes</li> <li>• Talk and listen and have simple conversations</li> <li>• Use up to 60 words</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Participate in auditory perception activities</li> <li>• Develop auditory sequencing</li> <li>• Compare auditory information</li> <li>• Recognise rhyming words</li> <li>• Recognise own name and names of peers</li> <li>• Read phonic words in printed texts</li> <li>• Revise letter-sound relationship of single letters</li> <li>• Revise sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sound elimination, e.g. teacher says the word 'cat' and asks the learners what the word would be if the 'c' is left out (-at)</li> <li>• Revise all specific sounds of grade R and term 1 and 2</li> <li>• Distinguish between same and different sounds;</li> <li>• Listen to simple word sequences in order (e.g. hat, hill, hop)</li> <li>• Identify rhyming words in rhymes and songs done previously with learners</li> <li>• Complete short oral sentences (may answer by pointing to photos, pictures, symbols, or AAC)</li> <li>• Revise the single sounds learnt by segmenting simple three-letter words.</li> <li>• Identify some of the letters in printed text.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Develop visual memory</li> <li>• Develop book handling skills</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Identify letters in short words</li> </ul>	<ul style="list-style-type: none"> <li>• Use memory skills to recall information about the text, e.g. letters, objects</li> <li>• Develop book handling skills</li> <li>• Interpret pictures to make up own story</li> <li>• Recognise own name and names of peers</li> <li>• Notice high frequency words</li> <li>• Point to letters in short words.</li> <li>• Name letters in short words.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• "Read" picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Engage / follow discussions relating to the cover</li> <li>• Make meaning of pictures in a book and predict what the story is about.</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Make links to own experience when reading with the teacher</li> <li>• Interpret pictures in the story</li> <li>• Sequence three pictures and retells the story.</li> </ul>
		<b>INDEPENDENT READING</b>	
		• “Read” picture books independently	<ul style="list-style-type: none"> <li>• Identify familiar objects and photos/pictures in class</li> <li>• “Read” picture books</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in pre-writing activities</li> <li>• Cross the midline</li> <li>• Use writing tools effectively</li> <li>• Work in blank books</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in practicing pre-writing patterns similar than the patterns below (always work from left to right)</li> <li>• Hold and manipulate crayon and pencil.</li> <li>• Practice fine motor skills</li> <li>• Cross the midline, e.g. takes the right hand across the midline to touch the left shoulder (if possible)</li> <li>• Participate in random scribbling</li> <li>• Draw a line between lines</li> <li>• Trace patterns-and simple pictures</li> <li>• Draw and copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> <li>• Work in blank books</li> </ul> 

GRADE 1 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<b>WRITING</b>
		<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures messages</li> <li>• Draw pictures capturing main idea of the stories</li> <li>• Start to trace/write or draw letters</li> <li>• Start to name the letters</li> <li>• Write own name using writing conventions ('Writes' from left to right and top to bottom)</li> <li>• Ask for their stories to be written down</li> </ul>

## GRADE 1 TERM 2

### Week 10 Assessment

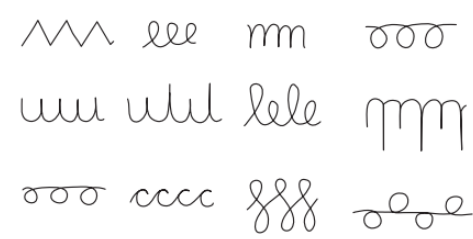
<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Participate in discussions/ dialogue</li><li>• Listen to a discussion</li><li>• Listen to instructions</li><li>• Use visual and pictorial cues to make meaning</li><li>• Use vocabulary related to the topic</li><li>• Repeat auditory sequences</li><li>• Communicate in complete sentences</li><li>• Use language for communication</li><li>• Play language games</li></ul> <p><b>PHONOLOGICAL AWARENESS AND PHONICS</b></p> <ul style="list-style-type: none"><li>• Identify sounds in the environment</li><li>• Engage in sound-identification</li><li>• Develop auditory memory and recall</li><li>• Identify and recognise rhyming words</li><li>• Recognise and uses sight words</li><li>• Recognise own name and names of peers</li><li>• Identify letter-sound relationship of single letters</li></ul> <p><b>EMERGENT READING</b></p> <ul style="list-style-type: none"><li>• Develop eye movement</li></ul>	<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• “Read” picture books, rhymes, big books, posters with the teacher</li><li>• Point to objects in a picture</li><li>• Identify letters in short words and/or phrases</li></ul> <p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"><li>• “Read” picture books independently</li></ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"><li>• Manipulate writing tools</li><li>• Draw pictures</li><li>• Role-play writing</li><li>• Copy known letters using writing conventions</li><li>• Use writing tools effectively</li><li>• Complete pre-writing patterns</li><li>• Trace patterns and pictures</li></ul>
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<ul style="list-style-type: none"> <li>• Develop directionality</li> <li>• “Read” logos, labels and other words from environmental print</li> <li>• “Read” labels and captions in the classroom/cards</li> <li>• Sequence pictures</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Develop visual discrimination</li> <li>• Read short words and labels</li> <li>• Develop book handling skills</li> </ul>	
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GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1 – 2 2hours per day	Good basic healthy habits	<ul style="list-style-type: none"> <li>• Listen to stories, songs and action rhymes</li> <li>• Listen to and respond to simple questions</li> <li>• Follow instructions with support</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Participate in discussions and conversations</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Listen to simple stories, songs and action rhymes and acts them out.</li> <li>• Respond to questions</li> <li>• Look at pictures in posters, topic charts, books etc. and point to objects</li> <li>• Enjoy language games and rhymes</li> <li>• Provide personal information on request</li> <li>• Mable to make choices and ask for help</li> <li>• Use vocabulary up to 60 words</li> <li>• Classify objects, e.g. match objects according to size</li> <li>• Understand and act on 'organisational' words: same and different, in front of and behind, next to, opposite, below</li> <li>• Understand directions given at circle time to identify which items are the same and which are different</li> <li>• <u>Participate in discussions on:</u> <ul style="list-style-type: none"> <li>○ distinguishing between healthy and unhealthy habits</li> <li>○ know sleep is good for your body</li> <li>○ understand healthy (good) food is good</li> <li>○ practice proper use of toilet</li> <li>○ practice to wash hands</li> <li>○ brush hair, brush teeth and clean nails</li> <li>○ bath/wash every day</li> </ul> </li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>○ practice regular exercise and play</li> <li>○ know things that harm us like smoke, drugs and alcohol</li> </ul>
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Participate in auditory perception activities</li> <li>• Develop auditory sequencing</li> <li>• Compare auditory information</li> <li>• Recognise rhyming words</li> <li>• Recognise own name and names of peers</li> <li>• Identify learnt sounds in printed texts</li> <li>• Revise sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Sound elimination activities</li> <li>• Revise all specific sounds practiced during term 1 and 2</li> <li>• Identify letter-sound relationship of letters</li> <li>• Distinguish between same and different sounds;</li> <li>• Listens to simple word sequences in order (e.g. fin; fat; fell)</li> <li>• Identify rhyming words</li> <li>• Revise sounding of single letters in 3 letter words</li> <li>• Identify the learnt sounds in printed text</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Develop visual memory</li> <li>• Develop book handling skills</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Identify letters in short words</li> </ul>	<ul style="list-style-type: none"> <li>• Use memory skills to recall information about the text, e.g. letters, words, objects</li> <li>• Develop book handling skills</li> <li>• Interpret pictures to make up own story</li> <li>• Identify letters in short words</li> <li>• Recognise own name and names of peers</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Engage / follow discussions relating to the cover</li> <li>• Make meaning of pictures in a book and predict what the story is about.</li> <li>• Make links to own experience when reading with the teacher</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Interpret pictures in the story</li> <li>• Point to and name objects in a picture.</li> <li>• Sequence three pictures and retells the story.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar objects in photos/pictures in class</li> <li>• “Read” picture books</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in pre-writing activities</li> <li>• Cross the midline</li> <li>• Use writing tools effectively</li> <li>• Work in blank books</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in practicing pre-writing patterns similar than the patterns below (always work from left to right)</li> <li>• Hold and manipulate crayon and pencil.</li> <li>• Practice fine motor skills</li> <li>• Cross the midline</li> <li>• Participate in random scribbling</li> <li>• Draw a line between lines</li> <li>• Trace patterns and simple pictures</li> <li>• Draw and copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> <li>• Work in blank books</li> </ul> 
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures messages</li> <li>• Draw pictures capturing main idea of the stories</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Start to trace/write or draw letters</li> <li>• Start to name the letters</li> <li>• Write own name using writing conventions ('Writes' from left to right and top to bottom)</li> <li>• Ask for their stories to be written down</li> </ul>
Week 3 – 5 2 hours per day	Plants & seeds	<ul style="list-style-type: none"> <li>• Listen to simple stories, songs and action rhymes</li> <li>• Follow instructions with support</li> <li>• Classify and compare objects</li> <li>• Participate in discussions</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Listen to simple stories, songs and action rhymes and joins in choruses</li> <li>• Retell a story/parts of a story by pointing to pictures and naming the objects</li> <li>• Match things according to shape, size or colour</li> <li>• Look at pictures of similar and different objects/groups. Learners identify the one that is different/the objects that are the same</li> <li>• Participate in listening and carrying out more complex instructions</li> <li>• <u>Participate in discussions on:</u> <ul style="list-style-type: none"> <li>○ What is a seed? <ul style="list-style-type: none"> <li>○ how plants look like - roots, stem, leaves, flowers?</li> <li>○ explain similarities and differences?</li> <li>○ know where seeds come from</li> <li>○ know what plants need to grow</li> <li>○ experience growing a plant from a seed - such as a bean or a lentil</li> </ul> </li> </ul> </li> <li>• Follow one-verb instructions/directions ("pick up the seed/plant.").</li> <li>• Talk in complete sentences of more than five words using the present tense and recognisable words</li> <li>• Make spontaneous requests</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Respond to short functional conversation, taking turns and speaks with clearer pronunciation</li> <li>Interact with others and is able to make choices and ask for help</li> <li>Enjoy language games, e.g. 'Where is the hat?' Teacher hides an object, e.g. a hat, and learners have to guess where in the class the object is.</li> <li>Use vocabulary up to 60 words</li> </ul>
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>Develop auditory discrimination</li> <li>Develop auditory perception</li> <li>Recognise and use sight words</li> <li>Recognise own name and names of peers</li> <li>Recognise letter-sound relationship (f)</li> <li>Recognise and identify words that end on -ff sound</li> </ul>	<ul style="list-style-type: none"> <li>Revise all specific sounds practiced during term 1 and 2</li> <li>Distinguish aurally between different sounds at the beginning of names and words</li> <li>Engage in auditory perception activities, e.g. while teacher tells a story, she uses pictures to build up the story.</li> <li>Recognise specific identified sight words from topic</li> <li>Recognise and identify words that end on -ff sound (off, puff, huff, cuff)</li> <li>Use sight words often and include the word in spoken language</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>Revise visual motor activities</li> <li>Use visual and pictorial cues to make meaning</li> <li>Read high frequency words</li> </ul>	<ul style="list-style-type: none"> <li>Revise visual motor activities: placing; piling and pairing</li> <li>Interpret pictures and "read" own story</li> <li>"Read" labels and captions in the classroom</li> <li>Complete a visual picture of the story, e.g. building puzzles</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” from a book about the topic that is made by the teacher, i.e. Plants and seeds</li> <li>• Draw pictures capturing main idea of the stories</li> <li>• Start to point to individual words and pictures</li> <li>• Name objects in a picture.</li> <li>• Predict what will happen in a story through the pictures and the front cover of the book.</li> <li>• Find... (e.g. Find the name of the book he/she was ‘reading’.)</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Identify/name/point to/ objects in pictures/photos</li> <li>• “Read” a picture book with short words.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in pre-writing activities</li> <li>• Use writing tools effectively</li> <li>• Work in blank books</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and manipulate crayon and pencil.</li> <li>• Practice fine motor skills, e.g. write in sand trays</li> <li>• Participate in random scribbling</li> <li>• Draw a line between lines</li> <li>• Participate in practicing pre-writing patterns</li> <li>• Trace patterns, letters, words and simple pictures</li> <li>• Draw, copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> <li>• Copy and write own name</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b>
			<b>WRITING</b>
		<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures messages</li> <li>• Draw pictures capturing main idea of the stories</li> <li>• Trace/write or draw letters</li> <li>• Start naming the letters</li> <li>• Write own name using writing conventions ('Writes' from left to right and top to bottom)</li> <li>• Ask for their stories to be written down</li> </ul>
Week 6-7 2 hours per day	Fruit		<b>LISTENING AND SPEAKING</b>
		<ul style="list-style-type: none"> <li>• Listen to simple stories, songs and action rhymes</li> <li>• Follow instructions with support</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy language games, stories, songs and rhymes and joins in the choruses</li> <li>• Retell a story/parts of a story by pointing to pictures and naming the objects</li> <li>• Compare objects to identify similarities and differences</li> <li>• Talk in complete sentences using the present tense and recognisable words</li> <li>• Make a short functional conversation, taking turns and speaks with clearer pronunciation</li> <li>• Interact with others and is able to make choices and ask for help</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ Identify different fruit: Apple, Banana, Grapes, Pear, Peach, Pineapple, Orange, Lemon, Apricot, Plum</li> <li>○ Know that fruit is healthy</li> <li>○ Recognise the taste of fruit</li> <li>○ Know the shape and colour of fruit</li> </ul> </li> <li>• Use vocabulary up to 60 words</li> </ul>



GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Develop auditory discrimination</li> <li>• Develop auditory perception</li> <li>• Develop auditory closure</li> <li>• Recognise words that end on –ff sound</li> <li>• identify letter-sound relationship (l)</li> <li>• Recognise and uses sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish aurally between different sounds at the beginning of names and words</li> <li>• Practice auditory perception: e.g. teacher shows some picture cards and learners identify the object that is not round</li> <li>• Practice auditory closure: e.g. teacher calls out part of a word and learners have to complete the word (<i>gran....ny</i>)</li> <li>• Identify letter sound relationships of letters</li> <li>• Listen to all sight words often and include the word in spoken language</li> <li>• Recognise specific identified sight words from topic</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Revise visual motor activities</li> <li>• Revise directionality</li> <li>• Continue to develop visual memory skills</li> <li>• Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Revise activities to develop eye movement</li> <li>• Revise directionality activities, e.g. teacher show cards with arrows pointing in different directions. Learners indicate in which direction the arrow is pointing</li> <li>• Use memory skills to recall different letters, words or objects were found in the story.</li> <li>• Use pictures to predict what the story is about</li> <li>• “Read” labels and captions in the classroom</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” from a book about the topic that is made by the teacher, i.e. fruit and vegetables)</li> <li>• Recognise and point out objects in pictures</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Start to point to individual words and pictures</li> <li>• Develop basic concepts of print including: <ul style="list-style-type: none"> <li>○ concept of a book (front cover; title)</li> <li>○ concept of words and letters (word; letters; letter names; letter-sound relationship)</li> </ul> </li> <li>• Predict what will happen in a story through the pictures and the front cover of the book</li> <li>• Draw pictures capturing main idea of the stories</li> <li>• Find.... (e.g. Find the name of the book he/she was 'reading'.)</li> <li>• Sequence three pictures of the story and retell the story.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• "Read" a picture book with short words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify/name/point to/ objects in pictures/photos</li> <li>• "Read" picture books with short words</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in pre-writing activities</li> <li>• Use writing tools effectively</li> <li>• Write in blank books</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and manipulate crayon and pencil.</li> <li>• Practice fine motor skills</li> <li>• Participate in random scribbling</li> <li>• Draw a line between lines</li> <li>• Participate in practicing pre-writing patterns (always work from left to right)</li> <li>• Trace patterns, letters, words and simple pictures</li> <li>• Draw, copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Copy and write own name</li> </ul>
			<b>WRITING</b>
		<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures capturing main idea of the stories</li> <li>• Trace/write letters</li> <li>• Name the letters</li> <li>• Write own name using writing conventions ('Writes' from left to right and top to bottom)</li> <li>• Ask for their stories to be written down</li> </ul>
Week 8-9 2 hours per day	Vegetables		<b>LISTENING AND SPEAKING</b>
		<ul style="list-style-type: none"> <li>• Listen to simple stories, songs and action rhymes</li> <li>• Follow instructions with support</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy language games, stories, songs and rhymes and joins in the choruses</li> <li>• Retell a story/parts of a story by pointing to pictures and naming objects</li> <li>• Listen to and recalls simple word sequences in order (four words)</li> <li>• <u>Participate in discussions on:</u> <ul style="list-style-type: none"> <li>○ Identify the different vegetables: carrot, cabbage, beans, potato, pumpkin, onion; beetroot, peas, sweet potato, butternut, cauliflower, broccoli</li> <li>○ know that vegetables is healthy</li> <li>○ recognise the taste of fruit</li> <li>○ know the shape and colour</li> </ul> </li> <li>• Participate in listening and carrying out more complex instructions</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Follow two-verb instructions</li> <li>Talk in complete sentences using the present tense and recognisable words</li> <li>Vocalise short functional conversation, taking turns and speaks with clearer pronunciation</li> <li>Interact with others and is able to make choices and ask for help</li> <li>Use vocabulary up to 60 words</li> </ul>
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>Develop auditory sequence and memory</li> <li>Develop auditory perception</li> <li>Develop auditory closure</li> <li>Develop auditory elimination</li> <li>Recognise and uses sight words</li> <li>Identify letter-sound relationship of single sounds (l)</li> <li>Recognise words that end on –ll sound</li> </ul>	<ul style="list-style-type: none"> <li>Identify a sound that does not belong in a sequence, e.g. ‘f, f, f <b>p</b>’</li> <li>Practice auditory perception: e.g. teacher shows some picture cards and learners identify the object that is not a vegetable.</li> <li>Practice auditory closure: e.g. teacher calls out part of a word and learners have to complete the word (<i>mom....my</i>)</li> <li>Practice auditory elimination: e.g. ‘If I have the word <i>meat</i> and I leave out the sound <i>m</i>, what will the word be?’ (-eat) <ul style="list-style-type: none"> <li>Revise the taught sounds</li> </ul> </li> <li>Recognise specific identified sight words from topic</li> <li>Listen to all sight words often and include the word in spoken language</li> <li>Introduce words that end on –ll sound (bull, full, bell, call, mall, tall, doll)</li> <li>Sound single letters in 3 letter words</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>Revise visual motor activities</li> </ul>	<ul style="list-style-type: none"> <li>Complete a visual picture about the story, e.g. building puzzles, completing pictures, etc.</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• Recognise short familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• Make up own story by 'reading' the pictures</li> <li>• Adopt a reading voice</li> <li>• Recognise sight words, high frequency words and phonics learnt in the printed text</li> <li>• Start to track words in the text</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• "Read" picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Find... (e.g. Find the name of the book he/she was 'reading'.)</li> <li>• Name... (e.g. What colour is the object in the picture?)</li> <li>• Draw pictures capturing main idea of the stories</li> <li>• Start to point to individual words and pictures</li> <li>• Name objects in a picture.</li> <li>• Predict what will happen in a story through the pictures and the front cover of the book.</li> <li>• Sequence three pictures of a story.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• "Read" a picture book with short words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify/name/point to objects in pictures/letters and words</li> <li>• "Read" simple picture books</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in pre-writing activities</li> <li>• Use writing tools effectively</li> <li>• Write in blank books</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and manipulate crayon and pencil.</li> <li>• Practice fine motor skills</li> <li>• Participate in random scribbling</li> <li>• Draw a line between lines</li> <li>• Participate in practicing pre-writing patterns (always work from left to right)</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES <b>Suggested activities:</b>
			<ul style="list-style-type: none"> <li>• Trace patterns, letters, words and simple pictures</li> <li>• Draw and copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> <li>• Copy and write own name and short words</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures capturing main idea of the stories</li> <li>• Trace/write or draw letters</li> <li>• Name the letters</li> <li>• Write own name using writing conventions ('Writes' from left to right and top to bottom)</li> <li>• Ask for their stories to be written down</li> </ul>

## GRADE 1 TERM 3

### SUGGESTED ASSESSMENT GOALS

#### LISTENING AND SPEAKING

- Listen to stories, songs and action rhymes
- Respond to questions
- Follow instructions
- Use visual and pictorial cues to make meaning
- Participate in discussions and conversations

#### PHONOLOGICAL AWARENESS AND PHONICS

- Participate in auditory perception activities
- Develop auditory sequencing
- Compare auditory information
- Recognise rhyming words
- Recognise and uses sight words
- Recognise own name and names of peers
- Read single sounds in printed texts
- Develop auditory closure
- Identify letter-sound relationship of single sounds
- Recognise words that end on –ff and -ll

### SUGGESTED ASSESSMENT GOALS

#### SHARED READING

- “Read” enlarged texts such as poems, Big Books, posters
- Predict what the story is about using the front cover and pictures.
- Name objects in the picture.

#### INDEPENDENT READING

- “Read” picture books with short words independently

#### HANDWRITING

- Participate in pre-writing activities
- Cross the midline
- Use writing tools effectively
- Write in blank books
- Draw pictures
- Participate in Shared Writing activities

#### EMERGENT READING

- Develop visual memory
- Develop book handling skills
- Use visual and pictorial cues to make meaning

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
Week 1 – 2 2 hours per day	Water	<b>Suggested activities:</b>	
		<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to short stories, simple songs and action rhymes</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Follow instructions with support</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy language games and rhymes</li> <li>• <u>Participate in discussions on:</u> <ul style="list-style-type: none"> <li>○ name uses of water at home and school</li> <li>○ understand how water is wasted</li> <li>○ show ways of saving water</li> <li>○ store clean water</li> <li>○ take note of the water cycle</li> </ul> </li> <li>• Follow two-verb instructions/directions</li> <li>• Follow two-object location instructions/directions (“put the seed in front of the cup”)</li> <li>• State of position of an object, e.g. ‘the cup is on the table.’</li> </ul> <p>Use vocabulary up to 60 words</p>
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	



GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Develop auditory sequence and memory</li> <li>• Develop auditory perception</li> <li>• Develop auditory closure</li> <li>• Develop auditory elimination</li> <li>• Revise all the letter-sound relationship of the taught single sounds.</li> <li>• Recognise words that end on –ff and -ll</li> <li>• Recognise and use sight words</li> </ul>	<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Identify a sound that does not belong in a sequence, e.g. ‘<i>b, b, <u>k</u>, b</i>’</li> <li>• Practice auditory perception: e.g. teacher shows some picture cards and learners identify the object that is not blue</li> <li>• Practice auditory closure: e.g. teacher calls out part of a word and learners have to complete the word (bro....<b><i>ther</i></b>)</li> <li>• Practice auditory elimination: e.g. ‘If I have the word <i>pen</i> and I leave out the sound <i>p</i>, what will the word be?’ (-en)</li> <li>• Revise the taught sounds.</li> <li>• Recognise specific identified sight words from topic</li> <li>• Listen to all sight words often and include the word in spoken language</li> <li>• Sound of single letters in 3 letter words.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Revise visual motor activities:</li> <li>• Start to point to individual words and pictures</li> <li>• Sequence pictures</li> <li>• Develop basic concepts of print</li> <li>• “Read” aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Revise visual motor activities: placing; piling and pairing</li> <li>• Recognise and point out objects in pictures</li> <li>• Point out words in printed text</li> <li>• Read labels and captions in the classroom</li> <li>• Arrange a set of pictures in such a way that they form a story</li> <li>• Develop basic concepts of print including: <ul style="list-style-type: none"> <li>○ Concept of a book</li> <li>○ Concept of words and letters</li> </ul> </li> <li>• Read from own book with teacher (book is self-made by teacher about the topics i.e. Water)</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Find... (e.g. Find the name of the book he/she was ‘reading’.)</li> <li>• Draw pictures capturing main idea of the stories</li> <li>• Start to point to individual words and pictures</li> <li>• Name objects in a picture.</li> <li>• Predict what will happen in a story through the pictures and the front cover of the book.</li> <li>• Sequence three pictures of a story and retell the story.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” a picture book with short words.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify/name/point to objects in picture books.</li> <li>• Read picture books with short words</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in pre-writing activities</li> <li>• Use writing tools effectively</li> <li>• Write in blank books</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and manipulate crayon and pencil.</li> <li>• Practice fine motor skills</li> <li>• Participate in random scribbling</li> <li>• Draw a line between lines</li> <li>• Participate in practicing pre-writing patterns (always work from left to right)</li> <li>• Trace patterns, letters, words and simple pictures</li> <li>• Draw, copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> <li>• Copy and write most lower case letters and numbers (1 to 10) correctly–Write in blank books</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Copy and write own name and short words</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures messages</li> <li>• Draw pictures capturing main idea of the stories</li> <li>• Trace/write or draw letters</li> <li>• Name the letters</li> <li>• Write own name and short words using writing conventions ('Writes' from left to right and top to bottom)</li> <li>• Ask for their stories to be written down</li> </ul>
Week 3 – 4 2 hours per day	Different types of house	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to short stories, simple songs and action rhymes</li> <li>• Sequence pictures</li> <li>• Follow instructions with support</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy stories, songs, rhymes and language games, e.g. builds a puzzle of at least ten to twenty pieces</li> <li>• Recite a short rhyme.</li> <li>• Join in choruses at the appropriate time</li> <li>• Retell a story/parts of a story by sequencing three pictures and pointing to appropriate pictures</li> <li>• Compare and classify objects/information by identifying similarities and differences and doing sorting activities</li> <li>• <u>Participate in discussions on:</u> <ul style="list-style-type: none"> <li>○ describing types of homes - include flats, houses, shacks, traditional homes</li> </ul> </li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>○ identifying homes to suit different weather conditions</li> <li>○ identifying what different homes are made of - include wood, mud, bricks, tin, stone, hardboard, plastic</li> <li>• Follow two-object location instructions/directions ("Put the book on top of the shelf.")</li> </ul>
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Continue to develop auditory discrimination</li> <li>• Continue to develop auditory perception</li> <li>• Continue to develop auditory memory and recall</li> <li>• Recognise words that end on -ll and -ss</li> <li>• Recognise and use sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Revise all single sounds and letter-sound relationship</li> <li>• Identify similarities and differences in picture cards</li> <li>• Listen to a sequence of four words and is bale to repeat the sequence correctly</li> <li>• Recognise words that end on -ll.</li> <li>• Recognise words that end on -ss (hiss, mass, mess, boss, fuss, pass, kiss)</li> <li>• Recognise specific identified sight words from topic</li> <li>• Listen to all sight words often and include the word in spoken language</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Start to point to individual words and pictures</li> <li>• Sequence pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and point out objects in pictures</li> <li>• Match words to objects and named items, e.g. teacher hands out word cards of different objects or items and learner must match the word with the item/object (door, table, ball, book, etc.)</li> <li>• Arrange a set of pictures in such a way that they form a story. The story can be from a book that is self-made by teacher about the topic i.e. Different types of houses.</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture Big Books and enlarged texts as a whole class with teacher.</li> <li>• Participate in making links to own experience when reading with the teacher</li> <li>• Predict what will happen in a story through the pictures</li> <li>• Point to... (e.g. Point to the object in the picture story from the topic: Different types of houses)</li> <li>• Find... (e.g. Find the name of the book he/she was ‘reading’.)</li> <li>• Sequence three pictures of a story and try to retell the story.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” a picture book with short words and captions</li> </ul>	<ul style="list-style-type: none"> <li>• Use some strategies to build vocabulary</li> <li>• Read captions in simple picture books</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Continue to develop fine motor control</li> <li>• Continue to develop eye-hand coordination</li> <li>• Cross the midline</li> <li>• Use writing tools effectively</li> <li>• —</li> </ul>	<ul style="list-style-type: none"> <li>• Hold and manipulate crayon and pencil.</li> <li>• Practice fine motor skills</li> <li>• Participate in random scribbling</li> <li>• Draw a line between lines</li> <li>• Participate in practicing pre-writing patterns (always work from left to right)</li> <li>• Trace patterns and simple pictures</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures or a topic. Discuss the picture. Learners name objects in the picture/topic. Make a Big Book about the objects in the picture.</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 5 – 6 2 hours per day	Pets	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Continue to develop listening skills</li> <li>• Compare and classifies information</li> <li>• Follow instructions with support</li> <li>• Participate in discussions and conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy stories, songs, rhymes and language games, e.g. builds a puzzle of at least ten to twenty pieces</li> <li>• Recite a short rhyme</li> <li>• Join in choruses at the appropriate time</li> <li>• Retell a story/parts of a story by sequencing three pictures and pointing to appropriate pictures</li> <li>• Listen to and recall word sequences (four words)</li> <li>• Identify sounds and objects in foreground/background</li> <li>• Pick out selected information from a description, e.g. 'I see something with four legs and it barks. What is it?'</li> <li>• <u>Participate in discussions on:</u> <ul style="list-style-type: none"> <li>○ identify animals we can keep as pets: Dog, Cat, Bird, Fish, Hamster, Rabbit, Frog, Lizard, spider, Chameleon, Horse (Make it appropriate for the specific class)</li> <li>○ discuss how to look after pets at home - include shelters, food, water, animal cleanliness</li> <li>○ know how to treat animals appropriately - such as giving exercise, not teasing, not locking in a car</li> </ul> </li> </ul>
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Continue to develop auditory discrimination</li> <li>Compare sounds</li> <li>Continue to develop auditory memory and recall</li> <li>Identify the letter-sound relationship (j and v)</li> <li>Recognise and uses sight words</li> </ul>	<ul style="list-style-type: none"> <li>Know the letter-sound relationship of letters</li> <li>Identify a sound that does not belong in a sequence, e.g. <i>d, d, d, t</i></li> <li>Identify whether two sounds are the same or different, e.g. <i>p, p (same)</i> and <i>p, d (different)</i></li> <li>Clap on each word in a sentence where all the words have only one syllable, e.g. <i>'Tom is ill'.</i></li> <li>Recite a rhyme with support               <ul style="list-style-type: none"> <li>Recognise specific identified sight words from topic</li> <li>Listen to all sight words often and include the word in spoken language</li> </ul> </li> <li>Sound of single letters in 3 letter words</li> <li>Revise all the single sounds that have been taught.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>Continue to develop eye movement</li> <li>Continue to develop directionality</li> <li>Continue to develop visual memory</li> <li>Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>Revise eye movement activities</li> <li>Revise directionality activities</li> <li>Revise visual memory activities</li> <li>Recognise and point out objects in pictures</li> <li>Arrange a set of pictures in such a way that they form a story. The story can be from a book that is self-made by teacher about the topic i.e. Pets</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>"Read" picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Read picture Big Books and enlarged texts as a whole class with teacher.</li> <li>Respond to stories through movement (if possible) and drama activities</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>Respond creatively to stories</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>Draw pictures capturing main idea of the stories</li> <li>Point to individual words and pictures</li> <li>Name objects in a picture.</li> <li>Predict what will happen in a story through the pictures and the front cover of the book.</li> <li>Find... (e.g. Find the name of the book he/she was 'reading'.)</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read a picture book with short words and captions</li> </ul>	<ul style="list-style-type: none"> <li>Read captions in simple picture books</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Use writing tools effectively</li> </ul>	<ul style="list-style-type: none"> <li>Hold and manipulate crayon and pencil.</li> <li>Practice fine motor skills</li> <li>Participate in random scribbling</li> <li>Draw a line between lines</li> <li>Participate in practicing pre-writing patterns (always work from left to right)</li> <li>Trace patterns, and simple pictures</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures or a topic. Discuss the picture. Learners name objects in the picture/topic. Make a Big Book about the objects in the picture.</li> </ul>



GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 7 – 8  2 hours per day	Wild animals	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"><li>Continue to develop listening skills</li><li>Follow instructions with support</li><li>Participate in discussions and conversations</li></ul>	<ul style="list-style-type: none"><li>Enjoy doing language activities, e.g. looking at pictures, identifying similar and different objects, retelling, sequencing, etc.</li><li>Participate in discussions on:<ul style="list-style-type: none"><li>identifying wild animals: Lion, Leopard, Elephant, Rhino, Buffalo, Bucks, Zebra, Hippo, Crocodile, Giraffe, Snakes, Ostrich/ Birds /Lizard /Spider /Scorpion</li><li>talking about their characteristics</li><li>identifying their homes</li><li>identifying their babies</li></ul></li></ul>
		PHONOLOGICAL AWARENESS and PHONICS	
		<ul style="list-style-type: none"><li>Continue to develop auditory sequence</li><li>Compare auditory information</li><li>Continue to develop auditory discrimination</li><li>Identify the letter-sound relationship (j and v)</li><li>Recognise and uses sight words</li></ul>	<ul style="list-style-type: none"><li>Listen to and repeat an auditory sequence</li><li>Compare different sounds</li><li>Segment sentences into individual words by clapping on each word</li><li>Identify initial sounds in words and names</li><li>Recognise specific identified sight words from topic</li><li>Listen to all sight words often and include the word in spoken language</li><li>Identify the beginning sounds, e.g. using pictures and learners indicate the starting sound of the objects in the pictures.</li></ul>
		EMERGENT READING	

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Revise visual motor activities</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Recognise familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and point out objects in pictures</li> <li>• Complete a visual picture about the story, e.g. building puzzles, completing pictures, etc.</li> <li>• Make up own story by 'reading' the pictures</li> <li>• Adopt a reading voice</li> <li>• Recognise sight words, high frequency words and phonics learnt in the printed text</li> <li>• Start to track words in the text</li> <li>• Arrange a set of pictures in such a way that they form a story. The story can be from a book that is self-made by teacher about the topic i.e. Wild animals.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• "Read" picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture Big Books and enlarged texts as a whole class with teacher.</li> <li>• Respond to stories through movement (if possible) and drama activities</li> <li>• Draw pictures capturing main idea of the stories</li> <li>• Point to individual words and pictures</li> <li>• Name objects in a picture.</li> <li>• Predict what will happen in a story through the pictures and the front cover of the book.</li> <li>• Find... (e.g. Find the name of the book he/she was 'reading'.)</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read a picture book with short words and captions</li> </ul>	<ul style="list-style-type: none"> <li>• Read captions in simple picture books</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>HANDWRITING</b>	
		• Use writing tools effectively	• Trace patterns and simple pictures
		<b>WRITING</b>	
		• Participate in Shared Writing activities	• Copy captions
Week 9 2 hours per day	Farm animals	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to short stories, simple songs and action rhymes and answer questions.</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Follow instructions with support</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions or others on: <ul style="list-style-type: none"> <li>○ identify farm animals: Cow, Sheep, Pig, Chicken, Horse, Goat, Donkey, Duck, Rabbits, Mouse, Rat</li> <li>○ talk about their characteristics</li> <li>○ identify their homes</li> </ul> </li> <li>• identify their babies</li> </ul>
		<b>PHONOLOGICAL AWARENESS and PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Revise all the sounds that have been taught</li> <li>• Recognises and uses sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Blend letter sounds orally</li> <li>• Bind sound to letters</li> <li>• Revise letter-sounds that have been taught.</li> <li>• Recognise and use sight words in spoken language.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Start to point to individual words and pictures</li> <li>• Sequence pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and point out objects in pictures</li> <li>• Read labels and captions in the classroom</li> <li>• Arrange a set of pictures in such a way that they form a story. The story can be from a book that is self-made by teacher about the topic i.e. Farm animals</li> </ul>

GRADE 1 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture Big Books and enlarged texts as a whole class with teacher.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read a picture book with short words and captions</li> </ul>	<ul style="list-style-type: none"> <li>• Read captions in simple picture books</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Use writing tools effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Trace patterns and simple pictures</li> <li>• Draw and copy and trace patterns (up down movements, circles, vertical and horizontal lines)</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Shared Writing activities – captions for own pictures, e.g. personal news.</li> </ul>

## GRADE 1 TERM 4

<b>SUGGESTED ASSESSMENT GOALS</b>  <b>LISTENING AND SPEAKING</b> <ul style="list-style-type: none"><li>• Listen to short stories, simple songs and action rhymes</li><li>• Use visual and pictorial cues to make meaning</li><li>• Follow more complex instructions</li><li>• Compare and classify information</li><li>• Use language for communication</li></ul> <b>PHONOLOGICAL AWARENESS AND PHONICS</b> <ul style="list-style-type: none"><li>• Develop auditory sequence and memory</li><li>• Develop auditory perception</li><li>• Develop auditory closure</li><li>• Develop auditory elimination</li><li>• Recognise and use sight words</li><li>• Identify the sounds that have been taught</li></ul>	<b>SUGGESTED ASSESSMENT GOALS</b>  <b>EMERGENT READING</b> <ul style="list-style-type: none"><li>• Sequence pictures</li><li>• Develop basic concepts of print</li><li>• “Read” aloud</li></ul> <b>SHARED READING</b> <ul style="list-style-type: none"><li>• “Read” picture books, rhymes, big books, posters with the teacher</li><li>• Respond creatively to stories</li><li>• Draw pictures capturing main idea of the stories</li></ul> <b>INDEPENDENT READING</b> <ul style="list-style-type: none"><li>• “Read” independently</li></ul> <b>HANDWRITING</b> <ul style="list-style-type: none"><li>• Participate in pre-writing activities</li><li>• Use writing tools effectively</li><li>• Write in blank books</li><li>• Draw pictures</li><li>• Participate in Shared Writing activities</li></ul>
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### 3.3 Teaching plans: English Home Language Grade 2 with differentiation

GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-3 2 hours per day	Me and my community	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behavior</li> <li>• Follow simple classroom instructions</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Use language to develop concepts</li> <li>• Build oral vocabulary</li> </ul>	<p><b>Learners follow the following listening behaviour throughout the year</b></p> <ul style="list-style-type: none"> <li>• Pay attention, make eye contact and react to verbal stimuli.</li> <li>• Listen to two or three part instructions, e.g. learners draw a picture on paper following the teacher's instructions / respond to an instruction ("Collect the crayons and put them in the box.")</li> <li>• Listen to announcements and try to respond appropriately</li> <li>• Listen without interrupting and taking turns to speak.</li> <li>• Talk about personal experiences and identify feelings with help.</li> <li>• Interact with peers and adults</li> <li>• Participate in class discussions through active listening and alternative modes of communication if needed.</li> <li>• Make spontaneous requests</li> <li>• Participate in functional conversation</li> <li>• Ask questions</li> <li>• Give explanations</li> </ul> <p><b>Term specific activities:</b></p> <ul style="list-style-type: none"> <li>• Listen to short stories (may include topics of Life skills).</li> <li>• Point out common objects in pictures</li> <li>• Solve and complete at least five or more piece jig-saw puzzles</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Understand and use different short sentences, e.g.               <ul style="list-style-type: none"> <li>statement of position of an object: 'That dolly is on the bed';</li> <li>Action on an object: "Shut the door"</li> <li>Action and place: "Sleeping in Mummy's bed"</li> <li>Request to transfer (placement) an object: "Give the book to Daddy"</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>Compare auditory information</li> <li>Develop auditory discrimination</li> <li>Recognise letter-sound relationship of single letters</li> </ul>	<ul style="list-style-type: none"> <li>Recognise initial sounds in own name.</li> <li>Identify rhyming words in well-known rhymes and songs.</li> <li>Revise letter-sound relationship of single sounds.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>Revise visual motor activities</li> <li>Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>Read simple picture books with the teacher.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>"Read" picture books, rhymes, big books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a simple story.</li> <li>Talk about the illustrations in the picture book.</li> <li>Recognise and point out objects in the environment/picture.</li> <li>Complete a visual picture about the story, e.g. Building puzzles, completing pictures, etc.</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>"Read" simple picture books with short words and captions</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Develop eye-hand coordination</li> <li>Develop fine motor skills</li> <li>Use writing tools effectively</li> </ul>	<ul style="list-style-type: none"> <li>Do activities to develop eye-hand coordination, e.g. throwing and catching a ball.</li> <li>Practice pre-writing activities: fastening buttons, tying bows, fastening zips, threading and tying shoelaces, dressing themselves</li> <li>Develop fine motor muscles: open and shut clothes pegs, pick up items using a clothes peg, blow soap bubbles and nip them with a clothes peg, make fists with both hands, then open them up widely</li> <li>Practice patterns: rounded and sharp edged. Learners work from left to right</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Draw pictures</li> <li>Imitate writing</li> </ul>	<ul style="list-style-type: none"> <li>Draw pictures and the teacher write a sentence about the picture.</li> <li>Imitate writing by drawing/making squiggles. They read their squiggles to the teacher</li> </ul>
Week 4-5	What do I need to live	<b>LISTENING AND SPEAKING</b>	
2 hours per day		<ul style="list-style-type: none"> <li>Display listening behaviour</li> <li>Use auditory cues to make meaning</li> <li>Compare and classify information</li> <li>Use language to develop concepts</li> <li>Use language to think and reason</li> </ul>	<ul style="list-style-type: none"> <li>Listen to short stories and indicate with help how they feel about the story</li> <li>Recognise and point out common objects in pictures</li> <li>Use language to develop concepts: shape, e.g. match objects that has the same shape and compare objects that are different</li> <li>Solve and complete at least five or more piece jig-saw puzzles, divide</li> </ul>



GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Build oral vocabulary</li> </ul>	<p><b>Suggested activities:</b></p> <p>magazine/other pictures into half/four pieces. Distribute to different learners and they try to find the other pieces of the picture to put it together again.</p> <ul style="list-style-type: none"> <li>• Participate in simple class discussions and conversations through active listening and alternative modes of communication if needed.</li> <li>• Understand and use different short sentences, e.g.             <ul style="list-style-type: none"> <li>○ Statement of position of an object: 'That dolly is on the bed'</li> <li>○ Action on an object: "Shut the door"</li> <li>○ Action and place: "Sleeping in Mummy's bed"</li> <li>○ Request to transfer (placement) an object: "Give the book to Daddy"</li> <li>○ complete sentences with nouns with varying degrees of predictability ("Please pass the salt and ____"; "Throw me the ____"; "Read a ____"; "Buy me some ____").</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Develop auditory discrimination</li> <li>• Develop auditory sequential memory</li> <li>• Develop auditory analysis skills</li> <li>• Identify letter-sound relationship of single sounds (w)</li> <li>• Identify words that end on -ll and -ss</li> <li>• Recognise and use sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and repeats rhythmic patterns and copy correctly</li> <li>• Sound direction: play a music instrument (e.g. tambourine) and learners must look/point/move in the direction of the sound.</li> <li>• Distinguish aurally between different sounds at the beginning of own name</li> <li>• Identify words that start with the same sound, e.g. <b>car</b>; <b>cat</b>; <b>call</b>; <b>cup</b></li> <li>• Identify rhyming words</li> <li>• Identify that oral sentences are made up of individual words: clap on each word in a sentence where all words have only one syllable [Ben is good]</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Develop correct eye movement</li> <li>• Develop directionality</li> <li>• Handle books correctly</li> <li>• Read pictures</li> <li>• Identify own name</li> <li>• Read environmental print</li> </ul>	<ul style="list-style-type: none"> <li>• Develop correct eye movement such as following a ball moved from left to right.</li> <li>• Develop directionality such as moving the body from left to right and top to bottom</li> <li>• Hold the book the right way up and turns pages correctly when reading book correctly</li> <li>• Recognise high frequency words in the environment, e.g. own name</li> </ul>
		<b>SHARED READING</b>	
		• “Read” picture books, rhymes, big books, posters with the teacher	• Point to objects in a picture book/on a poster.
		<b>GROUP GUIDED READING</b>	
		• Read simple picture books with short words and/or captions at their own level	• Read simple picture books in a group.
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine motor skills</li> <li>• Develop gross motor skills</li> <li>• Use writing tools effectively</li> <li>• Form letters and numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Practice fine-motor skills for strengthening hands: rolls Plasticine, models with play dough, screws nuts onto bolts, plays the piano in the air, plays finger rhymes with finger actions or rolls small paper balls between fingers, use scissors to cut fringes on paper mats, etc.</li> <li>• Build the letters on a pegboard</li> <li>• Practice gross motor skills: trace a large letter on the ground. Learners walk/hop/over the letter starting at the correct point and following the correct</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>direction for forming the letter.</li> <li>Form the letters with their bodies – alone or with a friend</li> <li>Use paint and wax crayons to trace/copy patterns, letters and numerals</li> <li>Form numerals 1-10.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Draw pictures to convey messages</li> <li>Read own and other's writing</li> <li>Create own stories</li> </ul>	<ul style="list-style-type: none"> <li>Understand that writing and drawing are different: pretend writing represented using squiggles</li> <li>'Read' own writing: 'read' what squiggles 'say'</li> <li>Draw pictures and teacher writes a caption for the drawing.</li> <li>Contribute ideas for the reading corner by using pictures.</li> </ul>
Week 6-7	Me and other people	<b>LISTENING AND SPEAKING</b>	
2 hours per day		<ul style="list-style-type: none"> <li>Display listening behaviour</li> <li>Process information</li> <li>Use visual and pictorial cues to make meaning</li> <li>Use language for communication</li> <li>Participate in discussions</li> <li>Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Listen to short stories.</li> <li>Recall the end of a familiar story</li> <li>Listen, enjoy and respond to picture stories</li> <li>Role play familiar and well established situations: e.g. How to ask teacher to go to the bathroom; how to take a message to teacher next door; how to pack my school bag etc.</li> <li>Solve and complete ten or more piece jig-saw puzzles</li> <li>Tell stories using pictures, own words and/or gestures</li> <li>Sing songs with the whole class</li> <li>Understand and use simple short sentences <ul style="list-style-type: none"> <li>complete sentences with nouns with varying degrees of</li> </ul> </li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<p>predictability ("Please pass the salt and ____"; "Throw me the ____"; "Read a ____"; "Buy me some ____").</p> <ul style="list-style-type: none"> <li>○ complete sentences with verbs ("I use a fork for ____"; "I use a paint brush for ____").</li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Develop auditory analysis skills</li> <li>• Develop auditory sequential memory and recall</li> <li>• Identify letter-sound relationship of single sounds (w, x)</li> <li>• Recognise and use sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and repeats rhythmic patterns and copy correctly</li> <li>• Identify letter-sound relationship of single sounds.</li> <li>• Distinguish aurally between different sounds at the beginning of own name</li> <li>• Identify words that start with the same sound, e.g. <b>pig</b>; <b>pot</b>; <b>pull</b>; <b>paper</b></li> <li>• Compare different sounds</li> <li>• Can identify that oral sentences are made up of individual words: clap on each word in a sentence where all words have only one syllable [Pat runs to Ben]</li> <li>• Use sight words and high frequency words</li> <li>• Blend letter-sounds orally to make two and three letter words</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Develop correct eye movement</li> <li>• Develop directionality</li> <li>• Handle books correctly</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• "Read" pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Do activities to develop eye movement and directionality, e.g. have a chart with pictures. Learners follow the pictures from left to right and top to bottom while naming the pictures and keeping the head still.</li> <li>• Hold the book the right way up and turns pages correctly when reading book correctly</li> <li>• Use pictures to predict what the story is about</li> <li>• Interpret pictures to make up own story: 'read' the pictures</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Recognise high frequency words in the environment, e.g. own name and friend's names</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read Big Books or other enlarged texts with the teacher</li> <li>"Read" pictures</li> <li>Identify detail in text</li> </ul>	<ul style="list-style-type: none"> <li>Select a Big Book/text that is topic related. Use the front cover of the book to predict what the story is about. Ask questions about the pictures in the book, e.g. 'What is happening?' 'Who is in the picture?' 'Where is it taking place?'</li> <li>Read the text and learners identify the familiar words, e.g. sight words, high frequency words, phonics, etc.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>"Read" the pictures and short words in the book with the teacher.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Develop fine-motor skills and eye-hand coordination</li> <li>Use writing tools effectively</li> <li>Form letters and numerals</li> </ul>	<ul style="list-style-type: none"> <li>Use patterns to make borders, potato prints, collages, etc.</li> <li>Cut pictures/shapes with bold outlines</li> <li>Catch balls/bean bags/paper balls, etc.</li> <li>Continue developing fine motor skills</li> <li>Continue developing gross motor skills, e.g. learners sit/stand in a circle and pass the ball to each other without letting the ball drop onto the ground.</li> <li>Use paint and wax crayons to trace/copy letters and numerals</li> <li>Trace simple outlines of pictures, patterns and own name where the starting point and writing direction are indicated</li> <li>Form numerals 1-10</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures to convey messages</li> <li>• Imitate writing</li> </ul>	<ul style="list-style-type: none"> <li>• Draw or paints pictures and teacher writes a sentence about the picture in the learner's book</li> <li>• Understand that writing and drawing are different: pretend writing represented using squiggles</li> <li>• 'Read' own writing: 'read' what squiggles 'say'</li> <li>• Role-plays writing in play situations: takes a telephone message, write a traffic fine etc.</li> <li>• Identify a letter, e.g. in own name, familiar words, in a book, etc.</li> </ul>
Week 8-9 2 hours per day	Senses	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Process information</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Use language to investigate and explore</li> <li>• Participate in discussions</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to short stories.</li> <li>• Listen, enjoy and respond to picture stories.</li> <li>• Recite poems and rhymes and adds actions in a group</li> <li>• Sequence three pictures of a story and retell the story using simple words, sentences and/or gestures.</li> <li>• Identify and describe similarities and differences, e.g. classify different objects according to things I can eat and things I can hear, and can explain the reason for the classification</li> <li>• Place items that makes sounds, items that have a scent, items we can taste on the table. Learners look at each item. Encourage learners to name the items and to name the different ways in which we use our senses to explore our world.</li> <li>• Solve and complete ten or more piece jig-saw puzzles</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• <u>Participate in class discussions on:</u> <ul style="list-style-type: none"> <li>○ Different senses and what they are used for</li> <li>○ Some people need glasses to help them see</li> <li>○ Using our ears to identify sounds</li> <li>○ Pleasant and unpleasant smells</li> <li>○ What I like to touch (heat/safety/water...)</li> <li>○ Sweet, sour and bitter taste</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise rhythm and auditory patterns</li> <li>• Develop sequential memory and recall</li> <li>• Identify letter-sound relationship of single letters (x, y)</li> <li>• Recognise and use sight words</li> </ul>	<ul style="list-style-type: none"> <li>• Use musical instruments (can be homemade instruments). Learners play according to instruction/example, e.g. fast, slow, loud soft / loud, loud, soft.</li> <li>• Play rhythms on a triangle. Learners copy the rhythm by clapping.</li> <li>• identify words that start with the same sound, e.g. <b>book</b>; <b>bed</b>; <b>build</b>; <b>bee</b></li> <li>• Segments sentences into individual words, e.g. by clapping/tapping on each word in the sentence</li> <li>• Distinguish aurally between different sounds at the beginning of own name</li> <li>• Identify letter-sound relationship of all single letters.</li> <li>• Identify some of the words in printed text</li> </ul>
		<b>EMERGENT READING</b>	

GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Develop correct eye movement</li> <li>• Develop directionality in reading</li> <li>• Handle books correctly</li> <li>• Use visual and pictorial cues to make meaning</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Use a pencil and move the pencil from left to right and learners follow with their eyes without moving their heads.</li> <li>• Read a picture card with several pictures and make sure learners read from left to right and from top to bottom. Ask them what sound each picture starts with.</li> <li>• Hold the book the right way up and turns pages correctly when reading book correctly</li> <li>• Use pictures to predict what the story is about</li> <li>• Recognise high frequency words in the environment, e.g. brand names, own name and friend's names</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Make a book of senses. Draw a different sensory organ on each page. Hand out pictures and learners select the correct picture for each page. More able learners can draw their own pictures. Learners give reasons for their choices, e.g. 'The radio and the ear go together because I can listen to the radio.'</li> <li>• Use material of different textures, e.g. sandpaper, Velcro, silk, velvet, wool, elastic, tinfoil, vinyl, etc. and make a texture book. Learners explore the different textures and describe it, e.g. rough, smooth, soft, hard, cool, shiny, etc. Teacher writes a sentence for each texture and include in the book. Use for Shared Reading.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple picture books with short words and/or captions at their own level</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple picture books with short words and simple captions in reading groups</li> </ul>
		<b>HANDWRITING</b>	



GRADE 2 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop eye-hand coordination</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Develop fine motor skills, e.g. do finger exercises: spreading fingers, playing finger rhymes</li> <li>• Develop eye-hand coordination, e.g. attach a ball to a short string and a ball to a long string. Learners must hit the ball on the short string and then the ball on the long string with a light racket. (Use a plastic bottle if you do not have a racket.)</li> <li>• Form letters in shaving cream sprayed on plastic/polystyrene trays</li> <li>• Fold paper according to the teacher's instruction</li> <li>• Make patterns, e.g. rounded, pointed, vertical lines. Learners work from left to right, and top to bottom</li> <li>• Form the letters with their bodies – alone or with a friend</li> <li>• Trace patterns, letters and words</li> <li>• Use writing tools, e.g. wax crayons, paint, pastels, scissors</li> <li>• Form numerals 1-10</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw a picture to convey messages</li> <li>• Imitate writing</li> </ul>	<ul style="list-style-type: none"> <li>• Draw or paints pictures and teacher write a sentence to indicate what the picture is about.</li> <li>• 'Read' own writing: 'read' what squiggles and scribbles 'say'</li> <li>• Create own stories</li> </ul>

## GRADE 2 TERM 1

### Week 10: Assessment

<b>SUGGESTED ASSESSMENT GOALS</b> <b>LISTENING AND SPEAKING</b> <ul style="list-style-type: none"><li>• Use visual and pictorial cues to make meaning</li><li>• Compare and classify information</li><li>• Use language for communication</li><li>• Use language to develop concepts</li><li>• Build oral vocabulary</li></ul> <b>PHONOLOGICAL AWARENESS AND PHONICS</b> <ul style="list-style-type: none"><li>• Compare auditory information</li><li>• Develop auditory discrimination</li><li>• Recognise letter-sound relationship of single letters</li><li>• Develop auditory analysis skills</li><li>• Recognise and use sight words</li></ul> <b>EMERGENT READING</b> <ul style="list-style-type: none"><li>• Use visual and pictorial cues to make meaning</li><li>• Identify own name</li><li>• Read environmental print</li><li>• Handle books correctly</li><li>• “Read” pictures</li></ul>	<b>SUGGESTED ASSESSMENT GOALS</b> <b>SHARED READING</b> <ul style="list-style-type: none"><li>• Read enlarged texts such as poems, Big Books, posters with the teacher</li><li>• “Read” pictures</li><li>• Identify detail in text</li></ul> <b>HANDWRITING</b> <ul style="list-style-type: none"><li>• Develop eye-hand coordination</li><li>• Develop fine motor skills</li><li>• Use writing tools effectively</li><li>• Form letters and numerals 1-10</li></ul> <b>WRITING</b> <ul style="list-style-type: none"><li>• Draw pictures</li><li>• Imitate writing</li><li>• Draw pictures to convey messages</li><li>• Read own and other’s writing</li><li>• Create own stories</li></ul>
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GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 2 hours per day	Seasons	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Follow simple classroom instructions</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Process information</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to short stories.</li> <li>• Listen, enjoy and respond to picture stories</li> <li>• Recite poems and rhymes and adds actions in a group</li> <li>• Sequence three pictures of a story and retell the story using simple words, sentences and/or gestures</li> <li>• Identify and describe similarities and differences, e.g. classify different objects according to items that can be linked to the seasons, and more able learners can explain the reason for the classification</li> <li>• Develop the concept of 'time': sort pictures into different seasons / 'Daytime' and 'Night time' activities</li> <li>• Identify terms such as 'word' and sentence</li> <li>• Solve and complete ten or more piece jig-saw puzzles</li> <li>• <u>Participate in class discussions on:</u> <ul style="list-style-type: none"> <li>• Different seasons</li> <li>• Clothes I wear each season</li> <li>• Food I eat in each season</li> <li>• Things I do in each season</li> <li>• My favourite season</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Develop auditory sequential memory</li> </ul>	<ul style="list-style-type: none"> <li>• Identify whether two given sounds are the same or different: Have different items</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		and recall <ul style="list-style-type: none"> <li>• Classify and compare sounds</li> <li>• Identify letter-sound relationship of single sounds (z)</li> <li>• Recognise words that end on -zz</li> <li>• Recognise and use sight words</li> </ul>	<b>Suggested activities:</b> <p>that start with the sounds that have been taught. Learners give the initial sound of each item. Now group the items according to their initial sounds, e.g. all the items starting with 's' together. Now add an item that does not start with that sound. Learners identify the item and sound that does not belong.</p> <ul style="list-style-type: none"> <li>• Distinguish aurally between different sounds at the beginning of own name</li> <li>• Listen to and repeat an auditory sequence</li> <li>• Compare different sounds</li> <li>• Segment sentences into individual words by clapping on each word</li> <li>• Sound of single letters and 3 letter words</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Develop correct eye movement</li> <li>• Develop directionality</li> <li>• Handle books correctly</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Distinguish shapes of letters and words</li> </ul>	<ul style="list-style-type: none"> <li>• Develop correct eye movement such as following a pencil moved from left to right</li> <li>• Develop directionality such as moving the body from left to right and top to bottom</li> <li>• Hold the book the right way up and turns pages correctly when reading book correctly</li> <li>• Use pictures to predict what the story is about</li> <li>• Interpret pictures to make up own story: read the pictures</li> <li>• Recognise high frequency words in the environment, e.g. brand names, own name and friend's names</li> <li>• Distinguish between the shapes of different letters and words such sorting objects that are the same, e.g. sort plastic letters into groups of the same letter, sequencing of pictures, picking out the picture that is different</li> </ul>
		<b>SHARED READING</b>	

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Make a Big Book about 'Seasons'. Sort pictures into the different seasons. Learners give sentences to match the pictures. Teacher adds the sentences to the Big Book. Use for Shared Reading.</li> <li>• Talk about the illustrations in a picture book/on a poster</li> <li>• Sequence pictures in a story</li> <li>• Draw pictures capturing main idea of the stories, songs or rhymes</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple picture books with short words and/or captions at their own level</li> </ul>	<ul style="list-style-type: none"> <li>• "Read" pictures, identify letters and read short words.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop gross-motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Form the letters with their bodies – alone or with a friend</li> <li>• Form letters in shaving cream sprayed on plastic/polystyrene trays</li> <li>• Fold paper according to the teacher's instruction</li> <li>• Do finger exercises, e.g. spreading fingers, playing finger rhymes, peg clothes pegs onto a paper plate</li> <li>• Make patterns, e.g. rounded, pointed, vertical lines. Learners work from left to right, and top to bottom</li> <li>• Trace patterns, letters and words</li> <li>• Use writing tools, e.g. wax crayons, paint, pastels, scissors</li> <li>• Write numbers 1-15</li> </ul>
		<b>WRITING</b>	

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Draw a picture to convey messages</li> <li>• Imitate writing</li> <li>• Work with words</li> </ul>	<ul style="list-style-type: none"> <li>• Draw or paints pictures. Teacher adds a simple sentence about the picture.</li> <li>• Understand that writing and drawing are different: pretend writing represented using squiggles and scribbles/letters</li> <li>• 'Read' own writing: 'read' what squiggles and scribbles 'say'</li> <li>• Copy known letters in own name to represent writing</li> </ul>
<b>Week 3-4</b> 2 hours per day	Creatures living in water: Ocean, River, Pond	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to stories and respond to questions</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Use language to develop concepts</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and <b>indicate with help</b> how they feel about the story. Guide the learner with giving choices. Was this a sad, happy or funny story?</li> <li>• Talk about pictures in posters, topic charts, books etc., e.g. recognise and point out common objects in pictures</li> <li>• Develop skills to select and identify a specific sound when a background noise is present or music is playing, e.g. select the sound of water splashing from noises or sounds in the background.</li> <li>• Develop language competency to understand and develop concepts: size, e.g. give learners toys/objects and ask them to sort it into different size groups – small and large. More able learners can sort the objects into three groups – small, medium and large.</li> <li>• Use the groups that were sorted and identify and describe similarities and differences using an ever increasing vocabulary.</li> <li>• Classify familiar items, e.g. put all big objects in the box and the small items in the tin.</li> <li>• Identify parts from the whole, e.g. build a five or more piece puzzle</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• <u>Participate in class discussions (may use alternative ways of communication)</u> <ul style="list-style-type: none"> <li>○ different creatures that live in water</li> <li>○ fresh water animals</li> <li>○ salt water animals</li> <li>○ how they breathe</li> <li>○ animals that can live in and out of water (frogs; turtles, crabs)</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify end sounds in words</li> <li>• Segment sentences into individual words</li> <li>• Build and blend words three letter words</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between different sounds at the end of own name and friends' names.</li> <li>• Segment sentences into individual words by clapping on each word</li> <li>• Recognise that words are made up of sounds in three letter words, e.g. p-o-t</li> <li>• Use manipulatives, e.g. letter cards, to build and blend words from the '–i–' words.</li> <li>• Revise the previously taught sounds.</li> <li>• Introduce the 'at' family sounds</li> <li>• Build three letter words using 'at' family words: <i>cat, bat, sat, rat, Pat Nat, vat, mat and hat</i> by sounding out (segmenting) and blending the words orally, using letter cards, pictures, etc. New sounds can be introduced with songs and rhymes. Use real objects/pictures and add flashcards. Use the words in sentences in order for learners to understand the context of the word. Learners can match the words and pictures while sounding and saying the word. Display the pictures and flashcards on the learners' eye level so that they can see it continuously. Repeat phonics, sight words and high frequency words daily.</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		EMERGENT READING	
		<ul style="list-style-type: none"><li>• Develop correct eye movement</li><li>• Develop directionality</li><li>• Handle books correctly</li><li>• Use visual and pictorial cues to make meaning</li><li>• Develop memory skills</li><li>• Identify parts of a whole</li></ul>	<ul style="list-style-type: none"><li>• Develop correct eye movement such as following a ball/other object moved from left to right</li><li>• Develop directionality such as moving the body from left to right and top to bottom. Place cones on the ground. Learners move through the cones from left to right by crawling/walking/hopping.</li><li>• Hold the book the right way up and turns pages correctly when reading book correctly</li><li>• Recognise high frequency words in the environment, e.g. labels in the classroom.</li><li>• Interpret pictures to make up own story: read the pictures</li><li>• Use memory skills to recall items seen such as letters, shapes or concrete objects</li><li>• Complete a visual picture such as building puzzles, completing pictures</li><li>• Match words to words on objects and named items such as name cards on tables, door, window</li></ul>
		SHARED READING	
		<ul style="list-style-type: none"><li>• Read enlarged texts, Big Books, posters with the teacher</li></ul>	<ul style="list-style-type: none"><li>• Talk about the illustrations in a picture book/on a poster</li><li>• Sequence pictures in a story</li><li>• Respond to stories through movement and drama activities</li></ul>
		GROUP GUIDED READING	
		<ul style="list-style-type: none"><li>• Read simple picture books at their own level</li></ul>	<ul style="list-style-type: none"><li>• Read pictures, short words and books with one short repetitive sentence.</li></ul>
HANDWRITING:			



GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Develop fine-motor control</li> <li>• Copy patterns, letters and words</li> <li>• Use writing tools effectively</li> <li>• Observe correct pencil grip</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form letters using finger painting, wax crayons, pastels, charcoal, etc.</li> <li>• Copy patterns and letters onto pegboards</li> <li>• Copy patterns, letters and words onto paper using big movements</li> <li>• Hold the writing tools correctly. Teacher observe and corrects pencil grip</li> <li>• Write numbers 1-15</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draw pictures of a story</li> <li>• Imitate writing</li> <li>• Copy patterns, letters and words</li> <li>• Observe writing conventions</li> <li>• Use the past tense correctly</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Draw lines from top to bottom and left to right.</li> <li>• Make pictures using shapes</li> <li>• Draw or paints pictures of a story during creative art activities such as about a personal experience</li> <li>• Role-play writing in play situations, e.g. write lists</li> <li>• Copy form/letters/words</li> <li>• Use the past tense correctly: Teacher imitates an action/shows a picture and ask the learners to use the past tense, e.g. jumps – learners say: Teacher jumped. Explain when the past tense is used.</li> </ul>
<b>Week 5-7</b> 2 hours per day	Animals and their shelters	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language to perform</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Listen to stories and respond to questions</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs, recite rhymes and perform actions with the whole class</li> <li>• Talk about pictures in posters, topic charts, books etc.</li> <li>• Listen to stories</li> <li>• Sequence pictures of a story</li> <li>• Practice foreground/background: Finds specified images in a busy or detailed</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Build oral vocabulary</li> </ul>	<p><b>Suggested activities:</b></p> <p>picture, e.g. give learners a worksheet where they have to colour a specific picture. More able learners can colour/cut a picture that is hidden amongst other shapes/pictures.</p> <ul style="list-style-type: none"> <li>• Develop language competency to understand and develop concepts: quantity, e.g. teacher shows the learners two similar container with coloured water – one full and the other with a little water. Ask learners to point to the container that has more water/full; and then point to the container with less water/empty. Learners describe the quantity in the containers in their own words.</li> <li>• Distinguish between the shape of different letters and words through activities such as sorting identical objects, viewing sequence of nearly identical pictures, picking out the one that is different and explaining why it is different</li> <li>• Solve and complete ten piece (or more) jig-saw puzzles</li> <li>• <u>Participate in class discussions:</u> <ul style="list-style-type: none"> <li>○ Places in my community – buildings and places where we meet</li> <li>○ People in my community – people who help me, people who sell things, other people I know</li> <li>○ Keeping places clean – include using bins and not littering</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Develop auditory discrimination</li> <li>• Identify rhyming words</li> <li>• Build and blend three-letter words</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between different sounds at the end of own name and friends' names.</li> <li>• Identify rhyming words in well-known rhymes and songs</li> <li>• Begin to recognise that words are made up of sounds in three letter words, e.g.p-o-t</li> <li>• Revise all the short vowel words that have been taught</li> <li>• Introduce the <i>-an</i> family sounds, e.g. Jan, pan, tan, ran, fan</li> <li>• Build three letter words using <i>'an</i> family sounds</li> <li>• Group words in word families</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Handle books correctly</li> <li>• Imitate reading</li> <li>• Understand the concept of print</li> <li>• Distinguish shapes of letters</li> </ul>	<ul style="list-style-type: none"> <li>• Develop correct eye movement such as following a ball moved from left to right</li> <li>• Develop directionality such as moving blocks from left to right and top to bottom</li> <li>• Holds the book the right way up and turns pages correctly when 'reading'</li> <li>• Use pictures to predict what the story is about. For example, 'read' picture books and caption books with one repetitive sentence. Learners show an understanding that pictures and words are related, but different. Points to words when 'reading'</li> <li>• Recognise high frequency words in the environment, e.g. labels in the classroom.</li> <li>• Distinguish between the shapes of different letters and words such as sorting objects that are the same, e.g. sort plastic letters into groups of the same letter, sequencing of four pictures, picking out the letter/picture that is different</li> <li>• Understand that print communicates meaning. Knows words can represent own name, names of people, places and things</li> </ul>
		<b>SHARED READING</b>	
		• Read Big Books or other enlarged	• Predict what will happen next in the story using familiar texts and picture cues

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		texts with the teacher	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Draw pictures capturing the main idea of stories, songs or rhymes</li> <li>• Arrange a set of pictures in such a way that they form a story and then 'read' the story</li> <li>• Respond to stories through movement and drama activities</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>• Read pictures, short words and books with one short repetitive sentence.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop perceptual skills</li> <li>• Copy patterns, letters and words</li> <li>• Use writing tools effectively</li> <li>• Observe correct pencil grip</li> <li>• Form letters and numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Do finger exercises and finger rhymes, fitting shapes into a container, constructing with blocks, etc.</li> <li>• Create own patterns: round, pointed, vertical and horizontal lines. Include continuous patterns.</li> <li>• Form letters in various ways using the whole body.</li> <li>• Cross the midline, e.g. touch the left knee/ear/arm/foot with the right hand</li> <li>• Trace simple outlines of pictures and patterns</li> <li>• Copy patterns onto pegboards</li> <li>• Use a range of writing tools</li> <li>• "Write" in sand trays</li> <li>• Write numbers 1-15</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Imitate writing</li> <li>• Copy words</li> </ul>	<ul style="list-style-type: none"> <li>• Role play writing in play situations, e.g. write lists</li> <li>• Spontaneously copy print from the environment such as labels on common</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Write dictation</li> <li>• Participate in writing activities</li> <li>• Use the past tense correctly</li> <li>• Build own word bank and personal dictionary</li> </ul>	<p>household products</p> <ul style="list-style-type: none"> <li>• Write letters to dictation</li> <li>• Contribute sentences to class writing.</li> <li>• Use the past tense correctly. Play a game: Today I.... Yesterday I.... In a group, learners get an opportunity to say: "Today I eat my food/clean my shoes/sit on my chair.", etc. and repeat the sentence in the past tense: "Yesterday I ate my food/cleaned my shoes/sat on my chair". etc.</li> </ul>
Week 8-9 2 hours per day	Farm and wild animals	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language to perform</li> <li>• Listen to stories and respond to questions</li> <li>• Use language to investigate and explore</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs, recite rhymes and perform actions with the whole class</li> <li>• Listen to stories and acts these out</li> <li>• Listen, enjoy and respond to pictures and jokes (slapstick)</li> <li>• Role play different familiar situations which has a beginning and end</li> <li>• Identify and describe similarities and differences, e.g. compare wild animals and farm animals. What is similar? What is different? Use pictures/toys of animals and sort them into the two different groups. More able learners can verbalise their reasons for their grouping.</li> <li>• <u>Participate in class discussions:</u> <ul style="list-style-type: none"> <li>○ Where do the farm/wild animals live?</li> <li>○ What do they eat?</li> <li>○ What do we call their babies?</li> <li>○ How do animals camouflage themselves?</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Recognise and use rhyming words</li> <li>• Build and blend three-letter words</li> </ul>	<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Distinguish aurally between different sounds especially at the end of words, e.g. learners listen for the odd word in a sequence where all words begin with the same sound.</li> <li>• Recite a poem.</li> <li>• Name objects belonging to the topic.</li> <li>• Anticipate rhyming words in songs and rhymes, e.g. say a rhyme and leave out the rhyming word. Learners give suggestions of possible rhyming words to complete the rhyme.</li> <li>• Listen to and repeat an auditory sequence</li> <li>• Compare different sounds</li> <li>• Recognise that words are made up of sounds in three letter words, e.g. p-o-t.</li> <li>• Introduce the word family – <i>am</i> (<i>jam, Pam, dam, ham, ram, Sam</i>)</li> <li>• Introduce the word family –<i>ap</i> (<i>tap, cap, gap, lap, map, nap</i>)</li> <li>• Sound single letters and 3 letter words</li> <li>• Blend letter sounds orally to make two and three letter words e.g. <i>t-ap</i></li> <li>• Group words in word families.</li> <li>• Revise the sounds that have been taught.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Recognise words</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Develop memory skills</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise high frequency words in the environment, e.g. labels in the classroom.</li> <li>• Use pictures to 'read' simple phrase or caption books</li> <li>• Listen to and discuss stories and other texts read or told aloud. Recalls details and states main idea</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Develop new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Complete own dictionary with new words</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Predict what will happen next in the story using text and picture cues.</li> <li>Talk about the illustrations in a picture book/on a poster</li> <li>Discuss main idea in the story</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>Read pictures, short words and books with one short repetitive sentence.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Form letters and numerals</li> <li>Use writing tools effectively</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form letters using finger painting, paint brushes, wax crayons</li> <li>Trace simple outlines of pictures, patterns and own names</li> <li>Copy patterns onto pegboards</li> <li>Copy patterns, words and letters onto paper using big actions.</li> <li>Use a range of writing tools: Paint and paint brushes, wax crayons, pastels, charcoal, pencils, etc.</li> <li>Hold crayons correctly using an acceptable pencil grip and sitting position</li> <li>Write numbers 1-15</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Write letters and own name</li> <li>Write letters to dictation</li> <li>Participate in writing activities</li> <li>Use past tense correctly</li> </ul>	<ul style="list-style-type: none"> <li>Copy/trace own name and words</li> <li>Role play writing in play situations, e.g. write lists</li> <li>Spontaneously copy print from the environment</li> <li>Write letters to dictation</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute sentences to class writing.</li> <li>• Use the past tense correctly. Show an action picture card and learners say the past tense of the verb, e.g. run – ran.</li> </ul>



## GRADE 2 TERM 2

### Week 10: Assessment

<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen to stories and respond to questions</li><li>• Use visual and pictorial cues to make meaning</li><li>• Process information</li><li>• Compare and classify information</li><li>• Use language for communication</li><li>• Solve and complete ten or more piece jig-saw puzzles</li></ul> <p><b>PHONOLOGICAL AWARENESS AND PHONICS</b></p> <ul style="list-style-type: none"><li>• Distinguish aurally between different sounds at the end of words</li><li>• Listen to and repeat an auditory sequence</li><li>• Compare different sounds</li><li>• Segment sentences into individual words by clapping on each word</li><li>• Build three letter words using <del>short 'a' words</del> the taught word families</li><li>• Recognise that words are made up of sounds in three letter words, e.g. t-a-p</li></ul> <p><b>EMERGENT READING</b></p> <ul style="list-style-type: none"><li>• Hold the book the right way up and turns pages correctly when reading book correctly</li></ul>	<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Talk about the illustrations in a picture book/on a poster</li><li>• Sequence pictures in a story and then 'read' the story</li><li>• Respond to stories through movement and drama activities</li><li>• Draw pictures capturing main idea of the stories, songs or rhymes</li></ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"><li>• Make patterns, e.g. rounded, pointed, vertical lines</li><li>• Trace patterns, letters and words</li><li>• Copy patterns and letters onto pegboards</li><li>• Copy patterns, letters and words onto paper using big movements</li><li>• Trace simple outlines of pictures and shapes</li><li>• Use a range of writing tools</li><li>• "Write" in sand trays</li><li>• Write numbers 1-15</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Draw or paints pictures</li><li>• Understand that writing and drawing are different: pretend writing represented using squiggles and scribbles</li></ul>
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<ul style="list-style-type: none"> <li>• Use pictures to predict what the story is about</li> <li>• Interpret pictures to make up own story: read the pictures</li> <li>• Recognise high frequency words in the environment, e.g. brand names, own name and friend's names</li> <li>• Distinguish between the shapes of different letters and words</li> <li>• Use memory skills to recall items seen such as letters, shapes or concrete objects</li> <li>• Complete a visual picture such as building puzzles, completing pictures</li> <li>• Match words to words on objects and named items such as name cards on tables, door, window</li> </ul>	<ul style="list-style-type: none"> <li>• 'Read' own writing: 'read' what squiggles and scribbles 'say'</li> <li>• Copy known letters in own name to represent writing</li> <li>• Role-play writing in play situations, e.g. write lists</li> <li>• Understand and use the past tense</li> </ul>
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GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-3 2 hours per day	Transport	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language to perform</li> <li>• Use auditory, visual and pictorial cues to make meaning</li> <li>• Use language for communication</li> <li>• Follow simple classroom instructions</li> <li>• Participate in discussions</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs and rhymes and perform actions: learners move their bodies to the rhythm of the music. Learners sit on the ground and clap their hands/stamp their feet while singing a well-known song.</li> <li>• Talk about pictures in posters, topic charts, books etc.</li> <li>• Recognise and point out common objects in pictures</li> <li>• Look carefully at pictures and talk about common experiences.</li> <li>• Listen to stories and show understanding by answering simple questions related to the story</li> <li>• Sequence pictures and retell the story.</li> <li>• Complete jig-saw puzzles: ten (or more) piece</li> <li>• <u>Participate in class discussion:</u> <ul style="list-style-type: none"> <li>○ Different types of transport.</li> <li>○ Safety when travelling</li> <li>○ Animals that can be used for transport</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Develop auditory discrimination</li> <li>• Identify letter-sound relationship of single letters</li> <li>• Blend three-letter words with the taught word families</li> </ul>	<ul style="list-style-type: none"> <li>• Indicate whether medial sounds are the same or different in different word combinations, e.g. train – tram (<i>different</i>); car – far (<i>same</i>)</li> <li>• Rhythmic recall: Learners imitate train sounds, e.g. whistle (<i>toot-toot</i>), steam (<i>shhh-shhh</i>), etc.</li> <li>• Revise letter-sound relationship of single letters taught.</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Use letter cards/manipulatives to build words with the taught sounds.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Develop perceptual skills</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Develop word recognition skills</li> </ul>	<ul style="list-style-type: none"> <li>• Practice eye movements: use a toy car (or any other object), place the car on the table to the left. Push the car across the table to the right and learner follows the car with his/her eyes trying to keep the head still.</li> <li>• Do activities to develop foreground/background: Learners identify an image in a busy picture.</li> <li>• Use pictures to understand simple phrases and sentences in a book</li> <li>• Match words to objects: match labels to labeled items on an interest table</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the illustrations in a picture book/on a poster to predict the storyline</li> <li>• Answer literal questions about the story where the answer is a simple 'Yes/No'</li> <li>• Make links to own experience when reading with the teacher, viewing television or pictures</li> <li>• Recognise high frequency words.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>• Read pictures, short words and books with one short repetitive sentence.</li> </ul>
		<b>PAIRED/INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Point to objects in a picture</li> <li>• Read independently books read in Shared Reading sessions, simple picture story books and books from the classroom reading corner.</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor control</li> <li>• Develop large muscle control</li> <li>• Develop eye-hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Practice eye-hand coordination: throw paper balls into a basket</li> <li>• Form letters and numerals by walking on the shape, letter and/or numeral. This activity should link with the letters done in phonics.</li> <li>• Practice fine motor muscles: finger rhymes, paper folding, weaving</li> <li>• Make patterns with finger paint on newspaper sheet</li> <li>• Trace simple outlines of pictures, patterns and own names</li> <li>• Start to write letters in own name independently.</li> <li>• Write numbers 1-20</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write letters, words and own name</li> <li>• Write letters to dictation</li> <li>• Participate in Shared Writing activities</li> <li>• Use the past tense</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Copy/trace own name and words</li> <li>• Contribute sentences to Shared Writing</li> <li>• Revise the past tense.</li> </ul>
<b>Week 4-5</b> 2 hours per day	Road traffic safety	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language to develop concepts in all subjects</li> <li>• Use language to think and reason</li> <li>• Use language to investigate and explore</li> <li>• Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Recite poems and rhymes and adds actions to them with growing confidence</li> <li>• Listen to stories</li> <li>• Listen to and recalls simple word sequence in order (four or more words)</li> <li>• Talk about pictures in posters, topic charts, books etc.</li> <li>• Listen to all sight words often and include the words in spoken language</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Match things that go together and compare things that are different</li> <li>• Complete between ten (or more) piece jig-saw puzzles</li> <li>• Isolate images from the foreground and background in pictures and simple designs</li> <li>• <u>Participate in class discussion:</u> <ul style="list-style-type: none"> <li>○ Road safety rules</li> <li>○ Familiar road signs</li> <li>○ How traffic officers help us</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Develop auditory closure skills</li> <li>• Blend and build three-letter words</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between different beginning, medial and end letter sounds in three-letter words</li> <li>• Practice auditory closure: teacher starts to say the name of one of the learners and the learners complete the name, e.g. <i>Mar....tha</i></li> <li>• Divide multi-syllabic words into syllables</li> <li>• Introduce the word family –ot (<i>pot, cot, not, dot, got, hot, lot, rot</i>)</li> <li>• Introduce the word family – og (<i>dog, log, fog, jog</i>)</li> <li>• Build and blend words</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• Understand the concept of print</li> <li>• Recognise words</li> <li>• Distinguish shapes of letters</li> </ul>	<ul style="list-style-type: none"> <li>• Use the picture on the front cover to predict what the story is about</li> <li>• Use pictures to understand simple phrases and sentences in a book.</li> <li>• Distinguish pictures from print: points to a word and ask what the word is</li> <li>• Discuss the title of the book/story</li> <li>• Distinguish between the shapes of different letters and words such sorting</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>objects that are the same, e.g. sort plastic letters into groups of the same letter, sequencing of pictures, picking out the picture that is different</li> <li>• Match words to objects</li> <li>• “Read” and recognise high frequency words and sight words</li> <li>• Recognise phonic sounds that have been taught</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret pictures to make up own story: “read” the pictures</li> <li>• Make links to own experience when reading with the teacher, viewing a television programme or pictures</li> <li>• Identify the sequence of events in simple stories</li> <li>• Recognise specific identified sight words from topic</li> <li>• Recognise high frequency words.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with short words, captions and one repetitive sentence.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Form letters and numerals</li> <li>• Copy and write letters and own name onto paper</li> </ul>	<ul style="list-style-type: none"> <li>• Form almost all lower case letters correctly</li> <li>• Practice writing upper case letters.</li> <li>• Write numbers 1 to 20 correctly.</li> <li>• Write properly in blank books</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Copy form/ letters/own name</li> </ul>	<ul style="list-style-type: none"> <li>• Spell and write short words using phonic sounds learnt.</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Participate in Shared Writing activities</li> <li>• Use the present tense correctly</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write words dictated letter-by-letter</li> <li>• Use the present tense. Use the activities for past tense but use it now for the present tense.</li> </ul>
Week 6-7 2 hours per day	People who help us	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Perform songs and rhymes</li> <li>• Use language to perform</li> <li>• Use auditory, visual and pictorial cues to make meaning</li> <li>• Use language for communication</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs and rhymes and perform actions on own</li> <li>• Listen, enjoy and respond to picture and word puzzles, riddles and jokes</li> <li>• Listen to stories and shows understanding by answering simple questions related to the story</li> <li>• Sequence pictures of a story</li> <li>• Talk about pictures in posters, topic charts, books etc.</li> <li>• Listen to all sight words often and include the word in spoken language</li> <li>• Find object hidden in a classroom among other items and guides peers to items using simple directions</li> <li>• Classify things according to own criteria</li> <li>• Complete between ten and twenty piece jig-saw puzzles</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ People who help us in our community, e.g. police, doctor, nurse, librarian, etc.</li> <li>○ How to ask for information and assistance</li> <li>○ What to do in an emergency – who do I contact and what information must I give?</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	



GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Identify letter-sound relationship of letters</li> <li>Blend and build words</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and names some letters of the alphabet</li> <li>Distinguish between different medial letter sounds in three-letter words</li> <li>Listen to and repeat an auditory sequence</li> <li>Compare different sounds</li> <li>Divide multi-syllabic words into syllables</li> <li>Introduce word families: <i>-in (pin, bin, fin, tin, win)</i>; and <i>-id (lid, did, kid, rid)</i></li> <li>Build and blend words with the word families taught</li> <li>Group words in word families.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>Make transitions from emergent to “real” reader</li> </ul>	<ul style="list-style-type: none"> <li>Match words to objects/pictures</li> <li>Use pictures to understand simple phrases and sentences in a book.</li> <li>Interpret pictures to make up own story, that is, ‘read’ the pictures</li> <li>Match pictures and words using puzzles (Picture and word)</li> <li>Distinguish pictures from print: points to a word and ask what the word is</li> <li>Read and recognise high frequency and sight words</li> <li>Read personal texts, e.g. sentences written by teacher.</li> <li>Recall details and states main idea from a story</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Interpret pictures to make up own story: read the pictures</li> <li>Make links to own experience when reading with the teacher, viewing television or pictures</li> <li>Identify the sequence of events in simple stories</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Answer simple questions about the story</li> <li>• Recognise specific identified sight words from topic</li> <li>• Recognise high frequency words.</li> <li>• Build vocabulary using sight words, high frequency words, phonic sounds learnt and acquiring new words</li> <li>• Sequence pictures of a story.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>• Point to objects in a picture</li> <li>• Read books with short words and one repetitive sentence</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Use writing tools effectively</li> <li>• Form letters and numerals</li> <li>• Copy and write letters and short words onto paper</li> <li>• Start to write learnt words independently</li> </ul>	<ul style="list-style-type: none"> <li>• Use writing tools with greater confidence and ease, e.g. paint, wax crayons, pastels, charcoal, pencils</li> <li>• Form almost all lower case letters correctly</li> <li>• Practice writing upper case letters.</li> <li>• Write numbers 1 to 20 correctly.</li> <li>• Copy and write short sentences from chalkboard and Workbooks.</li> <li>• Write properly in unlined books</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write letters and words</li> <li>• Participate in writing activities</li> <li>• Understand and use the present tense correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters to dictation</li> <li>• Write words dictated letter-by-letter</li> <li>• Use the present tense.</li> <li>• Learners can name the nouns on a picture/objects in the classroom with</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Identify nouns</li> <li>Build own word bank and personal dictionary</li> </ul>	assistance.
Week 8-9 2 hours per day	Fruit and vegetables	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>Use language to perform</li> <li>Use language to develop concepts in all subjects</li> <li>Use language to think and reason</li> <li>Use language to investigate and explore</li> <li>Use visual and pictorial cues to make meaning</li> <li>Use language for communication</li> <li>Participate in discussions</li> <li>Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Recite poems and rhymes and adds actions to them with growing confidence</li> <li>Listen to stories</li> <li>Sequence pictures and tells a story with a beginning, middle and end</li> <li>Talk about pictures in posters, topic charts, books etc.</li> <li>Listen to all sight words often and include the word in spoken language</li> <li>Complete between ten and twenty piece jig-saw puzzles</li> <li>Distinguish between the shape of different letters and words</li> <li><u>Build vocabulary and participate in discussions:</u> <ul style="list-style-type: none"> <li>Different types of fruit</li> <li>Different types of vegetables</li> <li>Tastes and textures of vegetables and fruit</li> <li>Where it comes from</li> <li>Colours and shapes</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>Identify letter-sound relationship</li> <li>Distinguish the medial sound in words</li> <li>Recognise and use rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>Substitute rhyming words in common songs and rhymes.</li> <li>Recognise and names some letters of the alphabet</li> <li>Distinguish between different medial letter sounds in three-letter words</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Segment sentences into individual words</li> <li>Build and blend words</li> </ul>	<ul style="list-style-type: none"> <li>Recognise specific identified sight words from topic</li> <li>Divide multi-syllabic words into syllables</li> <li>Revise all the sounds and word families that were taught.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>Transitions from emergent to “real” reader</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to understand simple phrases and sentences in a book.</li> <li>Interpret pictures to make up own story, that is, ‘read’ the pictures</li> <li>Distinguish pictures from print: points to a word and ask what the word is</li> <li>‘Read’ and recognise high frequency words and sight words.</li> <li>Continue to read labels and instructions in the classroom</li> <li>Continue to build vocabulary</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read enlarged texts, Big Books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Interpret pictures to make up own story: read the pictures</li> <li>Identify the sequence of events in simple stories</li> <li>Recognise and read high frequency words.</li> <li>Build vocabulary using sight words, high frequency words, phonic sounds learnt and acquiring new words</li> <li>Sequence pictures and retell the story.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>Point to objects in a picture</li> </ul>
		<b>HANDWRITING</b>	

GRADE 2 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Form letters and numerals</li> <li>• Copy and write letters and own name onto paper</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Form almost all lower case and some upper case letters correctly</li> <li>• Write numbers 1 to 20 correctly.</li> <li>• Write properly in unlined books</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use the present tense</li> <li>• Identify nouns</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Shared Writing activities</li> <li>• Use the present tense.</li> <li>• Understand and use nouns correctly with assistance.</li> </ul>

## GRADE 2 TERM 3

### Week 10: Assessment

<b>SUGGESTED ASSESSMENT GOALS</b>  <b>LISTENING AND SPEAKING</b> <ul style="list-style-type: none"><li>• Talk about pictures in posters, topic charts, books etc.</li><li>• Recognise and point out common objects in pictures</li><li>• Look carefully at pictures and talk about common experiences.</li><li>• Listen to stories and show understanding by answering simple questions related to the story</li><li>• Sequence pictures and retell the story.</li><li>• Complete jig-saw puzzles: ten (or more) piece</li><li>• Recite poems and rhymes and adds actions to them with growing confidence</li><li>• Listen to and recalls in order simple word sequence to (four or more)</li><li>• Listen to all sight words often and include the word in spoken language</li><li>• Match things that go together and compare things that are different</li><li>• Isolate images from the foreground and background in pictures and simple designs</li></ul> <b>PHONOLOGICAL AWARENESS AND PHONICS</b> <ul style="list-style-type: none"><li>• Develop auditory discrimination</li><li>• Identify letter-sound relationship of single letters</li><li>• Distinguish between different medial letter sounds in three-letter words</li><li>• Divide multi-syllabic words into syllables</li></ul>	<b>SUGGESTED ASSESSMENT GOALS</b>  <b>EMERGENT READING</b> <ul style="list-style-type: none"><li>• Use pictures to understand simple phrases and sentences in a book</li><li>• Match words to objects</li><li>• Use the picture on the front cover to predict what the story is about</li><li>• Use pictures to understand simple phrases and sentences in a book.</li><li>• Distinguish pictures from print: points to a word and ask what the word is</li><li>• Discuss the title of the book/story</li><li>• “Read” and recognise high frequency words and sight words</li><li>• Recognise phonic sounds that have been taught</li><li>• Recall details and states main idea from a story</li></ul> <b>SHARED READING</b> <ul style="list-style-type: none"><li>• Talk about the illustrations in a picture book/on a poster to predict the storyline</li><li>• Answer simple “Yes/No” questions about a story</li><li>• Make links to own experience when reading with the teacher</li><li>• Recognise high frequency words.</li><li>• Identify the sequence of events in simple stories</li><li>• Recognise specific identified sight words from topic</li><li>• Sequence pictures of a story.</li><li>• Draw pictures capturing main idea of the stories, songs or rhymes</li></ul>
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<ul style="list-style-type: none"> <li>• Build and blend words with the word families that were taught.</li> <li>• Recognise and names some letters of the alphabet</li> <li>• Listen to and repeat an auditory sequence</li> <li>• Compare different sounds</li> <li>• Substitute rhyming words in common songs and rhymes.</li> <li>• Recognise specific identified sight words from topic</li> </ul>	<p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>• Make patterns with finger paint</li> <li>• Trace simple outlines of pictures, patterns and own name</li> <li>• Start to write letters in own name</li> <li>• Form almost all lower case letters correctly</li> <li>• Write numbers 1 to 20 correctly.</li> <li>• Write properly in unlined books</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Draw or paints pictures</li> <li>• Understand that writing and drawing are different</li> <li>• “Read” own writing: ‘read’ what squiggles and scribbles ‘say’</li> <li>• Copy known letters in own name to represent writing</li> <li>• Role-play writing in play situations, e.g. write lists</li> <li>• Copy and form letters/words</li> <li>• Spell and write short words using phonic sounds learnt.</li> <li>• Write words dictated letter-by-letter</li> <li>• Use present tense</li> <li>• Identify nouns</li> </ul>
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GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1 & 2 2 hours per day	Water	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language to perform</li> <li>• Build vocabulary and use language to develop concepts</li> <li>• Use language to think and reason</li> <li>• Use language to investigate and explore</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Follow simple classroom instructions</li> <li>• Participate in discussions</li> <li>• Use language for communication</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Recite simple poems and rhymes and adds actions to them.</li> <li>• Listen to stories</li> <li>• Sequence pictures and tells a story with a beginning, middle and end</li> <li>• Talk about pictures in posters, topic charts, books etc.</li> <li>• Develop concept of quantity, e.g. compare containers with different amounts of water</li> <li>• Listen to all sight words often and include the word in spoken language</li> <li>• Complete between ten and twenty piece jig-saw puzzles</li> <li>• <u>Participate in discussions</u> and investigating:               <ul style="list-style-type: none"> <li>○ Objects that float or sink</li> <li>○ Saving water</li> <li>○ Use of water</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Develop auditory discrimination</li> <li>• Distinguish the medial sound of a word</li> <li>• Segments sentences</li> <li>• Build and blend words</li> </ul>	<ul style="list-style-type: none"> <li>• Practice different and same sounds. Teacher fills two glasses with different amounts of water. She taps lightly on each glass so that the learners can hear the different pitches. They talk about the sounds being the same or different.</li> <li>• Distinguish aurally between different medial sounds of three-letter words related to the topic and phonics being taught.</li> <li>• Recognise specific identified sight words from topic</li> <li>• Divide multi-syllabic words into syllables</li> </ul>



GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>Revise all the sounds and word families taught in term 3.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>Make transitions from emergent to “real” reader</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures to understand simple phrases and sentences in a book.</li> <li>Interpret pictures to make up own story, that is, ‘read’ the pictures</li> <li>Distinguish pictures from print: points to a word and ask what the word is</li> <li>“Read” and recognise high frequency words and sight words</li> <li>“Read” picture books with three or four predictable sentences</li> <li>Recall details and states main idea from a story</li> <li>Continue to read labels and instructions in the classroom</li> <li>Continue to build vocabulary</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read enlarged texts, Big Books, posters with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Interpret pictures to make up own story: read the pictures</li> <li>Identify the sequence of events in simple stories</li> <li>Answer questions about the story and identify the setting in which the story takes place</li> <li>Participate in comprehension activities:</li> <li>Identify: objects, letters, words, main idea, characters, etc.</li> <li>Point to: objects, letters, words</li> <li>Recognise and read high frequency words.</li> <li>Build vocabulary using sight words, high frequency words, phonic sounds learnt and acquiring new words</li> <li>Sequence the events in the story using pictures/ or orally</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>• Point to objects in a picture</li> <li>• Identify high frequency words, sight words and phonic sounds learnt</li> <li>• Answer literal questions about the text</li> <li>• Adhere to the punctuation in text: capital letters, lower case letters, full stop.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop visual acuity</li> <li>• Write letters and own name</li> <li>• Use writing tools effectively</li> <li>• Form letters and numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Practice eye movements: learners move their eyes up and down as if they are watching the rain falling on the grass. Move their eyes while keeping the head still. Open and close their eyes on the teacher's instruction.</li> <li>• Distinguish between the shape of different letters and words</li> <li>• Form lower case letters and some frequently used upper case letters correctly</li> <li>• Write numbers 1-20 correctly</li> <li>• Trace letters and numerals on a pre-printed sheet</li> <li>• Write in unlined books/17mm lined books</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in Shared Writing activities</li> <li>• Use present tense</li> <li>• Identify nouns</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Shared Writing activities</li> </ul>
<b>Week 3-5</b>	Our country	<b>LISTENING AND SPEAKING</b>	

GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
2 hours per day	South Africa	<ul style="list-style-type: none"> <li>• Use language to perform</li> <li>• Use auditory, visual and pictorial cues to make meaning</li> <li>• Use language for communication</li> <li>• Use language to investigate and explore</li> <li>• Follow simple classroom instructions</li> <li>• Participate in discussions</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and act the story out.</li> <li>• Sing songs and rhymes and perform actions on own with confidence</li> <li>• Use pictures to predict content of stories</li> <li>• Listen, enjoy and respond to picture and word puzzles, riddles and jokes</li> <li>• Listen to all sight words often and include the word in spoken language</li> <li>• Match things that go together, and compare things that are different</li> <li>• Solve and complete at least twenty piece or more jig-saw puzzles</li> <li>• Identify pictures in the foreground and background as separate elements</li> <li>• Play language games, e.g. 'What am I?' Describe an animal and learners must try to guess what it is. Imitate the sound the animal makes.</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ Map of South Africa</li> <li>○ South African flag</li> <li>○ South African anthem (listen to and try to sing)</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify rhyming words</li> <li>• Develop auditory and visual discrimination</li> <li>• Divide words into syllables</li> <li>• Build and blend words</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish aurally between different medial sounds of three-letter words related to the topic and phonics being taught.</li> <li>• Identify rhyming words in well known rhymes and songs</li> <li>• Divide multisyllabic words into syllables, e.g. clap or use drumbeats to signal each syllable using the names of the learners (Ja-net; Pe-ter, etc.)</li> <li>• Recognise specific identified sight words from topic</li> <li>• Introduce -ig family sounds, e.g. <i>big, fig, pig, dig, wig</i></li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Blend letter sounds orally to make two and three letter words e.g. <i>p-ig</i></li> <li>Build words with the sounds e.g. using letter cards</li> <li>Revise all the word families that have been taught so far. Learners are encouraged to blend the words using their letter cards, match pictures with the words, identify the words in printed text, recognise the words in spoken language and groups the words into word families.</li> </ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"> <li>Make transitions from emergent to “real” reader</li> <li>Distinguish shapes of words</li> </ul>	<ul style="list-style-type: none"> <li>“Read” personal texts such as sentences written by the teacher</li> <li>Read high frequency words</li> <li>Read picture books with common words and two repetitive sentences. The sentences contain phonic sounds that have been taught.</li> <li>Distinguish between the shapes of different words such sorting objects that are the same, e.g. sort objects/letters/words into groups</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Listen to short stories with enjoyment and joins in choruses at the correct time</li> <li>Point to objects and describe objects in terms of colour using the correct vocabulary</li> <li>Recognise and read the sight words and high frequency words.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>Point to pictures</li> <li>Retell the story</li> </ul>
		<b>HANDWRITING</b>	

GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Write letters and own name independently</li> <li>• Use writing tools effectively</li> <li>• Form letters and numerals</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Form lower case letters and frequently used upper case letters correctly</li> <li>• Write number 1-20 correctly</li> <li>• Write in 17mm lined books</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use the future tense correctly.</li> <li>• Identify and use pronouns correctly</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Draw or paint pictures about a story, rhyme or to convey messages such as about a personal experience during creative art activities</li> <li>• Role-play writing in play situations: takes a telephone message</li> <li>• Shared Writing: After reading the Big Book, learners construct a sentence about the story. Teacher writes the sentence on a strip and displays it on the classroom wall.</li> <li>• Fill in missing letters or words</li> </ul>
<b>Week 6-7</b>	Communication in our world	<b>LISTENING AND SPEAKING</b>	
2 hours per day		<ul style="list-style-type: none"> <li>• Use language to perform</li> <li>• Use auditory, visual and pictorial cues to make meaning</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and act the story out.</li> <li>• Sing songs and rhymes and perform actions on own with confidence</li> <li>• Listen to all sight words often and include the word in spoken language</li> <li>• Sequence pictures of a story and retell the story with a beginning, middle and end</li> <li>• Classify things according to certain criteria, e.g. learners sort different pictures/real items into categories related to the topic (writing – letter, card, pencil; reading – book, magazine, newspaper; listening – radio, cd's; looking – makaton pictures, lip reading).</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"><li>• Solve and complete at least twenty piece or more jig-saw puzzles</li><li>• Play language games, e.g. ‘What am I?’ Describe an item and learners must try to guess what it is</li><li>• <u>Participate in discussions:</u><ul style="list-style-type: none"><li>○ Ways in which we communicate</li><li>○ Speaking – include explaining, conversation, poetry and song</li><li>○ Listening – radio, stories</li><li>○ Looking – lip reading, signing, gestures, pictures</li></ul></li></ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"><li>• Distinguish the medial sound in words</li><li>• Recognise letter-sound relationship of letters</li><li>• Develop knowledge of sounds</li><li>• Build and blend words</li></ul>	<ul style="list-style-type: none"><li>• Distinguish between different medial letter sounds in three-letter words</li><li>• Recognise and names some letters of the alphabet such as letters in own name</li><li>• Play direction games with teacher and friends, e.g. ‘Snakes and Ladders’</li><li>• Divide multisyllabic words into syllables, e.g. bed-room; te-le-phone, etc.</li><li>• Recognise specific identified sight words from topic</li><li>• Build and blend words with ‘-et family (get, let, bet, jet, wet, bet, net, met, pet) and –ed family (bed, red, Ted)</li><li>• Group words in word families.</li></ul>
		<b>EMERGENT READING</b>	
		<ul style="list-style-type: none"><li>• Develop foreground/background skills</li><li>• “Read” pictures</li></ul>	<ul style="list-style-type: none"><li>• Find an object in a busy picture.</li><li>• Act out a story, song or rhyme</li><li>• Match pictures and words using puzzles</li></ul>
		<b>SHARED READING</b>	

GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to short stories with enjoyment and joins in chorus at the correct time</li> <li>• Point to words when reading</li> <li>• Read from own book with teacher (book is self-made by teacher about the topics)</li> <li>• Recognise and read the sight words and high frequency words.</li> <li>• Give an opinion about the story, e.g. 'Did you enjoy the story? Why?' Give learners a choice of answer.</li> <li>• Identify the sequence of events in simple stories</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>• Point to and name objects in pictures.</li> <li>• Read books with two repetitive sentences containing phonic words that have been taught.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Write own name independently</li> <li>• Use writing tools effectively</li> <li>• Form letters and numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Form all lower case letters and some frequently used upper case letters correctly</li> <li>• Write number 1-20 correctly</li> <li>• Write in 17mm lined books</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Complete written activities</li> <li>• Use the future tense correctly</li> <li>• Use pronouns correctly</li> <li>• Build own word bank and personal</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Shared Writing activities, e.g. use finger puppets to create an own story. Teacher writes the story as the learners make it up. Make a Big Book about the story.</li> <li>• Fill in missing letters or words</li> </ul>

GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		dictionary	
<b>Week 8-9</b>  2 hours per day	Life at night	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language to perform</li> <li>• Use auditory, visual and pictorial cues to make meaning</li> <li>• Use language to develop concepts</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and act the story out.</li> <li>• Tell stories and retell other children's stories in own words</li> <li>• Recite poems and rhymes and adds actions to them with confidence</li> <li>• Talk about pictures in posters, topic charts, books</li> <li>• Listen to all sight words often and include the word in spoken language</li> <li>• Use language to develop concepts: shape and colour, e.g. sort objects according to shape and then into different colours. Compare the collections and discuss.</li> <li>• Identify parts from a whole in a 2-dimensional format and constructs in 3-dimensional format, e.g. show the learners a picture of a bed and ask them to use their blocks to build a bed.</li> <li>• Solve and complete at least twenty piece or more jig-saw puzzles</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ Things I do at night – get ready for bed, read and tell stories, sleep and dream</li> <li>○ People who work at night – doctors, nurses, pilots, truck drivers</li> <li>○ Night animals – owls, hamsters, porcupines, leopards, jackals</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/ PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Distinguish the initial, medial and end sound in words</li> <li>• Develop auditory discrimination skills</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between different initial, medial and end letter sounds in three-letter words</li> <li>• Identify sound direction</li> </ul>



GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"><li>• Divide words into syllables</li><li>• Build and blend words</li></ul>	<ul style="list-style-type: none"><li>• Divide multisyllabic words into syllables using names of learners and words in the classroom/texts</li><li>• Identify rhyme words in a rhyme or song</li><li>• Play sound game: have different picture cards of items. Learners name the picture and say the initial, medial and end sound of the item on the picture. Sort the cards into correct 'sound bags'.</li><li>• Revise all the sounds that have been taught</li><li>• Recognise specific identified sight words from topic</li><li>• Revise the taught word families.</li></ul>
		EMERGENT READING	
		<ul style="list-style-type: none"><li>• Read with increasing competence</li></ul>	<ul style="list-style-type: none"><li>• Act out a story, song or rhyme</li><li>• Use pictures to predict what the story is about</li><li>• Continue to read familiar words in the environment</li></ul>
		SHARED READING	
		<ul style="list-style-type: none"><li>• Read Big Books or other enlarged texts with the teacher</li></ul>	<ul style="list-style-type: none"><li>• Listen to short stories with enjoyment and joins in choruses at the correct time</li><li>• Look at pictures and discuss. Build the story by asking different questions, e.g. What/Who do you see? Where is it happening? What are the people doing? How are they feeling? What do you think will happen next?</li><li>• Recognise and read the sight words and high frequency words.</li><li>• Identify the sequence of events in simple stories</li></ul>
GROUP GUIDED READING			

GRADE 2 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Read simple picture books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>• Make a small book with a simple sentence. Learners read their small book out loud</li> <li>• Point to objects in a picture</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Write own name independently</li> <li>• Use writing tools effectively</li> <li>• Form letters and numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between the shape of different letters and words</li> <li>• Form lower case letters and upper case letters correctly</li> <li>• Write number 1-20 correctly</li> <li>• Write in 17mm lined books</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Complete written activities</li> <li>• Use the future tense</li> <li>• Use pronouns</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in Shared Writing activities, looking at pictures.</li> <li>• Fill in missing letters or words</li> </ul>

**GRADE 2 TERM 4**

**Week 10: Assessment**

<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Sing songs, recite simple poems and rhymes and perform actions with confidence</li><li>• Listen to stories and act the story out</li><li>• Sequence pictures and tells a story with a beginning, middle and end</li><li>• Talk about pictures in posters, topic charts, books etc.</li><li>• Develop concept of quantity</li><li>• Listen to all sight words often and include the word in spoken language</li><li>• Complete between ten to twenty piece jig-saw puzzles</li><li>• Use pictures to predict content of stories</li><li>• Listen, enjoy and respond to picture and word puzzles, riddles and jokes</li><li>• Match things that go together, and compare things that are different</li><li>• Identify pictures in the foreground and background as separate elements</li></ul> <p><b>PHONOLOGICAL AWARENESS AND PHONICS</b></p> <ul style="list-style-type: none"><li>• Distinguish aurally between different medial sounds of three-letter words</li><li>• Recognise specific identified sight words from topic</li><li>• Divide multi-syllabic words into syllables</li><li>• Identify rhyming words in well known rhymes and songs</li><li>• Build and blend words with the taught word families</li><li>• Recognise and names the letters of the alphabet such as letters in own</li></ul>	<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Interpret pictures to make up own story</li><li>• Identify the sequence of events in simple stories</li><li>• Answer literal questions about the story</li><li>• Identify the setting in which the story takes place</li><li>• Point to objects, letters, words</li><li>• Recognise and read high frequency words</li></ul> <p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"><li>• Read simple picture books</li></ul> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Point to objects in a picture</li><li>• Identify high frequency words, sight words and phonic sounds learnt</li><li>• Answer questions about the text</li><li>• Adhere to the punctuation in text</li></ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"><li>• Distinguish between the shape of different letters and words</li><li>• Form lower case letters and some frequently used upper case letters correctly</li><li>• Write number 1-20 correctly</li></ul>
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<p>name and familiar words</p> <p><b>EMERGENT READING</b></p> <ul style="list-style-type: none"> <li>• Use pictures to understand simple phrases and sentences in a book</li> <li>• Interpret pictures to make up own story</li> <li>• Distinguish pictures from print</li> <li>• “Read” and recognise high frequency words</li> <li>• “Read” picture books with two repetitive sentences</li> <li>• Recall details and states main idea from a story</li> </ul>	<ul style="list-style-type: none"> <li>• Write in unlined books/17mm lined books</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Fill in missing letters or words</li> <li>• Use the future tense correctly</li> <li>• Use pronouns correctly</li> </ul>
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### 3.3 Teaching plans: English Home Language Grade 3 with differentiation

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1 & 2	Me and my timeline	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Use language for communication</li> <li>• Understand simple statements</li> <li>• Follow two simple oral instructions</li> <li>• Learn vocabulary</li> </ul>	<p><b>Learners display the following listening behaviour throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Listen to questions and give answer</li> <li>• Listen to instructions and responds appropriately</li> <li>• Listen to announcements</li> <li>• Listen without interrupting</li> <li>• Talk about personal experiences: tell news, describe weather news, other topical events etc.</li> <li>• Sing songs and does actions.</li> </ul> <p><b>Term specific activities:</b></p> <ul style="list-style-type: none"> <li>• Paste the 2D shapes with tape on a tray or table top and let learners pack the 3D shapes on it. Add knobs for better manipulation</li> <li>• Solve and complete at least twenty piece or more jig-saw puzzles</li> <li>• Understand that an activity can be described: i.e. I am bringing water to you.</li> <li>• Tell stories and retell other children's stories in own words</li> <li>• Use terms such as sentence, capital letter, full stop</li> <li>• <u>Participate in simple discussions</u></li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>○ Acknowledge that he/she is special and that everybody is different</li> <li>○ Talk about pictures in posters, topic charts, books</li> <li>○ Name fellow classmates</li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Develop auditory discrimination skills</li> <li>• Segment oral sentences into individual words</li> <li>• Divide words into syllables</li> <li>• Identify rhyming words</li> <li>• Revise the taught sounds and word families</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise sounds at the beginning of some words and names</li> <li>• Sound game, e.g. different picture cards of items. Learners name the picture and say the initial sound of the item on the picture. Sort the cards into correct 'sound bags'.</li> <li>• Identify words that begin with the same sound, e.g. <b>hat</b>; <b>hen</b>; <b>hand</b>.</li> <li>• Segment oral sentences into individual words, e.g. by clapping/banging a drum/tapping on the table on each word in a sentence.</li> <li>• Divide multisyllabic words into syllables using names of learners and words in the classroom/texts</li> <li>• Identify rhyming words in a rhyme or song</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Read labels and captions in the classroom and on pictures</li> <li>• Answer questions based on the texts, e.g. select the correct 'Yes'/'No' answer and mark with a button/block/ring/word card.</li> <li>• Look at pictures and discuss. Build the story by asking different questions, e.g. What/Who do you see? Where is it happening? What are the people doing? How are they feeling? What do you think will happen next?</li> <li>• Predict what the story is about from the title</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Point to words when reading</li> <li>• Match pictures and words using puzzles</li> <li>• Identify the sequence of events in simple stories</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with two short sentences where words are repeated</li> <li>• Point to objects in a picture</li> <li>• Identify high frequency words, sight words and phonic sounds learnt</li> <li>• Answer questions about the text</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books and comics</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine motor skills</li> <li>• Develop gross motor skills</li> <li>• Copy/Write patterns, letters, words, short sentences and numerals independently</li> <li>• Use writing tools effectively</li> <li>• Form letters and numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Do finger exercises and finger rhymes</li> <li>• Practice to cross the mid-line, crawl, run, skip and hop (depending on the learners' ability)</li> <li>• Distinguish between the shape of different letters and words. Use sandpaper, felt or sponge sheets and cut out numbers and/or letters. Let learners handle and manipulate the cut-outs.</li> <li>• Draw handwriting patterns.</li> <li>• Form lower case letters and some frequently used upper case letters correctly</li> <li>• Use writing tools effectively: learners are able to hold their pencils and crayons correctly, and they are able to use a rubber and a ruler.</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Write number 1-20 correctly</li> <li>• Write in 17mm lined books if available.</li> </ul>
			<b>WRITING</b>
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Write texts</li> <li>• Use punctuation</li> <li>• Complete written activities</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Convey messages using drawings.</li> <li>• Copy/write one short sentence correctly from the chalkboard/handwriting card.</li> <li>• Use capital letters and full stop</li> <li>• Fill in missing letters or words</li> <li>• Write common words from memory</li> </ul>
Week 3 & 4	Me and my rights and responsibilities	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language to listen and perform</li> <li>• Listen to stories and answer questions</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories, rhymes, poems and songs with interest and act out part of the story, song or rhyme. The stories, rhymes, poems and songs are related to the topic.</li> <li>• Answer questions, e.g. 'What is your name? How old are you? Where do you live? What is your mommy's telephone number?' etc.</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ know that rights come with responsibilities</li> <li>○ understand the difference between needs and wants</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	



GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Develop auditory perception skills</li> <li>• Identify letter-sound relationship of single letters</li> <li>• Build and blend words</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Distinguish aurally between different initial sounds of words</li> <li>• Identify letter-sound relationship of single letters.</li> <li>• Introduce the -en family sound, e.g. <i>ten, hen, den, Ben, me, pen</i>, and –ug family sound (<i>bug, jug, mug, hug, rug, tug</i>)</li> <li>• Blend and build words with the –en and -ug sounds using letter cards.</li> <li>• Group words in word families.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what the story is about from the title</li> <li>• Recognise high frequency words in the text.</li> <li>• Match things that go together, and compare things that are different, e.g. solve and complete at least twenty piece or more jig-saw puzzles; find and circle the picture that is the same as the first one in a sequence of pictures. (Learners can use a ring to indicate the circle if they have difficulty in drawing a circle.)</li> <li>• Describe the main idea in the story.</li> <li>• Answer 'Yes'/'No' questions using word cards and selecting the correct word card/card with a <input checked="" type="checkbox"/>/ <input checked="" type="checkbox"/> for the question.</li> <li>• Add symbols or sentence strips to support learners when reading</li> <li>• Read high frequency words</li> </ul>
		<b>GROUP GUIDED READING</b>	

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Read books at their own level</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Read picture books with two short sentences where words are repeated</li> <li>• Point to objects in a picture</li> <li>• Identify high frequency and sight words</li> <li>• Read short phrases/sentences</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with two short sentences where words are repeated</li> <li>• Recognise people and situations in pictures</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Continue writing learnt words independently</li> </ul>	<ul style="list-style-type: none"> <li>• Scrunch a paper into a ball, roll small pieces of tissue paper into small balls, manipulate items from one container to another using tweezers/tong/clothes peg, etc.</li> <li>• Use beads or sand and glue it in the shape of the desired letters. Add a magnet at the back of the letters to use on a tin baking sheet for letter and word building activities</li> <li>• Cut and paste activities</li> <li>• Form letters correctly</li> <li>• Form numerals 1-20 correctly</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Write texts</li> <li>• Use punctuation</li> <li>• Complete written activities</li> </ul>	<ul style="list-style-type: none"> <li>• Write a caption for a drawing or picture using sounds learnt</li> <li>• Copy one sentence of news from the board/ chart correctly</li> <li>• Fill in missing letters or words</li> <li>• Use capital letters and full stop</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Use the past tense</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write common words from memory</li> </ul>
Week 5 & 6	My feelings and emotions	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language to relate stories</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Use language for communication</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories, rhymes, poems and songs with interest and retell the story in their own words</li> <li>• Understand and use the singular and plural form of nouns</li> <li>• Talk about pictures in posters, topic charts, books etc. and answer questions related to the story or pictures. Look at a set of pictures and talk about the story using beginning, middle and end</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ identify emotions</li> <li>○ understand what makes me feel happy, sad, scared, mad, worried</li> <li>○ identify feelings like: joy, love, fear, grief, jealousy and disappointment</li> <li>○ identify emotions in other people like my teacher, friends and family etc.</li> <li>○ show respect for other people's emotions in an appropriate way</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Relate sounds to letters and words</li> <li>• Identify rhyming words</li> <li>• Understand the nature of formal language</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and name some letters of the alphabet</li> <li>• Recognise letter-sound relationship of single letters.</li> <li>• Identify rhyming words in well-known rhymes and songs</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		(phonemic awareness) • Build and blend words	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Sound play: consonant and vowel substitution word play, e.g. 'My name is Ben. If I change the 'B' to 'h', the word would be hen.'</li> <li>• Look at pictures and fill in the sound that each picture starts with.</li> <li>• Complete the letters to complete simple words.</li> <li>• Introduce the consonant digraph <i>ch-</i> (<i>chair, chain, cheese, chop, chip, chap, chat</i>). Use a song or a rhyme and have flash cards and pictures ready when introducing new sounds. Ask learners if they can think of any other words that start with the sound.</li> <li>• Build words using letter cards.</li> <li>• Show understanding of about 100 words</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read Big Books or other enlarged texts with the teacher</li> <li>• Recognise objects, persons on pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Predicts what the story is about from the title</li> <li>• Answer questions, e.g. Who? Where? Give the learners a choice of answers where they answer with a simple 'Yes/No'.</li> <li>• Read high-frequency words and common sight words</li> <li>• Match written words with pictures</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at own level.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with two short sentences where words are repeated</li> <li>• Identify high frequency words</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with two short sentences where words are repeated</li> <li>• Point to objects in a picture</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Identify high frequency words, sight words and phonics that have been learnt</li> <li>• Answer questions about the text</li> </ul>
			<p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, letters and words</li> <li>• Continue writing learnt words independently</li> </ul>
			<ul style="list-style-type: none"> <li>• Gross motor development: learners touch their toes (if possible), open their fingers wide, stretch out their arm, touch their heads, touch the sky, etc.</li> <li>• Touch different parts of their body according to the teacher's instruction.</li> <li>• Cut out the arms and legs and paste them on the picture. Draw the face and colour the picture. Provide learners with an enlarged laminated copy of the page, give with laminated (already cut-out pictures of the arms/legs) that they can add to the bigger picture – either with Velcro or magnet adaptations.</li> <li>• Provide learners with real objects, e.g. toothbrush, toothpaste, etc. when discussing specific items. Trace their hands.</li> <li>• Complete patterns, e.g. <div data-bbox="1189 1098 2007 1267" data-label="Image"> </div> </li> <li>• Circle the first letter of words with pictures. A plastic/metal ring can be used instead of circling for learners who are unable to draw a circle.</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Complete words by filling in the missing sound.</li> <li>• Trace the dotted lines</li> <li>• Form numerals 1-20 correctly</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use the past tense</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write one sentence of own news or shared writing. Make simple word (symbol) cards to be used when building sentences</li> <li>• Compile a list of words, e.g. cut out pictures of brand names to compile a shopping list. Teacher provides the pictures and the labels.</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 7, 8 & 9	Changes in me	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language for communication</li> <li>• Use language to perform</li> <li>• Sequence pictures</li> <li>• Use language to develop concepts</li> <li>• Identify parts of a whole</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about personal experiences</li> <li>• Recite poems and rhymes and adds actions to them with confidence</li> <li>• Sequence pictures of a story communicating through retelling the sequence of ideas with beginning, middle and end, using pictures</li> <li>• Develop concepts used in all subjects such as size, shape and sequence</li> <li>• Identify parts from a whole in a 2-dimensional format and constructs in 3-dimensional format, e.g. provide the learner of a model (line drawing) containing two blocks (can be more depending on the learners' ability) and learners build the model with their own blocks</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>◦taking care of my changing body (the more personal issues will</li> </ul> </li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			be handled in grade 4)
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify initial sounds</li> <li>• Identify rhyming words</li> <li>• Build and blend words</li> </ul>	<ul style="list-style-type: none"> <li>• Make “SNAP” cards with different symbols/words and enjoy the game with the learners to teach them sight vocabulary.</li> <li>• Identify initial sounds in pictures / words. Learners can use plastic, magnetic or foam letters to indicate the initial sound.</li> <li>• Identify rhyming words, e.g. select the correct word from a selection of words.</li> <li>• Revise the taught sounds and word families.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what the story is about from the title</li> <li>• Answer questions that require a simple ‘Yes/ No’ answer</li> <li>• Read high-frequency words and common sight words</li> <li>• Match pictures and words using puzzles</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with two short sentences where words are repeated</li> <li>• Point to objects in a picture</li> <li>• Identify high frequency words, sight words and phonics that have been learnt</li> <li>• Answer questions about the text</li> </ul>
		<b>INDEPENDENT READING</b>	

GRADE 3 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Read simple picture books independently</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Read picture books with two short sentences where words are repeated</li> <li>• Have a selection of reading material available, e.g. picture books, remnant books, comics, etc.</li> <li>• Read known and unknown words</li> <li>• Use decoding skills to read unknown words</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Form letters and numerals correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Continue writing learnt words independently</li> </ul>	<ul style="list-style-type: none"> <li>• Complete patterns</li> <li>• Complete words by filling in the missing sounds</li> <li>• Find and circle the letter that is the same as the first one in a set of letters</li> <li>• Trace the dotted lines</li> <li>• Form numerals 1-20 correctly</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use the past tense</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write one sentence of own news or shared writing, e.g. draw a picture and write a sentence about the picture</li> <li>• Compile a list of words. Pictures/symbols can be used.</li> <li>• Build own word bank and personal dictionary</li> </ul>



**GRADE 3 TERM 1**

**Week 10: Assessment**

<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen to questions and give answers</li><li>• Listen to instructions and responds appropriately</li><li>• Listen to announcements</li><li>• Listen without interrupting</li><li>• Talk about personal experiences: tell news, describe weather news, other topical events etc.</li><li>• Sing songs and does actions</li><li>• Understand and use the singular and plural form of nouns</li></ul> <p><b>PHONOLOGICAL AWARENESS AND PHONICS</b></p> <ul style="list-style-type: none"><li>• Recognise sounds at the beginning of some words and names</li><li>• Identify words that begin with the same sound, e.g. <b>hat</b>; <b>hen</b>; <b>hand</b>.</li><li>• Segment oral sentences into individual words.</li><li>• Divide multisyllabic words into syllables using names of learners and words in the classroom/texts</li><li>• Recognise letter-sound relationship of single letters</li><li>• Identify rhyming words in well-known rhymes and songs</li><li>• Build and blend words with the taught sounds and word families</li></ul> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Read labels and captions in the classroom and on pictures</li></ul>	<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"><li>• Read picture books and comics</li><li>• Read known and unknown words</li><li>• Use decoding skills to read unknown words</li></ul> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Read picture books with two short sentences where words are repeated</li><li>• Point to objects in a picture</li><li>• Answer questions about the text</li><li>• Identify high frequency and sight words</li><li>• Read short phrases/sentences</li></ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"><li>• Form lower case letters and some frequently used upper case letters correctly</li><li>• Write number 1-20 correctly</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Copy/write short sentences.</li><li>• Use capital letters and full stop</li><li>• Fill in missing letters or words</li><li>• Write common words from memory</li></ul>
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<ul style="list-style-type: none"> <li>• Predict what the story is about from the title</li> <li>• Point to words when reading</li> <li>• Match pictures and words using puzzles</li> <li>• Read high-frequency words and common sight words</li> <li>• Match written words with pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Use the past tense</li> </ul>
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GRADE 3 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1 & 2	Insects	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"><li>• Use language for communication</li><li>• Use language to relate stories</li><li>• Identify parts of a whole</li><li>• Participate in discussions</li><li>• Learn vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Tell stories and retell other children’s stories in own words</li><li>• Identify parts from a whole in a 2-dimensional format and constructs in 3-dimensional format, e.g. provide the learner of a model (line drawing) containing two blocks (can be more depending on the learners’ ability) and learners build the model with their own blocks</li><li>• <u>Participate in discussions:</u><ul style="list-style-type: none"><li>○ identify different insects/animals</li><li>○ observe and draw an insect</li><li>○ discuss how insects help us</li><li>○ discuss how insects harm us</li></ul></li></ul>
		PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS	
		<ul style="list-style-type: none"><li>• Use auditory cues to distinguish different sounds from the environment</li><li>• Identify initial sounds</li><li>• Recognise letter-sound relationship of single vowels</li><li>• Identify rhyming words in well-known rhymes and songs</li><li>• Build and blend words</li></ul>	<ul style="list-style-type: none"><li>• Recognise and name letters of the alphabet</li><li>• Recognise letter-sound relationship of single letters</li><li>• Identify rhyming words in well-known rhymes and songs</li><li>• Revise the sounds and families that have been taught.</li></ul>
SHARED READING			

GRADE 3 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Read Big Books or other enlarged texts with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Predict what the story is about from the title</li> <li>Describe setting/context in the story and give opinions</li> <li>Answer questions that require a simple 'Yes/ No' answer</li> <li>Read high frequency words and common sight words</li> <li>Match pictures and words using puzzles</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>Read picture books with two short sentences where words are repeated</li> <li>Point to objects in a picture</li> <li>Identify high frequency words, sight words and phonics that have been learnt</li> <li>Answer questions about the text</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>Read picture books with two short sentences where words are repeated</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Develop fine-motor skills</li> <li>Develop hand-eye coordination</li> <li>Form letters correctly on paper</li> <li>Copy patterns, words and letters</li> <li>Continue writing learnt words independently</li> </ul>	<ul style="list-style-type: none"> <li>Trace lines from one picture to another.</li> <li>Trace dotted lines</li> <li>Use different textures to feel the shape of the letters.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Participate in writing activities</li> </ul>	<ul style="list-style-type: none"> <li>Write one sentence of own news or shared writing</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Use the past tense</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Compile a list of words</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 3-5	Life cycles	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Follow two simple oral instructions</li> <li>• Listen to stories and answer questions</li> <li>• Sequence pictures</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories with interest and identify the main idea of the story. Choose material with repeated sentence patterns.</li> <li>• Answer closed (literal) questions</li> <li>• Sequence five pictures of a story communicating through retelling the sequence of ideas</li> <li>• Talk about pictures in posters, topic charts, books etc.</li> <li>• Discuss opposites</li> <li>• Describe objects in terms of colour and size using correct vocabulary</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ discuss what a life cycle is</li> <li>○ identify the life cycle of a: <ul style="list-style-type: none"> <li>▪ amphibian (frog)/</li> <li>▪ bird (chicken)</li> </ul> </li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise that words are made up of sounds</li> </ul> <p>Recognise and name some letters of the alphabet such as the end sounds in</p>	<ul style="list-style-type: none"> <li>• Sound game, e.g. teacher says a sentence and sound out one of the words in the sentence. Learners identify the word. (B-e-n eats a sweet )</li> <li>• Teach the consonant digraph, e.g. 'sh-' at the beginning of a word (<i>shoe, shop, shell, shirt, short</i>, etc.), and at the end of a word (<i>fish, dish, wish, cash, wash</i>,</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		words <ul style="list-style-type: none"> <li>• Recognise consonant digraphs at the beginning of a word</li> <li>• Build and blend words</li> </ul>	<i>dash)</i>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read big books or other enlarged texts as a whole class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Answer literal questions based on the texts read using true and false questions</li> <li>• Identify capital letters, full stop and question mark in the reading text</li> <li>• Match pictures and words using puzzles and sounds learnt</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop, comma and question mark) when reading</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop, comma and question mark) when reading</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> </ul>	<ul style="list-style-type: none"> <li>• Complete patterns</li> <li>• Follow a line to connect one picture to the next</li> <li>• Form numerals 1-30 correctly</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Continue writing learnt words and sentences independently</li> </ul>	
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Participate in writing activities</li> <li>Use the present tense</li> <li>Use prepositions</li> <li>Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Write one sentence of own news or shared writing</li> <li>Compile a list of words</li> <li>Build own word bank and personal dictionary</li> </ul>
Week 6 & 7	Recycling	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>Display attentive listening behaviour</li> <li>Listen to stories and answer questions</li> <li>Sequence pictures</li> <li>Compare and classify information</li> <li>Participate in discussions</li> <li>Use language for communication</li> <li>Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme.</li> <li>Answer questions about the story. Include closed (literal) questions. Assist learners by giving them a choice of answer or asking True and False questions.</li> <li>Sequence five pictures of a story</li> <li>Describe objects in terms of direction, e.g. putting blocks on top of each other, next to each other, etc. and be able to describe the position of the blocks. Start with two blocks and gradually increase the number of blocks, depending on the learners' ability.</li> <li>Participate in discussions and builds vocabulary about basic recycling</li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>Recognise that words are made up of sounds</li> </ul>	<ul style="list-style-type: none"> <li>Sound game, e.g. teacher says a sentence and sound out one of the words in the sentence. Learners identify the word. (Pat sees a c-a-t)</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		Recognise and name some letters of the alphabet such as the end sounds in words	• Teach consonant digraph ‘th-’ at the beginning of a word ( <i>thin, thick, this, there, then, etc.</i> )
		• Recognise consonant digraphs at the beginning of a word	• Teach the consonant digraph at the beginning of a word, e.g. ‘wh-’ (when, why, where, who, whale, etc.)
		• Build and blend words	
		SHARED READING	
		• Read big books or other enlarged texts as a whole class with teacher	• Answer questions based on the texts read, e.g. Who? Where? When? Answer ‘True/False’ questions
			• Discuss capital letters, full stop and question mark in the reading text
		GROUP GUIDED READING	
• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.	• Read picture books with three short sentences where words are repeated		
	• Identify sight words and high frequency words		
	• Answer questions		
	• Show an understanding of punctuation (full stop, comma, and question mark) when reading		
INDEPENDENT READING			
• Read picture books independently	• Read picture books with three short sentences where words are repeated		
	• Show an understanding of punctuation (full stop, comma, and question mark) when reading		
HANDWRITING			



GRADE 3 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Continue writing learnt words and sentences independently</li> </ul>	<ul style="list-style-type: none"> <li>• Complete patterns.</li> <li>• Join dotted lines</li> <li>• Trace letters using correct starting point and direction for letter formation.</li> <li>• Connect pictures by following a set path.</li> <li>• Practice foreground/background: Colour parts of a picture according to the teacher's instruction to identify a picture.</li> <li>• Form numerals 1-30 correctly</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use the present tense</li> <li>• Use prepositions</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Compile a list of words</li> <li>• Write and illustrate a short sentence on a topic</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 8-9	Keeping my body safe	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Listen to stories and answer questions</li> <li>• Identify parts of a whole</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and discuss the characters</li> <li>• Answer questions and asks questions related to stories told and read, e.g. ask learners about detail in the story and to qualify the detail (is the story about a dog or a cat? How many...?)</li> <li>• Identify part from the whole, e.g. the different parts of my body</li> <li>• <u>Participate in discussions:</u> (Builds vocabulary pertaining to the topic) <ul style="list-style-type: none"> <li>○ identify what first aid is</li> </ul> </li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>○ identify basic first aid practices such as nose bleeds, animal bites, cuts and burns</li> <li>○ identify basic health and hygiene like not touching other people's blood</li> <li>○ distinguish between good and bad intentions</li> <li>○ name rules to keep my body safe</li> <li>○ understand 'Yes and No' feelings</li> <li>○ tell how to report abuse</li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise that words are made up of sounds</li> </ul> <p>Recognise and name some letters of the alphabet such as the end sounds in words</p> <ul style="list-style-type: none"> <li>• Recognise consonant digraphs at the beginning of a word</li> </ul>	<ul style="list-style-type: none"> <li>• Sound game, e.g. teacher says a sentence and sound out one of the words in the sentence. Learners identify the word. (Joan catches a b-i-g- fish)</li> <li>• Revise all the consonant digraphs at the beginning of words (sh-; ch-; th-; wh-)</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read big books or other enlarged texts as a whole class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions based on the texts read by answering 'True/False' questions.</li> <li>• Discuss capital letters, full stop and question mark in the reading text</li> <li>• Select the correct word out of two words to match a picture.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three short sentences where words are repeated</li> <li>• Answer questions</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		as turn-taking, following, remaining on track.	<ul style="list-style-type: none"> <li>• Recognise sight words and high frequency words</li> <li>• Show an understanding of punctuation (full stop comma, and question mark) when reading</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three short sentences where words are repeated</li> <li>• Show an understanding of punctuation when reading</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters and numerals</li> <li>• Write words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Do finger exercises and finger rhymes</li> <li>• Complete patterns</li> <li>• Trace the lines</li> <li>• Form lower case letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Write learnt words and sentences independently</li> <li>• Form numerals 1-30 correctly</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use the present tense</li> <li>• Use prepositions</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Compile a list of words, e.g. shopping list</li> <li>• Write and illustrate a caption or short sentence on a topic</li> <li>• Build own word bank and personal dictionary</li> </ul>

**GRADE 3 TERM 2**

<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen to stories with interest and identify the main idea of the story</li><li>• Answer closed questions</li><li>• Sequence five pictures of a story communicating through retelling the sequence of ideas</li><li>• Talk about pictures in posters, topic charts, books etc.</li><li>• Discuss opposites</li><li>• Describe objects in terms of colour and size using correct vocabulary</li></ul> <p><b>PHONOLOGICAL AWARENESS AND PHONICS</b></p> <ul style="list-style-type: none"><li>• Recognise and name some letters of the alphabet such as end sounds in words</li><li>• Recognise letter-sound relationship of single sounds</li><li>• Identify rhyming words in well-known rhymes and songs</li><li>• Recognise consonant digraphs at the beginning of a word</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Write one sentence of own news or shared writing</li><li>• Compile a list of words</li></ul>	<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Predict what the story is about from the title</li><li>• Describe setting/context in the story and give opinions</li><li>• Answer questions that require a simple 'Yes/ No' answer</li><li>• Read high frequency words and common sight words</li><li>• Identify capital letters, full stop and question mark in the reading text</li><li>• Match pictures and words using puzzles and sounds learnt</li></ul> <p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"><li>• Read picture books with three short sentences where words are repeated</li><li>• Show an understanding of punctuation (full stop, comma and question mark) when reading</li></ul> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Read picture books with three short sentences where words are repeated</li></ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"><li>• Form letters correctly on paper</li><li>• Copy patterns, words and letters</li><li>• Form numerals 1-30 correctly</li></ul>
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GRADE 3 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1 & 2	Public safety	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Listen to stories and answer questions</li> <li>• Compare and classify information</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and discuss the characters</li> <li>• Join in the choruses of songs, stories, rhymes</li> <li>• Ask questions related to stories told and read</li> <li>• Identify the picture that does not belong in a set of pictures. Name the set.</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ indicate dangerous places to play</li> <li>○ know rules when using public transport</li> <li>○ what is electricity?</li> <li>○ indicate dangers of electricity</li> <li>○ point out poisonous and inflammable substances</li> <li>○ recognise signs that warn us of danger</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise consonant digraphs at the beginning of words</li> <li>• Recognise medial sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• Revise consonant digraphs at the beginning of words (sh-; ch-; th-; wh-)</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read big books or other enlarged texts as a whole class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions based on the texts read that require a 'Yes/No' or 'True/ False' answer.</li> <li>• Express an opinion about the text</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Discuss capital letters, full stop and question mark in the reading text</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three short sentences where words are repeated</li> <li>• Answer questions</li> <li>• Recognise familiar words</li> <li>• Apply decoding skills</li> <li>• Show an understanding of punctuation (full stop, comma, and question mark) when reading</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop, comma and questions mark) when reading</li> <li>• Use decoding skills when reading</li> <li>• Read with increasing fluency</li> <li>• Read with comprehension</li> <li>• Pay attention to correct pronunciation of words</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop eye-hand coordination</li> <li>• Form letters and numerals correctly on paper</li> <li>• Write words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Develop perceptual skills during creative art activities, e.g. painting, constructing, using play dough, etc. Letters and words can be built with modelling clay.</li> <li>• Revise lower case letters and upper case letters that have been taught, e.g. learners match the lower case letter with the correct upper case letter.</li> <li>• Copy patterns, words and letters</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Write words with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use the present tense</li> <li>• Use prepositions</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write two short sentences of own news or shared writing</li> <li>• Make a simple list, e.g. dangerous substances</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 3, 4 & 5	Pollution	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Use language to perform</li> <li>• Listen to stories and answer questions</li> <li>• Sequence pictures</li> <li>• Compare and classify information</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories. Repeat the story with an incorrect ending. Learners correct the ending/think of a different ending.</li> <li>• Role play different situations, using appropriate language</li> <li>• Sequence five pictures of a story and matches captions with the pictures</li> <li>• Ask questions related to stories told and read</li> <li>• Foreground/background: find certain items in a picture.</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ indicate what pollution is</li> <li>○ name different types – water, land and air</li> <li>○ explain effects of pollution on people</li> </ul> </li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			Suggested activities: <ul style="list-style-type: none"> <li>○ explain effects of pollution on the environment</li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise consonant digraphs at the end of words</li> <li>• Recognise medial sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• Revise consonant digraphs at the end of words, e.g. –sh (wish, fish, dish, cash, mash).</li> <li>• Teach consonant digraphs at the end of words, e.g. –ch (church; much; etc.)</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read big books or other enlarged texts as a whole class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions based on the texts read that require a ‘Yes/No’ or ‘True/False’ answer.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop comma, and question mark) when reading</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop comma, and question mark) when reading</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters and numerals correctly on paper</li> </ul>	<ul style="list-style-type: none"> <li>• Form letters and numerals in different media, e.g. sand, flour, on bubble wrap, jelly, etc.</li> <li>• Complete patterns</li> <li>• Join dotted lines.</li> </ul>



GRADE 3 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Write words and sentences</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Form numerals 1-40 correctly</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use the future tense</li> <li>• Use prepositions</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write an expressive text, e.g. a simple birthday card</li> <li>• Write at least two sentences</li> <li>• Use capital letters, full stops and question marks</li> <li>• Use prepositions</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 6 & 7	Space	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Listen to stories, answer and ask questions</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Use language to understand concepts</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the basis of exchanging of ideas</li> <li>• Listen for detail in stories and answer open-ended and simple closed questions with assistance. Teacher can provide different answer and the learners choose the correct answer.</li> <li>• Answer and ask questions related to stories told and read</li> <li>• Identify similarities and differences, e.g. provide the learners with different items/pictures. Learners sort the items/cards and match the items that belong together, e.g. different flowers/animals/dogs. They describe the collections using correct vocabulary.</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ indicate earth from space (what it looks like)</li> </ul> </li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>○ identify stars and planets (what they look like)</li> <li>○ space travel</li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise consonant digraphs at the end of words</li> <li>• Build and blend words</li> <li>• Recognise medial sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• Teach consonant digraph at the end of words, e.g. ‘-th’ (<i>with; teeth; tooth; both; length; month</i>)</li> <li>• Revise all the consonant digraphs at the end of words.</li> <li>• Teach the vowel digraph –ai- (<i>train, pain, chain, main, drain, brain, wait, sail, tail, rain</i>)</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read big books or other enlarged texts as a whole class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the sequence of events of the story</li> <li>• Answer questions based on the texts read that require a ‘Yes/No’ or ‘True/False’ answer.</li> <li>• Interpret information from posters, picture and simple tables, e.g. calendars (answering simple questions about the calendar).</li> <li>• Match pictures and words that belong together</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop comma, and question mark) when reading</li> <li>• Read with increasing fluency</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Recognise familiar words</li> <li>• Apply word attack skills</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop comma, and question mark) when reading</li> <li>• Pay attention to correct pronunciation of words</li> <li>• Read with increasing fluency</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters and numerals correctly on paper</li> <li>• Write words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Fine motor skills, e.g. cutting, tearing, threading, tying shoelaces, etc.</li> <li>• Complete patterns</li> <li>• Join pictures by following a set path.</li> <li>• Join the letters of the alphabet to form a picture</li> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Form numerals 1-40 correctly</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use the future tense</li> <li>• Use prepositions</li> <li>• Build own word bank and personal</li> </ul>	<ul style="list-style-type: none"> <li>• Write at least two sentences, e.g. about a picture</li> <li>• Complete sentences using a frame, e.g. My name is _____.</li> <li>• Write an expressive text, e.g. a simple thank you card</li> <li>• Begin to use capital letters and full stops</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		dictionary	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Use present tense</li> <li>• Use prepositions</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 8 & 9	Fruit and vegetables	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Listen to stories, answer and ask questions</li> <li>• Use language to perform</li> <li>• Sequence pictures</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Name an object as well as his description ("Red apple")</li> <li>• Listen for detail in stories, e.g. read/tell an incomplete story. Ask learners to complete the story.</li> <li>• Answer questions</li> <li>• Say poems/rhymes and does the actions/join in the choruses</li> <li>• Provide pictures of a story and learners sequence the pictures. More able learners can retell the story.</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ identify and name fruit</li> <li>○ identify and name vegetables</li> <li>○ understand why we have to eat healthy</li> <li>○ know how to prepare vegetables and fruit before eating them</li> <li>○ say how to preserve and store them safely</li> <li>○ clean up where you worked</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise consonant digraphs at the end of words</li> <li>• Recognise vowel digraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Revise consonant digraph at the end of words, e.g. '-th' (with; teeth; tooth; both; length; month)</li> <li>• Revise all the consonant digraphs at the end of words.</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>Identify plurals (-s)</li> <li>Recognise medial sounds in words</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>Revise the vowel digraph –ai–</li> <li>Teach plurals using pictures and word cards, e.g. pear – pears; bean – beans; etc.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read big books or other enlarged texts as a whole class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>Identify the sequence of events of the story</li> <li>Answer questions based on the texts read that require a ‘Yes/No’ or ‘True/False’ answer.</li> <li>Interpret information from posters , picture and simple tables, e.g. calendars</li> <li>Match pictures and words using puzzles</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track</li> </ul>	<ul style="list-style-type: none"> <li>Read picture books with three to four short sentences where words are repeated</li> <li>Show an understanding of punctuation (full stop, comma and questions mark) when reading</li> <li>Read with increasing fluency</li> <li>Answer questions</li> <li>Recognise familiar words</li> <li>Apply decoding skills with unfamiliar words</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>Read picture books with three to four short sentences where words are repeated</li> <li>Show an understanding of punctuation (full stop, comma and questions mark) when reading</li> <li>Read with comprehension</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Pay attention to correct pronunciation of words</li> <li>• Read with increasing fluency</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters and numerals correctly on paper</li> <li>• Write words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Finger exercises and finger rhymes</li> <li>• Join the letters of the alphabet to form a picture.</li> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Form numerals 1-40 correctly</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use punctuation</li> <li>• Use prepositions</li> <li>• Use present tense</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write at least two sentences</li> <li>• Use capital letters, full stops, question marks.</li> <li>• Use prepositions</li> <li>• Use present tense.</li> <li>• Build own word bank and personal dictionary</li> </ul>

**GRADE 3 TERM 3**

**Week 10: Assessment**

<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen to stories and discuss the characters</li><li>• Join in the choruses of songs, stories, rhymes</li><li>• Ask questions related to stories told and read</li><li>• Identify the picture that does not belong in a set of pictures</li><li>• Role play different situations, using appropriate language</li><li>• Sequence pictures of a story and matches captions with the pictures</li></ul> <p><b>PHONOLOGICAL AWARENESS AND PHONICS</b></p> <ul style="list-style-type: none"><li>• Recognise consonant digraphs at the beginning of words</li><li>• Recognise consonant digraphs at the end of words</li><li>• Recognise vowel digraph –ai-</li><li>• Recognise medial sounds in words</li></ul> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Identify the sequence of events of the story</li><li>• Answer questions based on the texts read that require a ‘Yes/No’ or ‘True/False’ answer</li><li>• Match pictures and words that belong together</li></ul>	<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Read picture books with three to four short sentences where words are repeated</li><li>• Answer questions</li><li>• Recognise familiar words</li><li>• Apply decoding skills</li><li>• Show an understanding of punctuation (full stop, comma, question mark) when reading</li></ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"><li>• Copy patterns, words and letters</li><li>• Write words with correct spacing and letter size</li><li>• Join the letters of the alphabet to form a picture</li><li>• Form numerals 1-40 correctly</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Write two sentences of own news or shared writing</li><li>• Write and illustrates a caption or short sentence on a topic</li><li>• Make a simple list</li><li>• Begin to use capital letters and full stops</li></ul>
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<p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"> <li>• Read picture books with three short sentences where words are repeated</li> <li>• Show an understanding of punctuation when reading</li> <li>• Use decoding skills when reading</li> <li>• Read with increasing fluency</li> <li>• Read with comprehension</li> <li>• Pay attention to correct pronunciation of words</li> </ul>	<ul style="list-style-type: none"> <li>• Use prepositions</li> </ul>
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GRADE 3 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-3	Products and processes	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Listen to stories, answer and ask questions</li> <li>• Compare and classify information</li> <li>• Use language to understand concepts</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for detail in stories and answer questions</li> <li>• Identify similarities and differences</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ identify 5 items that we get from plants</li> <li>○ identify 5 items that we get from earth</li> <li>○ identify 5 items that we get from animals</li> <li>○ discuss : from plants – process –from cane to sugar</li> <li>○ discuss : from earth – process – from clay to brick</li> <li>○ Know where money comes from and how it is used.</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise consonant digraphs at the end of words</li> <li>• Revise vowel digraph –ai-</li> <li>• Identify plurals (-s)</li> <li>• Revise beginning, middle and end sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• Revise consonant digraph at the end of words, e.g. '-th' (with; teeth; tooth; both; length; month)</li> <li>• Revise all the consonant digraphs at the end of words.</li> <li>• Build words with vowel digraph –ai-.</li> <li>• Teach plurals using pictures and word cards.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read big books or other enlarged texts as a whole class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the sequence of events of the story</li> <li>• Answer questions based on the texts read that require a 'Yes/No' or 'True/False' answer.</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Interpret information from posters , picture and simple tables, e.g. calendars</li> <li>• Match captions to pictures</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read with increasing fluency</li> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop, comma and questions mark) when reading</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read with comprehension</li> <li>• Pay attention to correct pronunciation of words</li> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop, comma and questions mark) when reading</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters and numerals correctly</li> <li>• Write words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Connect pictures by following a set path.</li> <li>• Cut and paste pictures</li> <li>• Form letters and numerals correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Form numerals 1-50 correctly</li> </ul>
		<b>WRITING</b>	

GRADE 3 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use plurals using pictures and word cards</li> <li>• Use past tense</li> <li>• Use capital letters, comma and full stops</li> <li>• Use prepositions</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write three sentences about a picture.</li> <li>• Compile lists, e.g. fruit/vegetables/products</li> </ul>
Week 4-5	Creatures and animals that can help us	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Listen to stories, answer and ask questions</li> <li>• Express feelings about the story</li> <li>• Use language to understand concepts</li> <li>• Compare and classifies information</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in action dialogues</li> <li>• Listen to stories and express feelings about the story</li> <li>• Answer and ask questions related to stories told and read</li> <li>• Listen, enjoy and responds to pictures and word puzzles, e.g. matching pictures and captions; solving jig-saw puzzles</li> <li>• Use simple strategies for finding information, e.g. complete a simple survey on how many learners have pets.</li> <li>• Classify information, e.g. using the results from the survey; determine how many friends have dogs/cats/birds/etc.</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ use pictures to match animals and the products they give us:</li> <li>○ food (goats and cows give milk and beef, chickens give eggs and chicken meat, bees give us honey)</li> <li>○ clothes (sheep give us wool, cows give us leather)</li> </ul> </li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>○ identify animals that work for us: <ul style="list-style-type: none"> <li>▪ dogs as guide dogs, watch dogs, sniffer dogs</li> <li>▪ donkeys and horses as draught animals or for transport</li> <li>▪ cows to pull ploughs and make fertilizer for the soil</li> <li>▪ bees and butterflies that help plants to grow – pollination and earthworms that help make compost.</li> </ul> </li> <li>○ Listen to / read/ tell stories about other animals like dolphins that helped people</li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise vowel digraphs –ee, oo</li> <li>• Identify plurals (-s and -es)</li> <li>• Revise beginning, middle and end sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• Teach the vowel digraphs –oi- (<i>coin, boil, soil, foil, oil</i>) . Learners can find letters in magazines, newspapers or other printed text , cut it out and make a collage or sound booklet using the words they built.</li> <li>• Use pictures and word cards to teach plurals of words, e.g. animal – animals; cat –cats; dog – dogs; match – matches; fox – foxes; etc.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read big books or other enlarged texts as a whole class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions based on the texts read that require a ‘Yes/No’ or ‘True/False’ answer.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop, comma and questions mark) when reading</li> <li>• Use decoding skills when reading</li> <li>• Read with increasing fluency</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise letters and syllables within a word</li> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop, comma and questions mark) when reading</li> <li>• Use decoding skills when reading</li> <li>• Read with comprehension</li> <li>• Pay attention to correct pronunciation of words</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters and numerals correctly</li> <li>• Write words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Complete patterns</li> <li>• Join the dots</li> <li>• Form letters and numerals correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Form numerals 1-50 correctly</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Form plurals of familiar words</li> <li>• Use prepositions and pronouns</li> <li>• Use future tense</li> <li>• Build own word bank and personal</li> </ul>	<ul style="list-style-type: none"> <li>• Write at least three sentences</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		dictionary	
Week 6 & 7	World of work	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language to relate stories</li> <li>• Listen to a text, answer and ask questions</li> <li>• Compare and classifies information</li> <li>• Display listening behavior</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Tell a familiar story which has a beginning, middle and end</li> <li>• Answer and ask questions related to stories told and read</li> <li>• Use simple strategies for finding information, e.g. complete a simple graph on vegetables. Cut pictures and paste onto graph. How many of each vegetable is there?</li> <li>• Follow instructions, e.g. provide a picture and learners have to draw items according to the teacher's instruction.</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ explore different jobs at school</li> <li>○ explore different jobs in the local community</li> <li>○ identify different skills that the career require</li> </ul> </li> <li>• Identify likes and dislikes of different careers</li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS/PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise vowel digraphs <i>oa</i></li> <li>• Recognise common endings in words (-ed)</li> <li>• Revise beginning, middle and end sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• Teach the vowel digraph <i>oa</i> (<i>boat, goat, float, coat, foal, goal, road, toad, soap</i>)</li> <li>• Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.)</li> <li>• Teach words ending on –ed, e.g. watch – watched; paint – painted, etc. This activity can be linked to the teaching of past tense.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read big books or other enlarged texts as a whole class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions based on the texts read that require a 'Yes/No' or 'True/False' answer.</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Use clues in the pictures for understanding.</li> <li>• Identify the sequence of events in the story.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop, comma and questions mark) when reading</li> <li>• Use decoding skills when reading</li> <li>• Read with increasing fluency</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read with comprehension</li> <li>• Pay attention to correct pronunciation of words</li> <li>• Read with increasing fluency and speed</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters and numerals correctly</li> <li>• Write words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Join dotted lines.</li> <li>• Complete patterns</li> <li>• Connect two pictures by following the lines.</li> <li>• Holds pencil and crayon correctly</li> <li>• Rewrite/copy sentences.</li> <li>• Form letters and numerals correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Write words and sentences with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> </ul>

GRADE 3 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Form plurals of familiar words</li> <li>• Use present, past and future tense.</li> <li>• Use prepositions and pronouns</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write at least three sentences</li> <li>• Label a simple picture where the labels are provided and learners have to select the correct label for the picture.</li> <li>• Complete sentences and include the full stop.</li> </ul>
		<b>LISTENING AND SPEAKING</b>	
Week 8 & 9	I can be an entrepreneur	<ul style="list-style-type: none"> <li>• Display listening behaviour</li> <li>• Listen to a text, answer and ask questions</li> <li>• Use language to relate stories</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a familiar story. Teacher asks simple riddles about the story, e.g. 'Who has a red dress in the story?'</li> <li>• Answer and ask questions related to stories told and read</li> <li>• Tell a familiar story which has a beginning, middle and end</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ see an opportunity to make money for themselves</li> <li>○ make a plan on to how to make money</li> <li>○ make and sell a product - receive money for it</li> </ul> </li> </ul>
		<b>PHONOLOGICAL/PHONEMIC AWARENESS /PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Revise vowel digraphs that have been taught</li> <li>• Recognise common endings in words (-ed; -ing)</li> <li>• Revise beginning, middle and end sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>• Revise all the vowel digraphs that have been taught.</li> <li>• Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.)</li> <li>• Teach words ending on –ed, e.g. watch – watched; paint – painted, etc. This activity can be linked to the teaching of past tense.</li> <li>• Teach words ending on –ing, e.g. watching; painting; etc. Link with</li> </ul>



GRADE 3 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			progressive tense.
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read big books or other enlarged texts as a whole class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions based on the texts read that require a 'Yes/No' or 'True/False' answer.</li> <li>• Use clues in the pictures for understanding.</li> <li>• Identify the sequence of events in the story.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three to four short sentences</li> <li>• Show an understanding of punctuation (full stop, comma and questions mark) when reading</li> <li>• Use decoding skills when reading</li> <li>• Read with increasing fluency</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three to four short sentences</li> <li>• Show an understanding of punctuation (full stop, comma and questions mark) when reading</li> <li>• Use decoding skills when reading</li> <li>• Read with increasing fluency</li> <li>• Read with comprehension</li> <li>• Pays attention to correct pronunciation of words</li> </ul>
		<b>HANDWRITING</b>	

GRADE 3 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters and numerals correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Continue writing learnt words and sentences independently with correct spacing and letter size</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Form numerals 1-50 correctly</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Participate in writing activities</li> <li>• Use prepositions and pronouns</li> <li>• Form plurals of familiar words</li> <li>• Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write at least three sentences</li> </ul>

<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Listen for detail in stories and answer questions</li> <li>• Identify similarities and differences</li> <li>• Answer and ask questions related to stories told and read</li> <li>• Listen, enjoy and responds to pictures and word puzzles, e.g. matching pictures and captions; solving jig-saw puzzles</li> <li>• Use simple strategies for finding information</li> <li>• Classify information, e.g. using the results from the survey</li> <li>• Interpret information from a calendar</li> </ul> <p><b>PHONOLOGICAL AWARENESS AND PHONICS</b></p> <ul style="list-style-type: none"> <li>• Identify plurals (-s and -es)</li> <li>• Recognise common endings in words (-ed; -ing)</li> <li>• Revise beginning, middle and end sounds in words</li> <li>• Build and blend words with the vowel digraphs that had been taught</li> </ul> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"> <li>• Identify the sequence of events of the story</li> <li>• Answer questions based on the texts read that require a 'Yes/No' or 'True/False' answer</li> </ul> <p><b>INDEPENDENT READING</b></p>	<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"> <li>• Read with increasing fluency</li> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Show an understanding of punctuation (full stop, comma, question mark) when reading</li> </ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"> <li>• Cut and paste pictures</li> <li>• Form letters and numerals (1-50) correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Write words and sentences with correct spacing and letter size</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>• Write three sentences about a picture.</li> <li>• Use past tense</li> <li>• Use future tense.</li> <li>• Use capital letters, comma and full stops</li> <li>• Form plurals of familiar words using pictures</li> <li>• Use prepositions and pronouns</li> </ul>
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<ul style="list-style-type: none"> <li>• Read with comprehension</li> <li>• Pay attention to correct pronunciation of words</li> <li>• Read picture books with three to four short sentences where words are repeated</li> <li>• Recognise letters and syllables within a word</li> </ul>	
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### 3.3 Teaching plans: English Home Language Grade 4 with differentiation

GRADE 4 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 6 hours per week	<b>Development of self:</b> Positive self concept formation Understanding emotions	<ul style="list-style-type: none"> <li>• Display attentive listening behaviour</li> <li>• Listen to text, answer and ask questions</li> <li>• Use language to relate stories</li> <li>• Use language for communication</li> <li>• Follow a short sequence of instructions</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <p><b>Learners display the following listening behaviour throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to questions and give answer</li> <li>• Listen to instructions and respond appropriately</li> <li>• Listen to announcements and respond appropriately</li> <li>• Listen without interrupting, taking turns to speak</li> <li>• Talk about personal experiences: tell news, describe weather news, other topical events etc.</li> <li>• Sing songs and do actions.</li> </ul> <p><b>Term specific content:</b></p> <ul style="list-style-type: none"> <li>• Listen to a familiar story. Teacher asks simple riddles about the story, e.g. 'Someone plays with a round object in the story. What is the object?'</li> <li>• Answer and ask questions related to stories told and read</li> <li>• Tell a familiar story which has a beginning, middle and end</li> <li>• Form plurals of familiar words orally</li> </ul> <p>• <u>Participate in discussions:</u></p> <p><b>Week 1:</b> Positive Self Concept formation</p> <ul style="list-style-type: none"> <li>• Identify my body, my body parts and their functions, my senses</li> <li>• Deal with successes and failures</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Identify positive and negative feedback, understand how to deal with it and say and why I must be nice to others</li> <li>• Demonstrate how to give and accept a compliment and criticism</li> </ul> <b>Week 2: Understanding Emotions</b> <ul style="list-style-type: none"> <li>• Identify emotions (revision from earlier grades)</li> <li>• Understand what makes me feel happy, sad, scared, mad, worried.</li> <li>• Identify feelings: love, joy, fear, grief, jealousy, disappointment</li> <li>• Show and communicate all emotions in an appropriate way               <ul style="list-style-type: none"> <li>◦ identify emotions in others by looking at their expressions, listening to their words</li> </ul> </li> <li>• Show or express empathy with other's emotions.</li> <li>• Show respect for other's emotions</li> </ul>
			<b>PHONICS</b>
		<ul style="list-style-type: none"> <li>• Identify letter-sound relationship of all single letters</li> <li>• Recognise consonant digraphs at the beginning and end of words</li> <li>• Recognise vowel digraphs</li> <li>• Recognise common endings in words (-ed; -ing)</li> </ul>	<ul style="list-style-type: none"> <li>• Revise letter-sound relationship of all single letters</li> <li>• Revise all the consonant digraphs at the beginning and end of words.</li> <li>• Revise the consonant digraphs that were taught in Grade 3.</li> <li>• Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.)</li> <li>• Teach words ending on –ed, e.g. watch – watched; paint – painted, etc. This activity can be linked to the teaching of past tense.</li> <li>• Teach words ending on –ing, e.g. watching; painting; etc. Link with progressive tense.</li> </ul>
			<b>SHARED READING</b>

GRADE 4 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Read books / text with teacher</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Answer questions based on the texts read that require a 'Yes/No' or 'True/False' answer.</li> <li>• Use clues in the pictures for understanding.</li> <li>• Identify the sequence of events in the story.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three to four short sentences where the vocabulary is repeated.</li> <li>• Read sight words and high frequency words from the environment/texts</li> <li>• Use visual and pictorial cues to make meaning.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy reading picture books with three to four short sentences where the vocabulary is repeated independently.</li> <li>• Build sentences with three letter words and is able to read their own sentences.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Use writing tools correctly (e.g. pencil, rubber, scissors, ruler)</li> <li>• Form letters and numerals correctly</li> <li>• Copy/write letters and words</li> </ul>	<ul style="list-style-type: none"> <li>• Hold pencil correctly.</li> <li>• Practice writing letters by following the dotted lines.</li> <li>• Connect pictures by following a set path.</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing</li> <li>• Continue writing learnt words and sentences independently</li> </ul>
		<b>WRITING</b>	

GRADE 4 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Participate in writing activities</li> <li>Build own word bank and personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information from a calendar, e.g. fill/choose the missing days of the week and selecting/drawing a picture showing what was done each day of the week.</li> <li>Revise personal details, e.g. completing a card/choosing the correct caption to complete the card.</li> <li>Complete sentences using a frame, e.g. teacher provides the frame and learners select a caption to complete the sentence. More able learners can write the caption themselves.</li> </ul>
Week 3-4 6 hours per week	Development of self: Changes in boys and girls	LISTENING AND SPEAKING	
		<ul style="list-style-type: none"> <li>Use language to perform</li> <li>Sequence pictures/sentences</li> <li>Participate in discussions</li> <li>Use language for communication</li> <li>Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Role play an everyday situation, e.g. between a teacher and learner about the reasons for doing homework.</li> <li>Sequence pictures/sentences of a story and retell the story. More able learners can sequence the accompanying sentence strips with the pictures</li> <li>Participate in discussions: <ul style="list-style-type: none"> <li>talk about changes in boys and girls: puberty and gender</li> <li>talk about physical and emotional changes</li> <li>show appreciation and acceptance of self and others</li> </ul> </li> </ul>
		PHONICS	
		<ul style="list-style-type: none"> <li>Identify sounds at the beginning of words.</li> <li>Identify rhyming words in songs</li> <li>Recognise common endings in words</li> </ul>	<ul style="list-style-type: none"> <li>Revise words ending on –ed, e.g. watch – watched; paint – painted, etc. This activity can be linked to the teaching of past tense.</li> <li>Revise words ending on –ing, e.g. watching; painting; etc. Link with progressive tense.</li> </ul>



GRADE 4 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		(-ed; -ing)	
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> <li>• Sequences events</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions based on the texts read that require a 'Yes/No' or 'True/False' answer.</li> <li>• Use clues in the pictures for understanding.</li> <li>• Choose a title for the story from different choices.</li> <li>• Identify the sequence of events of the story being read.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three to four short sentences where the vocabulary is repeated.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three short sentences where the vocabulary is repeated.</li> <li>• Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters and numerals correctly</li> <li>• Make patterns in joint script</li> <li>• Copy and write letters in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Form letters correctly on paper, e.g. join dotted lines/writing the letter correctly.</li> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing and letter size</li> <li>• Handle and use writing materials correctly</li> <li>• Continue writing learnt words and sentences independently</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Copy and write letters in joint script, e.g. i, v, u, w</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write sentences</li> <li>• Use punctuation correctly</li> <li>• Compile a list</li> <li>• Labels pictures</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write three to four sentences using a frame, e.g. 'I must ____.' / 'I can/cannot ____.' Learners can use sentence strips/write the sentences,</li> <li>• Use capital letters and full stops. Teacher hands out sentence strips without the capital letters and full stops. Hand out cards with different capital letters and full stops. Learners select the correct cards to correct sentences.</li> <li>• Complete a list using pictures/word cards and sorting them under headings.</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 5-6 6 hours per week	<b>Health and environmental responsibility:</b> Healthy eating and dietary habits	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to text, answer and ask questions about the story</li> <li>• Use language to perform</li> <li>• Sequence pictures/sentences</li> <li>• Use language to develop concepts</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and answer questions related to the story</li> <li>• Role play a familiar situation/situation from a story using more than two role players</li> <li>• Sequence pictures and/or sentences and retell the story</li> <li>• Use language to develop the concept of time, e.g. match pictures with the correct time of the day (morning, afternoon and night)</li> <li>• Participate in discussions, asking and answering questions about the topic.</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Use and understand words ending</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures, stories, songs, etc. to teach words ending on -y (baby; lady;</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		in-y <ul style="list-style-type: none"> <li>Group words into word families</li> <li>Identify sounds from printed text</li> </ul>	berry; fairy; cherry, etc.) <ul style="list-style-type: none"> <li>Identify sounds in printed text, e.g. circle/indicate the words with a particular sound</li> <li>Complete words with the correct sound using pictures</li> <li>Play a phonics game, e.g. board game with words. This will also assist with directionality as the game progresses from 'Start' to 'End'</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Answer 'Yes/No' / 'True/False' questions.</li> <li>Choose a title for the story from different choices.</li> <li>Relate the story with own life experiences.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>Read picture books with three to four short sentences where the vocabulary is repeated.</li> <li>Build a sight word vocabulary.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>Read picture books with three to four short sentences where the vocabulary is repeated.</li> <li>Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	

GRADE 4 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly</li> <li>• Make patterns in joint script</li> <li>• Copy and write letters in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Form letters correctly on paper, e.g. joining dotted lines</li> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Copy and write letters in joint script, e.g. n, m</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write sentences</li> <li>• Identify adjectives</li> <li>• Identify prepositions</li> <li>• Use thinking and reasoning skills</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write at least three to four sentences using words from a word bank/using a picture and a sentence frame.</li> <li>• Write at least three to four sentences about 'How I can help at school', 'How I can help at home', 'How I can help my friends' and 'Who helps me'</li> <li>• Complete sentences by filling in missing words.</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 7-9 6 hours per week	<b>Social responsibility:</b> Substance abuse Cultural rites of passage <b>World of work:</b> Rules of the workplace	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to text, answer and ask questions about the story</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a story and answer questions related to the story</li> <li>• Answer 'Yes/No' / 'True/False' questions.</li> <li>• Participate in discussions, asking and answering questions about the topic.</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify sounds at the beginning of words.</li> <li>• Build and blend words</li> </ul>	<ul style="list-style-type: none"> <li>• Revise words ending on -y (baby; lady; berry; fairy; cherry, etc.)</li> <li>• Teach words with the sounds -ar (<i>car, far, bark, hard, jar, park</i>), -or (<i>for, fork, cord, sort, born, torn</i>), -ur (<i>fur, burn, hurt, turn</i>)</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Group words into sound families</li> <li>• Identify sounds from printed text</li> </ul>	<ul style="list-style-type: none"> <li>• Identify sounds in printed text, e.g. circle/indicate the words with a particular sound.</li> <li>• Complete words with the correct sound using pictures.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> <li>• Sequence pictures/sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Answer 'Yes/No' / 'True/False' questions.</li> <li>• Learners choose a title for the story from different choices.</li> <li>• Answer questions about the text, e.g. When? Learners can select the word card/sentence strip with the correct answer. More able learners can write/copy the answer.</li> <li>• Sequence pictures/sentences in the correct order and retell the story.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three short sentences where the vocabulary is repeated.</li> <li>• Build a sight word vocabulary.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read picture books with three short sentences where the vocabulary is repeated.</li> <li>• Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Join dotted lines to form letters.</li> <li>• Connect pictures by joining dotted lines.</li> <li>• Form letters correctly on paper</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Make patterns in joint script.</li> <li>• Copy and write letters in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Copy and write letters in joint script, e.g. c, o, a</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write sentences</li> <li>• Use the past tense</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write at least three to four sentences, e.g. using a frame and/or a picture.</li> <li>• Write/sort the days of the week in the correct order. Draw/select a picture of something that can be done on one of those days.</li> <li>• Practice past tense: change present tense sentences into the past tense using word cards/sentence strips.</li> <li>• Build own word bank and personal dictionary</li> </ul>

**GRADE 4 Term 1:**

**Week 10: Assessment**

<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen attentively to questions and give answer</li><li>• Listen to instructions and respond appropriately</li><li>• Listen to announcements and respond appropriately</li><li>• Listen without interrupting, taking turns to speak</li><li>• Role play familiar situations</li><li>• Participate in discussions - ask and answer questions</li></ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"><li>• Identify letter-sound relationship of all single letters</li><li>• Build and blend words with vowel digraphs</li><li>• Understand and use words ending in y</li><li>• Recognise common endings in words (-ed; -ing)</li></ul> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Answer questions based on the texts read that require a 'Yes/No' or 'True/False' answer.</li><li>• Use clues in the pictures for understanding</li><li>• Identify the sequence of events in the story</li></ul> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Read picture books with three to four short sentences where the vocabulary is repeated.</li><li>• Read sight words and high frequency words from the environment/texts</li><li>• Use visual and pictorial cues to make meaning.</li></ul>	<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>INDEPENDENT READING</b></p> <p>Read simple books independently</p> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"><li>• Hold pencil correctly.</li><li>• Form letters correctly on paper</li><li>• Write words with correct spacing</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Write sentences</li><li>• Use punctuation correctly</li><li>• Compile a list</li><li>• Labels pictures</li><li>• Identify adjectives</li><li>• Identify prepositions</li><li>• Use the past tense</li></ul>
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GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 6 hours per week	<b>Development of self:</b> working in a group	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to text, answer and ask questions about the story</li> <li>• Follow a short sequence of instructions</li> <li>• Give very simple instructions</li> <li>• Sequence pictures/sentences</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories for longer period with enjoyment</li> <li>• Cause and effect: have real items/pictures and learners decide who they would give the item to and give a reason why, e.g. 'I would give the ball to Jabu <b>because</b> he likes to play soccer.'</li> <li>• Sequence pictures and retell the story. More able learners can write/copy a sentence about each picture.</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ Good leaders / good followers</li> <li>○ Know that a good leader:</li> <li>○ listen to people;</li> <li>○ is a servant of the people and works for the good of others;</li> <li>○ works with a team;</li> <li>○ has courage;</li> <li>○ is brave;</li> <li>○ is dedicated and committed and</li> <li>○ will give up something for the sake of others.</li> </ul> </li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify sounds at the beginning of words.</li> <li>• Build and blend words</li> </ul>	<ul style="list-style-type: none"> <li>• Revise words ending on –ed; -ing and –y.</li> <li>• Identify sounds in printed text, e.g. circle/indicate the words with a particular sound.</li> </ul>



GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Group words into sound families</li> <li>Identify sounds from printed text</li> </ul>	<ul style="list-style-type: none"> <li>Complete words with the correct sound using pictures.</li> <li>Revise the sounds that have been taught.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about the text, e.g. When?</li> <li>Use clues in pictures to enhance understanding.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>Read picture books with three to four short sentences where the vocabulary is repeated.</li> <li>Build a sight word vocabulary.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>Read picture books with three short sentences where the vocabulary is repeated.</li> <li>Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Develop fine-motor skills</li> <li>Develop hand-eye coordination</li> <li>Form letters correctly</li> <li>Make patterns in joint script.</li> <li>Copy and write lower case letters in joint script,</li> </ul>	<ul style="list-style-type: none"> <li>Join dotted lines to form letters.</li> <li>Connect pictures by joining dotted lines.</li> <li>Follow a maze by tracing the path with the finger/wax crayon/pencil.</li> <li>Form letters correctly on paper</li> <li>Copy patterns, words and letters</li> <li>Write words with correct spacing and letter size</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Continue writing learnt words and sentences independently</li> <li>Revise the letters that have been learnt in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Write sentences</li> <li>Use nouns correctly</li> <li>Compile a list</li> <li>Label pictures</li> <li>Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Write a paragraph of four to five sentences about a familiar topic, e.g. where they would like to go for a trip.</li> <li>Use proper nouns, e.g. writing own and other names with capital letters. Learners can be given letter cards with lower and upper case letters and they select the correct upper case letter for each name. More able learners can write the names starting each name with a capital letter.</li> <li>Write sentences using words from a word box.</li> <li>Practice plurals: select is/are in sentences by circling/indicating the correct word in a sentence.</li> <li>Practice prepositions: learners choose the word card with the correct preposition to complete a sentence, e.g. They ride <b>in</b> a bus. More able learners can write the correct word/copy the sentence/</li> <li>Build own word bank and personal dictionary</li> </ul>
Week 3	<b>Development</b>	<b>LISTENING AND SPEAKING</b>	
6 hours per week	<b>of self:</b> Good leaders/good followers	<ul style="list-style-type: none"> <li>Listen to text, answer and ask questions about the story</li> <li>Follow a short sequence of instructions</li> <li>Give very simple instructions</li> <li>Participate in discussions</li> <li>Use language for communication</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and answer questions about the story.</li> <li>Follow instructions, e.g. give each learner a map with pictures and a toy car. They start at one point and follow teacher's instruction, e.g. start at the school and go to the farm; go from the farm to the city; etc.</li> <li><u>Participate in discussions, asking and answering questions:</u> <ul style="list-style-type: none"> <li>Know that only a good follower can be a good leader. Good</li> </ul> </li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<p>followers and good leaders have the same values</p> <ul style="list-style-type: none"> <li>o Know safe and harmful ingredients when preparing food</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify sounds at the end of words.</li> <li>• Recognise vowel digraphs in the middle of a word</li> <li>• Build and blend words</li> <li>• Use phonetic structures to spell</li> <li>• Identify sounds from printed text</li> </ul>	<ul style="list-style-type: none"> <li>• Use letter cards to build words where the vowel digraph is in the middle of the word, e.g. –oo- (book; moon; soon; tool; cook; etc.); -ee- (<i>tree, free, feel, green, weep, jeep</i>; etc.)</li> <li>• Identify sounds from printed text, e.g. underline/circle/indicate the sound by putting buttons on all the –oo- words.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions about the text, e.g. When? Learners select the sentence strip with the correct answer/writing the answer.</li> <li>• Sequence pictures to show the order of events in a story.</li> <li>• Match sentences with a picture</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>• Build a sight word vocabulary.</li> </ul>
		<b>INDEPENDENT READING</b>	

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Read books with four to five short sentences where the vocabulary is repeated.</li> <li>• Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly</li> <li>• Make patterns in joint script.</li> <li>• Copy and write lower case letters in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Join dotted lines to form letters.</li> <li>• Form letters correctly on paper</li> <li>• Write words with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Make patterns in joint script.</li> <li>• Start writing lower case letters in joint script, e.g.e, l, b, h</li> <li>• Write short words in joint script using the learnt letters.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write sentences</li> <li>• Write an expressive text</li> <li>• Compile a list</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write a paragraph of five sentences about a topic/picture.</li> <li>• Sentence construction: cut sentence strips into two parts. Learners match the pieces that belong together. More able learners can rewrite the sentences after matching the pieces.</li> <li>• Make a list: use word cards and pictures and learners list the items. More able learners can write the words in a list, e.g. the things the children saw at the beach.</li> <li>• Shared Writing: demonstrate how to write a postcard. Provide learners with sentence strips that are used to place on the postcard. More able learners can copy/write their own postcards.</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Build own word bank and personal dictionary.</li> </ul>
Week 4-6 6 hours per week	<b>Health and environmental responsibility:</b> Food hygiene and storage	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>Listen to texts, answer and ask questions about the story</li> <li>Sequence pictures/sentences</li> <li>Use language for communication</li> <li>Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a story and leave out the ending of the story. Learners think of different endings for a story, e.g. a good ending and a bad ending.</li> <li>Sequence pictures of a story and retell the story.</li> <li><u>Participate in discussions</u> <ul style="list-style-type: none"> <li>Healthy eating &amp; dietary habits</li> <li>identify healthy food &amp; unhealthy food (food that is good for my body and food that is bad for my body)</li> <li>understand why I must eat healthy</li> <li>show what a balanced meal should look like.</li> <li>know when to stop eating</li> <li>know to prepare food with clean hands and on clean surfaces</li> <li>say how to preserve and store food safely</li> <li>know when good food is dangerous, e.g. chicken left outside of the fridge on a hot day, or mouldy bread.</li> <li>know not to eat food that you are not sure of.</li> <li>use basic kitchen utensils safely – knife, can opener, <del>knife</del>, stove top, kettle etc.</li> <li>prepare and eat a basic meal</li> <li>Clean up where you worked</li> </ul> </li> </ul>
		<b>PHONICS</b>	

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>Identify sounds at the end of words.</li> <li>Recognise vowel digraphs at the end of a word</li> <li>Build and blend words</li> <li>Group words into sound families</li> <li>Use phonetic structures to spell</li> <li>Identify sounds from printed text</li> </ul>	<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Use pictures, word cards, letter cards, songs, stories, etc. to teach the vowel digraph at the end of a word, e.g. –ee (tree; free; see; etc.); -oy (boy; toy; Roy; etc.)</li> <li>Connect words with the correct picture, e.g. by drawing a line/using string to connect the word and picture.</li> <li>Group words into sound families, e.g. give the learners word cards and they sort the words into group. More able learners can write the words into the correct word family using the words from a word box.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read books / text with teacher and answer questions</li> <li>Identify the main idea</li> <li>Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions about a story</li> <li>Select a title for the story.</li> <li>Predict what the story is about by using the title.</li> <li>Sequence pictures to show the order of events in a story.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>Read simple books with four short sentences where the vocabulary is repeated.</li> <li>Build a sight word vocabulary.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>Read simple books with four short sentences where the vocabulary is repeated.</li> <li>Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly</li> <li>• Make patterns in joint script.</li> <li>• Copy and write letters and words in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting patterns using vertical lines.</li> <li>• Colour and cut pictures.</li> <li>• Join dotted lines to form letters.</li> <li>• Join dotted lines to write a sentence.</li> <li>• Rewrite/copy a simple sentence using correct letter formation, correct letter size (writing in lines) and spaces between words.</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Copy and write letters in joint script, e.g. k, d.</li> <li>• Write short words using the learnt letters in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write sentences</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write/copy a paragraph of five sentences using words from a word bank.</li> <li>• Sequence pictures of a story. Write a sentence for each picture using words from a word bank After doing the sequencing activity, more able learners can write the sentences.</li> <li>• Practice sentence construction: match parts of a sentence and copy/rewrite the sentence.</li> <li>• Write sentences using a frame, e.g. I like _____. I do not like _____.</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 7-9	<b>Social</b>	<b>LISTENING AND SPEAKING</b>	

# **GRADE 4 WITH DIFFERENTIATION TERM 2**

WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
6 hours per week	<b>responsibility:</b> Rights and responsibilities of a young adult  <b>World of work:</b> Value and Importance of Work in fulfilling personal needs and potential  How to use money wisely	<ul style="list-style-type: none"> <li>• Listen to texts, answer and ask questions about the text</li> <li>• Use language for communication</li> <li>• Use language to develop concepts</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and poems and identify the main idea, details and sequence of events</li> <li>• Answer questions and give reasons for answer</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ The Rules of the Workplace                             <ul style="list-style-type: none"> <li>○ show respect to all the workers, customers, my tools, my workplace and my job</li> <li>○ be at work</li> <li>○ greet employer and co-employees upon arrival and at home time</li> <li>○ report when absent</li> <li>○ sign register in and out every day</li> <li>○ be on time</li> <li>○ wear your uniform</li> <li>○ do your best</li> <li>○ work hard</li> <li>○ report if you break it</li> </ul> </li> </ul> </li> <li>• report if it is not working</li> <li>• get written permission to take anything home / use work items at home</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify sounds at the end of words.</li> <li>• Build and blend words</li> <li>• Use phonetic structures to spell</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the vowel digraphs that have been taught.</li> <li>• Build word using letter cards.</li> </ul>



GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read symbols on a weather chart.</li> <li>• Answer questions related to the weather chart.</li> <li>• Answer questions about a story.</li> <li>• Sequence pictures to show the order of events in a story.</li> <li>• Relate the story with own life experiences.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>• Build a sight word vocabulary.</li> <li>• Use decoding skills when reading.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read books with four to five short sentences where the vocabulary is repeated.</li> <li>• Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly</li> <li>• Make patterns in joint script.</li> <li>• Copy and write letters and words in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Colour and cut pictures.</li> <li>• Join dotted lines to write words.</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing and letter size</li> <li>• Continue writing learnt words and sentences independently</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Make patterns in joint script.</li> <li>• Copy and write letters in joint script, e.g. g, j, y.</li> <li>• Write short words using the learnt letters in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write sentences</li> <li>• Use punctuation correctly</li> <li>• Compile a list</li> <li>• Label pictures</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write a paragraph of five sentences</li> <li>• Punctuation: Learners punctuate sentences, e.g. hand out sentence strips, capital letters and a card with a full stop. Learners correct the capital letters on the sentence strip and add a full stop.</li> <li>• Write/copy a question using the question mark at the end of the question.</li> <li>• Build own word bank and personal dictionary</li> </ul>

**GRADE 4 Term 2**

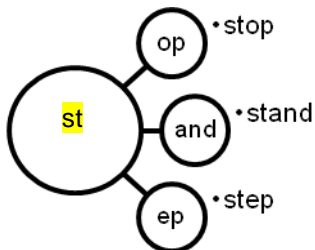
**Week 10: Assessment**

<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen attentively to questions and give answer</li><li>• Answer questions about a story</li><li>• Listen to stories and answer questions about the story</li><li>• Listen to instructions and respond appropriately</li></ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"><li>• Identify sounds at the beginning of words.</li><li>• Identify sounds at the end of words.</li><li>• Build and blend words</li><li>• Group words into word families</li><li>• Identify sounds from printed text</li></ul> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Answer questions about the text</li><li>• Select a title for the story.</li><li>• Read symbols on a weather chart.</li><li>• Answer questions related to the weather chart.</li></ul>	<p><b>SUGGESTED ASSESSMENT GOALS</b></p> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Read picture books with four to five short sentences where the vocabulary is repeated.</li></ul> <p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"><li>• Read simple books independently</li></ul> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"><li>• Hold pencil correctly.</li><li>• Form letters correctly on paper</li><li>• Write words with correct spacing</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Write five sentences about a familiar topic</li><li>• Write an expressive text</li><li>• Compile a list</li><li>• Label pictures</li></ul>
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GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2  6 hours per week	<b>Development of self:</b>  Abilities, interests and potential	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"><li>• Listen to texts, answer and ask questions about the text</li><li>• Sequence pictures/sentences</li><li>• Use language to develop concepts</li><li>• Use language for communication</li><li>• Participate in discussions</li></ul>	<ul style="list-style-type: none"><li>• Sequence pictures/sentences and retell the story.</li><li>• <u>Participate in discussions:</u><ul style="list-style-type: none"><li>○ identify own strengths, abilities, interests and potential</li><li>○ identify strengths, ability, interests and potential in others</li><li>○ tell about successful experiences as a result of own strengths: achievements and exciting experiences at school and home</li><li>○ tell about less successful experiences</li><li>○ demonstrate ways to convert less successful experiences into positive learning experiences: use strengths to improve weaknesses</li></ul></li></ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"><li>• Identify sounds at the beginning and end of words.</li><li>• Build and blend words</li><li>• Group words into sound families</li></ul>	<ul style="list-style-type: none"><li>• Revise the vowel digraphs that were taught in Term 2.</li><li>• Group words into sound families, e.g. using pictures and word cards.</li><li>• Match words and pictures.</li></ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"><li>• Read books / text with teacher and answer questions</li><li>• Identify antonyms</li></ul>	<ul style="list-style-type: none"><li>• Sequence pictures to show the order of events in a story.</li><li>• Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures.</li><li>• Read the answer with the teacher.</li><li>• Relate the story with own life experiences.</li></ul>
<b>GROUP GUIDED READING</b>			

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>Build a sight word vocabulary.</li> <li>Use decoding skills when reading.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Develop fine-motor skills</li> <li>Develop hand-eye coordination</li> <li>Form letters correctly</li> <li>Make patterns in joint script.</li> <li>Copy lower case letters in joint script</li> </ul>	<ul style="list-style-type: none"> <li>Match pictures by following a dotted line.</li> <li>Copy sentences by joining the dotted lines.</li> <li>Foreground/background: colour a picture that is hidden amongst other pictures.</li> <li>Complete a picture following the letters of the alphabet.</li> <li>Colour and cut pictures.</li> <li>Write words with correct spacing and size</li> <li>Continue writing learnt words and sentences independently</li> <li>Make joint script patterns.</li> <li>Revise the joint script letters that have been learnt.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Organise information on a table/ chart</li> <li>Identify and use personal pronouns</li> <li>Write sentences</li> <li>Use punctuation correctly</li> <li>Use the past tense</li> <li>Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Practice personal pronouns: replace a name in a sentence with a personal pronoun using word cards/buttons.</li> <li>Practice Shared Writing: demonstrate how to write a birthday message. Learners copy/write their own birthday message. Pictures from magazines can also be used to write the message.</li> <li>Practice to punctuate sentences. Include capital letters, full stop and question</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<p>mark.</p> <ul style="list-style-type: none"> <li>Practice past tense: change verbs to past tense, e.g. use word cards of verb (wash) and –ed. When put together, the word will be <i>washed</i>. More able learners can write the words/sentences with the words in their exercise books. They can also match the present tense verb with the past tense verb, e.g. wash – washed</li> <li>Build own word bank and personal dictionary</li> </ul>
Week 3-4 6 hours per week	<b>Development of self:</b> Dealing with peer pressure, bullying, child abuse and violent situations. Development of the self	<ul style="list-style-type: none"> <li>Listen to texts, answer and ask questions about the text</li> <li>Use language to develop concepts</li> <li>Sequence pictures/sentences</li> <li>Use language for communication</li> <li>Participate in discussions</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Listen to a story and answer questions about it.</li> <li>Develop concept of time: show learners paper plate clocks with times, e.g. 8am, 3 o'clock; 5 o'clock and 8pm. They discuss what they do during those times.</li> <li>Sequence pictures and retell the story.</li> <li><u>Participate in discussions:</u></li> </ul> <p><b>Week 3:</b></p> <ul style="list-style-type: none"> <li>Dealing with peer pressure, bullying, child abuse and violent situations</li> <li>identify what peer pressure is</li> <li>give examples of peer pressure in school and community</li> <li>identify what can happen if I fall prey to peer pressure</li> <li>practice how to deal with peer pressure</li> <li>identify what bullying is</li> <li>give examples of bullying in school and community</li> <li>practice how to deal with bullies and bullying</li> <li>get out of the bullying habit</li> <li>identify what child abuse is</li> <li>give examples of abuse in school and community. (remember neglect is also a form</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p>Suggested activities:</p> <ul style="list-style-type: none"> <li>of child abuse)</li> <li>• practice how to deal with child abuse and abusive situations.</li> <li>• identify what violence / violent situations are</li> <li>• give examples of violence / violent situations in school and community</li> <li>• practice how to deal with and get away from / out of violent situations</li> </ul> <p><b>Week 4:</b></p> <ul style="list-style-type: none"> <li>• Know body changes and practice how to deal with them</li> </ul>
			<b>PHONICS</b>
		<ul style="list-style-type: none"> <li>• Identify medial sounds of words.</li> <li>• Build and blend words</li> <li>• Identify sounds from printed text</li> <li>• Use phonetic structures to spell</li> <li>• Identify and use rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures, word cards, stories, etc. to teach consonant blends, e.g. st- (stop; stand; step; etc.); cr- (cream; cry; crab; etc.)</li> <li>• Build words using letter cards. The built words can be copied into the exercise books. More able learners can do 'fan words', e.g.</li> </ul>  <ul style="list-style-type: none"> <li>• Underline/circle/indicate the phonic sounds in printed text.</li> <li>• Play phonics board game: read words with the phonic sounds following the direction of arrows.</li> </ul>
			<b>SHARED READING</b>
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence pictures to show the order of events in a story.</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		answer questions	<ul style="list-style-type: none"> <li>• Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures.</li> <li>• Read the answer with the teacher.</li> <li>• Retell the story in two-three sentences.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read aloud from own book</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>• Build a sight word vocabulary.</li> <li>• Use decoding skills when reading.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>• Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly</li> <li>• Write words and sentences</li> <li>• Make patterns in joint script.</li> <li>• Copy and write lower case letters and words in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Copy/write a sentence by joining the lines of words.</li> <li>• Continue to handle and use writing materials correctly</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Write words with correct spacing</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Make patterns in joint script.</li> <li>• Start writing lower case letters in joint script, e.g. r, s, t.</li> <li>• Write short words using the learnt lower case letters.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Practice time: after discussing the time on the clocks, learners write/copy/select a</li> </ul>



GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Use plurals</li> <li>• Use past tense</li> <li>• Use present tense</li> <li>• Build a personal dictionary</li> </ul>	<p>word that matches what they did during the times on the clock.</p> <ul style="list-style-type: none"> <li>• Practice plurals: use pictures and word cards and determine the plurals of the pictures. Learners copy/write/select the correct plural form of the words.</li> <li>• Practice Shared Writing - Make a poster: teacher demonstrates how to make a poster adding the necessary detail with the help of the learners (pictures can be used). Learners work in group and design their own poster using the teacher's example.</li> <li>• Practice sentence construction: learners fill in the missing word in sentences by adding the correct word cards/writing the words chosen from a word bank.</li> <li>• Match present tense verbs to past tense verbs, e.g. run-ran; eat – ate; go – went.</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 5-6 6 hours per week	<b>Health and environmental responsibility:</b> HIV & AIDS education Traffic rules relevant to road users	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to texts, answer and ask questions about the text</li> <li>• Follow a short sequence of instructions</li> <li>• Give very simple instructions</li> <li>• Participate in discussions</li> <li>• Use language for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and give an opinion about the story, e.g. 'Did you enjoy the story? Why?'</li> <li>• Follow instructions: give each learner an uncluttered picture. Give the learners smaller pictures of items that must go on the big picture. Give instructions and learners follow the instructions, e.g. put the bird in the tree; put the flowers under the tree; etc.</li> <li>• <u>Participate in discussions</u> <ul style="list-style-type: none"> <li>○ give a basic explanation of HIV and aids</li> <li>○ understand transmission of HIV through blood and body fluids</li> <li>○ know how HIV is <b>not</b> transmitted</li> <li>○ know how to protect oneself against infection through blood and body fluids</li> </ul> </li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>○ practice how to interact with people who are HIV positive</li> <li>○ be aware of stigma</li> </ul> <p><b>Week 6:</b></p> <ul style="list-style-type: none"> <li>• Show and follow road signs applicable to pedestrians and cyclists</li> <li>• Demonstrate good passenger behaviour</li> <li>• Know railway/bus/taxi/car safety (how to look out for, how to approach, how to get on and off, how to behave in trains, busses, taxis or cars and never interfere with the driver.)</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify medial sounds of words.</li> <li>• Build and blend words</li> <li>• Group words into sound families</li> <li>• Identify rhyming words</li> <li>• Use phonetic structures to spell</li> </ul>	<ul style="list-style-type: none"> <li>• Teach vowel digraph <i>ow</i> (<i>blow, flow, glow, mow, throw</i>)</li> <li>• Group words into word families.</li> <li>• Match words and pictures.</li> <li>• Do a word search of the words learnt.</li> <li>• Identify rhyming words and try to make up an own rhyme with the teacher's assistance.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> <li>• Identify synonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence pictures to show the order of events in a story.</li> <li>• Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures.</li> <li>• Read the answer with the teacher.</li> <li>• Retell the story in two-three sentences.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read aloud from own book</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>• Build a sight word vocabulary.</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Use decoding skills when reading.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>• Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop fine-motor skills</li> <li>• Develop hand-eye coordination</li> <li>• Form letters correctly</li> <li>• Write words and sentences</li> <li>• Make patterns in joint script.</li> <li>• Copy and write lower case letters in joint script</li> <li>• Write short words in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Match pictures by following the lines.</li> <li>• Draw, colour and cut pictures.</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Maintain uniformity and alignment</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Make patterns in joint script.</li> <li>• Start writing lower case letters in joint script, e.g. p, q, z.</li> <li>• Write short words in joint script using the letters that have been learnt.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Organise information on a table</li> <li>• Use personal pronouns correctly</li> <li>• Write sentences</li> <li>• Use punctuation correctly</li> <li>• Use prepositions correctly</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a simple table with the findings after doing a survey</li> <li>• Practice personal pronouns: substitute the name of a person with a pronoun.</li> <li>• Practice sentence construction: match parts of sentences.</li> <li>• Complete sentences using a frame, e.g. We like _____. They like to eat _____.</li> <li>• Write a paragraph of five sentences about a given topic.</li> <li>• Practice punctuation: punctuate given sentences using capital letters, full stops, question marks and exclamation marks.</li> <li>• Practice prepositions: play a game, e.g. 'Where is the ball?' with a ball and box.</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<p>Put the ball in different positions and learners say where the ball is, e.g. the ball is in/under/next to/behind/above the box. Teachers can also a picture and ask questions about the position of objects in the picture.</p> <ul style="list-style-type: none"> <li>• Build own word bank and personal dictionary</li> </ul>
Week 7-9 6 hours per week	<b>Social responsibility:</b> Dealing with abuse and violent situations  <b>World of work:</b> Rules of the workplace	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to texts, answer and ask questions about the text</li> <li>• Use language to perform</li> <li>• Participate in discussions</li> <li>• Use language for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories, poems and songs and answer questions, including questions about cause and effect.</li> <li>• Role plays different situations, e.g. an interview</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>○ deal with peer pressure, bullying, child abuse and violent situations.</li> <li>○ The Rules of the Workplace, and what I am NOT allowed to do               <ul style="list-style-type: none"> <li>▪ no stealing</li> <li>▪ no fighting</li> <li>▪ no weapons</li> <li>▪ no alcohol or drugs</li> <li>▪ no sex, no boyfriend, no girlfriend</li> <li>▪ no cell phones</li> <li>▪ no friends and family members coming to visit</li> <li>▪ no going to visit friends and nearby shops</li> <li>▪ no selling</li> <li>▪ no sleeping</li> </ul> </li> </ul> </li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify medial sounds of words.</li> <li>• Build and blend words</li> <li>• Group words into sound families</li> </ul>	<ul style="list-style-type: none"> <li>• Revise all the sounds that had been addressed this term.</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Identify rhyming words</li> <li>Use phonetic structures to spell</li> </ul>	
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Sequence pictures to show the order of events in a story.</li> <li>Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures.</li> <li>Read short written text (four to five sentences) with the teacher.</li> <li>Retell the story.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read aloud from own book</li> </ul>	<ul style="list-style-type: none"> <li>Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>Build a sight word vocabulary.</li> <li>Use decoding skills when reading.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Form letters and words correctly</li> <li>Maintain uniformity and alignment</li> <li>Copy letters and short words in joint script</li> </ul>	<ul style="list-style-type: none"> <li>Copy/write a sentence with correct letter formation, spacing and size of letters.</li> <li>Form letters correctly on paper</li> <li>Copy patterns, words and letters</li> <li>Maintain uniformity and alignment, e.g. the size and spacing of the letters are correct</li> <li>Continue writing learnt words and sentences independently</li> <li>Revise letters and words learnt in joint script.</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		WRITING	
		<ul style="list-style-type: none"> <li>• Write an expressive text</li> <li>• Use past tense</li> <li>• Use present tense</li> <li>• Write sentences</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Practice shared Writing: Demonstrate how to write an invitation. Give learners an invitation where some of the words have been omitted. Learners complete the invitation by placing word cards in the correct places. More able learners can copy the words onto the invitation/ write their own invitation.</li> <li>• Practice past tense: change present tense sentences into the past tense, e.g. using sentence strips/word cards.</li> <li>• Write a paragraph of at least five sentences about a topic.</li> <li>• Build own word bank and personal dictionary</li> </ul>

**GRADE 4 Term 3:**

**Week 10: Assessment**

SUGGESTED ASSESSMENT GOALS	SUGGESTED ASSESSMENT GOALS
<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen attentively to questions and give answer</li><li>• Answer questions about a story</li><li>• Listen to instructions and respond appropriately</li></ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"><li>• Identify sounds at the beginning of words.</li><li>• Identify sounds at the end of words.</li><li>• Identify and use rhyming words</li><li>• Identify medial sounds of words.</li><li>• Build and blend words</li></ul> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Sequence pictures of a story</li><li>• Answer comprehension questions</li><li>• Answer questions related to the weather chart.</li></ul>	<p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Read books with four to five short sentences where the vocabulary is repeated.</li><li>• Read sight words</li><li>• Use decoding skills while reading</li></ul> <p><b>INDEPENDENT READING</b> Read simple books independently</p> <p><b>HANDWRITING</b></p> <ul style="list-style-type: none"><li>• Form letters correctly on paper</li><li>• Write words with correct spacing and letter size</li><li>• Write sentences</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Identify and use personal pronouns</li><li>• Write sentences</li><li>• Use plurals</li><li>• Use past tense</li><li>• Use present tense</li><li>• Use punctuation correctly</li><li>• Use prepositions correctly</li></ul>

GRADE 4 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 6 hours per week	<b>Development of self:</b> Me and my disability Receiving and giving feedback	<ul style="list-style-type: none"> <li>• Listen to text, answer and ask questions</li> <li>• Sequence sentences</li> <li>• Use language to perform</li> <li>• Participate in discussions</li> <li>• Use language for communication</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Listen to stories, poems and other texts with enjoyment.</li> <li>• Answer questions about the text.</li> <li>• Sequence sentences.</li> <li>• Recite poems/songs.</li> <li>• Participate in a role play a familiar situation.</li> <li>• <u>Participate in discussions</u></li> </ul> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>○ Me and my disability</li> <li>○ identify their own disability(ies) with the correct term(s)</li> <li>○ describe the disability</li> <li>○ talk about the impact the disability has on body function etc.</li> <li>○ Build positive self-concept, with the disability as part of the personal makeup of an individual</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>○ Receive and give feedback</li> <li>○ identify what is feedback</li> <li>○ practice giving and receiving feedback to peers</li> <li>○ practice giving and receiving feedback from adults</li> <li>○ identify what is positive and negative feedback</li> <li>○ practice appropriate ways of giving positive feedback</li> <li>○ practice appropriate ways of giving negative feedback</li> <li>○ practice appropriate ways of receiving negative feedback</li> <li>○ Practice appropriate ways of receiving positive feedback</li> </ul>



GRADE 4 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify medial sounds of words.</li> <li>• Build and blend words</li> <li>• Group words into sound families</li> <li>• Identify rhyming words</li> <li>• Use phonetic structures to spell</li> </ul>	<ul style="list-style-type: none"> <li>• Revise all the sounds that had been taught in term 3.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read a letter and answer questions about it.</li> <li>• Read a Programme for an event and answer questions about it.</li> <li>• Sequence pictures to show the order of events in a story.</li> <li>• Answer comprehension questions with short answer.</li> <li>• Read short written text (four to five sentences) with the teacher.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read aloud from own book</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>• Build a sight word vocabulary.</li> <li>• Use decoding skills when reading.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with four to five short sentences where the vocabulary is repeated.</li> <li>• Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	

GRADE 4 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Form letters and words correctly</li> <li>• Maintain uniformity and alignment</li> <li>• Copy and write letters and words in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Copy/write a sentence with correct letter formation, spacing and size of letters.</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Maintain uniformity and alignment, e.g. the size and spacing of the letters are correct</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Revise the learnt letters and words in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write sentences</li> <li>• Use the past tense</li> <li>• Use the present tense</li> <li>• Use the future tense</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write own news, e.g. one sentence starting with 'Yesterday I ....' ; one sentence with 'Today I...' and one sentence with 'Tomorrow I will...' More able learners can write/copy more sentences.</li> <li>• Write six sentences on a given topic/picture.</li> <li>• Practice sentence construction: match parts of a sentence. Copy/write the sentence.</li> <li>• Practice past tense: complete sentences with the past tense verb, e.g. use word cards/copy/write.</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 3-4	<b>Development of self:</b> Asking for help and problem solving	<b>LISTENING AND SPEAKING</b>	
6 hours per week		<ul style="list-style-type: none"> <li>• Listen to and respond to riddles</li> <li>• Use language for communication</li> <li>• Follow a short sequence of instructions</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and respond to riddles. Use pictures and describing words for solving the riddles.</li> <li>• Talk about personal experiences and more general news</li> <li>• Listen to a short sequence of instructions and respond appropriately</li> <li>• <u>Participate in discussions:</u> <ul style="list-style-type: none"> <li>• ask for help</li> <li>• identify the problem</li> </ul> </li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 4				
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES	
			Suggested activities:	
			<ul style="list-style-type: none"><li>• know when to ask for help</li><li>• know who to ask</li><li>• practice asking for help</li><li>• do what you are advised</li><li>• check results</li><li>• give thanks for the assistance</li><li>• problem solving</li></ul>	<ul style="list-style-type: none"><li>• think of solutions, or ask for help</li><li>• try out a solution</li><li>• decide if the problem is solved</li><li>• if not – try another solution until problem is solved</li><li>• never give up</li></ul>
		PHONICS		
		<ul style="list-style-type: none"><li>• Identify medial sounds of words.</li><li>• Recognise and use suffixes at the end of words</li><li>• Use phonetic structures to spell</li><li>• Spell words correctly from memory</li></ul>	<ul style="list-style-type: none"><li>• Use word cards and letter cards when addressing the suffixes at the end of a word, e.g. –ly (likely; smoothly; slowly; gently; etc.)</li></ul>	
		SHARED READING		
		<ul style="list-style-type: none"><li>• Read books / text with teacher and answer questions</li><li>• Identify synonyms</li><li>• Identify antonyms</li></ul>	<ul style="list-style-type: none"><li>• Answer simple questions based on the texts read</li><li>• Give an opinion on what was read</li><li>• Read short written text (five to six sentences) with the teacher.</li><li>• Retell the story in two-three sentences with the help of the teacher.</li></ul>	
		GROUP GUIDED READING		
		<ul style="list-style-type: none"><li>• Read aloud from own book</li></ul>	<ul style="list-style-type: none"><li>• Read simple books with five to six short sentences with familiar phonic and sight words.</li><li>• Build a sight word vocabulary.</li><li>• Use decoding skills when reading.</li><li>• Recognise familiar words</li></ul>	
INDEPENDENT READING				

GRADE 4 WITH DIFFERENTIATION TERM 4																						
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES																			
		<ul style="list-style-type: none"><li>• Read simple books independently</li></ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"><li>• Read books with five short sentences with familiar words.</li><li>• Read to teacher and friends.</li></ul>																			
		<b>HANDWRITING</b>																				
		<ul style="list-style-type: none"><li>• Form letters and words correctly</li><li>• Maintain uniformity and alignment</li><li>• Copy and write letters and words in joint script</li></ul>	<ul style="list-style-type: none"><li>• Copy/write a sentence with correct letter formation, spacing and size of letters.</li><li>• Form letters correctly on paper</li><li>• Copy patterns, words and letters</li><li>• Maintain uniformity and alignment, e.g. the size and spacing of the letters are correct</li><li>• Continue writing learnt words and sentences independently.</li><li>• Copy and write letters in joint script, e.g. f, x.</li><li>• Write short words using the learnt letters in joint script.</li></ul>																			
		<b>WRITING</b>																				
		<ul style="list-style-type: none"><li>• Use punctuation correctly</li><li>• Compile a list</li><li>• Identify verbs in sentences</li><li>• Participate in writing activities</li><li>• Use present, past and future tense</li><li>• Build a personal dictionary</li></ul>	<ul style="list-style-type: none"><li>• Punctuation: identify capital letters, full stops, commas, question mark and exclamation mark in texts.</li><li>• Complete a list of given information. Learners sort the information on the list.</li><li>• Identify verbs in sentences, e.g. circle/indicate the verb.</li><li>• Shared Writing: plan the writing of a story using the story board, e.g.<table><tr><td colspan="3">The characters and the setting</td></tr><tr><td>Who is in the story?</td><td>Where does the story happen?</td><td>When does the story happen?</td></tr><tr><td></td><td></td><td></td></tr><tr><td colspan="3">The beginning: What happens at the start of the story?</td></tr><tr><td colspan="3"></td></tr><tr><td colspan="3">The middle: What happens in the middle of the story?</td></tr><tr><td colspan="3"></td></tr></table></li></ul>	The characters and the setting			Who is in the story?	Where does the story happen?	When does the story happen?				The beginning: What happens at the start of the story?						The middle: What happens in the middle of the story?			
The characters and the setting																						
Who is in the story?	Where does the story happen?	When does the story happen?																				
The beginning: What happens at the start of the story?																						
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GRADE 4 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<div><div>Suggested activities:</div><div><div>The end</div><div>How does the story end?</div><div></div></div><div><ul style="list-style-type: none"><li>Give the learners word cards to sort into the table for planning. Learners copy/write their story with the teacher’s assistance. Some learners might only be able to draw a picture of their story and more able learners can write sentences.</li></ul></div></div>
Week 5-6 6 hours per week	<b>Health and environmental responsibility:</b> Dangers in and around my house and environment Local environmental health problems	<ul style="list-style-type: none"><li>Listen to text, answer and ask questions</li><li>Express feelings about the text</li><li>Sequence sentences</li><li>Use language for communication</li><li>Participate in discussions</li></ul>	<b>LISTENING AND SPEAKING</b> <ul style="list-style-type: none"><li>Listen to stories, poems and songs.</li><li>Answer questions about the text.</li><li>Express how the story/text made them feel. Learners can demonstrate and then verbalise their feelings.</li><li>Sequence pictures/sentences and retell the story.</li></ul> <p>• <u>Participate in discussions:</u></p> <p><b>Week 5</b></p> <ul style="list-style-type: none"><li>identify dangers<ul style="list-style-type: none"><li>fire</li><li>water</li><li>chemicals</li><li>electricity</li></ul></li><li>know safety rules for the above risks</li></ul> <p><b>Week 6:</b> Local Environmental health problems</p> <ul style="list-style-type: none"><li>identify local environmental health problems:</li></ul>

GRADE 4 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>▪ tb (tuberculosis)</li> <li>▪ malaria</li> <li>▪ other local health problems</li> <li>○ identify common diseases: <ul style="list-style-type: none"> <li>▪ colds and flu</li> </ul> </li> <li>○ know the basic symptoms of the diseases</li> <li>○ know how to prevent getting infected or sick</li> <li>○ Know where to go for treatment</li> <li>○ List common diseases: TB Diabetes, epilepsy, obesity, anorexia, HIV &amp; Aids</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify medial sounds of words.</li> <li>• Recognise plurals</li> <li>• Use phonetic structures to spell</li> <li>• Spell words correctly from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Use word cards and letter cards to teach the plural of words ending in –y; (baby – babies; cherry – cherries; daisy – daisies; etc.)</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple questions based on the texts read</li> <li>• Give an opinion on what was read</li> <li>• Read short written text (five to six sentences) with the teacher.</li> <li>• Retell the story in three-four sentences with the help of the teacher.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read aloud from own book</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with five short sentences with familiar phonic and sight words.</li> <li>• Build a sight word vocabulary.</li> <li>• Use decoding skills when reading.</li> <li>• Recognise familiar words</li> </ul>
		<b>INDEPENDENT READING</b>	

GRADE 4 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Read simple books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read books with five to six short sentences with familiar words.</li> <li>• Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Form letters and words correctly</li> <li>• Maintain uniformity and alignment</li> <li>• Copy and write letters and words in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Join the letters of the alphabet to create a picture.</li> <li>• Colour, cut and paste.</li> <li>• Copy/write a sentence with correct letter formation, spacing and size of letters.</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Maintain uniformity and alignment, e.g. the size and spacing of the letters are correct</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Copy and write frequently used upper case letters in joint script, e.g. T, A, M, W</li> <li>• Write short words using the learnt letters in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Write an expressive text</li> <li>• Understand subject-verb agreement</li> <li>• Write sentences</li> <li>• Identify and use contractions</li> <li>• Use present, past and future tense</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write a birthday message with assistance.</li> <li>• Subject-verb agreement: identify when to use <i>is/are; has/have; was/were</i></li> <li>• Write own news using a frame.</li> <li>• Look at a sequence of pictures and write an end to the story with the teacher's assistance.</li> <li>• Write a simple poem with assistance.</li> </ul>
Week 7-9	<b>Social</b>	<b>LISTENING AND SPEAKING</b>	

GRADE 4 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
6 hours per week	<b>responsibility:</b> Gender stereotyping, sexism and abuse World of work	<ul style="list-style-type: none"> <li>• Listen to text, answer and ask questions</li> <li>• Use visual, pictorial and auditory clues to make meaning</li> <li>• Expresses feelings about the text</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories, poems and other texts.</li> <li>• Look at pictures and discuss them.</li> <li>• Expresses feelings about a text and give reasons</li> <li>• <u>Participate in discussions:</u></li> </ul> <p><b>Week 7:</b></p> <ul style="list-style-type: none"> <li>• Gender stereotyping, sexism and abuse</li> <li>• understand different roles and contributions of the genders in different cultural contexts</li> <li>• The Rules of the Workplace : Good attitudes to have at work</li> <li>• know how to be motivated at work</li> <li>• know how to be a hard worker</li> <li>• Know to do a job correctly, fast and with good quality</li> <li>• Simulation of Career related activities</li> </ul> <p><b>Week 8:</b> Banking, saving and using an ATM</p> <ul style="list-style-type: none"> <li>• know about banking:</li> <li>• money can be cash, or be put in the bank.</li> <li>• you use a bank card to draw money from the bank.</li> <li>• you cannot take money more money from the bank than what you have in it.</li> <li>• practice using a bank card and ATM</li> <li>• know what saving and interest is</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify medial sounds of words.</li> <li>• Use phonetic structures to spell</li> <li>• Spell words correctly from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Revise all the sounds that were taught this term.</li> <li>• Group words into sound families.</li> </ul>



GRADE 4 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple questions based on the texts read</li> <li>• Give an opinion on what was read</li> <li>• Read short written text (five to six sentences) with the teacher.</li> <li>• Retell the story in three-four sentences with the help of the teacher.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read aloud from own book</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with five to six short sentences with familiar phonic and sight words.</li> <li>• Build a sight word vocabulary.</li> <li>• Use decoding skills when reading.</li> <li>• Recognise familiar words</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read books with five short sentences with familiar words.</li> <li>• Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Form letters and words correctly</li> <li>• Maintain uniformity and alignment</li> <li>• Copy and write letters and words in joint script</li> </ul>	<ul style="list-style-type: none"> <li>• Copy/write a sentence with correct letter formation, spacing and size of letters.</li> <li>• Form letters correctly on paper</li> <li>• Copy patterns, words and letters</li> <li>• Maintain uniformity and alignment, e.g. the size and spacing of the letters are correct</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Revise the learnt letters and words in joint script</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Organise information on a chart or table</li> <li>• Identify nouns and verbs correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a table with information gained from reading a text. Teacher can provide word cards to sort under the different headings, e.g. Name Age Holiday Food</li> </ul>

GRADE 4 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Write sentences</li> <li>• Use punctuation correctly (full stop, comma, question mark, exclamation mark)</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Practice nouns and verbs: circle/indicate action verbs and nouns in sentences.</li> <li>• Practice Shared Writing: Plan a story using a storyboard/mind map.</li> <li>• Write a paragraph of at least six sentences</li> <li>• Use capital letters and correct punctuation</li> <li>• Build own word bank and personal dictionary</li> </ul>

## GRADE 4 Term 4

### Week 10: Assessment

#### SUGGESTED ASSESSMENT GOALS

##### LISTENING AND SPEAKING

- Listen to text, answer and ask questions
- Sequence sentences
- Perform a poem/song
- Role play a familiar situation
- Follow instructions
- Listen to stories, poems and songs.

##### PHONICS

- Identify medial sounds of words.
- Build and blend words
- Group words into sound families
- Identify rhyming words
- Use phonetic structures to spell
- Spell words correctly from memory

##### SHARED READING

- Read texts and answer questions

#### SUGGESTED ASSESSMENT GOALS

##### GROUP GUIDED READING

- Read aloud from own book

##### INDEPENDENT READING

- Read simple books independently

##### HANDWRITING

- Form letters correctly on paper
- Copy patterns, words and letters
- Maintain uniformity and alignment

##### WRITING

- Write sentences
- Use the past tense
- Use the present tense
- Use the future tense
- Use punctuation correctly
- Identify verbs in sentences
- Write an expressive text
- Understand subject-verb agreement
- Identify and use contractions

### 3.3 Teaching plans: English Home Language Grade 5 with differentiation

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 6 hours per week	<b>Development of self in Society:</b> Positive self-concept formation Sexuality, relationships and friendships	<ul style="list-style-type: none"> <li>• Display attentive listening behaviour</li> <li>• Listen to text, answer and ask questions about the text</li> <li>• Follows a sequence of instructions correctly</li> <li>• Use visual, pictorial and auditory cues to make meaning</li> <li>• Use language to understand concepts</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <p><b>Learners display the following listening behaviour throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to questions and give answer and reasons for answer</li> <li>• Listen to instructions and responds appropriately</li> <li>• Listen to announcements and respond appropriately</li> <li>• Listen without interrupting, taking turns to speak</li> <li>• Talk about personal experiences: tell news, describe weather news, other topical events etc.</li> <li>• Sing songs and do actions.</li> </ul> <p><b>• Term specific content:</b></p> <ul style="list-style-type: none"> <li>• Listen to stories and answer questions about it.</li> <li>• Use pictures and visual cues to make meaning. Ask questions about the picture that allows for conceptual development, e.g. colour; size, age, shape, etc.</li> </ul> <p><b>• Participate in discussions:</b></p> <p><b>Week 1: Positive Self Concept Formation</b></p> <ul style="list-style-type: none"> <li>• Challenging situations: depression, grief, loss, trauma crisis and my disability</li> <li>• Discuss own feelings about being disabled.</li> <li>• Discuss good coping strategies for dealing with the impact of being disabled</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			Week 2: Sexuality, Relationships and Friendships: <ul style="list-style-type: none"><li>• identify different relationships at home, school, work and in the community</li><li>• know the difference between friendship and formal relationships (e.g. with a teacher, pastor or a boss)</li><li>• practice appropriate ways to initiate a friendship</li><li>• practice appropriate ways to sustain a friendship</li><li>• practice appropriate behaviour in a formal relationship</li><li>• practice communication skills in relationships - ability to disagree in constructive ways and appropriate ways to end a relationship</li></ul>
		PHONICS	
		<ul style="list-style-type: none"><li>• Identify medial sounds of words.</li><li>• Use phonetic structures to spell</li><li>• Spell words correctly from memory</li></ul>	<ul style="list-style-type: none"><li>• Identify letter- sound relationship of all single letters.</li><li>• Identify the initial sound in names and words.</li><li>• Group taught words into word families.</li></ul>
		SHARED READING	
		<ul style="list-style-type: none"><li>• Read books / text with teacher and answer questions</li></ul>	<ul style="list-style-type: none"><li>• Read short written text (five to six sentences) with the teacher.</li><li>• Answer simple questions based on the texts read. Questions are answered orally before attempting the written work. Remind learners to start their sentences with a capital letter and end it with a full stop.</li><li>• Retell the story in three-four sentences with the help of the teacher.</li><li>• Read a diary entry and discuss what a diary is. Ask questions about the diary entry.</li><li>• Give an opinion on what was read</li></ul>
		GROUP GUIDED READING	

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> <li>• Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with five to six short sentences with familiar phonic and sight words.</li> <li>• Build a sight word vocabulary.</li> <li>• Use decoding skills when reading.</li> <li>• Recognise familiar words</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read books with five to six short sentences with familiar words..</li> <li>• Read to teacher and friends.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> <li>• Write words with correct spacing</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Copy and write frequently used upper case letters in joint script, e.g. H, C, I, B</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Use language structures correctly</li> <li>• Draft, write, edit and publish written work</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Practice punctuation: use word cards of different words. Hand out letter cards with capital letters. Learners select the correct capital letter and place it on the words that starts with a capital letter, e.g. <b>D</b>urban; <b>J</b>anuary; <b>M</b>rs <b>S</b>ibisi; etc.</li> <li>• Written: learners complete a card with their personal details that is completed with the necessary capital letters.</li> <li>• Shared Writing - Make a poster: Learners design their own poster. They can use pictures and/or sentences.</li> <li>• Practice nouns: organise and sort nouns into different categories, e.g. person</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p>(Jabu), place (Polokwane) and thing (desk). Add words that start with capital letters as well.</p> <ul style="list-style-type: none"> <li>Practice expressive text: make a birthday card with a special message. Use pictures/word cards/sentence strips/writing sentences.</li> </ul>
Week 3-4 6 hours per week	Health, Social and Environmental responsibility: How to do your own budget Health and Safety. Income and expenditure	<ul style="list-style-type: none"> <li>Use visual, pictorial and auditory cues to make meaning</li> <li>Sequence pictures/sentences</li> <li>Use language for communication</li> <li>Use language to perform</li> <li>Analyse, compare and contrast information</li> <li>Participate in discussions</li> <li>Learn vocabulary</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Interpret pictures, e.g. point to different object, describe the object, name the object, what happened before/after in the picture, etc</li> <li>Sequence pictures/sentences in the correct order and retell the story.</li> </ul> <p>• <u>Participate in discussions:</u></p> <p><b>Week 3:</b></p> <ul style="list-style-type: none"> <li>How to do your own budget: Income and expenditure</li> <li>Practice basic budgeting</li> <li>Understand and explain saving</li> <li>Learn about running a small business from home, and the financial aspects surrounding entrepreneurship</li> <li>Shopping with a budget and shopping list</li> <li>Make a shopping list</li> <li>Work out total cost</li> <li>Role play going to the shops or go on an outing to the shop to buy specific items.</li> </ul> <p>• <u>Participate in discussions:</u></p>

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<b>Suggested activities:</b> <b>Week 4</b> <ul style="list-style-type: none"> <li>• Health: <ul style="list-style-type: none"> <li>▪ know prevention and safety relating to HIV and AIDS</li> <li>▪ know about caring for people living with HIV and AIDS or other diseases.</li> </ul> </li> <li>○ Safety: <ul style="list-style-type: none"> <li>▪ identify physical hazards in the area and practice how to report or fix hazards.</li> <li>▪ Know how to use electricity safely</li> </ul> </li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Identify the medial sound in words</li> <li>• Build and blend words</li> <li>• Identify rhyming words</li> <li>• Identify sounds from printed text</li> <li>• Spell words correctly from memory</li> <li>• Use phonetic structures to spell</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and group words from more complex families, e.g. –tch (match; fetch; catch; ditch; patch; etc.)</li> <li>• Memorise and perform rhymes and songs and identify the rhyming words in the rhymes and songs.</li> <li>• Identify the phonic sounds taught in printed text, e.g. put a coloured marker on all the –tch words in the text.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> <li>• Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read an informative text, e.g. a recipe.</li> <li>• Read a story with a clear beginning, middle and end. Discuss the information found in each section. Use an enlarged text as an example.</li> <li>• Practice comprehension activities: include questions where learners have to name, state, identify, etc. Also do activities where the learners have to think of a title for the story (identifying the main idea).</li> </ul>



GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> <li>• Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with more than five sentences with increasing fluency, pronouncing words correctly and accurately.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read to friends and teacher.</li> <li>• Pay attention to correct pronunciation of words</li> <li>• Read with increasing fluency.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> <li>• Write words with correct spacing</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Copy and write frequently used upper case letters in joint script, e.g., S, E, D, F</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Use language structures correctly</li> <li>• Draft, write, edit and publish written work</li> <li>• Build a personal dictionary</li> <li>• Use conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Compile a shopping list.</li> <li>• Practice pronouns: identify the pronouns that refer to more than one person, e.g. us, their, they.</li> <li>• Write a short paragraph of five to six sentences about the story with the teacher's assistance, e.g. using sentence frames. Learner can copy the</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p><b>Suggested activities:</b></p> <p>sentences/write their own. Demonstrate how to write a paragraph using Shared Writing (a paragraph is sentences about an idea – not listed/numbered sentences. Edit the writing by checking punctuation and adding adjectives and adverbs.)</p> <ul style="list-style-type: none"> <li>• Practice punctuation: sentence strips and cards with the punctuation marks (capital letters, full stop, comma). Learners match the correct punctuation mark with each sentence strip.</li> <li>• Practice sentence construction: match parts of a sentence and copy/rewrite the sentence; match two sentences and add a conjunction (and). Use conjunction word cards/string to join the two sentences. More able learners can copy the sentence after the conjunction had been added. Always do the work orally and practically before doing the written activity.</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 5-6 6 hours per week	Health, Social and Environmental responsibility: Social Factors that contribute to substance abuse. Diversity: Life events and	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to texts, answer and ask questions about the text</li> <li>• Use language to perform</li> <li>• Use visual, pictorial and auditory cues to make meaning</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and answer questions related to the story</li> <li>• Participate in a role play a familiar situation</li> <li>• Sequence pictures and/or sentences and retell the story</li> <li>• Look at two pictures that are similar but have a few differences. Learners identify the similarities and differences in the pictures</li> <li>• <u>Participates in discussions, asking and answering questions</u></li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>• Social Factors that contribute to substance abuse</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
	social interactions		<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>List factors that may lead to substance abuse, such as peer pressure, community and media</li> <li>Know about rehabilitation options: where to find help, care and support</li> </ul> <b>Week 6</b> <ul style="list-style-type: none"> <li>Diversity: Life events and social interactions</li> <li>understand diverse cultures: recognise diverse cultures that enrich South African society</li> <li>respect differences: culture, religion and gender</li> <li>celebrate unity in diversity: respect difference and celebrate similarity</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>Build and blend words</li> <li>Group words into word families</li> <li>Spell words correctly from memory</li> <li>Use phonetic structures to spell</li> </ul>	<ul style="list-style-type: none"> <li>Sounds: consonant digraph in the beginning and end of words, e.g. sh (shy; short; fish; wash; etc.)</li> <li>Teach the –<i>air</i> sound (<i>air, hair, fair, pair</i>)</li> <li>Group words into word families.</li> <li>Play a phonics game, e.g. sound/word puzzles. A picture and the word that had been cut to separate the word and the picture. Learners match the word and the picture.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read books / text with teacher and answer questions</li> <li>Engage in comprehensions activities</li> </ul>	<ul style="list-style-type: none"> <li>Read different genres, e.g. a letter, fiction, nonfiction and visual text.</li> <li>Answer questions about the text, including higher order questions.</li> <li>Interpret pictures/visual cues.</li> </ul>
		<b>GROUP GUIDED READING</b>	

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> <li>• Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple books with more than five sentences with increasing fluency, pronouncing words correctly and accurately.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read simple books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read to friends and teacher.</li> <li>• Pay attention to correct pronunciation of words</li> <li>• Read with increasing fluency.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Develop directionality</li> <li>• Write letters, words and sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Develop directionality: left and right. Do practical activities, e.g. raise your left hand, touch your right knee, put the block on the left side of the table, etc. Look at a picture and say what is to the left/right of certain objects in the picture.</li> <li>• Write letters, words and sentences</li> <li>• Write words with correct spacing</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Copy and write frequently used upper case letters in joint script, e.g. G, J, L, N</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draft, write, edit and publish written work</li> <li>• Use language structures correctly</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Make a list of factors that lead to substance abuse.</li> <li>• Write a letter: demonstrate using Shared Writing and sentence frames.</li> <li>• Practice future tense: use sentence strips and word cards to change sentences into the future tense. More able learners can copy/write sentences in the future tense.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Practice past tense: match word cards in the present tense to word cards in the past tense; use sentence strips and word cards to change sentences into the past tense. More able learners can copy/write sentences in the past tense.</li> <li>Write a message on a card, e.g. a get well card.</li> <li>Build own word bank and personal dictionary</li> </ul>
Week 7-9 6 hours per week	Constitutional rights and Responsibility: Constitutional values: Democracy, Citizenship World of work: Rules to follow at work. Decision making process	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>Listen to texts, answer and ask questions about the text</li> <li>Use visual, pictorial and auditory cues to make meaning</li> <li>Use language to perform</li> <li>Use language for communication</li> <li>Participate discussions</li> <li>Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Listen to a story and answer questions related to the story</li> <li>Interpret pictures.</li> <li>Do a role play of a familiar situation/story.</li> <li><u>Participates in discussions, asking and answering questions.</u></li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>Constitutional values: Democracy, Citizenship</li> <li>understand and reflect in own words what the Constitution is</li> <li>understand democracy</li> <li>understand what it means to be a South African Citizen</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>Knowledge of the World of Work: Rules to follow at work</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>Identify the medial sound in words</li> <li>Build and blend words</li> </ul>	<ul style="list-style-type: none"> <li>Revise the sounds that have been done, e.g. –tch; sh at the beginning and end of words.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"><li>• Identify sounds from printed text</li><li>• Group words into word families</li><li>• Arrange words into alphabetical order</li><li>• Spell words correctly from memory</li><li>• Use phonetic structures to spell</li></ul>	<ul style="list-style-type: none"><li>• Circle/indicate words with the sound in printed text</li><li>• Complete words by filling in the correct sound and matching the word with the picture.</li><li>• Teach the –igh sound (<i>high, night, fight, sight, right</i>)</li><li>• Group words into sound families</li><li>• Arrange words in alphabetical order.</li></ul>
		SHARED READING	
		<ul style="list-style-type: none"><li>• Read books / text with teacher and answer questions</li><li>• Use visual cues to read graphical text</li></ul>	<ul style="list-style-type: none"><li>• Read an invitation and discuss the details on the invitation.</li><li>• Answer questions about the text, e.g. ‘What? When?’ Learners can select the word card/sentence strip with the correct answer. More able learners can write/copy the answer.</li><li>• Interpret information from a chart/timetable, e.g. reading a chart of the daily routine and discuss. Answer questions based on the chart. Include higher order questions, e.g. ‘Do you always have breakfast at 6:30? What else can you do at 15:00?’</li></ul>
		GROUP GUIDED READING	
		<ul style="list-style-type: none"><li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li><li>• Read known and unknown words</li></ul>	<ul style="list-style-type: none"><li>• Read simple books with more than five sentences with increasing fluency, pronouncing words correctly and accurately.</li></ul>
INDEPENDENT READING			

GRADE 5 WITH DIFFERENTIATION TERM 1			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Read simple books independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read to friends and teacher.</li> <li>• Pay attention to correct pronunciation of words</li> <li>• Read with increasing fluency.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> <li>• Write words with correct spacing</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Copy and write frequently used upper case letters in joint script, e.g. K, O, P, R</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Use language structures correctly</li> <li>• Draft, write, edit and publish written work</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Revise present, past and future tense, e.g. learners match the word cards with the tense with a sentence strips (They will ride to school. – Future tense/Tomorrow); match verb word cards, e.g. drink – drank; identify words in the past tense using a marker/circle/underline; rewrite/copy sentences into the different tenses.</li> <li>• Write a story of five to six sentences on a familiar topic/picture. Use a word bank with possible words. Remind learners to plan their story, write it in a paragraph and that their story must have a beginning, middle and end.</li> <li>• Practice subject-verb agreement: use sentence strips with different choices of the verb and learners indicate the correct word for the sentence, e.g. I <b>want</b>/wants ice cream.</li> <li>• Write an invitation to an event, e.g. birthday party. Plan before writing.</li> <li>• Build own word bank and personal dictionary</li> </ul>

## GRADE 5 TERM 1

### Week 10: Assessment

<p><b>Suggested assessment goals</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen attentively to questions and give answer and reasons for answer</li><li>• Listen to instructions and responds appropriately</li><li>• Listen to announcements and respond appropriately</li><li>• Talk about personal experiences: tell news</li><li>• Listen without interrupting, taking turns to speak</li><li>• Participate in a role play</li><li>• Use pictures and visual cues to make meaning</li><li>• Identify similarities and differences</li></ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"><li>• Identify letter- sound relationship of all single letters.</li><li>• Identify the medial sound in words</li><li>• Group taught words into sound families.</li><li>• Identify sounds from printed text</li><li>• Spell words correctly from memory</li><li>• Use phonetic structures to spell</li></ul>	<p><b>Suggested assessment goals</b></p> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Read books / text with teacher and answer questions</li><li>• Engage in comprehension activities</li></ul> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Read known and unknown words</li></ul> <p><b>HANDWRITING:</b></p> <ul style="list-style-type: none"><li>• Write letters, words and sentences</li><li>• Write words with correct spacing</li><li>• Develop directionality</li><li>• Write letters, words and sentences correctly</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Draft, write, edit and publish written work</li></ul>
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GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 6 hours per week	Development of Self in Society: Goal setting skills Career choices and opportunities	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Use language for communication</li> <li>• Make an oral presentation</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories for longer period with enjoyment</li> <li>• Make an oral presentation, e.g. have a pretend television interview.</li> <li>• <u>Participate in discussions:</u></li> </ul> <p><b>Week 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• Goal Setting Skills</li> <li>• revise asking for help, problem solving and decision making.</li> <li>• relate why I must set goals</li> <li>• set SMART goals: practice to set goals that are</li> <li>• specific</li> <li>• measurable</li> <li>• attainable</li> <li>• realistic</li> <li>• time bound</li> <li>• know how to reward self for successes along the way and for goals achieved</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Build and blend words</li> <li>• Identify sounds from printed text</li> <li>• Group words into sound families</li> <li>• Arrange words into alphabetical order</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the sounds that have been done, e.g. –tch; sh at the beginning and end of words.</li> <li>• Circle/indicate words with the sound in printed text</li> <li>• Complete words by filling in the correct sound and matching the word with the picture.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"><li>• Spell words correctly from memory</li><li>• Use phonetic structures to spell</li></ul>	<ul style="list-style-type: none"><li>• Group words into sound families</li><li>• Arrange two words in alphabetical order</li></ul>
		SHARED READING	
		<ul style="list-style-type: none"><li>• Read books / text with teacher and answer questions</li><li>• Engage in comprehension activities</li></ul>	<ul style="list-style-type: none"><li>• Read nonfiction text and answer questions about the text.</li><li>• Read a newspaper article and discuss. Include higher order questions, e.g. questions about cause and effect.</li><li>• Looks at and find information from the picture.</li><li>• Answer comprehension questions, e.g. 'Where?', 'What?', 'How long?' 'Why?' 'Who?' Learners choose the correct sentences strip to answer the questions. More able learners can write the answer to the questions.</li></ul>
		GROUP GUIDED READING	
		<ul style="list-style-type: none"><li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li><li>• Read known and unknown words</li></ul>	<ul style="list-style-type: none"><li>• Use sight words, phonics, contextual and analysis decoding skills when reading</li><li>• Read simple books with increasing fluency, pronouncing words correctly and accurately.</li></ul>
		INDEPENDENT READING	
		<ul style="list-style-type: none"><li>• Read simple books independently</li></ul>	<ul style="list-style-type: none"><li>• Read to friends and teacher.</li><li>• Pay attention to correct pronunciation of words</li><li>• Read with increasing fluency.</li><li>• Read with expression and intonation</li></ul>
		HANDWRITING	

GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> <li>• Write words with correct spacing</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Copy and write upper case letters in joint script, e.g. U, V, Q, Y, Z, X</li> <li>• Copy and write words and sentences correctly in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Use language structures correctly</li> <li>• Draft, write, edit and publish written work</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Practice punctuation: use a comma to separate items.</li> <li>• Practice prepositions: do a practical activity, e.g. hide an object (hat, toy, shoe, etc.) somewhere in the class. Ask: 'Where is the hat?' and learners guess where it is (in the cupboard/behind the door/under the table, etc.). Give the learners sentence strips where the preposition has been left out. They complete the sentences by placing preposition word cards in the open spaces of the sentence.</li> <li>• Revise past tense, e.g. show pictures of action verbs and learners respond by starting each sentence with 'Yesterday.....' (watch – Yesterday I watched a game.)</li> <li>• Revise future tense.</li> <li>• Practice adjectives: learners complete sentences with adjectives on word cards/matching an adjective with a noun/identifying the adjective in a sentence with a marker/circle/underline. Write a short description using adjectives. Teacher can provide a word bank of possible describing words.</li> <li>• Write a short recount of personal news of five to six sentences.</li> <li>• Build own word bank and personal dictionary</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 3-4 6 hours per week	Health, Social and Environmental Responsibility: Basic First Aid in different situations	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to texts, answer and ask questions about the text</li> <li>• Use language to understand concepts</li> <li>• Use language to perform</li> <li>• Analyse, compare and contrast information</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and answer questions about the story.</li> <li>• Interpret pictures to develop conceptual knowledge, e.g. colour, size, shape, time, age, sequence, direction, etc.</li> <li>• Do a role play about a familiar situation/story.</li> <li>• Analyse, compare and contrast information, e.g. match pictures and words that belong together.</li> </ul> <p><u>Participates in discussions, asking and answering questions:</u></p> <ul style="list-style-type: none"> <li>• Basic First Aid in different situations:</li> <li>• know when and how to ask for help, and who to ask (at school and at home)</li> <li>• dial the emergency numbers and report a problem clearly, or for non-verbal learners, have a plan to report an emergency.</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Build and blend words</li> <li>• Group words into word families</li> <li>• Identify sounds from printed text</li> <li>• Arrange words into alphabetical order</li> <li>• Spell words correctly from memory</li> <li>• Use phonetic structures to spell</li> </ul>	<ul style="list-style-type: none"> <li>• Practice sound: vowel digraphs, e.g. –oa- (road; goat; float; throat; toad; etc.)</li> <li>• Match pictures and words/fill in the missing sounds in words</li> <li>• Group words into word families.</li> <li>• Identify sounds in printed text.</li> <li>• Build words using letter cards.</li> <li>• Put at least three words into alphabetical order</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read different genres, e.g. fiction, nonfiction, letters, diary entries, invitations, recipes, etc.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>Answer questions relating to cause and effect.</li> <li>Answer questions about the text.</li> <li>Look at and find information from the picture.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> <li>Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Read short stories.</li> <li>Use sight words, phonics, contextual and analysis decoding skills when reading</li> <li>Read with increasing fluency and speed, pronouncing words correctly and accurately.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read short stories independently</li> </ul>	<ul style="list-style-type: none"> <li>Read to friends and teacher.</li> <li>Pay attention to correct pronunciation of words</li> <li>Read with increasing fluency and speed</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Write letters, words and sentences</li> <li>Write words with correct spacing</li> <li>Continue writing learnt words and sentences independently</li> <li>Forms all lower and upper case letters correctly in joint script.</li> <li>Copy and write words and sentences correctly in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Use language structures correctly</li> <li>Draft, write, edit and publish written</li> </ul>	<ul style="list-style-type: none"> <li>Revise present, past and future tense.</li> <li>Practice conjunctions: join two sentences using conjunctions.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		work • Build a personal dictionary	<ul style="list-style-type: none"> <li>• Revise the use of adjectives, e.g. choosing the best adjective to complete a sentence/writing a description using adjectives.</li> <li>• Recognise and use different sentence types, e.g. statement</li> <li>• Write a dialogue with the teacher's assistance.</li> <li>• Write a story of five to six sentences. Remember to plan and edit the story.</li> <li>• Use capital letters, full stop and comma correctly.</li> <li>• Build own word bank and personal dictionary.</li> </ul>
Week5-6 6 hours per week	Health, Social and Environmental Responsibility: Environmental Health Issues and Safety in and around the house Constitutional rights and Responsibility (Democracy and Human Rights):	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to texts, answer and ask questions about the text</li> <li>• Use visual, pictorial and auditory cues to make meaning</li> <li>• Use language imaginatively</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories/poems/nonfiction/etc. and answer questions about the text.</li> <li>• Interpret pictures.</li> <li>• Listen to riddles and compose own riddles with the teacher's assistance.</li> <li>• Make an oral presentation about a given topic.</li> <li>• <u>Participate in discussions:</u></li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>• Safety in and around the house</li> <li>• Harmful household products and medication</li> <li>• Identify general household items that can be harmful, e.g. cleaning chemicals like Jik / Handy Andy</li> <li>• Know how to store them safely</li> <li>• Know not to eat or drink things that are not food</li> <li>• Know how to store medication safely</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
	Human Rights Violations, Gender Equity		<ul style="list-style-type: none"> <li>• Fire safety</li> <li>• Revise “Learn not to Burn”</li> </ul> <b>Week 6</b> <ul style="list-style-type: none"> <li>• Discuss human Rights Violations, Gender Equity</li> <li>• human rights &amp; human rights violations.</li> <li>• understand that with rights come responsibilities</li> <li>• understand what human rights violations are</li> <li>• gender equity</li> <li>• know what gender equity is</li> <li>• know what gender-based violence is</li> <li>• know sources of help for victims: safety for girls and women</li> <li>• Dealing with unfairness and bullying</li> <li>• UIF, Tax, Social Grants, Trade Unions, Medical Aid, Pension</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise that sounds can be represented by different spelling</li> <li>• Recognise rhyming words</li> <li>• Recognise synonyms</li> <li>• Arrange words into alphabetical order</li> <li>• Spell words correctly from memory</li> <li>• Use phonetic structures to spell</li> </ul>	<ul style="list-style-type: none"> <li>• Sound: silent e words (rose; nose; time; line; tube; etc.)</li> <li>• Recognise rhyming words, e.g. fly – high; cry – tie; etc.</li> <li>• Recognise synonyms, e.g. use pictures and ask learners to select a describing word that links with the picture. Are there any other words that mean the same as the given word? Learners choose words from given word cards.</li> <li>• Arrange four words into alphabetical order. Provide the word cards and learners arrange the cards correctly. More able learners can do a written activity to arrange words into alphabetical order. Make sure that there is an alphabet frieze on display in the classroom.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> <li>• Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read different types of text, e.g. folklore/poem/nonfiction, etc. and answer questions about the text.</li> <li>• Use information from a graphical text to answer questions, e.g. looking at pictures and answering questions about it.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> <li>• Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read short stories.</li> <li>• Use sight words, phonics, contextual and analysis decoding skills when reading.</li> <li>• Read with increasing fluency and speed, pronouncing words correctly and accurately.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read short stories independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read to friends and teacher.</li> <li>• Read with increasing fluency and speed using correct pronunciation.</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> <li>• Write words with correct spacing</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Forms all lower and upper case letters correctly in joint script.</li> <li>• Copy and write words and sentences correctly in joint script.</li> <li>• Write neatly, with confidence and speed, in joint script.</li> </ul>
		<b>WRITING</b>	



GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Use language structures correctly</li> <li>• Recognise antonyms</li> <li>• Draft, write, edit and publish written work</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Revise punctuation, e.g. correct the punctuation in a sentence. Use punctuation 'flags' (square piece of paper folded diagonally and pasted, leaving one end open to fit onto the pencil) with different punctuation marks. Teacher calls out a sentence and the learners choose the correct punctuation flag to put on their pencils which they hold up in the air.</li> <li>• Use information from pictures to complete a short text of three to five sentences. More able learners can write the text using words from a word bank.</li> <li>• Recognise nouns in a text. Learners must also be able to give the plural forms of nouns.</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 7-9	Constitutional rights and Responsibility (Democracy and Human Rights)	<b>LISTENING AND SPEAKING</b>	
6 hours per week	World of work: Documentation that I need. Safety Signs, PPE (Personal Protective Equipment)	<ul style="list-style-type: none"> <li>• Listen to text, answer and ask questions about the text</li> <li>• Use visual, pictorial and auditory cues to make meaning</li> <li>• Sequence pictures</li> <li>• Make an oral presentation</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and poems and identify the main idea, details and sequence of events</li> <li>• Answer questions and give reasons for answer. Express an opinion about a text.</li> <li>• Use visual cues to develop concepts.</li> <li>• Sequence pictures/sentences from a story.</li> <li>• Make an oral presentation about a given topic.</li> <li>• <u>Participate in discussions:</u></li> <li>• <b>Week 7</b></li> <li>• Know about and know the advantages of:</li> <li>• UIF</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Tax</li> <li>• Social Grants</li> <li>• Medical Aid</li> <li>• Pension</li> <li>• WCA / Injury on Duty</li> <li>• Trade Unions</li> </ul> <ul style="list-style-type: none"> <li>• <b>Week 8</b></li> <li>• Documentation that I need: ID, Bank account, Disability grant, CV; filling in form with personal details</li> <li>• Safety Signs, PPE (Personal Protective Equipment)</li> <li>• Can fill in a form with basic personal information</li> <li>• Know what documentation is needed as an adult: ID, Bank account, Disability grant, SARS registration, UIF registration</li> <li>• Draw up a CV</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Build and blend words</li> <li>• Break up words in syllables</li> <li>• Recognise antonyms</li> <li>• Spell words correctly from memory</li> <li>• Use phonetic structures to spell</li> </ul>	<ul style="list-style-type: none"> <li>• Sounds: consonant blend at the end of a word to form a word, e.g. –ng (sing; ring; thing; bring; bang; etc.)</li> <li>• Build word using letter cards and is able to sound the word.</li> <li>• Break multisyllabic words into separate syllables, e.g. to/get/her; fol/low; ex/pe/ri/ment; etc. Give the words to the learners and learners cut the word into the correct parts. Afterwards, they can match the different parts to build the word.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Recognise antonyms, e.g. use pictures and word cards. Learners select the pictures that are the opposite of each other and match the word cards with each of the pictures (big/small; long/short; thick/thin; etc.)</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> <li>• Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of material, e.g. fiction, nonfiction, poems, letters, etc.</li> <li>• Answer question about the text, including higher order questions.</li> <li>• Use key words to find information in text, e.g. read the labels of a picture to find the information about the label.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> <li>• Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read short stories.</li> <li>• Use sight words, phonics, contextual and analysis decoding skills when reading.</li> <li>• Read with increasing fluency and speed, pronouncing words correctly and accurately.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read short stories independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read to friends and teacher.</li> <li>• Read with increasing fluency and speed using correct pronunciation</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> <li>• Write words with correct spacing</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Forms all lower and upper case letters correctly in joint script.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 2			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Copy and write words and sentences correctly in joint script.</li> <li>• Write neatly, with confidence and speed, in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Use language structures correctly</li> <li>• Draft, write, edit and publish written work</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Revise adjectives, e.g. learners recognise adjectives in printed media.</li> <li>• Write a paragraph of three to five sentences about a picture/familiar topic.</li> <li>• Make a poster. Use pictures/word cards/word bank. Learners can work together in group to plan and execute their plan. Display the posters in the class/school.</li> <li>• Use punctuation correctly (capital letters, full stop, comma and question mark)</li> <li>• Revise present, past and future tense.</li> <li>• Revise subject-verb agreement, e.g. 'It <u>is</u>/are a hot day.'</li> <li>• Build own word bank and personal dictionary</li> </ul>

## GRADE 5 TERM 2

### Week 10: Assessment

<p><b>Suggested assessment goals</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen to stories and answer questions about the story</li><li>• Analyse, compare and contrast information</li><li>• Make an oral presentation</li><li>• Use language imaginatively</li><li>• Participate in discussions</li></ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"><li>• Group words into sound families</li><li>• Recognise rhyming words</li><li>• Recognise synonyms</li><li>• Arrange words into alphabetical order</li><li>• Spell words correctly from memory</li><li>• Use phonetic structures to spell</li><li>• Break up words in syllables</li></ul>	<p><b>Suggested assessment goals</b></p> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Read books / text with teacher and answer questions</li><li>• Engage in comprehension activities</li></ul> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Read known and unknown words</li><li>• Read short stories.</li></ul> <p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"><li>• Read short stories independently</li><li>• Read to friends and teacher.</li><li>• Read with increasing fluency and speed using correct pronunciation</li></ul> <p><b>HANDWRITING:</b></p> <ul style="list-style-type: none"><li>• Write letters, words and sentences</li><li>• Write words with correct spacing</li><li>• Develop directionality</li><li>• Write letters, words and sentences correctly</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Draft, write, edit and publish written work</li><li>• Recognise antonyms</li></ul>
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GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 6 hours per week	Development of Self in Society: Options available for my future Health, Social and Environmental Responsibility: Dealing with stress	<ul style="list-style-type: none"> <li>• Listen to test, answer and ask questions about the story</li> <li>• Sequence pictures/sentences</li> <li>• Use language to understand concepts</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Listen to stories and answer questions about it</li> <li>• Sequence sentences and retell the story</li> <li>• Memorise and perform a poem</li> <li>• <u>Participates in discussions:</u></li> </ul> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>○ Options available for my future:</li> <li>○ explore options available for my future</li> <li>○ Goal setting for my future</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>▪ Dealing with stress:</li> <li>▪ Know and explain what stress is</li> <li>▪ Practice relaxation techniques</li> <li>▪ Learn other positive ways of dealing with stress – exercise, healthy diet, positive thinking, and constructive use of free time.</li> <li>○ Constructive free time:             <ul style="list-style-type: none"> <li>▪ Explain what free time is</li> <li>▪ List good ways of spending free time i.e. Constructive free time.</li> <li>▪ List bad ways of spending free time (e.g. Sleeping too much, watching TV the whole day, hanging around the street and</li> </ul> </li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<p>looking for trouble)</p> <ul style="list-style-type: none"> <li>Learn to play at least three low cost, traditional games.</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>Build and blend words</li> <li>Break up words in syllables</li> <li>Spell words correctly from memory</li> <li>Use phonetic structures to spell</li> <li>Recognise antonyms</li> <li>Recognise synonyms</li> </ul>	<ul style="list-style-type: none"> <li>Revise the sounds done in term 2 (silent e; consonant blend at the end of a word)</li> <li>Build word using letter cards and is able to sound the word.</li> <li>Break multisyllabic words into separate syllables, e.g. to/get/her; fol/low; ex/pe/ri/ment; etc. Give the words to the learners and learners cut the word into the correct parts. Afterwards, they can match the different parts to build the word.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read books / text with teacher and answer questions</li> <li>Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information from a graphical text, e.g. the information on a notice board/chart. Read and answer questions about the text.</li> <li>Read a variety of genres, e.g. fiction, nonfiction, folklore, poem, letters, newspaper articles, comic strips, etc. and answer questions including higher order questions.</li> <li>Identify synonyms and antonyms in text.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read books at their own level focusing on skills involved in group reading such as turn-taking, following, remaining on track.</li> </ul>	<ul style="list-style-type: none"> <li>Read short stories</li> <li>Use sight words, phonics, contextual and analysis decoding skills when reading</li> <li>Read with increasing fluency and speed, pronouncing words correctly and accurately</li> </ul>
		<b>INDEPENDENT READING</b>	

GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Read short stories independently Finds information independently or in pairs from level-appropriate non-fiction text</li> </ul>	<ul style="list-style-type: none"> <li>• Read to friends and teacher.</li> <li>• Read with increasing fluency and speed using correct pronunciation</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> <li>• Write words with correct spacing</li> <li>• Continue writing learnt words and sentences independently</li> <li>• Forms all lower and upper case letters correctly in joint script.</li> <li>• Copy and write words and sentences correctly in joint script.</li> <li>• Write neatly, with confidence and speed, in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Organise information</li> <li>• Draft, write, edit and publish written work</li> <li>• Use language structures correctly</li> <li>• Identify homophones</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write a diary entry, e.g. about an event/experience.</li> <li>• Write own news of three to five sentences with the teacher's assistance.</li> <li>• Discuss the different sentence types, e.g. statement and a question. Give practical examples using sentence strips and focus on the attributes of each sentence type.</li> <li>• Revise: subject-verb agreement; synonyms; punctuation, pronouns and conjunctions.</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 3-4	Health, Social	<b>LISTENING AND SPEAKING</b>	



GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
6 hours per week	and Environmental Responsibility: Orientation to my town Constitutional rights and Responsibility (Democracy and Human Rights): Cultural Diversity	<ul style="list-style-type: none"> <li>• Listen to texts, answer and ask questions about the text</li> <li>• Use language to perform</li> <li>• Participate in discussions</li> <li>• Use language for communication</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a story and answer questions about it.</li> <li>• Role play an interview, e.g. interview a person from the fire brigade</li> <li>• <u>Participate in discussions:</u> <p><b>Week 3:</b></p> <ul style="list-style-type: none"> <li>○ Orientation to my town, finding the police station, hospital, fire brigade, Social Development, store, house etc.</li> <li>○ The learner is able to find their way to : <ul style="list-style-type: none"> <li>▪ home</li> <li>▪ to school</li> <li>▪ to the police station,</li> <li>▪ to the hospital / clinic,</li> <li>▪ to the fire brigade,</li> <li>▪ to the Social Development / Home Affairs office</li> <li>▪ to the store and to other important places in town.</li> </ul> </li> <li>○ Using a map <ul style="list-style-type: none"> <li>▪ Identify basic symbols used on a map of the local area</li> <li>▪ Identify streets, railway line, rivers</li> </ul> </li> </ul> <p><b>Week 4:</b></p> <ul style="list-style-type: none"> <li>○ Cultural Diversity: Introduction to other religions, cultures</li> </ul> </li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Build and blend words</li> <li>• Group words into word families</li> <li>• Break up words into syllables</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between long and short vowels, e.g. mat – mate; tub – tube; hen – heel; etc.</li> <li>• Group words into word families.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
		<ul style="list-style-type: none"> <li>• Arrange words into alphabetical order</li> <li>• Spell words correctly from memory</li> <li>• Use phonetic structures to spell</li> </ul>	<b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Break multisyllabic words into separate syllables, e.g. cut words into syllables.</li> <li>• Arrange at least five words into alphabetical order.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> <li>• Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret information from a graphical text, e.g. a diagram/map and answer questions about it.</li> <li>• Read a variety of texts, e.g. stories, letters, email; advertisements and answer questions about the text, including higher order questions.</li> <li>• Thinking and reasoning: Read questions and decide whether the answer is yes/no, e.g. 'Do you think a T-shirt can make you run fast?'</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read aloud from own book</li> <li>• Read different genres</li> <li>• Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read text from different genres, e.g. stories, poems, letters, etc.</li> <li>• Use sight words, phonics, contextual and analysis decoding skills when reading</li> <li>• Read with increasing fluency, speed and with correct voice intonation, pronouncing words correctly and accurately.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read independently</li> <li>• Read to find information</li> </ul>	<ul style="list-style-type: none"> <li>• Read with comprehension to find specific information on a topic.</li> <li>• Pay attention to correct pronunciation of words</li> <li>• Read with increasing fluency, speed and intonation.</li> </ul>
		<b>HANDWRITING</b>	

GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Write letters, words and sentences</li> <li>Write words with correct spacing</li> <li>Forms all lower and upper case letters correctly in joint script.</li> <li>Copy and write words and sentences correctly in joint script.</li> <li>Write neatly, with confidence and speed, in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>Use language structures correctly</li> <li>Draft, write, edit and publish written work</li> <li>Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Present progressive tense, e.g. 'They are <b>watching</b> TV.' Give instructions and learners respond physically (if possible), e.g. Teacher says: 'Stand up.' Learners stand up and say: 'I am standing up.' Repeat with several other actions, e.g. touch your nose/play the piano (pretend to play the piano)/cook/talk on the phone/etc.</li> <li>Recognise and use different sentence types, e.g. statement and questions.</li> <li>Revise conjunctions; synonyms, antonyms, verbs (including past tense); prepositions; punctuation (capital letters, full stop, comma and question mark).</li> <li>Write a short personal text, e.g. a letter during Shared Writing</li> <li>Build own word bank and personal dictionary</li> </ul>
Week 5-6 6 hours per week	Constitutional rights and Responsibility (Democracy and Human Rights): Understanding	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>Listen to texts, answer and ask questions about the text</li> <li>Make an oral presentation</li> <li>Use language for communication</li> <li>Participate in discussions</li> <li>Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and give an opinion about the story, e.g. 'Did you enjoy the story? Why?'</li> <li>Role play a job interview</li> <li><u>Participates in discussions</u></li> </ul> <p><b>Week 5</b></p>

GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
	discrimination World of work: Develop interview skills		<ul style="list-style-type: none"> <li>Understand and explain what violation of personal rights is i.e. discrimination, stereotype and bias</li> <li>Know how to respond to violations of personal rights: ways to protect self and others from violations and where to find help.</li> </ul> <p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>Develop interview skills : practice going for a job interview</li> <li>Understand the job seeking process</li> <li>Know why must I go for an interview</li> <li>Practice answering basic interview questions</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>Build and blend words</li> <li>Recognise onset and rime in more complex patterns</li> <li>Spell words correctly from memory</li> <li>Use phonetic structures to spell</li> <li>Recognise homophones</li> </ul>	<ul style="list-style-type: none"> <li>Practice sounds: -silent b (comb; climb; crumb; lamb); silent w (wreck; wrestle; wriggle)</li> <li>Match words and pictures.</li> <li>Recognise onset and rime, e.g. dr-eam – cr-eam; bl-ack – cl-ack; str-eet – f-eet; etc.</li> <li>Recognise homophones, e.g. hair – hare; stair – stare. The words are pronounced in the same way, but the spelling is different.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>Read books / text with teacher and answer questions</li> <li>Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>Read a variety of texts, e.g. poems and discuss it.</li> <li>Express whether the poem was liked and is able to justify the answer.</li> <li>Use a dictionary to find new vocabulary and their meanings</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read aloud from own book</li> <li>• Read different genres</li> <li>• Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read text from different genres, e.g. stories, poems, letters, etc.</li> <li>• Use sight words, phonics, contextual and analysis decoding skills when reading</li> <li>• Read with increasing fluency, speed and with correct voice intonation, pronouncing words correctly and accurately.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of texts with comprehension</li> <li>• Read with increasing fluency, speed and intonation using correct pronunciation</li> <li>• Find information independently or in pairs from level-appropriate non-fiction text</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> <li>• Write words with correct spacing</li> <li>• Forms all lower and upper case letters correctly in joint script.</li> <li>• Copy and write words and sentences correctly in joint script.</li> <li>• Write neatly, with confidence and speed, in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draft, write, edit and publish written work</li> <li>• Use language structures correctly</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Draft, write and edit a story of five to ten sentences using adjectives, correct punctuation and knowledge of words learnt.</li> <li>• Write a short recount of five to ten sentences with the teacher's assistance.</li> <li>• Revise prepositions, sentence types, verbs, plurals of nouns and conjunctions.</li> <li>• Use punctuation correctly (capital letters, full stop, comma, question mark and exclamation mark)</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Build own word bank and personal dictionary</li> </ul>
Week 7-9 6 hours per week	World of work: Time management skills Pricing and accounting	<ul style="list-style-type: none"> <li>• Listen to texts, answer and ask questions about the text</li> <li>• Use visual, pictorial and auditory cues to make meaning</li> <li>• Analyse, compare and contrast information</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Listen to stories, poems and songs and answer questions, including questions about cause and effect.</li> <li>• Look at pictures and answer questions about it.</li> <li>• Sequence pictures/sentences and retell the story.</li> <li>• Identify similarities and differences in two pictures (Spot the difference).</li> <li>• <u>Participate in discussions:</u></li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>• Time Management Skills:</li> <li>• Find ways to organise work tasks</li> <li>• Know how to use time effectively and efficiently</li> <li>• Understand and practise your accountability in carrying out responsibilities.</li> <li>• Understand and practise that all work must be done accurately, correctly and at the correct speed.</li> <li>• Understanding leave, working times, discipline at the workplace</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>• Pricing and accounting</li> <li>• Understand the basic concept of accounting: keeping a record of money in and money out</li> <li>• Build a filing system to keep slips</li> <li>• Do basic pricing</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>Find the cost of various items that are used / purchased regularly</li> <li>Find the cost of the materials used to produce items in the skill being taught. Know the costing formula</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>What to do when I earn a salary.               <ul style="list-style-type: none"> <li>Know to keep money safe</li> <li>Know not to spend it all on luxuries</li> <li>Keep to a budget</li> <li>Know that buying on credit or borrowing money is costly</li> <li>Know that I can only spend what I earn</li> <li>Know about saving and how to save</li> </ul> </li> <li>Minimum wage               <ul style="list-style-type: none"> <li>Know what minimum wage is</li> <li>Know of the right to choose to work for less (e.g. volunteering / to gain experience)</li> </ul> </li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>Recognise and use prefixes</li> <li>Arrange words into alphabetical order</li> <li>Spell words correctly from memory</li> <li>Use phonetic structures to spell</li> <li>Recognise homophones</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use prefixes, e.g. <b>un</b>healthy; <b>over</b>work; <b>super</b>market; etc.</li> <li>Arrange at least six words into alphabetical order.</li> <li>Recognise homophones, e.g. read – reed; meat – meet; etc.. The words are pronounced in the same way, but the spelling is different.</li> </ul>
		<b>SHARED READING</b>	

GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> <li>• Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read a programme for an event and identify the key details by answering questions, e.g. what time will the event start?/what happens at 13:20?/etc.</li> <li>• Read a newspaper article and identify details, e.g. finding words (scanning)</li> <li>• Interpret a graphical text, e.g. map.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read aloud from own book</li> <li>• Read different genres</li> <li>• Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read text from different genres, e.g. stories, poems, letters, etc.</li> <li>• Use sight words, phonics, contextual and analysis decoding skills when reading</li> <li>• Read with increasing fluency, speed and with correct voice intonation.</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of texts with comprehension</li> <li>• Read with increasing fluency, speed and intonation using correct pronunciation</li> <li>• Find information independently or in pairs from level-appropriate non-fiction text</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Form letters and words correctly</li> <li>• Maintain uniformity and alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Continue writing learnt words and sentences independently</li> <li>• Forms all lower and upper case letters correctly in joint script.</li> <li>• Copy and write words and sentences correctly in joint script.</li> <li>• Write neatly, with confidence and speed, in joint script.</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draft, write, edit and publish written work</li> <li>• Use language structures correctly</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a story and write a suitable end for the story.</li> <li>• Revise pronouns, nouns and adjectives, e.g. fill in the missing words in a sentence/matching word cards and/or pictures of nouns and adjectives.</li> <li>• Use punctuation (capital letters, full stop, comma, question mark and exclamation</li> </ul>



GRADE 5 WITH DIFFERENTIATION TERM 3			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES
			<p><b>Suggested activities:</b></p> <p>mark).</p> <ul style="list-style-type: none"> <li>• Shared Writing: complete a form</li> <li>• Plan the writing of a story using a mind map/story planner (story board) before writing the story of five to ten sentences.</li> <li>• Build own word bank and personal dictionary</li> </ul>

## GRADE 5 TERM 3

### Week 10: Assessment

<p><b>Suggested assessment goals</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen to stories and answer questions about it</li><li>• Sequence sentences and retell the story</li><li>• Memorise and perform a poem</li></ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"><li>• Build and blend words</li><li>• Break up words in syllables</li><li>• Spell words correctly from memory</li><li>• Use phonetic structures to spell</li><li>• Recognise antonyms</li><li>• Recognise synonyms</li></ul> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Read short stories</li><li>• Use sight words, phonics, contextual and analysis decoding skills when reading</li><li>• Read with increasing fluency and speed, pronouncing words correctly and accurately</li><li>• Read aloud from own book</li><li>• Read different genres</li></ul>	<p><b>Suggested assessment goals</b></p> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Engage in comprehension activities</li></ul> <p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"><li>• Read short stories independently</li><li>• Read to friends and teacher.</li><li>• Read with increasing fluency and speed using correct pronunciation</li></ul> <p><b>HANDWRITING:</b></p> <ul style="list-style-type: none"><li>• Write words with correct spacing</li><li>• Develop directionality</li><li>• Write letters, words and sentences correctly</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Draft, write, edit and publish written work</li><li>• Recognise antonyms</li><li>• Organise information</li><li>• Use language structures correctly</li><li>• Identify homophones</li></ul>
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- Read known and unknown words

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
Week 1-2 6 hours per week	Development of Self in Society: Basic problem solving at home and in the community Volunteerism	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to text and answer questions</li> <li>• Use language imaginatively</li> <li>• Make an oral presentation</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for detail in a story and answer open-ended questions</li> <li>• Use language imaginatively, e.g. tells jokes and riddles.</li> <li>• Plan and make an oral presentation</li> <li>• <u>Participates in discussions:</u></li> </ul> <p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>○ Basic Problem Solving at home and in the community</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>○ Volunteerism: <ul style="list-style-type: none"> <li>▪ Understand what it means to volunteer - individual and community responsibility</li> <li>▪ Know different types of volunteer activities: helping in my community; helping those less privileged.</li> </ul> </li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise and use prefixes</li> <li>• Arrange words into alphabetical order</li> <li>• Recognise homophones</li> <li>• Break down multi-syllabic words into separate syllables</li> <li>• Identify and recognise rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use prefixes, e.g. <b>un</b>lucky; <b>over</b>heard; <b>multi</b>media; etc.</li> <li>• Arrange at least six words into alphabetical order.</li> <li>• Recognise homophones, e.g. read – reed; meat – meet; etc.. The words are pronounced in the same way, but the spelling is different.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		in a poem	
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> <li>• Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read text and identify key details.</li> <li>• Read different texts, e.g. nonfiction, fiction, poems</li> <li>• Express whether a story was liked and justify the answer</li> <li>• Engage in comprehension activities related to the text that was read, e.g. answer questions; select the correct answer; underline/circle the correct answer, etc.</li> <li>• Use a dictionary to find new vocabulary and their meanings</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read aloud from own book</li> <li>• Read different genres</li> <li>• Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Read text from different genres, e.g. stories, poems, letters, etc.</li> <li>• Use sight words, phonics, contextual and analysis decoding skills when reading</li> <li>• Read with increasing fluency, speed and correct voice intonation, pronouncing words correctly and accurately.</li> <li>• Play word games that draw on reading and vocabulary knowledge and skills</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of texts with comprehension</li> <li>• Read with increasing fluency, speed, expression and intonation using correct pronunciation</li> <li>• Find information independently or in pairs from level-appropriate non-fiction text</li> </ul>
		<b>HANDWRITING</b>	

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Form letters and words correctly</li> <li>• Maintain uniformity and alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Continue writing learnt words and sentences independently</li> <li>• Forms all lower and upper case letters correctly in joint script.</li> <li>• Copy and write words and sentences correctly in joint script.</li> <li>• Write neatly, with confidence and speed, in joint script.</li> <li>• Experiments using a pen for writing</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Analyse, compare and contrast information</li> <li>• Use language structures correctly</li> <li>• Draft, write, edit and publish written work</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Use information from a graph to complete/write a short text.</li> <li>• Revise the different sentence types, e.g. teacher gives the learners sentence strips with the different sentence types. She puts up a word card, e.g. 'Statement / Question / Command'. Learners select the sentence strip that is a statement and hold it up./match the sentence type word card with the sentence.</li> <li>• Revise punctuation; conjunctions;</li> <li>• Revise past tense, e.g. matching present and past tense word cards, completing sentences with verbs in the past tense/indicating the correct past tense word in a sentence, etc.</li> <li>• Write own news using the past tense</li> <li>• Build own word bank and personal dictionary</li> </ul>
Week 3-4 6 hours per week	Health, Social and Environmental Responsibility: Health and	<b>LISTENING AND SPEAKING</b>	
		<ul style="list-style-type: none"> <li>• Listen to stories and answer questions</li> <li>• Analyse, compare and contrast information</li> <li>• Use language for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories, nonfiction, poems, letters, etc. and identify the key details. Answer open-ended and higher order questions about the text</li> <li>• Describe themselves using descriptive language, gestures and facial expressions.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
	Safety issues; Basic First Aid and Health Risks	<ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and differences, e.g. comparing two pictures that are similar (spot the difference)</li> <li>• <u>Participate in discussions:</u> Health and Safety issues: Basic First Aid and Health Risks <ul style="list-style-type: none"> <li>○ revise hiv &amp; aids and other communicable diseases and how to protect yourself.</li> <li>○ make a basic first aid kit, and practice how to use the items.</li> <li>○ Basic first aid <ul style="list-style-type: none"> <li>▪ know to wear gloves when tending to wounds.</li> <li>▪ know how to tend to different types of injuries</li> </ul> </li> <li>○ health risks <ul style="list-style-type: none"> <li>▪ identify risky behaviour in different situations</li> </ul> </li> </ul> </li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise and use suffixes</li> <li>• Arrange words into alphabetical order</li> <li>• Spell words correctly from memory</li> <li>• Use phonetic structures to spell</li> <li>• Recognise synonyms</li> <li>• Recognise antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and use suffixes, e.g. <b>childish</b>; <b>worker</b>; <b>helpful</b>; etc.</li> <li>• Join letters alphabetically to form a picture.</li> <li>• Extend vocabulary</li> <li>• Spell words correctly using phonic knowledge</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of texts, e.g. letters, nonfiction, fiction, etc.</li> <li>• Engage in comprehension activities related to the text, e.g. answer literal,</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>open-ended and higher order questions.</li> <li>Identify adjectives and nouns in a text that has been read. Learners can use different coloured markers/underline /circle the adjectives and nouns using different colours.</li> <li>Find information by using the table of contents.</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read aloud from own book</li> <li>Read text from different genres</li> <li>Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Use sight words, phonics, contextual and analysis decoding skills when reading</li> <li>Read with increasing fluency, speed and voice intonation, pronouncing words correctly and accurately</li> <li>Play word games that draw on reading and vocabulary knowledge and skills</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read independently</li> </ul>	<ul style="list-style-type: none"> <li>Read a variety of texts with comprehension</li> <li>Read with increasing fluency, speed and intonation using correct pronunciation</li> <li>Find information independently or in pairs from level-appropriate non-fiction text</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Form letters and words correctly</li> <li>Maintain uniformity and alignment</li> </ul>	<ul style="list-style-type: none"> <li>Continue writing learnt words and sentences independently</li> <li>Forms all lower and upper case letters correctly in joint script.</li> <li>Copy and write words and sentences correctly in joint script.</li> <li>Write neatly, with confidence and speed, in joint script.</li> <li>Experiments using a pen for writing</li> </ul>
		<b>WRITING</b>	

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Use language structures correctly</li> <li>• Draft, write, edit and publish written work</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Practice adjectives and nouns: match pictures of nouns with word cards of adjectives /complete sentences using nouns and adjectives.</li> <li>• Revise subject-verb agreement, e.g. selecting the correct verb when given choices.</li> <li>• Practice pronouns: complete sentences by choosing the correct pronoun from given choices.</li> <li>• Practice prepositions: choose the correct preposition to complete a sentence.</li> <li>• Use punctuation (capital letters, full stop, comma, question mark and exclamation mark).</li> <li>• Write a story of two paragraphs of at least five to ten sentences. Plan the story using a mind map/story planner, write the story and edit it, checking punctuation, adding adjectives, etc.</li> <li>• Recognise and use homonyms.</li> </ul>
Week 5-6 6 hours per week	Constitutional rights and Responsibility (Democracy and Human Rights): Democratic structures and democratic	<ul style="list-style-type: none"> <li>• Listen to text and answer questions</li> <li>• Sequence sentences</li> <li>• Use language for communication</li> <li>• Participate in discussions</li> <li>• Learn vocabulary</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Listen to stories, poems and songs.</li> <li>• Answer questions about the text.</li> <li>• Sequence sentences in the correct order and retell the story.</li> <li>• Make an oral presentation using a visual aid.</li> <li>• <u>Participates in discussions:</u> <ul style="list-style-type: none"> <li>○ Democratic structures and democratic participation <ul style="list-style-type: none"> <li>▪ know about local community structures: non-governmental organisations; community-based organisations, faith-based</li> </ul> </li> </ul> </li> </ul>



GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
	participation. Personal diet and Nutrition		<p>organisations and representative councils of learners</p> <ul style="list-style-type: none"> <li>▪ know how to access the local community structures when needing assistance</li> <li>○ Personal diet and nutrition <ul style="list-style-type: none"> <li>▪ make good food choices</li> <li>▪ cook a basic meal for self</li> <li>▪ cook a basic meal for 4 people</li> </ul> </li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise hard sound [c]</li> <li>• Identify and use rhyming words</li> <li>• Arrange words into alphabetical order</li> <li>• Spell words correctly from memory</li> <li>• Use phonetic structures to spell</li> <li>• Recognise and use homonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise hard sound [c], e.g. cat; car; cold; can; call; etc.</li> <li>• Recognise soft sound [g], e.g. giraffe; giant; gym; gem; huge; etc.</li> <li>• Identify rhyming words and make up own rhyme</li> <li>• Arrange at least six words in alphabetical order.</li> <li>• Spell words correctly using phonic knowledge</li> <li>• Recognise and use homonyms (words that are spelt the same way but differ in meaning), e.g. fly (The fly sits on the wall./ The birds fly in the sky); match (I use a match to light a fire. / We watch the football match.)</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> <li>• Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Read stories, advertisements, poems, interviews; etc. and answer questions about the text.</li> <li>• Give an opinion on what was read</li> <li>• Read books / text with teacher and discuss characters, the 'problem' in the story and the plot</li> <li>• Use visual cues to read graphical text and starts to analyse text for attitudes</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>and assumptions</li> <li>• Use a dictionary to find new vocabulary and their meanings</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>• Read aloud from own book</li> <li>• Read different genres</li> <li>• Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>• Use sight words, phonics, contextual and analysis decoding skills when reading</li> <li>• Read with increasing fluency, speed and intonation, pronouncing words correctly and accurately</li> <li>• Play word games that draw on reading and vocabulary knowledge and skills</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>• Read independently</li> </ul>	<ul style="list-style-type: none"> <li>• Read a variety of texts with comprehension</li> <li>• Read with increasing fluency, speed, expression and intonation using correct pronunciation</li> <li>• Find information independently or in pairs from level-appropriate non-fiction text</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>• Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Continue writing learnt words and sentences independently</li> <li>• Forms all lower and upper case letters correctly in joint script.</li> <li>• Copy and write words and sentences correctly in joint script.</li> <li>• Write neatly, with confidence and speed, in joint script.</li> <li>• Experiments using a pen for writing</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Use language structures correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Write a dialogue with the teacher's assistance.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>• Draft, write, edit and publish written work</li> <li>• Build a personal dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write an expressive text, e.g. a thank you note</li> <li>• Plan the writing of a story using a mind map/story planner before writing the story.</li> <li>• Use conjunctions to form compound sentences, e.g. and</li> <li>• Plurals: give plurals of nouns using pictures/word cards/matching activities.</li> <li>• Recognise and use different sentence types, e.g. statement, question and command.</li> <li>• Recognise and use homophones.</li> </ul>
Week 7-9 6 hours per week	World of work: Asking for work; presenting self to potential employer; explain my disability	<ul style="list-style-type: none"> <li>• Listen to text and answer questions</li> <li>• Use visual, pictorial and auditory cues to make meaning</li> <li>• Participate in discussions</li> <li>• Use language for communication</li> <li>• Learn vocabulary</li> </ul>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>• Listen to stories, poems and other texts.</li> <li>• Look at pictures and discuss them.</li> <li>• Discuss idioms and encourage learners to use idioms in everyday language.</li> <li>• <u>Participates in discussions:</u> <ul style="list-style-type: none"> <li>○ Ask for work <ul style="list-style-type: none"> <li>▪ practice how to look for job opportunities</li> <li>▪ practice filling in application form and following guidelines on advertisements on how to apply for work.</li> <li>▪ update CV</li> <li>▪ practice offering volunteer services</li> <li>▪ investigate entrepreneurial opportunities in the community</li> </ul> </li> <li>○ present self to potential employer <ul style="list-style-type: none"> <li>▪ role play making an appointment and attending a meeting with a</li> </ul> </li> </ul> </li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<p>potential employer</p> <ul style="list-style-type: none"> <li>▪ make a sample case for work done well in skills classes, and practice showing this to a potential employer</li> <li>▪ revise going for an interview</li> <li>○ explain my disability <ul style="list-style-type: none"> <li>▪ practice explaining your disability, or using an assistive device to explain disability.</li> <li>▪ know when to choose to disclose your disability and when not.</li> </ul> </li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>• What is on a payslip, deductions and benefits</li> <li>• Identify gross and net salary, deductions, and contributions to benefits on a payslip.</li> <li>• Practice asking for a payslip</li> <li>• Practice filing a payslip in the filing system that was made in term 3 week 8</li> <li>• Know that a payslip is an important document and can be required if you apply for a loan or credit.</li> </ul>
		<b>PHONICS</b>	
		<ul style="list-style-type: none"> <li>• Recognise spelling patterns</li> <li>• Spell words correctly from memory</li> <li>• Use phonetic structures to spell</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the spelling rules that have been done this term: hard sound [c]; soft sound [g]; suffixes.</li> <li>• Revise homophones and homonyms.</li> </ul>
		<b>SHARED READING</b>	
		<ul style="list-style-type: none"> <li>• Read books / text with teacher and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read a range of different reading material and discuss these</li> <li>• Answer a wide variety of types of questions based on the texts read</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
		<ul style="list-style-type: none"> <li>Engage in comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>Identify synonyms and antonyms</li> <li>Express feelings about a text and give reasons</li> <li>Identify key words to find information.</li> <li>Read books / text with teacher and discuss characters, the 'problem' in the story, the plot and the values in the text</li> <li>Use a dictionary to find new vocabulary and their meanings</li> </ul>
		<b>GROUP GUIDED READING</b>	
		<ul style="list-style-type: none"> <li>Read aloud from own book</li> <li>Read different genres</li> <li>Read known and unknown words</li> </ul>	<ul style="list-style-type: none"> <li>Use sight words, phonics, contextual and analysis decoding skills when reading</li> <li>Read with increasing fluency, speed and intonation, pronouncing words correctly and accurately.</li> <li>Play word games that draw on reading and vocabulary knowledge and skills</li> </ul>
		<b>INDEPENDENT READING</b>	
		<ul style="list-style-type: none"> <li>Read independently</li> </ul>	<ul style="list-style-type: none"> <li>Read a variety of texts with comprehension</li> <li>Read with increasing fluency, speed, expression and intonation using correct pronunciation</li> <li>Finds information independently or in pairs from level-appropriate non-fiction text</li> </ul>
		<b>HANDWRITING</b>	
		<ul style="list-style-type: none"> <li>Write letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Continue writing learnt words and sentences independently</li> <li>Forms all lower and upper case letters correctly in joint script.</li> <li>Copy and write words and sentences correctly in joint script.</li> </ul>

GRADE 5 WITH DIFFERENTIATION TERM 4			
WEEK	TOPIC	CONTENT/CONCEPTS/SKILLS	CLARIFICATION NOTES/TEACHING GUIDELINES Suggested activities:
			<ul style="list-style-type: none"> <li>• Write neatly, with confidence and speed, in joint script.</li> <li>• Experiments using a pen for writing</li> </ul>
		<b>WRITING</b>	
		<ul style="list-style-type: none"> <li>• Draft, write, edit and publish written work</li> <li>• Use language structures correctly</li> <li>• Organise information on a chart or table</li> <li>• Build and use a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• Write a recipe/diary entry/card/story.</li> <li>• Complete common idioms using pictures and word cards.</li> <li>• Organise information in a table/diagram and put it under headings.</li> <li>• Use a dictionary to find the meaning/spelling of a word</li> <li>• Build a personal dictionary</li> </ul>

## GRADE 5 TERM 4

### Week 10: Assessment

<p><b>Suggested assessment goals</b></p> <p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"><li>• Listen to text and answer questions</li><li>• Use language imaginatively</li><li>• Make an oral presentation</li></ul> <p><b>PHONICS</b></p> <ul style="list-style-type: none"><li>• Recognise and use prefixes</li><li>• Arrange words into alphabetical order</li><li>• Recognise homophones</li><li>• Break down multi-syllabic words into separate syllables</li><li>• Identify and recognise rhyming words in a poem</li><li>• Spell words correctly from memory</li><li>• Use phonetic structures to spell</li><li>• Recognise synonyms</li><li>• Recognise antonyms</li></ul> <p><b>SHARED READING</b></p> <ul style="list-style-type: none"><li>• Read text and identify key details</li><li>• Read different texts, e.g. nonfiction, fiction, poems</li><li>• Express whether a story was liked and justify the answer</li><li>• Engage in comprehension activities related to the text that was read</li><li>• Use a dictionary to find new vocabulary and their meanings</li></ul>	<p><b>Suggested assessment goals</b></p> <p><b>GROUP GUIDED READING</b></p> <ul style="list-style-type: none"><li>• Read aloud from own book</li><li>• Read different genres</li><li>• Read known and unknown words</li></ul> <p><b>INDEPENDENT READING</b></p> <ul style="list-style-type: none"><li>• Read short stories independently</li><li>• Read to friends and teacher.</li><li>• Read with increasing fluency and speed using correct pronunciation</li><li>• Read a variety of texts with comprehension</li></ul> <p><b>HANDWRITING:</b></p> <ul style="list-style-type: none"><li>• Form letters and words correctly</li><li>• Maintain uniformity and alignment</li></ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"><li>• Use information from a graph to complete/write a short text.</li><li>• Write own news using the past tense</li></ul>
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## SECTION 4 ASSESSMENT

The generic section will be inserted after the public comment changes have been made.

The following tables indicate the assessment programme

**Assessment across the 3 years that learners spend in Gr R. Schools are encouraged to do a baseline assessment during the first two weeks of the first term.**

### Grade R – Assessment Activities

Grade R					
Task	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>React to verbal stimuli: listen and react</li> <li>Pay attention, makes eye contact</li> <li>Recognize sounds in the environment</li> <li>Take turns to speak</li> <li>Use the language of learning (body parts and actions) in responses</li> <li>Identify different parts of the body</li> <li>Use body words in own</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Hear and clap/tap to pattern</li> <li>Point out object on poster</li> <li>Recognize the senses on poster on body and explain what each sense can do</li> <li>Use poster “Healthy Living” ask learners on how the children are keeping clean</li> <li>Name the senses</li> <li>Sing a song or rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Sing a song or rhyme learnt</li> <li>Name a few family members</li> <li>Remember events of a story</li> <li>Talk about traffic light / What do red/amber/green lights mean?</li> <li>Speak on Transport Poster or on different modes of transport as per topic table</li> <li>Use visual and pictorial</li> </ul>	<ul style="list-style-type: none"> <li>Point out differences in 2 objects</li> <li>Sing a song or rhyme learnt</li> <li>Follow instructions and answer questions</li> <li>Use a story to recognise a common experience</li> <li>Participate in discussions about wild animals</li> <li>Sing a song or rhyme learnt</li> <li>Share their own experiences with</li> </ul>	Oral/Practical

Grade R					
Task	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
	sentences <ul style="list-style-type: none"> <li>Respond to own name</li> <li>Listen to simple questions and announcements and respond appropriately</li> <li>Identify/name items from topic table</li> <li>Listen to and repeat rhythmic patterns</li> </ul>	learnt	cues to make meaning	confidence <ul style="list-style-type: none"> <li>Wait for turn to speak</li> </ul>	
<b>Phonemic awareness/Phonics</b>	<ul style="list-style-type: none"> <li>“Read” basic words from environment</li> <li>Identify the sound at the beginning of their name</li> <li>Identify familiar symbols and signs in the environment</li> <li>Recognise own name and at least names of 2 friends</li> </ul>	<ul style="list-style-type: none"> <li>Identify the “a, b” sounds</li> <li>Tear and paste a picture</li> <li>Practice formation of circles on the chalkboard</li> <li>Identify different and similar words</li> </ul>	<ul style="list-style-type: none"> <li>Clap or tap out syllables vocabulary words on topic e.g. mo/tor/bike</li> <li>“Read” monosyllabic words with picture</li> <li>Identify different and similar words</li> <li>Recognise the letter sound at the beginning of their own name</li> </ul>	<ul style="list-style-type: none"> <li>Identify letter sounds at the beginning of their own name</li> <li>Recognise the animal flash cards / “Read” the pictures in the poster</li> <li>Participate in discussions about farm animals</li> <li>Sing a song or rhyme learnt</li> <li>Follow instructions</li> <li>“Read” high frequency names</li> </ul>	Oral/Practical

Grade R					
Task	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
<b>Reading and Viewing</b>	<ul style="list-style-type: none"> <li>Recognise their own belongings with name tags and picture</li> <li>Recognise classroom objects / Explain what (at least 3) objects is used for</li> <li>Recognise their own name in print</li> <li>Recognise their own name in print and name of 1 friend</li> <li>Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> <li>Tell stories about the picture</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the “a, b” sounds in print</li> <li>Recognize basic weather signs</li> <li>Practice pre writing skills</li> <li>Colour in a picture with an “a” sound</li> <li>Thread beads</li> <li>Begin to make formations with finger paint</li> <li>Draw lines on chalkboards</li> <li>Build and complete 5 or more piece of jig-saw puzzle or place knob puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Identify/find transport pictures in magazines</li> <li>Cut and label pictures</li> <li>Hold book and turn pages correctly or with support (books on hard card board or pegs attached)</li> <li>“Read” labels ” on simple class poster of topic</li> <li>“Read” a sensory story book</li> </ul>	<ul style="list-style-type: none"> <li>“Read” picture story books</li> <li>Recognise the animal flash cards / “Read” the pictures in the poster</li> <li>Recognise some names and some letters of the alphabet</li> </ul>	Oral/Practical
<b>Pre-Writing</b>	<ul style="list-style-type: none"> <li>Colour in a picture</li> </ul>	<ul style="list-style-type: none"> <li>Use scissors to cut out play dough</li> <li>Move from left to right on the pegboards</li> </ul>	<ul style="list-style-type: none"> <li>Practice pre-writing skills</li> <li>Colour /paint large picture on the topic</li> <li>Move pegs on peg board</li> </ul>	<ul style="list-style-type: none"> <li>Practice pre-writing skills: trace letter, name or numbers / colour/paint a picture keep within the</li> </ul>	Written

Grade R					
Task	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
		<ul style="list-style-type: none"> <li>Make lines and circles on chalkboards</li> </ul>	<p>from left to right / or clothing pegs on trays or hard surface move from left to right</p> <ul style="list-style-type: none"> <li>Create a sensory poster</li> <li>Form letters in different ways</li> </ul>	<p>outline of picture</p> <ul style="list-style-type: none"> <li>Make an attempt to write letters using squiggles</li> <li>Start writing their own name</li> <li>Trace simple outline of pictures / dots</li> <li>Trace own name</li> </ul>	

**Assessment across the 2 years that learners spend in Gr 1. Schools are encouraged to do a baseline assessment during the first two weeks of the first term.**

### **Grade 1 – Assessment Activities**

<b>Grade 1</b>					
<b>Task 1</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Forms of Assessment</b>
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>• Show awareness of environment and social competence</li> <li>• Listen and respond to verbal and environmental stimuli using voice, sounds and gestures</li> <li>• Imitate movements</li> <li>• Use language for communication</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Show/display motor control</li> <li>• Name personal emotions</li> <li>• Show empathy</li> <li>• Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions/ dialogue</li> <li>• Listen to a discussion</li> <li>• Listen to instructions</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Use vocabulary related to the topic</li> <li>• Repeat auditory sequences</li> <li>• Communicate in complete sentences</li> <li>• Use language for communication</li> <li>• Play language games</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories, songs and action rhymes</li> <li>• Respond to questions</li> <li>• Follow instructions</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Participate in discussions and conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to short stories, simple songs and action rhymes</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Follow more complex instructions</li> <li>• Compare and classify information</li> <li>• Use language for communication</li> </ul>	Oral/Practical

Grade 1					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
	<ul style="list-style-type: none"> <li>Know the rules of dialogue and starts to communicate</li> </ul>				
<b>Phonological awareness/ Phonics</b>	<ul style="list-style-type: none"> <li>Imitate auditory rhythms and patterns</li> <li>Listen to and identifies sounds and sound direction</li> <li>Associate symbols with objects/events</li> <li>Develop auditory perception</li> <li>Recognise letter-sound relationship of single letters</li> </ul>	<ul style="list-style-type: none"> <li>Identify sounds in the environment</li> <li>Engage in sound-identification</li> <li>Develop auditory memory and recall</li> <li>Identify and recognise rhyming words</li> <li>Recognise and uses sight words</li> <li>Recognise own name and names of peers</li> <li>Identify letter-sound relationship of single letters</li> </ul>	<ul style="list-style-type: none"> <li>Participate in auditory perception activities</li> <li>Develop auditory sequencing</li> <li>Compare auditory information</li> <li>Recognise rhyming words</li> <li>Recognise and uses sight words</li> <li>Recognise own name and names of peers</li> <li>Read single sounds in printed texts</li> <li>Develop auditory closure</li> <li>Identify letter-sound relationship of single sounds</li> <li>Recognise words that end</li> </ul>	<ul style="list-style-type: none"> <li>Develop auditory sequence and memory</li> <li>Develop auditory perception</li> <li>Develop auditory closure</li> <li>Develop auditory elimination</li> <li>Recognise and use sight words</li> <li>Identify the sounds that have been taught</li> </ul>	Oral/Practical

Grade 1					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
			on -ff and -ll		
<b>Emergent reading</b>	<ul style="list-style-type: none"> <li>• Participate in visual motor activities</li> <li>• Recognise objects and persons in pictures</li> <li>• Identify things that help people</li> <li>• Develop correct eye movement</li> <li>• Interpret pictures</li> <li>• Develop directionality</li> <li>• Interpret facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Develop eye movement</li> <li>• Develop directionality</li> <li>• “Read” logos, labels and other words from environmental print</li> <li>• “Read” labels and captions in the classroom/cards</li> <li>• Sequence pictures</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Develop visual discrimination</li> <li>• Read short words and labels</li> <li>• Develop book handling skills</li> </ul>	<ul style="list-style-type: none"> <li>• Develop visual memory</li> <li>• Develop book handling skills</li> <li>• Use visual and pictorial cues to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence pictures</li> <li>• Develop basic concepts of print</li> <li>• “Read” aloud</li> <li>•</li> </ul>	Oral/Practical

Grade 1					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
<b>Reading</b>	<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> <li>• Sequence three pictures and retell the story</li> </ul> <p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>• “Read” objects and pictures independently</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> <li>• Point to objects in a picture</li> <li>• Identify letters in short words and/or phrases</li> </ul> <p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>• “Read” picture books independently</li> </ul>	<ul style="list-style-type: none"> <li>• “Read” enlarged texts such as poems, Big Books, posters</li> <li>• Predict what the story is about using the front cover and pictures.</li> <li>• Name objects in the picture.</li> </ul> <p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>• “Read” picture books with short words independently</li> </ul>	<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>• “Read” picture books, rhymes, big books, posters with the teacher</li> <li>• Respond creatively to stories</li> <li>• Draw pictures capturing main idea of the stories</li> </ul> <p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>• “Read” independently</li> </ul>	Oral
<b>Handwriting and Writing</b>	<ul style="list-style-type: none"> <li>• Convey messages by drawing</li> <li>• Manipulate writing tools</li> <li>• Draw pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulate writing tools</li> <li>• Draw pictures</li> <li>• Role-play writing</li> <li>• Copy known letters using writing conventions</li> <li>• Use writing tools effectively</li> <li>• Complete pre-writing patterns</li> <li>• Trace patterns and</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in pre-writing activities</li> <li>• Cross the midline</li> <li>• Use writing tools effectively</li> <li>• Write in blank books</li> <li>• Draw pictures</li> <li>• Participate in Shared Writing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in pre-writing activities</li> <li>• Use writing tools effectively</li> <li>• Write in blank books</li> <li>• Draw pictures</li> <li>• Participate in Shared Writing activities</li> </ul>	Written



Grade 1					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
		pictures			

Assessment across the 2 years that learners spend in Gr 2. Schools are encouraged to do a baseline assessment during the first two weeks of the first term.

## Grade 2 – Assessment Activities

Grade 2					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>Use visual and pictorial cues to make meaning</li> <li>Compare and classify information</li> <li>Use language for communication</li> <li>Use language to develop concepts</li> <li>Build oral vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and respond to questions</li> <li>Use visual and pictorial cues to make meaning</li> <li>Process information</li> <li>Compare and classify information</li> <li>Use language for communication</li> <li>Solve and complete ten or more piece jig-saw puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Talk about pictures in posters, topic charts, books etc.</li> <li>Recognise and point out common objects in pictures</li> <li>Look carefully at pictures and talk about common experiences.</li> <li>Listen to stories and show understanding by answering simple questions related to the story</li> <li>Sequence pictures and</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs, recite simple poems and rhymes and perform actions with confidence</li> <li>Listen to stories and act the story out</li> <li>Sequence pictures and tell a story with a beginning, middle and end</li> <li>Talk about pictures in posters, topic charts, books etc.</li> <li>Develop concept of quantity</li> </ul>	Oral/Practical

Grade 2					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
			retell the story. <ul style="list-style-type: none"> <li>Complete jig-saw puzzles: ten (or more) piece</li> <li>Recite poems and rhymes and adds actions to them with growing confidence</li> <li>Listen to and recall in order simple word sequence (four or more)</li> <li>Listen to all sight words often and include the word in spoken language</li> <li>Match things that go together and compare things that are different</li> <li>Isolate images from the foreground and background in pictures and simple designs</li> </ul>	<ul style="list-style-type: none"> <li>Listen to all sight words often and include the word in spoken language</li> <li>Complete between ten to twenty piece jig-saw puzzles</li> <li>Use pictures to predict content of stories</li> <li>Listen, enjoy and respond to picture and word puzzles, riddles and jokes</li> <li>Match things that go together, and compare things that are different</li> <li>Identify pictures in the foreground and background as separate elements</li> </ul>	
<b>Phonological awarene</b>	<ul style="list-style-type: none"> <li>Compare auditory information</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish aurally between different sounds</li> </ul>	<ul style="list-style-type: none"> <li>Develop auditory discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish aurally between different medial</li> </ul>	Oral/Practical

Grade 2					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
ss/ Phonics	<ul style="list-style-type: none"> <li>Develop auditory discrimination</li> <li>Recognise letter-sound relationship of single letters</li> <li>Develop auditory analysis skills</li> <li>Recognise and use sight words</li> </ul>	<ul style="list-style-type: none"> <li>at the end of words</li> <li>Listen to and repeat an auditory sequence</li> <li>Compare different sounds</li> <li>Segment sentences into individual words by clapping on each word</li> <li>Build three letter words using the taught word families</li> <li>Recognise that words are made up of sounds in three letter words</li> </ul>	<ul style="list-style-type: none"> <li>Identify letter-sound relationship of single letters</li> <li>Distinguish between different medial letter sounds in three-letter words</li> <li>Divide multi-syllabic words into syllables</li> <li>Build and blend words with the word families that were taught.</li> <li>Recognise and names some letters of the alphabet</li> <li>Listen to and repeat an auditory sequence</li> <li>Compare different sounds</li> <li>Substitute rhyming words in common songs and rhymes.</li> <li>Recognise specific</li> </ul>	<ul style="list-style-type: none"> <li>sounds of three-letter words</li> <li>Recognise specific identified sight words from topic</li> <li>Divide multi-syllabic words into syllables</li> <li>Identify rhyming words in well known rhymes and songs</li> <li>Build and blend words with the taught word families</li> <li>Recognise and names the letters of the alphabet such as letters in own name and familiar words</li> </ul>	

Grade 2					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
			identified sight words from topic		
<b>Emergent reading</b>	<ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• Identify own name</li> <li>• Read environmental print</li> <li>• Handle books correctly</li> <li>• “Read” pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Hold the book the right way up and turns pages correctly when reading book</li> <li>• Use pictures to predict what the story is about</li> <li>• Interpret pictures to make up own story: read the pictures</li> <li>• Recognise high frequency words in the environment, e.g. brand names, own name and friend’s names</li> <li>• Distinguish between the shapes of different letters and words</li> <li>• Use memory skills to recall items seen such as letters, shapes or concrete objects</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures to understand simple phrases and sentences in a book</li> <li>• Match words to objects</li> <li>• Use the picture on the front cover to predict what the story is about</li> <li>• Use pictures to understand simple phrases and sentences in a book.</li> <li>• Distinguish pictures from print: points to a word and ask what the word is</li> <li>• Discuss the title of the book/story</li> <li>• “Read” and recognise high frequency words and sight words</li> <li>• Recognise phonic</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures to understand simple phrases and sentences in a book</li> <li>• Interpret pictures to make up own story</li> <li>• Distinguish pictures from print</li> <li>• “Read” and recognise high frequency words</li> <li>• “Read” picture books with two repetitive sentences</li> <li>• Recall details and states main idea from a story</li> </ul>	Oral/Practical

Grade 2					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
		<ul style="list-style-type: none"> <li>Complete a visual picture such as building puzzles, completing pictures</li> <li>Match words to words on objects and named items</li> </ul>	<ul style="list-style-type: none"> <li>sounds that have been taught</li> <li>Recall details and states main idea from a story</li> </ul>		
Reading	<b>Shared Reading</b> <ul style="list-style-type: none"> <li>Read enlarged texts such as poems, Big Books, posters with the teacher</li> <li>"Read" pictures</li> <li>Identify detail in text</li> </ul>	<b>Shared Reading</b> <ul style="list-style-type: none"> <li>Talk about the illustrations in a picture book/on a poster</li> <li>Sequence pictures in a story and then 'read' the story</li> <li>Respond to stories through movement and drama activities</li> <li>Draw pictures capturing main idea of the stories, songs or rhymes</li> </ul>	<b>Shared Reading</b> <ul style="list-style-type: none"> <li>Talk about the illustrations in a picture book/on a poster to predict the storyline</li> <li>Answer simple "Yes/No" questions about a story</li> <li>Make links to own experience when reading with the teacher</li> <li>Recognise high frequency words.</li> <li>Identify the sequence of events in simple stories</li> <li>Recognise specific identified sight words from topic</li> <li>Sequence pictures of a</li> </ul>	<b>Shared Reading</b> <ul style="list-style-type: none"> <li>Interpret pictures to make up own story</li> <li>Identify the sequence of events in simple stories</li> <li>Answer literal questions about the story</li> <li>Identify the setting in which the story takes place</li> <li>Point to objects, letters, words</li> <li>Recognise and read high frequency words</li> <li></li> </ul> <b>Independent Reading</b> <ul style="list-style-type: none"> <li>Read simple picture books</li> </ul>	

Grade 2					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
			story. <ul style="list-style-type: none"> <li>Draw pictures capturing main idea of the stories, songs or rhymes</li> </ul>	<ul style="list-style-type: none"> <li> <b>Group Guided Reading</b> <ul style="list-style-type: none"> <li>Point to objects in a picture</li> <li>Identify high frequency words, sight words and phonic sounds learnt</li> <li>Answer questions about the text</li> <li>Adhere to the punctuation in text</li> </ul> </li> </ul>	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Develop eye-hand coordination</li> <li>Develop fine motor skills</li> <li>Use writing tools effectively</li> <li>Form letters and numerals 1-10</li> </ul>	<ul style="list-style-type: none"> <li>Make patterns, e.g. rounded, pointed, vertical lines</li> <li>Trace patterns, letters and words</li> <li>Copy patterns and letters onto pegboards</li> <li>Copy patterns, letters and words onto paper using big movements</li> <li>Trace simple outlines of</li> </ul>	<ul style="list-style-type: none"> <li>Make patterns with finger paint</li> <li>Trace simple outlines of pictures, patterns and own name</li> <li>Start to write letters in own name</li> <li>Form almost all lower case letters correctly</li> <li>Write numbers 1 to 20 correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between the shape of different letters and words</li> <li>Form lower case letters and some frequently used upper case letters correctly</li> <li>Write number 1-20 correctly</li> <li>Write in unlined books/17mm lined books</li> </ul>	Practical/Written

Grade 2					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
		<p>pictures and shapes</p> <ul style="list-style-type: none"> <li>• Use a range of writing tools</li> <li>• “Write” in sand trays</li> <li>• Write numbers 1-15</li> </ul>	<ul style="list-style-type: none"> <li>• Write properly in unlined books</li> </ul>		
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Draw pictures</li> <li>• Imitate writing</li> <li>• Draw pictures to convey messages</li> <li>• Read own and other’s writing</li> <li>• Create own stories</li> </ul>	<ul style="list-style-type: none"> <li>• Draw or paints pictures</li> <li>• Understand that writing and drawing are different: pretend writing represented using squiggles and scribbles</li> <li>• ‘Read’ own writing: ‘read’ what squiggles and scribbles ‘say’</li> <li>• Copy known letters in own name to represent writing</li> <li>• Role-play writing in play situations</li> <li>• Understand and use the past tense</li> </ul>	<ul style="list-style-type: none"> <li>• Draw or paint pictures</li> <li>• Understand that writing and drawing are different</li> <li>• “Read” own writing: ‘read’ what squiggles and scribbles ‘say’</li> <li>• Copy known letters in own name to represent writing</li> <li>• Role-play writing in play situations</li> <li>• Copy and form letters/words</li> <li>• Spell and write short words using phonic sounds learnt.</li> <li>• Write words dictated letter-by-letter</li> </ul>	<ul style="list-style-type: none"> <li>• Fill in missing letters or words</li> <li>• Use the future tense correctly</li> <li>• Use pronouns correctly</li> </ul>	Practical/Written

Grade 2					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
			<ul style="list-style-type: none"> <li>• Use present tense</li> <li>• Identify nouns</li> </ul>		

Assessment across the 2 years that learners spend in Gr 3. Schools are encouraged to do a baseline assessment during the first two weeks of the first term.

### Grade 3 – Assessment Activities

Grade 3					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>• Listen to questions and give answers</li> <li>• Listen to instructions and responds appropriately</li> <li>• Listen to announcements</li> <li>• Listen without interrupting</li> <li>• Talk about personal experiences: tell news, describe weather news, other topical events etc.</li> <li>• Sing songs and does actions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories with interest and identify the main idea of the story</li> <li>• Answer closed questions</li> <li>• Sequence five pictures of a story communicating through retelling the sequence of ideas</li> <li>• Talk about pictures in posters, topic charts, books etc.</li> <li>• Discuss opposites</li> <li>• Describe objects in terms</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to stories and discuss the characters</li> <li>• Join in the choruses of songs, stories, rhymes</li> <li>• Ask questions related to stories told and read</li> <li>• Identify the picture that does not belong in a set of pictures</li> <li>• Role play different situations, using appropriate language</li> <li>• Sequence pictures of a</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for detail in stories and answer questions</li> <li>• Identify similarities and differences</li> <li>• Answer and ask questions related to stories told and read</li> <li>• Listen, enjoy and responds to pictures and word puzzles</li> <li>• Use simple strategies for finding information</li> <li>• Classify information, e.g.</li> </ul>	Oral/Practical



Grade 3					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
	<ul style="list-style-type: none"> <li>Understand and use the singular and plural form of nouns</li> </ul>	<ul style="list-style-type: none"> <li>of colour and size using correct vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>story and match captions with the pictures</li> </ul>	<ul style="list-style-type: none"> <li>using the results from the survey</li> <li>Interpret information from a calendar</li> </ul>	
<b>Phonological awareness/Phonics</b>	<ul style="list-style-type: none"> <li>Recognise sounds at the beginning of some words and names</li> <li>Identify words that begin with the same sound</li> <li>Segment oral sentences into individual words.</li> <li>Divide multisyllabic words into syllables</li> <li>Recognise letter-sound relationship of single letters</li> <li>Identify rhyming words in well-known rhymes and songs</li> <li>Build and blend words with the taught sounds and word families</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and name some letters of the alphabet such as end sounds in words</li> <li>Recognise letter-sound relationship of single sounds</li> <li>Identify rhyming words in well-known rhymes and songs</li> <li>Recognise consonant digraphs at the beginning of a word</li> </ul>	<ul style="list-style-type: none"> <li>Recognise consonant digraphs at the beginning of words</li> <li>Recognise consonant digraphs at the end of words</li> <li>Recognise vowel digraph –ai-</li> <li>Recognise medial sounds in words</li> </ul>	<ul style="list-style-type: none"> <li>Identify plurals (-s and -es)</li> <li>Recognise common endings in words (-ed; -ing)</li> <li>Revise beginning, middle and end sounds in words</li> <li>Build and blend words with the vowel digraphs that had been taught</li> </ul>	Oral/Practical

Grade 3					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
Reading	<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Read labels and captions in the classroom and on pictures</li> <li>Predict what the story is about from the title</li> <li>Point to words when reading</li> <li>Match pictures and words using puzzles</li> <li>Read high-frequency words and common sight words</li> <li>Match written words with pictures</li> </ul> <p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>Read picture books with two short sentences where words are repeated</li> <li>Point to objects in a picture</li> <li>Answer questions about</li> </ul>	<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Predict what the story is about from the title</li> <li>Describe setting/context in the story and give opinions</li> <li>Answer questions that require a simple 'Yes/No' answer</li> <li>Read high frequency words and common sight words</li> <li>Identify capital letters, full stop and question mark in the reading text</li> <li>Match pictures and words using puzzles and sounds learnt</li> </ul> <p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>Read picture books with</li> </ul>	<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Identify the sequence of events of the story</li> <li>Answer questions based on the texts read that require a 'Yes/No' or 'True/False' answer</li> <li>Match pictures and words that belong together</li> </ul> <p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>Read picture books with three to four short sentences where words are repeated</li> <li>Answer questions</li> <li>Recognise familiar words</li> <li>Apply decoding skills</li> <li>Show an understanding of punctuation (full stop,</li> </ul>	<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Identify the sequence of events of the story</li> <li>Answer questions based on the texts read that require a 'Yes/No' or 'True/False' answer</li> </ul> <p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>Read with increasing fluency</li> <li>Read picture books with three to four short sentences where words are repeated</li> <li>Show an understanding of punctuation (full stop, comma, question mark) when reading</li> </ul>	

Grade 3					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
	<p>the text</p> <ul style="list-style-type: none"> <li>Identify high frequency and sight words</li> <li>Read short phrases/sentences</li> </ul> <p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>Read picture books and comics</li> <li>Read known and unknown words</li> <li>Use decoding skills to read unknown words</li> </ul>	<p>three short sentences where words are repeated</p> <p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>Read picture books with three short sentences where words are repeated</li> <li>Show an understanding of punctuation (full stop, comma and question mark) when reading</li> </ul>	<p>comma, question mark)</p> <p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>Read picture books with three short sentences where words are repeated</li> <li>Show an understanding of punctuation when reading</li> <li>Use decoding skills when reading</li> <li>Read with increasing fluency</li> <li>Read with comprehension</li> <li>Pay attention to correct pronunciation of words</li> </ul>	<p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>Read with comprehension</li> <li>Pay attention to correct pronunciation of words</li> <li>Read picture books with three to four short sentences where words are repeated</li> <li>Recognise letters and syllables within a word</li> </ul>	
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Form lower case letters and some frequently used upper case letters correctly</li> <li>Write number 1-20 correctly</li> </ul>	<ul style="list-style-type: none"> <li>Form letters correctly on paper</li> <li>Copy patterns, words and letters</li> <li>Form numerals 1-30 correctly</li> </ul>	<ul style="list-style-type: none"> <li>Copy patterns, words and letters</li> <li>Write words with correct spacing and letter size</li> <li>Join the letters of the alphabet to form a</li> </ul>	<ul style="list-style-type: none"> <li>Cut and paste pictures</li> <li>Form letters and numerals (1-50) correctly on paper</li> <li>Copy patterns, words and letters</li> </ul>	Practical/Written

Grade 3					
Task 1	Term 1	Term 2	Term 3	Term 4	Forms of Assessment
			picture <ul style="list-style-type: none"> <li>Form numerals 1-40 correctly</li> </ul>	<ul style="list-style-type: none"> <li>Write words and sentences with correct spacing and letter size</li> </ul>	
<b>Writing</b>	<ul style="list-style-type: none"> <li>Copy/write short sentences.</li> <li>Use capital letters and full stop</li> <li>Fill in missing letters or words</li> <li>Write common words from memory</li> <li>Use the past tense</li> </ul>	<ul style="list-style-type: none"> <li>Write one sentence of own news or shared writing</li> <li>Compile a list of words</li> </ul>	<ul style="list-style-type: none"> <li>Write two sentences of own news or shared writing</li> <li>Write and illustrates a caption or short sentence on a topic</li> <li>Make a simple list</li> <li>Begin to use capital letters and full stops</li> <li>Use prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Write three sentences about a picture.</li> <li>Tenses: past tense and future tense.</li> <li>Use capital letters, comma and full stops</li> <li>Form plurals of familiar words using pictures</li> <li>Use prepositions and pronouns</li> </ul>	Practical/Written

Assessment across the 2 years that learners spend in Gr 4. Schools are encouraged to do a baseline assessment during the first two weeks of the first term.

#### Grade 4 – Assessment Activities

Grade 4					
Task 1	Term 1	Term 2	Term 3	Term 4	Form of Assessment
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>Listen attentively to questions and give answer</li> <li>Listen to instructions and respond appropriately</li> <li>Listen to announcements and respond appropriately</li> <li>Listen without interrupting, taking turns to speak</li> <li>Role play familiar situations</li> <li>Participate in discussions - ask and answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to questions and give answer</li> <li>Answer questions about a story</li> <li>Listen to stories and answer questions about the story</li> <li>Listen to instructions and respond appropriately</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to questions and give answer</li> <li>Answer questions about a story</li> <li>Listen to instructions and respond appropriately</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Listen to text, answer and ask questions</li> <li>Sequence sentences</li> <li>Perform a poem/song</li> <li>Role play a familiar situation</li> <li>Follow instructions</li> <li>Listen to stories, poems and songs.</li> <li></li> </ul>	Oral/Practical
<b>Phonics</b>	<ul style="list-style-type: none"> <li>Identify letter-sound relationship of all single</li> </ul>	Identify sounds at the beginning of words.	<ul style="list-style-type: none"> <li>Identify sounds at the beginning of words.</li> </ul>	<ul style="list-style-type: none"> <li>Identify medial sounds of words.</li> </ul>	Oral/Practical/Written

Grade 4					
Task 1	Term 1	Term 2	Term 3	Term 4	Form of Assessment
	letters <ul style="list-style-type: none"> <li>Build and blend words with vowel digraphs</li> <li>Understand and use words ending in y</li> <li>Recognise common endings in words (-ed; -ing)</li> </ul>	Identify sounds at the end of words. Build and blend words Group words into word families Identify sounds from printed text	<ul style="list-style-type: none"> <li>Identify sounds at the end of words.</li> <li>Identify and use rhyming words</li> <li>Identify medial sounds of words.</li> <li>Build and blend words</li> </ul>	<ul style="list-style-type: none"> <li>Build and blend words</li> <li>Group words into sound families</li> <li>Identify rhyming words</li> <li>Use phonetic structures to spell</li> <li>Spell words correctly from memory</li> </ul>	
Reading	<b>Shared Reading</b> <ul style="list-style-type: none"> <li>Answer questions based on the texts read that require a 'Yes/No' or 'True/False' answer.</li> <li>Use clues in the pictures for understanding</li> <li>Identify the sequence of events in the story</li> </ul> <b>Group Guided Reading</b> <ul style="list-style-type: none"> <li>Read picture books with three to four short</li> </ul>	<b>Shared Reading</b> <ul style="list-style-type: none"> <li>Answer questions about the text</li> <li>Select a title for the story.</li> <li>Read symbols on a weather chart.</li> <li>Answer questions related to the weather chart.</li> </ul> <b>Group Guided Reading</b> <ul style="list-style-type: none"> <li>Read picture books with four to five short</li> </ul>	<b>Shared Reading</b> <ul style="list-style-type: none"> <li>Sequence pictures of a story</li> <li>Answer comprehension questions</li> </ul> Answer questions related to the weather chart.  <b>Group Guided Reading</b> <ul style="list-style-type: none"> <li>Read books with four to five short sentences where the vocabulary is repeated.</li> <li>Read sight words</li> </ul>	<b>Shared Reading</b> <ul style="list-style-type: none"> <li>Read texts and answer questions</li> </ul> <b>Group Guided Reading</b> <ul style="list-style-type: none"> <li>Read aloud from own book</li> </ul> <b>Independent Reading</b> <ul style="list-style-type: none"> <li>Read simple books independently</li> </ul>	Oral

Grade 4					
Task 1	Term 1	Term 2	Term 3	Term 4	Form of Assessment
	<p>sentences where the vocabulary is repeated.</p> <ul style="list-style-type: none"> <li>Read sight words and high frequency words from the environment/texts</li> <li>Use visual and pictorial cues to make meaning.</li> </ul> <p><b>Independent Reading</b> Read simple books independently</p>	<p>sentences where the vocabulary is repeated.</p> <p><b>Independent Reading</b></p> <ul style="list-style-type: none"> <li>Read simple books independently</li> </ul>	<ul style="list-style-type: none"> <li>Use decoding skills while reading</li> </ul> <p><b>Independent Reading</b> Read simple books independently</p>		
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Hold pencil correctly.</li> <li>Form letters correctly on paper</li> <li>Write words with correct spacing</li> </ul>	<ul style="list-style-type: none"> <li>Hold pencil correctly.</li> <li>Form letters correctly on paper</li> <li>Write words with correct spacing</li> </ul>	<ul style="list-style-type: none"> <li>Form letters correctly on paper</li> <li>Write words with correct spacing and letter size</li> <li>Write sentences</li> </ul>	<ul style="list-style-type: none"> <li>Form letters correctly on paper</li> <li>Copy patterns, words and letters</li> <li>Maintain uniformity and alignment</li> </ul>	Practical/Written
<b>Writing</b>	<ul style="list-style-type: none"> <li>Write sentences</li> <li>Use punctuation correctly</li> <li>Compile a list</li> <li>Label pictures</li> <li>Identify adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Write five sentences about a familiar topic</li> <li>Write an expressive text</li> <li>Compile a list</li> <li>Label pictures</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use personal pronouns</li> <li>Write sentences</li> <li>Use plurals</li> <li>Use past tense</li> <li>Use present tense</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences</li> <li>Use the past tense</li> <li>Use the present tense</li> <li>Use the future tense</li> <li>Use punctuation correctly</li> </ul>	Written

Grade 4					
Task 1	Term 1	Term 2	Term 3	Term 4	Form of Assessment
	<ul style="list-style-type: none"> <li>Identify prepositions</li> <li>Use the past tense</li> </ul>		<ul style="list-style-type: none"> <li>Use punctuation correctly</li> <li>Use prepositions correctly</li> </ul>	<ul style="list-style-type: none"> <li>Identify verbs in sentences</li> <li>Write an expressive text</li> <li>Understand subject-verb agreement</li> <li>Identify and use contractions</li> </ul>	



**Assessment across the 3 years that learners spend in Gr 5. Schools are encouraged to do a baseline assessment during the first two weeks of the first term.**

### **Grade 5 – Assessment Activities**

<b>Grade 5</b>					
<b>Task 1</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Form of Assessment</b>
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>Listen attentively to questions and give answer and reasons for answer</li> <li>Listen to instructions and responds appropriately</li> <li>Listen to announcements and respond appropriately</li> <li>Talk about personal experiences: tell news</li> <li>Listen without interrupting, taking turns to speak</li> <li>Participate in a role play</li> <li>Use pictures and visual cues to make meaning</li> <li>Identify similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and answer questions about the story</li> <li>Analyse, compare and contrast information</li> <li>Make an oral presentation</li> <li>Use language imaginatively</li> <li>Participate in discussions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories and answer questions about it</li> <li>Sequence sentences and retell the story</li> <li>Memorise and perform a poem</li> </ul>	<ul style="list-style-type: none"> <li>Listen to text and answer questions</li> <li>Use language imaginatively</li> <li>Make an oral presentation</li> </ul>	Oral/Practical
<b>Phonics</b>	<ul style="list-style-type: none"> <li>Identify letter- sound relationship of all single letters.</li> </ul>	<ul style="list-style-type: none"> <li>Group words into sound families</li> <li>Recognise rhyming</li> </ul>	<ul style="list-style-type: none"> <li>Build and blend words</li> <li>Break up words in syllables</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and use prefixes</li> <li>Arrange words into</li> </ul>	Oral/Practical/Written

Grade 5					
Task 1	Term 1	Term 2	Term 3	Term 4	Form of Assessment
	<ul style="list-style-type: none"> <li>Identify the medial sound in words</li> <li>Group taught words into sound families.</li> <li>Identify sounds from printed text</li> <li>Spell words correctly from memory</li> <li>Use phonetic structures to spell</li> </ul>	<p>words</p> <ul style="list-style-type: none"> <li>Recognise synonyms</li> <li>Arrange words into alphabetical order</li> <li>Spell words correctly from memory</li> <li>Use phonetic structures to spell</li> <li>Break up words in syllables</li> </ul>	<ul style="list-style-type: none"> <li>Spell words correctly from memory</li> <li>Use phonetic structures to spell</li> <li>Recognise antonyms</li> <li>Recognise synonyms</li> </ul>	<p>alphabetical order</p> <ul style="list-style-type: none"> <li>Recognise homophones</li> <li>Break down multi-syllabic words into separate syllables</li> <li>Identify and recognise rhyming words in a poem</li> <li>Spell words correctly from memory</li> <li>Use phonetic structures to spell</li> <li>Recognise synonyms</li> <li>Recognise antonyms</li> </ul>	
<b>Reading</b>	<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Read books / text with teacher and answer questions</li> <li>Engage in comprehension activities</li> </ul> <p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>Read known and unknown words</li> </ul>	<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Read books / text with teacher and answer questions</li> <li>Engage in comprehension activities</li> </ul> <p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>Read known and unknown words</li> <li>Read short stories.</li> </ul>	<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Engage in comprehension activities</li> </ul> <p><b>Group Guided Reading</b></p> <ul style="list-style-type: none"> <li>Use sight words, phonics, contextual and analysis decoding skills when reading</li> </ul>	<p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Read text and identify key details</li> <li>Read different texts, e.g. nonfiction, fiction, poems</li> <li>Express whether a story was liked and justify the answer</li> <li>Engage in</li> </ul>	Oral

Grade 5					
Task 1	Term 1	Term 2	Term 3	Term 4	Form of Assessment
	<b>Independent Reading</b> <ul style="list-style-type: none"> <li>Pronounce words correctly</li> <li>Read with increasing fluency</li> </ul>	<b>Independent Reading</b> <ul style="list-style-type: none"> <li>Read with increasing fluency and speed using correct pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>Read with increasing fluency and speed, pronouncing words correctly and accurately</li> <li>Read aloud from own book</li> <li>Read different genres</li> <li>Read known and unknown words</li> </ul> <b>Independent Reading</b> <ul style="list-style-type: none"> <li>Read short stories independently</li> <li>Read to friends and teacher.</li> <li>Read with increasing fluency and speed using correct pronunciation</li> </ul>	<p>comprehension activities related to the text that was read</p> <ul style="list-style-type: none"> <li>Use a dictionary to find new vocabulary and their meanings</li> </ul> <b>Group Guided Reading</b> <ul style="list-style-type: none"> <li>Read aloud from own book</li> <li>Read different genres</li> <li>Read known and unknown words</li> </ul> <b>Independent Reading</b> <ul style="list-style-type: none"> <li>Read short stories independently</li> <li>Read to friends and teacher.</li> <li>Read with increasing fluency and speed using correct pronunciation</li> <li>Read a variety of texts with comprehension</li> </ul>	

Grade 5					
Task 1	Term 1	Term 2	Term 3	Term 4	Form of Assessment
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Write letters, words and sentences with correct spacing</li> <li>Develop directionality</li> <li>Write letters, words and sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>Write letters, words and sentences with correct spacing</li> <li>Develop directionality</li> <li>Write letters, words and sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>Write words with correct spacing</li> <li>Develop directionality</li> <li>Write letters, words and sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>Form letters and words correctly</li> <li>Maintain uniformity and alignment</li> </ul>	Written
<b>Writing</b>	<ul style="list-style-type: none"> <li>Compile a list</li> <li>Write a paragraph of five to six sentences</li> <li>Punctuation (capital letters, full stop, comma)</li> <li>Tenses: Present, Past and Future Tense</li> <li>Subject-verb agreement</li> </ul>	<ul style="list-style-type: none"> <li>Write a paragraph/recount of personal news</li> <li>Tenses: Present, Past and Future Tense</li> <li>Nouns and their plurals</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Draft, write, edit and publish written work</li> <li>Recognise antonyms</li> <li>Organise information</li> <li>Use language structures correctly</li> <li>Identify homophones</li> </ul>	<ul style="list-style-type: none"> <li>Use information from a graph to complete/write a short text.</li> <li>Write own news using the past tense</li> <li></li> </ul>	Written