

FIRST ADDITIONAL LANGUAGES

GRADE 1

LISTENING & SPEAKING					
NORMS		Term 1	Term 2	Term 3	Term 4
1	Oral vocabulary	Develops vocabulary using themes or topics chosen by teacher.	Develop vocabulary using themes or topics.	Develop vocabulary using themes or topics.	Develop vocabulary using themes or topics.
2	Simple greetings and farewells	Responds by using phrases, e.g. 'Good morning.' 'How are you?' 'I'm fine'.	Responds by using phrases, e.g. 'Good morning.' 'How are you?' 'I'm fine'.	Responds to simple greetings and farewells, e.g. 'Good bye. See you tomorrow.'	Responds to simple greetings and farewells, e.g. 'Good bye. See you tomorrow.'
3	Simple requests	Makes requests, e.g. May I go to the toilet?	Makes requests, e.g. Çan I have an apple, please?	Makes requests, e.g. 'Can I have a pencil, please?'	Makes requests, e.g. 'May I have a glass of water?'
4	Pointing to objects	Points in response to teacher's instruction, e.g. 'Show me the girl in the red dress in a picture / in a classroom'	Points in response to teacher's instruction, e.g. 'Show me the banana / apple / orange.'	Points in response to teacher's instructions, e.g. 'Show me the cow.'	Points in response to teacher's instructions, e.g. 'Show me the bird.'
5	Naming objects	Names in response to teacher's question, e.g. "What is that? A hat'.	Names in responds to teacher's question, e.g. "What is that? An apple.'	Names in responds to teacher's question, e.g. "What is that? A sheep.'	Names in responds to teacher's question, e.g. "What is that? A bird.'
6	Physically response to oral instructions	Responds to instruction, e.g. 'Take off your jersey.'	Responds to instruction, e.g. 'Take the apple. Put it on the table.'	Responds to instruction, e.g. 'Draws a picture of a cat.'	Responds to instruction, e.g. 'Draw a picture of a bird. Draw the body. Draw the wings. Draw two legs. Draw the head. Draw the eyes. Draw the beak.'
7	Simple questions	Responds to, e.g. 'What colour is the jersey? Red.'	Responds to , e.g. 'How many oranges are there?' 'Two.'	Responds to , e.g. 'What colour is the cat?' 'Black.'	Responds to , e.g. 'Can you jump? Show me. Can you skip? Show me.'
8	Simple language structures in context	Understands and uses <i>plural forms of countable nouns</i> such as 'one sock, two socks'	Understands and uses <i>simple present tense</i> such as 'I like apples. I do not like bananas.'	Understands and uses <i>a few adjectives</i> , e.g. 'The cow is big. The cat is small.'	Understands and uses <i>the modal 'can'</i> , e.g. 'I can jump / skip / run.' 'I can touch my toes.'
9	Simple oral descriptions			Identifies and match description with picture e.g. 'The girl is sad. She is crying.'	Identifies a person, animal or object from a simple oral description, e.g., 'I have two legs, wings and a beak. I can fly. Who am I?'
10	Simple songs and actions	Sings and does the actions, e.g. 'This is the way I put on my shirt, put on my shirt, put on my shirt.'	Sings and does the actions, e.g. 'I like to eat, eat, eat. eat. I like to eat apples and bananas.'	Sings and does the actions, e.g. "I am a small animal. I have four legs and a tail. I say miaow, miaow, miaow. Who am I?'	Sings and does the actions, e.g. "I can fly!'

NORMS		Term 1	Term 2	Term 3	Term 4
11	Action rhymes and songs	Joining in and doing the actions, e.g. 'Here are Gogo's glasses, Here is Gogo's hat'	Joining in and doing the actions, e.g. 'Jelly on the plate.'	Joining in and doing the actions, e.g. 'Five little ducks.'	Joins in action rhymes and songs, doing the actions, e.g., 'I can clean my teeth'
12	Plays language games	e.g. <i>Hunt the Hat</i> – Teacher hides the hat in the classroom and asks questions using plenty of actions. Where is the hat? Is it under the desk? Is it in the cupboard?	e.g. <i>Guessing game</i> , e.g. one person picks up a picture card, others must guess what food is pictured on the card, for example, 'Is it an apple?'	e.g. <i>Guessing game</i> – one learner makes an animal sound, the others must guess in the First Additional Language which animal they are.	e. g. <i>Chain game</i> – one learner begins by saying, 'I can jump. What can you do?', the
NORMS (Focussed Listening & Speaking)		Term 1	Term 2	Term 3	Term 4
13	Short stories or non-fiction texts	Listen to stories told or read, e.g. ' <i>The old man and his hat.</i> '	Listens with enjoyment to stories told or read, e.g. ' <i>The very hungry caterpillar</i> '	Listen to stories told or read, e.g. ' <i>Three Billy Goats Gruff</i> '	Listens with enjoyment to stories told or read, e.g. ' <i>Animals that can fly</i> '.
14	Simple questions and instructions	Understands and responds to, e.g. 'Show me the old man's hat.'	Understands and responds to, e.g. 'Show me the strawberries. How many are there?'	Understands and responds to, e.g. 'Show me the goat. How many goats are there?'	Understands and responds to, e.g. 'Show me the butterfly.'
15	Simple literal questions			Answers with short answers, e.g. 'How many goats are there in the story? 'Three.'	Answers with short answers, e.g. 'Can a bat fly?' 'When does a bat fly?'
16	Naming things in picture	Names things in response to teacher questions, e.g. 'Who is this?'	Names things in response to teacher questions, e.g. 'What is this? A strawberry.'	Names things in response to teacher questions, e.g. 'What is this? A goat.'	Names things in response to teacher questions, e.g. 'What is this? A bat.'
Language Structure and Use (to be learned in context)					
NORMS		Term 1	Term 2	Term 3	Term 4
17	Conceptual oral vocabulary	Builds vocabulary, e.g. colours	Builds vocabulary, e.g. sequence: Days of the week	Builds vocabulary, e.g. number, size	Builds vocabulary, e.g. ability – Bats can fly
18	Simple language structures	Develop understanding and ability to use: <ul style="list-style-type: none"> <i>imperatives</i> e.g. 'Take off your jersey' <i>present progressive tense</i> e.g. 'I am wearing a jersey.' <i>possessive pronouns</i> e.g. 'my jersey' <i>plural forms</i> of countable nouns such as 'sock/socks' 	Develop understanding and ability to use: <ul style="list-style-type: none"> <i>simple present tense</i> e.g. 'I like apples.' <i>negative form</i>, e.g. 'I do not like apples.' 	Develop understanding and ability to use: <ul style="list-style-type: none"> <i>adjectives</i>, e.g. 'big, small, little' <i>prepositions</i>, e.g. 'in', 'on' <i>adverbs</i> e.g. 'quickly, slowly' 	Develop understanding and ability to use: <ul style="list-style-type: none"> <i>modal can/adverbs</i> e.g. 'I can run quickly.' <i>some negative forms</i>, e.g. 'I cannot fly.'

READING & PHONICS: Phonological and Phonemic Awareness					
NORMS		Term 1	Term 2	Term 3	Term 4
1	Segments oral sentences	Clapping on each word in the sentence, e.g. sentences from the story.	Clapping on each word, e.g. sentences from the story	Revises clapping on each word in a line.	Revises clapping on each word in a line.
2	Clapping out the syllables		Claps out syllables in familiar words, e.g. 'ba-na-na'	Claps out syllables in familiar words, e.g. 'an-i-mal, don-key'	Claps out syllables in familiar words, e.g. 'an-i-mal, don-key'
3	Rhyming words	Identifies it in stories, songs and rhymes, e.g. 'The cat in a hat.'	Identifies it in stories, songs and rhymes, e.g. 'eat', 'feet'	Identifies it in stories, songs and rhymes, e.g. 'A fat cat wearing a hat.'	Identifies it in stories, songs and rhymes, e.g. 'fly, sky, high, why'
4	Different initial sounds	Identifies it in words, e.g. 'h' in hat, 'b' in bag	Identifies it in words, e.g. 'b' in banana, 'o' in orange	Identifies it in words, e.g. 'g' in goat, 'd' in dog / donkey	Identifies it in words, for example, 'h' in hat, 'b' in bag
5	Plurals			Recognises plural aurally, e.g. 's' and 'es'	Recognises plural aurally, e.g. 's' and 'es'
READING & PHONICS: Emergent Literacy					
NORMS		Term 1	Term 2	Term 3	Term 4
1	Environmental print: Common words	Recognises it in our everyday environment, e.g. WAY IN/OUT, OPEN	Recognises it in our everyday environment, e.g. STOP, SCHOOL	Recognises it in our everyday environment, e.g. street signs, shop signs, brand names such as TOYOTA, JEEP, BMW, Joko, Omo, Tastic, Nando's	Recognises it in our everyday environment, e.g. street signs, shop signs, brand names in magazines such as BP, JET, ABSA, Cell C, Vodacom, Chicken Licken
2	Emergent literacy	Develops concepts of print through the Shared Reading activity	Develops concepts of print through the Shared Reading activity	Develops concepts of print through the Shared Reading activity	Develops concepts of print through the Shared Reading activity
READING & PHONICS: Shared Reading					
NORMS		Term 1	Term 2	Term 3	Term 4
1	Simple story or non-fiction text	Listens to, following the teacher and looking at the pictures	Listens to, following the teacher and looking at the pictures	Listens to, following the teacher and looking at the pictures	Listens to, following the teacher and looking at the pictures
2	Pictures	Using home language where necessary to talk about pictures.	Using home language where necessary to talk about pictures	Using home language where necessary to talk about pictures	Using home language where necessary to talk about pictures
3	Objects in the pictures	Identifies objects, e.g., 'Show me the old man.' 'Point to the dog'	Identifies objects, e.g., 'Show me the jelly.' 'Point to the ice-cream'	Identifies objects, e.g. 'Show me the hare.' 'Point to the hare.'	Identifies objects, e.g. 'Show me the bird.' 'Point to the bird.'
4	Simple questions	Answers with the support of the pictures, e.g. 'Where is the hat?'	Answers with the support of the pictures, e.g. 'Where is the cake?'	Answers with the support of the pictures, e.g. 'Has the hare got long ears or short ears?'	Answers with the support of the pictures, e.g. 'Can a bird fly? How many wings has a bird got?'
5	Oral vocabulary	Learns oral vocabulary, e.g. 'hat, old, man, dog, wind'	Learns oral vocabulary e.g. 'jelly, ice-cream, cake'	Learns oral vocabulary e.g. 'animal, hare, ears, tail.'	Learns oral vocabulary e.g. 'can, fly, bird, bat, butterfly'

NORMS		Term 1	Term 2	Term 3	Term 4
6	Joins in choruses	Joins in after repeated readings e.g. , 'Whoosh, whoosh goes the wind!'	Joins in after repeated readings.	Joins in after repeated readings	Joins in after repeated readings
7	Dramatise	Acts out the story using some of the dialogue	Acts out the story using some of the dialogue	Acts out the story using some of the dialogue	Acts out the story using some of the dialogue
8	Draws a picture	capturing the main idea of the story	capturing the main idea of the story	capturing the main idea of the story	capturing the main idea of the story or non-fiction text

Writing: Shared Writing					
NORMS		Term 1	Term 2	Term 3	Term 4
1	Handwriting skills	Uses skills already taught in HL	Uses skills already taught in HL	Uses skills already taught in HL	Uses skills already taught in HL
2	Captions	With the help of the teacher writes a caption for drawing and reads back what is written.	With the help of the teacher writes a caption for drawing and reads back what is written.	With the help of the teacher writes a caption for drawing and reads back what is written.	With the help of the teacher writes a caption for drawing and reads back what is written.
3	Simple lists			With the help of the teacher, writes simple lists with headings e.g. 'Animals: dog, cat, cow' 'Fruit: apple, banana'	With the help of the teacher, writes simple lists with headings, e.g. 'Things that can fly: bird, bat, butterfly, bee'