## SUGGESTED PLANNING of TEACHING and ASSESSMENT

		l		l	I			I	I	
TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME		Me		At sc			/ habits		Weather	
Listening & Speaking W: 25% LISTEN BETTER lesson Free by howardbwigglebottom Resource URL https://www.youtube.com/watch ?v=HH0rQiwKtSs  Minion's Classroom Rules(Short) Free By S T Resource URL https://www.youtube.com/watch ?v=3fFGuWvGqiAb	<ul> <li>Appropriate listening behaviour</li> <li>Listen to instructions (classroom routine) and stories, etc.</li> <li>Share personal details</li> </ul>	Appropriate listening behaviour     Sing songs with movement     Listen for enjoyment     Listen to instructions (classroom routine) and stories, etc.     Share personal details	Appropriate listening behaviour     Listen for enjoyment     Listen with interest to stories, rhymes and songs.     Listen to instructions	Appropriate listening behaviour     Share personal experiences at the school     Sing songs with movement     Listen with interest to stories, rhymes and songs.     Listen for enjoyment     Listen to instructions and stories, etc.	Appropriate listening behaviour     Share personal experiences on the sports field.     Listen with interest to stories, rhymes and songs.     Listen to instructions	Arrange pictures in logical sequence and discuss     Discuss pictures on posters and in books.     Suitable listening behaviour/ respect/ take turns     Take part in discussions, share and take turns to talk.	Arrange pictures in logical sequence and discuss     Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary.     Suitable listening behaviour/ respect/ take turns	Discuss and classify	discuss	Appropriate listening behaviour     Share personal experiences     Arrange pictures in logical sequence and discuss     Classify objects by using correct vocabulary
Phonics W:20%  Free Word Families for Kindergarten 1st Grade ESL Teaching https://www.youtube.com/watch?v=Y5g O6y3F1Q Letter S Song (Animated) Free by Have Fun Teaching Resource URL https://www.youtube.com/watch?v= 8oRsEQD2nl Phonics Letter-T   Alphabet Songs For Children   Learning Videos For Toddlers by Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=4PhbUhrl4KE Phonics Letter-O   Alphabet Songs For Children   Learning Videos For Toddlers by Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=rpvtKnqu7-4 Phonics Letter-M   Alphabet Songs For Children   Phonics Letters For Toddlers   Videos For Kids Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=rpvtKnqu7-4 Phonics Letters For Toddlers   Videos For Kids Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=xUOc-UwTVBA	Auditory perception- Auditory synthesis- Synthesis of word parts  Command: Which word do you her if I say: Book + case = bookcase Hand + bag = handbag Teaching methodology: Pictures Blocks Hand signs Verbal commands Sounds: s, a, t, i	Auditory perception- Auditory synthesis- Synthesis of word parts  Command: Which word do you her if I say: Book + case = bookcase Hand + bag = handbag Teaching methodology: Pictures Blocks Hand signs  Verbal commands Sounds: p, n, ck, e	Auditory perception- Auditory analysis of word parts  Command: Say "bookcase" Say it again but this time without the "case"  Say "handbag". Say it again but this time without the "bag"  Teaching methodology: Pictures Blocks Hand signs  Verbal commands Sounds:h, r, m, d	Auditory perception- Auditory analysis of word parts  Command: Say "bookcase" Say it again but this time without the "case"  Say "handbag". Say it again but this time without the "bag"  Teaching methodology: Pictures Blocks Hand signs  Verbal commands Sounds:g, o, u, I	Auditory perception-Replacement of word parts at the end of words  • Command: Say "bookcase" Say it again but this time replace "case" with shelf. Which word do we get now? Bookshelf  • Say "handbag". Say it again but this time without the "bag" Replacement of word parts at the beginning of words: Say the word "handbag". Say it again but replace the "hand" with "shopping". Which word do we get? Shopping bag  • Sounds:f, b, ai, j	Auditory perception- Replacement of word parts at the end of words	hear if I say: li-bra-	<ul><li>Blocks</li><li>Hand signs</li><li>Verbal commands</li></ul>	Auditory perception- Analysis of sound segments at the beginning and end of words:  Clap sound segments e.g. c-a-t cat Take away of sound segments e.g Say "cat" without the "c" at  Sound: sh, th, Wordbuilding: Build words with sounds learnt	Auditory perception- Analysis of sound segments at the beginning and end of words:  Clap sound segments e.g. c-a-t cat Take away of sound segments e.g Say "cat" without the "c" at  Sound: Revise sounds learnt  Wordbuilding: Build words with sounds learnt

Phonics Letter- 0   Alphabet Songs For Children   Learning Videos For Toddlers by Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/wa tch?v=rpvtKnqu7-4										
Reading W:25% Shared Reading	Emergent reading skills:  Recognise own name that those of at least 10 classmates  Hold the book and turn the pages correctly  Predicts the story by making use of the pictures; read picture books	Emergent reading skills:  Recognise own name that those of at least 10 classmates  Hold the book and turn the pages correctly  Discuss how to handle a book and the care of books  Predicts the story by making use of the pictures; read picture books	Emergent reading skills:  Recognise own name that those of at least 10 classmates  Hold the book and turn the pages correctly  Discuss how to handle a book and the care of books  Predicts the story by making use of the pictures; read picture books  Interpret pictures to create own story; "read" pictures	Emergent reading skills:  Recognise own name that those of at least 10 classmates  Hold the book and turn the pages correctly  Discuss how to handle a book and the care of books  Predicts the story by making use of the pictures; read picture books  Interpret pictures to create own story; "read" pictures	Emergent reading skills:  Vocabulary building  Repeat the story several times so that learners can get acquainted with the vocabulary in the story  Read etiquettes and under scripts of objects in the classroom  Make use of visual cues:  Reflects on the end of the story by discussion what could lead to it  Make use of pictures to understand the sequence of happenings in the story and to determine how the happenings influenced each other	Emergent reading skills:  Vocabulary building  Repeat the story several times so that learners can get acquainted with the vocabulary in the story  Read etiquettes and under scripts of objects in the classroom  Make use of visual cues:  Reflects on the end of the story by discussion what could lead to it  Make use of pictures to understand the sequence of happenings in the story and to determine how the happenings influenced each other	Emergent reading skills:  Vocabulary building  Collect and read brands of products and other words/printed texts in the environment  Recognise learners' names in the classroom  Make use of visual cues: Reflects on the end of the story by discussion what could lead to it  Build basic skills of understanding: Builds understanding by asking questions on the story. Learners to answer in full sentences.	Emergent reading skills:  Vocabulary building  Collect and read brands of products and other words/printed texts in the environment  Recognise learners' names in the classroom  Make use of visual cues:  Reflects on the end of the story by discussion what could lead to it  Build basic skills of understanding:  Builds understanding by asking questions on the story. Learners to answer in full sentences.	Emergent reading skills:  Vocabulary building  Collect and read brands of products and other words/printed texts in the environment  Recognise learners' names in the classroom  Interpret pictures to create own story; "read" pictures	Emergent reading skills:  Vocabulary building  Collect and read brands of products and other words/printed texts in the environment  Recognise learners' names in the classroom  Interpret pictures to create own story; "read" pictures
Group Guided Reading  What Is Guided Reading?   Reading Lessons Free by How	Develop basic concepts from printed text:  Concept of books: cover page, title, front page, back page  Read aloud from own book in groups with teacher  Make use of sentence strips and flashcards to introduce new sentences to learners	Develop basic concepts from printed text:  Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Read aloud from own book in groups with teacher Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight words	Develop basic concepts from printed text:  Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Read aloud from own book in groups with teacher Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight words	Develop basic concepts from printed text:  Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Read aloud from own book in groups with teacher Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight vocabulary Make use of sentence strips and flashcards to consolidate words	Develop basic concepts from printed text:  Concept of books: cover page, title, front page, back page  Direction: read from front to back, left to right and from top to bottom  Punctuation: Capital letters and full stops Read aloud from own	Develop basic concepts from printed text:  Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Punctuation: Capital letters and full stops Read aloud from own book in groups with teacher Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight vocabulary Make use of sentence strips and flashcards to consolidate words	for understanding  • Learners start to monitor themselves  • Reading fluency  • Make use of sentence	Develop basic concepts from printed text:  Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Punctuation: Capital letters, full stops and question marks Read aloud from own book in groups with teacher Builds basic basic skills for understanding Learners start to monitor themselves Reading fluency Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight vocabulary Make use of sentence strips and flashcards to consolidate words	Develop basic concepts from printed text:  Concept of books: cover page, title, front page, back page Direction: read from front to back, left to right and from top to bottom Punctuation: Capital letters, full stops, commas and question marks Read aloud from own book in groups with teacher Builds basic basic skills for understanding Learners start to monitor themselves Reading fluency Make use of sentence strips and flashcards to introduce new sentences to learners Begins to build sight vocabulary	Read aloud from own book in groups with teacher     Begins to build sight vocabulary

Writing: W:20% Writing	Draw pictures to convey a message e.g. a personal experience     Copy captions and sentences     Class newsletter (teacher writes)	Draw pictures to convey a message e.g. a personal experience     Copy captions and sentences     Class newsletter (teacher writes)	<ul> <li>Draw pictures to convey a message</li> <li>Copy captions and sentences</li> <li>Class newsletter (teacher writes) – contribute ideas to write a class story.</li> </ul>	Draw pictures to convey a message     Write a sentences or news correctly from blackboard.     Class newsletter (teacher writes)-contribute ideas to write a class story.	Draw pictures to convey a message     Copy under scripts and sentences     Use words of which the letter sounds are already taught	Use words of which the letter sounds are already taught Copy under scripts and sentences from graded reader	Use words of which the letter sounds are already taught Copy under scripts and sentences from graded reader	<ul> <li>Use words of which the letter sounds are already taught</li> <li>Copy under scripts and sentences from graded reader</li> </ul>	<ul> <li>Make use of sentence strips and flashcards to consolidate words</li> <li>Use words of which the letter sounds are already taught</li> <li>Copy under scripts and sentences from graded reader</li> </ul>	Use words of which the letter sounds are already taught     Copy under scripts and
Handwriting W:10% Handwriting	Preparation stage:  Develop the fine motor and eye hand co-ordination by;  Painting of picture – Draw/paint a self portrait  Starch work – use large paper – make patterns in the starch with fingers (own choice)  Playing with clay – make different shapes/animals, make the letter that your name starts with	Preparation stage:  Develop the fine motor and eye hand co-ordination as in Week 1  Make Different Patterns e.g.  Practice the pattern in the air  Starch work – make the pattern with finger in starch  Use an old telephone directory, practice the pattern in the book with wax crayons.  Practice the pattern on old news print (fold the paper) use wax crayons.  Draw a master pattern with chalk on the ground/floor. Walk on the pattern  Use sand paper and follow the direction of the pattern with finger.		write a class story.  Develop fine motor skills by:  tearing papers to exercise fingers before writing.  Play piano on desk while singing a song.  Write the /////////////////////////////////	Develop fine motor skills by:  • playing with dough.  • Do different finger exercises before writing e.g. write your name on your friends back using your finger.  • Write the pattern illililion blank paper with a wax crayon.  • Letter formation: i, l  • Write letter in the air, sand, with wax crayon on paper  • Write letters and pattern in book – (Give special attention to the correct way of writing in a book – write with wax crayon or thick pencil)  • Write the Number: 2 2 2	Develop fine motor skills by:  Cutting pictures out of a magazine.  Doing different finger exercises before writing.  Introduce a new pattern  on a blank paper with a wax crayon.  Introduce the letter:  m, n  Write letter in the air, sand with wax crayon in a book – (Give special attention to the correct way of writing in a book)  Introduce the Number: 3 3 3 3	Develop fine motor skills by:  Cutting pictures out of a magazine.  Doing different finger exercises before writing.  Introduce a new pattern on a blank paper with a wax crayon.  Introduce the letter: r, h  Write letter in the air, sand with wax crayon in a book – (Give special attention to the correct way of writing in a book)  Introduce the Number: 3 3 3 3	Develop fine motor skills by:  Do different finger exercises before writing. E.g Scratch your friends back, play with clay, scrunch papers to make a ball.  Pretend you are taking a bath — washing and rubbing your own body with your hands.  Introduce a new pattern  on blank paper with a wax crayon.  Letter formation: u, t  Write letter in the air, sand, with wax crayon on paper  Write letters and pattern in book - Give special attention to the correct way of writing in a book  Write the Number: 4 4 4 4	Develop fine motor skills by:  Do different finger exercises before writing. E.g Scratch your friends back, play with clay, scrunch papers to make a ball.  Pretend you are taking a bath — washing and rubbing your own body with your hands.  Introduce a new pattern  on blank paper with a wax crayon.  Letter formation: y, u  Write letter in the air, sand, with wax crayon on paper  Write letters and pattern in book - Give special attention to the correct way of writing in a book  Write the Number: 5 5 5 5	Develop fine motor skills by:  • Tear and past paper to make a picture  Consolidation of letters: v, w, i, l, m, n, r, h u, t, y  Consolidation of numbers:  • 1 - 5
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks  Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters

Informal assessment; remediation	<ul> <li>The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> </ul>
SBA (Formal Assessment)	<ul> <li>The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics.</li> <li>Teachers could choose from SBA guidelines on formal assessment model.</li> <li>https://drive.google.com/open?id=1vbctW2SUYC9jTL VP1io8Q0YWVC5M 0CBo-FiphTuzU</li> </ul>
	https://drive.google.com/open?id=17ue7rZ47cwAZB8qYLFiONtvMUaNt2QRrM2Oz8nLXHV4  https://drive.google.com/open?id=1IMbVXrS59cPdf8k5jb7CuuanRkX3orwMS1HrqumZfuA  https://drive.google.com/open?id=1nQdRnD-wgss5XgHlQee0ulLLSAgf97t53mMz5FomRmY

TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	My f	amily	Safety a	at home		My body			Keeping my body safe	
Listening & Speaking W: 25% Free By FreddiesVilleVideos Resource URL https://www.youtube.com/watch? v=fuZktwZKYNE	<ul> <li>Appropriate listening behaviour- listen to peers that tells stories about their families.</li> <li>Talk about personal experiences – My family</li> <li>Listen to instructions – Teacher give more than one command to learners to act on.</li> <li>Join in choruses and rhymes (Poems and rhymes on the family)</li> </ul>	Appropriate listening behaviour- listen to the stories of their peers on their families     Talk about personal experiences- things they as a family likes to do together     Listen to instructions – teacher gives more than one command for learners to act on.     Join in choruses of songs and rhymes (poems and rhymes of the family)     Recite poems and rhymes     Identify/recognise parts of a whole	Appropriate listening behaviour- teacher speaks on safety at home (bathroom and kitchen)     Listen to instructions – safety rules in the house     Convey messages – tell Mom and Dad how to ensure safety at home     Recite poems and rhymes (Safety)	Appropriate listening behaviour- Teacher speaks about safety at home during thunderstorms outside and inside the home     Listen to more than one instruction at a time     Listen with comprehension and answer questions and draw pictures on safety in the kitchen.     Recite poems and rhymes (safety)	Appropriate listening behaviour- listen to as story about: My body     Listen with comprehension and answer questions and draw pictures (Answers questions about "My body")     Join in choruses of songs, stories and rhymes (My body)     Identify/recognise parts of a whole	<ul> <li>(vocabulary on senses)</li> <li>Recite poems and rhymes (Songs and rhymes on "My body")</li> <li>Identify/recognise parts</li> </ul>	Appropriate listening behaviour     Listen to facts about "My body" (Bones in my body and parts of my body that helps me to breath)     Fit flashcards of bones in the body and body parts that helps you to breath on a poster     Participate in class discussions     Reading comprehension	Appropriate listening behaviour     Talk about personal experiences     Describe objects by using correct vocabulary     Listen to stories and identify main idea (listen to story on how to keep your body safe)     Sequence pictures     Participate in class discussions     Understand and use vocabulary of subjects     Join in choruses of songs, stories and rhymes     Recite poems and rhymes	<ul> <li>Talk about personal experiences (Yes and No feelings)</li> <li>Describe objects by using correct vocabulary</li> <li>Listen to stories and identify main idea (case studies of yes and no feelings)</li> <li>Sequence pictures</li> <li>Participate in class discussions</li> <li>Reading comprehension</li> <li>Understand and use vocabulary of subjects</li> </ul>	Describe objects by using correct vocabulary – I keep my body healthy     Listen to stories and identify main idea     Sequence pictures (how can we purify water)     Participate in class discussions on how to purify water     Reading comprehension     Understand and use vocabulary of subjects     Recite poems and rhymes     Identify/recognise parts of a whole
Phonics W:20% Phonics How to teach reading with phonics - 2/12 - CVCs (3 Letter Words  https://www.youtube.com/watch?v=-LVabblvDcc Free Word Families for Kindergarten 1st Grade ESL Teaching  https://www.youtube.com/watch?v=Y5g_O6y3F1Q	Auditory Perception – Auditory analysis – replace sound parts at beginning of words  Say water. Take away wa and put la in it's place. Which word do you get? later  Replace sound parts at end of words  Say the word kitchen. Take -chen away and replace it with -ten. What word do you get? Kitten  Phonics: qu, ou, oi	Auditory Perception – Auditory analysis – replace sound parts at beginning of words  Say water. Take away wa and put la in it's place. Which word do you get? later  Replace sound parts at end of words  Say the word kitchen. Take -chen away and replace it with -ten. What word do you get? Kitten  Phonics: ue, er, ar	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words  • Which sound do you hear at the beginning of the word?  bed  • Which sound do you hear at the end of the word?  pen  Phonics: Alternatives – oa, s, f	which sounds they hear in the beginning, middle and end of words • Which sound do you	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words  • Which sound do you hear at the beginning of the word?  bed  • Which sound do you hear at the end of the word?  pen  Phonics: Alternatives: ee, or, ou	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words  • Which sound do you hear at the beginning of the word?  bed  • Which sound do you hear at the end of the word?  pen  Phonics: Alternatives – oi, ue, er	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words  • Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) bed	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words  • Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) bed	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words  • Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) bed	Auditory Perception – identify the position of the sound within a wor – learners identify which sounds they hea in the beginning, middl and end of words • Which sound do you hear at the middle of th word? (Teacher says the word slowly and ca make use of hand signs to make it easier for the learner to hear) bed  Phonics: Revise all the sounds learnt

							Phonics: Tricky words	Phonics: Tricky words	Phonics: Tricky words	
	Word building: Build	Word building: Build	Word building: Build	Word building: Build	Word building: Build	Word building: Build	group 1: I, the, he, she,	group 2: you, your,	group 2: there, they, go,	Word building: Build
	words with sounds	words with sounds	words with sounds	words with sounds	words with sounds	words with sounds	me, we, be, was, to, do,	come, some, said, here	no, so, my	words with sounds learnt.
	learnt. Use the words in	learnt. Use the words in	learnt. Use the words in	learnt. Use the words in	learnt. Use the words in	learnt. Use the words in	are, all	W	W	Use the words in
	sentences (Minimum 5	sentences (Minimum 5	sentences (Minimum 5	sentences (Minimum 5	sentences (Minimum 5	sentences (Minimum 5	W	Word building: Build	Word building: Build	sentences (Minimum 5
	words per sentence)	words per sentence)	words per sentence)	words per sentence)	words per sentence)	words per sentence)	Word building: Build	words with sounds	words with sounds	words per sentence)
	A	A. ditam diations	A	A			words with sounds learnt. Use the words in	learnt. Use the words in	learnt. Use the words in	
	<ul> <li>Auditory distinction between initial and</li> </ul>	<ul> <li>Auditory distinction between initial and</li> </ul>	Auditory distinction between initial and	Auditory distinction between initial and	Auditory distinction	Auditory distinction	sentences (Minimum 5	sentences (Minimum 5 words per sentence)	sentences (Minimum 5 words per sentence)	Auditory distinction
	ending sounds	ending sounds	ending sounds	ending sounds	between initial and	between initial and	words per sentence)	words per sentence)	words per sentence)	between initial and
	Identify letter-sound	Identify letter-sound	Identify letter-sound	Identify letter-sound	ending sounds	ending sounds	words per sentence)			ending sounds
	relationship	relationship	relationship	relationship	Identify letter-sound	Identify letter-sound		Auditory distinction	Auditory distinction	Identify letter-sound
	Combination of sounds	Combination of sounds	Combination of sounds		relationship	relationship	Auditory distinction	between initial and	between initial and	relationship
	Dividing words into	Dividing words into	Dividing words into	Dividing words into	Combination of sounds	Combination of sounds	between initial and	ending sounds	ending sounds	Combination of sounds
	sound segments	sound segments	sound segments	sound segments	Dividing words into	Dividing words into	ending sounds	Identify letter-sound	Identify letter-sound	Dividing words into
	Sound replacement	<ul> <li>Sound replacement</li> </ul>	Sound replacement	Sound replacement	sound segments	sound segments	Identify letter-sound	relationship	relationship	sound segments
	Word building:	Word building:	Word building:	Word building:	Sound replacement	Sound replacement	relationship	Combination of sounds	Combination of sounds	Sound replacement
	two-word families	two-word families	two-word families	two-word families	Word building:	Word building:	Combination of sounds	<ul> <li>Dividing words into</li> </ul>	<ul> <li>Dividing words into</li> </ul>	Word building: two-
	<ul> <li>Build words consisting</li> </ul>	<ul> <li>Build words consisting</li> </ul>	Build words consisting	Build words consisting	two-word families	two-word families	<ul> <li>Dividing words into</li> </ul>	sound segments	sound segments	word families
	of an initial sound and	of an initial sound and	of an initial sound and	of an initial sound and	Build words consisting	Build words consisting	sound segments	<ul> <li>Sound replacement</li> </ul>	<ul> <li>Sound replacement</li> </ul>	Build words consisting
	rhyme sound and	rhyme sound and	rhyme sound and	rhyme sound and	of an initial sound and	of an initial sound and	Sound replacement	Word building: two-	Word building: two-	of an initial sound and
	identify rhyme sound	identify rhyme sound	identify rhyme sound	identify rhyme sound	rhyme sound and	rhyme sound and	Word building:	word families	word families	rhyme sound and
	Sound families	Sound families	Sound families	Sound families	identify rhyme sound	identify rhyme sound	two-word families	Build words consisting	Build words consisting	identify rhyme sound
	Read words in	Read words in	Read words in	Read words in	Sound families	Sound families	Build words consisting	of an initial sound and	of an initial sound and	Sound families
	sentences and text	sentences and text	sentences and text	sentences and text	Read words in	Read words in	of an initial sound and	rhyme sound and	rhyme sound and	Read words in
	• Sound: b	• Sound: t	• Sound: p		sentences and text	sentences and text	rhyme sound and identify rhyme sound	identify rhyme sound • Sound families	identify rhyme sound • Sound families	sentences and text
	T	I	У				Sound families	Read words in	Read words in	
							Read words in	sentences and text	sentences and text	
							sentences and text	Scritchiocs and toxt	Schlonocs and toxt	
Reading W:25%	Vocabulary	Think about your	Vocabulary	Think about your	Vocabulary	Think about your	Decision making skills:	Vocabulary	Think about your	Vocabulary
1	development:	thoughts and feelings	development:	thoughts and feelings	development:	thoughts and feelings	Think about why a	development:	thoughts and feelings	development:
Shared Reading	<ul> <li>Vocabulary in different</li> </ul>	and make inferences:	Vocabulary in different	and make inferences:	<ul> <li>Vocabulary in different</li> </ul>	and make inferences:	character acted the	<ul> <li>Vocabulary in different</li> </ul>	and make inferences:	<ul> <li>Vocabulary in different</li> </ul>
	contexts			1	- vocabalary in amoronic	and make micronece.	Character acted the	Vocabulary in unlerent		• vocabulary in different
Teaching with Chared Deading	CONTEXES	<ul> <li>Think deeply</li> </ul>	contexts	Think deeply	contexts	Think deeply	way he did?	contexts	Think deeply	contexts
Teaching with Shared Reading	• Focus on the words in	<ul> <li>What does the</li> </ul>	Focus on the words in	<ul><li>Think deeply</li><li>What does the</li></ul>	contexts  • Focus on the words in	Think deeply What does the	way he did?	contexts • Focus on the words in	<ul><li>Think deeply</li><li>What does the</li></ul>	contexts • Focus on the words in
of a Big Book	Focus on the words in the pictures before	What does the character thinks?	Focus on the words in the pictures before	Think deeply What does the character thinks?	contexts • Focus on the words in the pictures before	Think deeply What does the character thinks?	way he did?  Think about text:	contexts • Focus on the words in the pictures before	Think deeply What does the character thinks?	contexts • Focus on the words in the pictures before
	Focus on the words in the pictures before concentrating on the	<ul><li>What does the character thinks?</li><li>Make inferences</li></ul>	Focus on the words in the pictures before concentrating on the	Think deeply What does the character thinks? Make inferences	contexts • Focus on the words in the pictures before concentrating on the	Think deeply What does the character thinks? Make inferences	way he did?  Think about text:  Form own	contexts • Focus on the words in the pictures before concentrating on the	Think deeply What does the character thinks? Make inferences	contexts  • Focus on the words in the pictures before concentrating on the
of a Big Book Free By Bill Barnes	Focus on the words in the pictures before	<ul><li>What does the character thinks?</li><li>Make inferences</li><li>Make inferences by</li></ul>	Focus on the words in the pictures before	Think deeply What does the character thinks? Make inferences Make inferences by	contexts • Focus on the words in the pictures before	Think deeply What does the character thinks? Make inferences Make inferences by	way he did?  Think about text:  Form own opinions on the	contexts • Focus on the words in the pictures before	<ul> <li>Think deeply</li> <li>What does the character thinks?</li> <li>Make inferences</li> <li>Make inferences by</li> </ul>	contexts • Focus on the words in the pictures before
of a Big Book	Focus on the words in the pictures before concentrating on the text	<ul> <li>What does the character thinks?</li> <li>Make inferences</li> <li>Make inferences by using cues</li> </ul>	Focus on the words in the pictures before concentrating on the text	Think deeply What does the character thinks? Make inferences Make inferences by using cues	contexts • Focus on the words in the pictures before concentrating on the text	Think deeply What does the character thinks? Make inferences Make inferences by using cues	way he did?  Think about text:  Form own	contexts • Focus on the words in the pictures before concentrating on the text	<ul> <li>Think deeply</li> <li>What does the character thinks?</li> <li>Make inferences</li> <li>Make inferences by using cues</li> </ul>	contexts  • Focus on the words in the pictures before concentrating on the text
of a Big Book Free By Bill Barnes Resource URL	Focus on the words in the pictures before concentrating on the text  Story skills:	<ul> <li>What does the character thinks?</li> <li>Make inferences</li> <li>Make inferences by using cues</li> <li>Think about an</li> </ul>	Focus on the words in the pictures before concentrating on the text  Story skills:	Think deeply What does the character thinks? Make inferences Make inferences by using cues Think about an	contexts • Focus on the words in the pictures before concentrating on the text  Story skills:	Think deeply What does the character thinks? Make inferences Make inferences by using cues Think about an	way he did?  Think about text:  Form own opinions on the text	contexts • Focus on the words in the pictures before concentrating on the text  Story skills:	<ul> <li>Think deeply</li> <li>What does the character thinks?</li> <li>Make inferences</li> <li>Make inferences by using cues</li> <li>Think about an</li> </ul>	contexts  • Focus on the words in the pictures before concentrating on the text  Story skills:
of a Big Book Free By Bill Barnes  Resource URL https://www.youtube.com/watch	Focus on the words in the pictures before concentrating on the text      Story skills:     Learners make use of	<ul> <li>What does the character thinks?</li> <li>Make inferences</li> <li>Make inferences by using cues</li> </ul>	Focus on the words in the pictures before concentrating on the text  Story skills:     Learners make use of	Think deeply What does the character thinks? Make inferences Make inferences by using cues	contexts  • Focus on the words in the pictures before concentrating on the text  Story skills:  • Learners make use of	Think deeply What does the character thinks? Make inferences Make inferences by using cues	way he did?  Think about text:  Form own opinions on the text  Consolidation of	contexts  • Focus on the words in the pictures before concentrating on the text  Story skills:  • Learners make use of	<ul> <li>Think deeply</li> <li>What does the character thinks?</li> <li>Make inferences</li> <li>Make inferences by using cues</li> </ul>	contexts  • Focus on the words in the pictures before concentrating on the text  Story skills:  • Learners make use of
of a Big Book Free By Bill Barnes  Resource URL https://www.youtube.com/watch	Focus on the words in the pictures before concentrating on the text      Story skills:     Learners make use of their imagination and	<ul> <li>What does the character thinks?</li> <li>Make inferences</li> <li>Make inferences by using cues</li> <li>Think about an example</li> </ul>	Focus on the words in the pictures before concentrating on the text  Story skills:     Learners make use of their imagination and	Think deeply What does the character thinks? Make inferences Make inferences by using cues Think about an example	contexts  • Focus on the words in the pictures before concentrating on the text  Story skills:  • Learners make use of their imagination and	Think deeply What does the character thinks? Make inferences Make inferences by using cues Think about an example	way he did?  Think about text:  Form own opinions on the text  Consolidation of vocabulary:	contexts  • Focus on the words in the pictures before concentrating on the text  Story skills:  • Learners make use of their imagination and	<ul> <li>Think deeply</li> <li>What does the character thinks?</li> <li>Make inferences</li> <li>Make inferences by using cues</li> <li>Think about an example</li> </ul>	contexts  • Focus on the words in the pictures before concentrating on the text  Story skills:  • Learners make use of their imagination and
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characters, main idea

 Ask questions about story, also higher-order questions

Discuss story,

Read Big Book and

enlarged text as a

• Use pictures to predict

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Ask questions about

Discuss story,

questions

Group Guided Reading  What Is Guided Reading?   Reading Lessons Free by Howcast Resource URL https://www.youtube.com/watch ?v=yw6CyBjkPqw	Develop basic concepts from printed text:  • E.g. Punctuation: capital letters, full stops, commas and question marks  Read aloud from own book or reading chart with teacher  • Build basic comprehension skills – place events in	Discuss capital letters and full stops  Develop basic concepts from printed text:     E.g. Punctuation: capital letters, full stops, commas and question marks  Read aloud from own book or reading chart with teacher     Build basic comprehension skills – place events in	Discuss capital letters and full stops  Develop basic concepts from printed text:     E.g. Punctuation: capital letters, full stops, commas and question marks  Read aloud from own book or reading chart with teacher     Build basic comprehension skills – place events in	Use pictures to create own story     Use clues and pictures for understanding     Discuss story, characters, main idea     Ask questions about story, also higher-order questions     Discuss capital letters and full stops      Develop basic concepts from printed text:     E.g. Punctuation: capital letters, full stops, commas and question marks  Read aloud from own book or reading chart with teacher     Build basic comprehension skills – place events in	Discuss capital letters and full stops  Develop basic concepts from printed text:     E.g. Punctuation: capital letters, full stops, commas and question marks  Read aloud from own book or reading chart with teacher     Build basic comprehension skills – place events in	Develop basic concepts from printed text:  • E.g. Punctuation: capital letters, full stops, commas and question marks  Read aloud from own book or reading chart with teacher  • Build basic comprehension skills – place events in	Develop basic concepts from printed text:  • E.g. Punctuation: capital letters, full stops, commas and question marks  Read aloud from own book or reading chart with teacher  • Build basic comprehension skills – place events in	Discuss capital letters and full stops  Develop basic concepts from printed text:     E.g. Punctuation: capital letters, full stops, commas and question marks  Read aloud from own book or reading chart with teacher     Build basic comprehension skills – place events in	Develop basic concepts from printed text:  • E.g. Punctuation: capital letters, full stops, commas and question marks  Read aloud from own book or reading chart with teacher  • Build basic comprehension skills – place events in	Develop basic concepts from printed text:  • E.g. Punctuation: capital letters, full stops, commas and question marks  Read aloud from own book or reading chart with teacher  • Build basic comprehension skills – place events in sequence
	place events in sequence  • Learners monitor themselves in word recognition and comprehension skills  • Reading fluency and punctuation  Make use of sentence strips and flashcards to teach new words and	place events in sequence  • Learners monitor themselves in word recognition and comprehension skills  • Reading fluency and punctuation  Make use of sentence strips and flashcards to teach new words and	place events in sequence  • Learners monitor themselves in word recognition and comprehension skills  • Reading fluency and punctuation  Make use of sentence strips and flashcards to teach new words and	place events in sequence  • Learners monitor themselves in word recognition and comprehension skills  • Reading fluency and punctuation  Make use of sentence strips and flashcards to teach new words and	place events in sequence  Learners monitor themselves in word recognition and comprehension skills  Reading fluency and punctuation  Make use of sentence strips and flashcards to teach new words and	place events in sequence  Learners monitor themselves in word recognition and comprehension skills  Reading fluency and punctuation  Make use of sentence strips and flashcards to teach new words and	place events in sequence  • Learners monitor themselves in word recognition and comprehension skills  • Reading fluency and punctuation  Make use of sentence strips and flashcards to teach new words and	place events in sequence  Learners monitor themselves in word recognition and comprehension skills  Reading fluency and punctuation  Make use of sentence strips and flashcards to teach new words and	place events in sequence  • Learners monitor themselves in word recognition and comprehension skills  • Reading fluency and punctuation  Make use of sentence strips and flashcards to teach new words and	Learners monitor     themselves in word     recognition and     comprehension skills     Reading fluency and     punctuation  Make use of sentence     strips and flashcards to     teach new words and     sentences to learners.
	sentences to learners.  Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	sentences to learners.  Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	sentences to learners.  Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	sentences to learners.  Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	sentences to learners.  Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	sentences to learners.  Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	sentences to learners.  Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	sentences to learners.  Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	sentences to learners.  Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate	Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate  • Use phonic knowledge,
										sight words and clues during reading     Learners monitor themselves in word recognition and comprehension skills     Build sight vocabulary during all reading     Read aloud to a peer from prepared text for reading fluency     Reread known texts
Writing: W:20% Writing  Kids vocabulary - Body - parts of the body - Learn English for kids - English educational video Free By English Singsing Resource URL https://www.youtube.com/watch ?v=SUt8q0EKbms	Draw pictures to convey a message with simple captions     Write words with sounds taught and draw a picture next to the word     Write own news sentence and draw     Compile word lists according to instructions	Draw pictures to convey a message with simple captions     Write words with sounds taught and draw a picture next to the word     Write own news sentence     Compile word lists according to instructions	<ul> <li>Draw pictures to convey a message with simple captions</li> <li>Write words with learned sounds and draw a picture</li> <li>Write own news sentence and draw a picture</li> <li>Compile word lists according to instructions</li> </ul>	Draw pictures to convey a message with simple captions-Create a security sign for your home and write under scripts     Write words with sounds taught     Write own news sentence and draw a picture	Draw pictures to convey a message with simple captions –     Write words with sounds taught and draw pictures     Write own news sentence and draw a picture     Compile word lists according to instructions	Draw pictures to convey a message with simple captions – My body is special     Write words with sounds taught     Write own news sentence and draw a picture     Compile word lists according to instructions - senses	Draw pictures to convey a message with simple captions     Write words with sounds taught     Write own news sentence     Compile word lists according to instructions     Contribute ideas to the writing of a class story	<ul> <li>Draw pictures to convey a message with simple captions</li> <li>Write words with sounds taught</li> <li>Write own news sentence</li> <li>Compile word lists according to instructions</li> <li>Contribute ideas to the writing of a class story</li> </ul>	<ul> <li>Draw pictures to convey a message with simple captions</li> <li>Write words with sounds taught</li> <li>Write own news sentence</li> <li>Compile word lists according to instructions</li> <li>Contribute ideas to the writing of a class story</li> </ul>	<ul> <li>Draw pictures to convey a message with simple captions</li> <li>Write words with learned sounds. Test for consolidation</li> <li>Write own news sentence</li> <li>Compile word lists according to instructions</li> </ul>

	Contribute ideas to the writing of a class story  The learners help the teacher to write a story on: "How can I show my family that I care?"  Some learners can illustrate the story  Put the story up in the class for learners to read	Contribute ideas to the writing of a class story  Write caption/ short sentence and illustrate for reading corner – Learners draw their family and write under scripts  Create own dictionary Use phonic knowledge to write sentences  Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it.	Contribute ideas to the writing of a class story  The learners help the teacher to compile a list of safety rules.  Some learners can illustrate the story  Put the story up in the class for learners to read  Write caption/ short sentence and illustrate for reading corner  Create own dictionary  Use phonic knowledge to write sentences	Compile word lists according to instructions – write important emergency numbers e.g. police 10111  Contribute ideas to the writing of a class story  The learners help the teacher to compile a list of safety rules.  Some learners can illustrate the story  Put the story up in the class for learners to read  Write caption/ short sentence and illustrate for reading corner  Create own dictionary  Use phonic knowledge to write sentences	Contribute ideas to the writing of a class story  The learners help the teacher to compile a list of safety rules.  Some learners can illustrate the story  Put the story up in the class for learners to read  Write caption/ short sentence and illustrate for reading corner  Create own dictionary  Use phonic knowledge to write sentences  Graded Readers:  Do written activities e.g. Choose the correct word in brackets.  Use phonic knowledge to write sentences  Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it.	Contribute ideas to the writing of a class story  Write caption/ short sentence and illustrate for reading corner  Create own dictionary Use phonic knowledge to write sentences  Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it	The learners help the teacher to compile a list of safety rules.  Some learners can illustrate the story  Put the story up in the class for learners to read  Graded Readers:  Do written activities e.g. Choose the correct word in brackets.  Use phonic knowledge to write sentences  Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it	for reading corner  Create own dictionary  Use phonic knowledge	Write caption/ short sentence and illustrate for reading corner – express feelings e.g. Mommy give me a hug; Teacher give me a high five for work well done.     Create own dictionary     Use phonic knowledge to write sentences     Graded Readers:     Do written activities e.g. Make your own sentences with the words     Use phonic knowledge to write sentences     Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it	Contribute ideas to the writing of a class story (We purify water)     Write caption/ short sentence and illustrate for reading corner     Create own dictionary     Use phonic knowledge to write sentences     Graded Readers:     Do written activities e.g. Make your own sentences with the words
Handwriting W:10% Handwriting	Develop fine motor skills by:  Do different finger exercises before writing.  Hold pencil and crayon correctly Practice with sponges Pattern work:  Letter formation: U, t  Number: 6 Form lower case letters correctly (starts and ends correctly) in the correct place  Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and hand-eye coordination exercises and correct body posture	Develop fine motor skills by:  Do different finger exercises before writing.  Hold pencil and crayon correctly Practice with sponges Pattern work:  Letter formation:  Y  Number: 6  Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and handeye coordination exercises and correct body posture	ends correctly) in the correct place  Form some frequently used capital letters correctly  Write words with correct spacing  Copy sentences  Continuous fine and gross motor and handeye coordination exercises and correct body posture	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation S, f  Number: 7 Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and hand-eye coordination exercises and correct body posture	Develop fine motor skills doing different finger exercises before writing.     Hold pencil and crayon correctly     Pattern work:     Letter formation     C, e      Number: 8     Form lower case letters correctly (starts and ends correctly) in the correct place     Form some frequently used capital letters correctly     Write words with correct spacing     Copy sentences     Continuous fine and gross motor and handeye coordination exercises and correct body posture	ends correctly) in the correct place  Form some frequently used capital letters correctly  Write words with correct spacing  Copy sentences  Continuous fine and gross motor and handeye coordination exercises and correct body posture	Form lower case letters correctly (starts and ends correctly) in the correct place     Form some frequently used capital letters correctly     Write words with correct spacing     Copy sentences     Continuous fine and gross motor and handeye coordination exercises and correct body posture	Form lower case letters correctly (starts and ends correctly) in the correct place     Form some frequently used capital letters correctly     Write words with correct spacing     Copy sentences     Continuous fine and gross motor and handeye coordination exercises and correct body posture	Develop fine motor skills doing different finger exercises before writing.  Hold pencil and crayon correctly  Pattern work:  CACACACACACACACACACACACACACACACACACAC	Pattern work:  AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge

Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks  Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation  SBA (Formal Assessment)	<ul><li>This must be</li><li>The activities</li><li>and practicall</li><li>By week 9 tea</li></ul>	must be observed and assiy.	sessed during daily lesson complete the checklist and s	activities in Languages. Eac	ch skill is not meant to be a	n assessment activity but ra				
	https://drive.google.com	n/open?id=1vbctW2SUYC9	PjTL_VP1io8Q0YWVC5M_	OCBo-FiphTuzU						
		n/open?id=17ue7rZ47cwAZ								
		n/open?id=1IMbVXrS59cPc	•							
	https://drive.google.con	n/open?id=1nQdRnD-wgss	5XgHIQee0ulLLSAgf97t53	mMz5FomRmY						

Follow Me   Kids Songs   Super Simple Songs Free By Super Simple Songs - Kids Songs Resource URL https://www.youtube.com/watch? y=hWZDDGX7Tcc  Rhyming Words for Kids   Rhy	TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
W: 25%  discussions and answers questions – places in the community  Talk about personal experiences – How damaners  Listen to story with interest and enjoyment – draw picture with caption – Nole-play with appropriate vocabulary of subjects  Thy-hW2DGX7Tcc  discussions, and and respond appropriately subjects places in the community  Thy-hW2DGX7Tcc  discussions, and appropriately experiences – How dappropriately experiences – Food I flied the experiences – Food I discussions, ask questions – data denions and answer open-ended questions – House experiences – Food I flied the experiences – Food I f	THEME	Му сог	mmunity	Pets		Plants a	nd seeds				
v=-IYFpIZA618	W: 25%  Follow Me   Kids Songs   Super Simple Songs Free By Super Simple Songs - Kids Songs Resource URL https://www.youtube.com/watch? v=hW2DDGX7Tcc  Rhyming Words for Kids   Kindergarten and First Grade Classroom Video Free By Homeschool Pop Resource URL https://www.youtube.com/watch?	discussions and answers questions – places in the community  Talks about personal experiences – Which places in the picture have you visited (Places in the community)  Understand and use vocabulary of subjects – Buildings in my community – purpose	and respond appropriately  Appropriate listening behaviour  Listen to story with interest and enjoyment draw picture with caption  Role-play with appropriate vocabulary	experiences – How do I care for my pet?  • Listen to story with interest and enjoyment – draw picture with caption – Johan's pet.  • Sequence pictures with captions • Role-play with	Takes part in discussions, ask questions and answers questions – Good and bad manners  Talk about personal experiences – Good manners  Recite and do actions  Understand and use vocabulary of subjects – vocabulary on good and bad manners  Listen to story with interest and enjoyment – draw picture with caption – Pietie Please	one instruction at a time and respond appropriately  • Understand and use vocabulary of plants  • Place the flashcard on the picture – We need plants for  • Participate in discussions, questions and answer questions – Why do we need plants? (Shelter, shadow, food, flowers,	vocabulary of subjects  – parts of a plant  • Listen to details and answer open-ended questions  Ask questions on parts of plants  • Identify differences and similarities using	experiences – food I like/do not like  Listen to details and answer open-ended questions – healthy and unhealthy food Identify differences and similarities using correct vocabulary –	vocabulary of subjects  Listen to details and answer open-ended questions – Where does different foods come from?  Identify differences and similarities using correct vocabulary  Use and extend vocabulary – From where do we get	and respond appropriately  Talk about personal experiences – Create your own menu Understand and use vocabulary of subjects Use and extend	behaviour  Understand and use vocabulary of subjects  Listen to details and answer open-ended questions  Identify differences and similarities using correct

Phonics W:20% Phonics Topic Phonics letter I Free by Johanna Vega Resource URL https://www.youtube.com/watch ?v=yrQWi-nV2hU  Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch ?v=Lu3QH9AJn0s	Revise single sounds     Build three-letter words with single consonants and short vowels     Recognise and use double sounds e.g. book, tree, moon     Sound: Tricky words group 3: one, by, only, old, like, have	Revise double sounds Recognise and use double sounds e.g. book, tree, moon. Build three-letter words with single consonants and short vowels Sound: Tricky words group 3: live, give, little, down, what, when	Sound: Tricky words group 4: why, where, who, which, any, many	Double consonants: II ss     Build three-letter words with single consonants and short vowels     Sound: Tricky words group 4: more, before, other, were, because, want		Revise all double sounds Recognise and use double consonants Read words taught in sentences and text Group words into sound families Read words taught in sentences and text Sound: Tricky words group 5: right, two, four, goes, does, made	Revise all double sounds     Recognise and use double consonants     Group words into sound families     Read words taught in sentences and text     Sound: Tricky words group 6: once, upon, always, also, of, eight	Revise all double sounds Recognise and use double consonants Identify letter-sound relationship Group words into sound families Read words taught in sentences and text Sound: Tricky words group 6: love, cover, after, every, mother, father	Revise all double sounds     Recognise and use double consonants     Identify letter-sound relationship     Group words into sound families     Read words taught in sentences and text     Sound: Revise tricky words	Revise all double sounds Recognise and use double consonants Identify letter-sound relationship Group words into sound families Read words taught in sentences and text Sound: Revise tricky words
Reading W:25% Shared Reading	Vocabulary building:  Listen to vocabulary in different contexts.  Focus on the words in pictures before focussing on the words in the text – Places in our community and people in the community  Story skills:  Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community  Interpret:  Interpret pictures to create own story by "reading" the pictures.  Read Big Book and enlarged text as a whole class with teacher	Re-think thoughts and feelings and make inferences:  Think deeper  What do you think does the character thinks?  Make inferences by using cues  Think on examples  Make connections:  Ask questions to connect the story with real life experiences e.g. Who of you have felt like that?  Decision making skills:  Why do you think the character acted the way he did?	Read Big Book and enlarged text as a whole class with teacher  Vocabulary building: Listen to vocabulary in different contexts.(We care for our pets)  Make connections: Ask questions to connect the story with real life experiences e.g. Who of you have felt like that?  Problemsolving: Cobus does not know how to care for his pet. Help him.  Summarise: Explain in 5 sentences how to care for your pet.	Read Big Book and enlarged text as a whole class with teacher  Vocabulary building:     Listen to vocabulary in different contexts.e.g. Chris forgets his manners  Make connections:     Ask questions to connect the story with real life experiences e.g. Who of you have felt like that?  Problemsolving:     Case studies – how will you help children who have bad manners?  Summarise:     List words that will demonstrate good manners	Read Big Book and enlarged text as a whole class with teacher  Vocabulary building:     Listen to vocabulary in different contexts.     Focus on the words in pictures before focussing on the words in the text – Why do we need plants?  Interpret information from posters, pictures and tables:     E.g. Why do we need plants?	Understand the connection between cause and effect:  Caring for my plants (How?)  Make inferences:  I think that because	Vocabulary building:  Listen to vocabulary in different contexts.  Focus on the words in pictures before focussing on the words in the text – Places in our community and people in the community  Story skills:  Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community  Interpret:  Interpret pictures to create own story by "reading" the pictures.  Read Big Book and enlarged text as a whole class with teacher	Re-think thoughts and feelings and make inferences:  Think deeper  What do you think does the character thinks?  Make inferences by using cues  Think on examples  Make connections:  Ask questions to connect the story with real life experiences e.g. Who of you have felt like that?  Decision making skills:  Why do you think the character acted the way he did?  Read Big Book and enlarged text as a whole class with teacher  Discuss sequence and background from story  Use book cover to predict what story is about  Recognise the connections ether cause and effect  Ask questions about story, also higher-order questions  Give own opinion of story  Interpret information from posters, pictures and tables	Decision making skills:  Why do you think the character acted the way he did?  Summarise:  Make a summary of healthy and unhealthy food	Read Big Book and enlarged text as a whole class with teacher  Understand the connection between cause and effect:      What will happen if I do not store food properly?      Ask questions about story, also higherorder questions

- Group Guided Reading	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher
What Is Guided Reading?   Reading Lessons Free By Howcast	Use structural- analytical decoding skills	Use structural- analytical decoding skills	Use structural- analytical decoding skills	Use structural- analytical decoding skills	Use structural- analytical decoding skills	Use structural-analytical decoding skills  • Break up words in word				
Resource URL https://www.youtube.com/watch ?v=yw6CyBjkPqw	Break up words in word parts     Add word parts together	Break up words in word parts     Add word parts together	Break up words in word parts     Add word parts together	Break up words in word parts     Add word parts together	<ul> <li>Break up words in word parts</li> <li>Add word parts together</li> </ul>	Break up words in word parts     Add word parts together	Break up words in word parts     Add word parts together	Break up words in word parts     Add word parts together	Break up words in word parts     Add word parts together	parts     Add word parts together     Recognise smaller     words within a word
	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Make use of contextual cues:				
	Make use of contextual cues:	cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of pictures to make sense of a story
	<ul> <li>Make use of pictures to make sense of a story</li> </ul>	<ul> <li>Make use of pictures to make sense of a story</li> </ul>	<ul> <li>Make use of pictures to make sense of a story</li> </ul>	<ul> <li>Make use of pictures to make sense of a story</li> </ul>	<ul> <li>Make use of pictures to make sense of a story</li> </ul>	<ul> <li>Make use of pictures to make sense of a story</li> </ul>	<ul> <li>Make use of pictures to make sense of a story</li> </ul>	<ul> <li>Make use of pictures to make sense of a story</li> </ul>	<ul> <li>Make use of pictures to make sense of a story</li> </ul>	Predicts the story by making use of cues
	<ul> <li>Predicts the story by making use of cues</li> </ul>	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	<ul> <li>Predicts the story by making use of cues</li> </ul>	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	Make use of the storyline to predict
	Make use of the	Make use of the storyline to predict	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the storyline to predict	Make use of the	Make use of the	words  • Look at words around a
	storyline to predict words	words	storyline to predict words	storyline to predict words	storyline to predict words	storyline to predict words	words	storyline to predict words	storyline to predict words	specific word, to enable
	<ul> <li>Look at words around a specific word, to</li> </ul>	<ul> <li>Look at words around a specific word, to</li> </ul>	<ul> <li>Look at words around a specific word, to</li> </ul>	Look at words around a specific word, to	<ul> <li>Look at words around a specific word, to</li> </ul>	<ul> <li>Look at words around a specific word, to</li> </ul>	<ul> <li>Look at words around a specific word, to</li> </ul>	<ul> <li>Look at words around a specific word, to</li> </ul>	<ul> <li>Look at words around a specific word, to</li> </ul>	you to read an unknown word
	enable you to read an unknown word	enable you to read an unknown word	enable you to read an unknown word	enable you to read an unknown word	enable you to read an unknown word	enable you to read an unknown word	Use phonic knowledge,			
										sight words and clues
	Use phonic knowledge, sight words and clues	Use phonic knowledge, sight words and clues	Use phonic knowledge, sight words and clues	Use phonic knowledge, sight words and clues	Use phonic knowledge, sight words and clues	Use phonic knowledge, sight words and clues				
	during reading	during reading	during reading	during reading	during reading	Use word recognition and comprehension				
	Use word recognition and comprehension	Use word recognition and comprehension	Use word recognition and comprehension	Use word recognition and comprehension	Use word recognition and comprehension	skills during the reading lesson:				
	skills during the	skills during the	skills during the	skills during the	skills during the	<ul> <li>Sound words to</li> </ul>				
	reading lesson:	reading lesson:	reading lesson:	reading lesson:	reading lesson:	reading lesson:	reading lesson:	reading lesson:	reading lesson:	understand  Use beginning sounds
	Sound words to understand	Sound words to understand	Sound words to understand	Sound words to understand	<ul> <li>Sound words to understand</li> </ul>	Sound words to understand	Sound words to understand	Sound words to understand	Sound words to understand	as a cue
	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use beginning sounds	Use general letter patterns e.gow, -ew				
	<ul><li>as a cue</li><li>Use general letter</li></ul>	<ul><li>as a cue</li><li>Use general letter</li></ul>	as a cue  Use general letter	<ul><li>as a cue</li><li>Use general letter</li></ul>	as a cue  Use general letter	<ul><li>as a cue</li><li>Use general letter</li></ul>	Use know parts of the words to read the whole			
	patterns e.gow, -ew	patterns e.gow, -ew	patterns e.gow, -ew	patterns e.gow, -ew	patterns e.gow, -ew	word				
	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	<ul> <li>Use know parts of the words to read the whole word</li> </ul>	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Make use of combining sounds to understand  words a g block
	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	words e.g. bl-ock  • Break word up in				
	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	syllables to be able to read and understand			
	Break word up in syllables to be able to	Break word up in syllables to be able to	Break word up in syllables to be able to	Break word up in syllables to be able to	Break word up in syllables to be able to	Break word up in syllables to be able to	Break word up in syllables to be able to	Break word up in syllables to be able to	Break word up in syllables to be able to	the word.
	read and understand	read and understand	read and understand	read and understand	read and understand	Read with fluency and				
	the word.	the word.	the word.	the word.	the word.	intonation				
	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation	Build sight vocabulary during all reading				
	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	
Writing: W:20%	Write sentence with	Write sentence with sounds taught-	Write sentence with sounds taught-	Write sentence with sounds taught –	<ul> <li>Write sentence with sounds taught</li> </ul>	Write sentences with sounds taught-	Write sentences with sounds taught- Phonic			
Writing	sounds taught -	Phonic activity cards,	Phonic activity cards	double sounds and	•	Phonic activity cards,	Phonic activity cards,	Phonic activity cards,	Phonic activity cards,	activity cards,
Learn English Punctuation for	Phonic activity cards	consolidation test		sight words	<ul><li>Write a poem and draw:</li><li>Learners help</li></ul>	consolidation test				
Kids: Period, Exclamation Mark, Question Mark	Write at least 2 sentences on own	Write at least 2 sentences on own	Write at least 2 sentences on own	Write captions:     Parts of the plant	teacher to find rhyme words	Write at least 2 sentences on own	Write at least 2 sentences on own	Write a message:  • Make a list with your	Use capital letters and full stops in	Write at least 2 sentences on own
Free By Kids Academy				i alto of the plant	•	news/shared writing	news/shared writing	classmate on all the	names	news/shared writing
Describes LIDI	news – Holiday news	news – People in my	news – How do I care		Learners write the				Haines	
Resource URL <a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a> ?v=mPnSYcxkiKU	news – Holiday news Use capital letters and	community	for my pet?	Use capital letters and full stops in	poem with the teacher	and use past tense  • I grew my own plant	and use past tense— Where do we get different kinds of food?	healthy food to pack in for school	Hantes	and use past tense  • We make fruit salad

	Holiday news     Phonic tasks  Contribute ideas to the writing of a class story     Different careers  Write caption/ short sentence and illustrate for reading corner  Create own dictionary	Write a simple message in a card  • Write a thank you card for the police  Use capital letters and full stops in names	<ul> <li>Use capital letters and full stops in names</li> <li>Make use of nouns, pronouns in writing (with help of teacher)</li> </ul>	Make use of nouns, pronouns in writing (with help of teacher)	Contribute ideas to the writing of a class story     Write caption/ short sentence and illustrate for reading corner     Create own dictionary	Write the steps and draw next to it      Use capital letters and full stops in names      Make use of nouns, pronouns in writing (with help of teacher)      Contribute ideas to the writing of a class story      Write caption/ short sentence and illustrate for reading corner      Create own dictionary	Use capital letters and full stops in names     Make use of nouns, pronouns in writing (with help of teacher)	<ul> <li>Give reasons for choosing those foods</li> <li>Use capital letters and full stops in names</li> <li>Make use of nouns, pronouns in writing (with help of teacher)</li> </ul>	<ul> <li>Make use of nouns, pronouns in writing (with help of teacher)</li> <li>Contribute ideas to the writing of a class story</li> <li>How can we preserve food</li> <li>How can we keep food fresh?</li> </ul>	Write down the recipe step by step      Use capital letters and full stops in names      Make use of nouns, pronouns in writing (with help of teacher)      Contribute ideas to the writing of a class story      Create own dictionary
Handwriting W:10% Handwriting	Develop fine motor skills by:  Do different finger exercises before writing.  Hold pencil and crayon correctly  Practice with sponges  Pattern work:  Letter formation:  U, t  Number: 6	Develop fine motor skills by:  Do different finger exercises before writing.  Hold pencil and crayon correctly Practice with sponges Pattern work:  Letter formation:  y Number: 6	Develop fine motor skills by:  Do different finger exercises before writing.  Hold pencil and crayon correctly Practice with sponges. Pattern work: Letter formation:  e, Number: 7	Develop fine motor skills doing different finger exercises before writing.     Hold pencil and crayon correctly     Pattern work:     Letter formation     C, C     Number: 7	Develop fine motor skills doing different finger exercises before writing.     Hold pencil and crayon correctly     Pattern work:     Letter formation     G, e     Number: 8	Develop fine motor skills doing different finger exercises before writing.     Hold pencil and crayon correctly     Pattern work:     Letter formation p, b     Number: 9	Develop fine motor skills doing different finger exercises before writing.     Hold pencil and crayon correctly     Pattern work:     Letter formation     O, a,d     Number: 0	Develop fine motor skills doing different finger exercises before writing.     Hold pencil and crayon correctly     Pattern work:     AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	Develop fine motor skills doing different finger exercises before writing.  Hold pencil and crayon correctly  Pattern work:  ACACACACACACACACACACACACACACACACACACA	Develop fine motor skills doing different finger exercises before writing.     Hold pencil and crayon correctly     Pattern work:     AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks  Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation		ust be observed and assess ne informally and ongoing.	sed during daily lesson activ	rities in Languages. Each sl	kill is not meant to be an as:	sessment activity but rather	should ensure that leaners	are afforded opportunities to	o demonstrate these skills of	orally and practically.
SBA (Formal Assessment)	<ul><li>and practically.</li><li>By week 9 teach</li><li>Teachers could</li></ul>	ners should be able to comp choose from SBA guideline		e each learner according to odel.		sessment activity but rather	should ensure that leaners	are afforded opportunities to	o demonstrate these skills o	orally
			qYLFiONtvMUaNt2QRrM20							
			gHlQee0ulLLSAgf97t53mM	· · · · · · · · · · · · · · · · · · ·						

TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Ho	uses	Picture maps		Water		The sky at night			
Listening & Speaking W: 25%	to find information:  • Look at the pictures on	Classify information by making use of individual pictures:  • Use the	Listen with enjoyment and respond to riddles and jokes/ use imaginative language:	Listen to stories and give opinion  Group discussions and	Listen to stories and give an opinion  Listen with enjoyment	Appropriate listening behaviour  Talk about personal	Listen to stories and give opinion  Group discussions and	Talk about personal experiences and feelings  • Differences	Appropriate listening behaviour  Listen to stories and	Talk about personal experiences and feelings:  • Full moon, half
Rhyming Words for Kids   Kindergarten and First Grade Classroom Video Free By Homeschool Pop Resource URL https://www.youtube.com/watch? v=-IYFpIZA618  ds vocabulary - Clothes - clothing - Learn English for kids - English educational video Free By English Singsing Resource URL https://www.youtube.com/watch? v=Q EwuVHDb5U	houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences.  Take part in group discussions and give feedback.	pictures and sort it according to building materials and houses.  • Give feedback	Teacher ask riddles and learners find the location on the map.  Learners make up their own riddles and ask each other to solve.  Group discussions and feedback	feedback  Gain information through simple strategies:  Make use of words indicating position to explain a simple route to	and respond to riddles and jokes/ use imaginative language	experiences and feelings  How can we save water?  Listen to stories and give opinion  Tell well-known story with intonation  Answer closed and open-ended questions  Teacher reads a story on water  Learners answers	feedback  Gain information through simple strategies  Use terms: sentence, capital letter, full stop  Listen to instructions and announcements and respond appropriately  Answer closed and open-ended questions  Answers questions on the story	between day and night  Careers on people working in the day and those working in the night  Answer closed and open-ended questions  Answers questions on the story  Tell a known story with a beginning, middle and end.	give opinion  • Story on planets in the	moon, crescent moon  Listen to stories and give opinion:  Discussions on sun and moon Poem about stars  Tell a known story with a beginning, middle and end.
					and end.					
Phonics W:20% Phonics  Kids vocabulary - Toy - toy vocab - Learn English for kids - English educational video Free By English Singsing Resource URL https://www.youtube.com/watch ?v=RjRbX4UTOG8	Revise single and double sounds  Form words with sounds taught  Read words taught in sentences and text  Learn how to spell 10 words per week from phonic lessons  Vocabulary building:	Revise single and double sounds     Form words with sounds taught     Group words into sound families     Recognise plurals (-s, -es)     Read words taught in sentences and text     Learn how to spell 10 words per week from phonic lessons  Use Big Book and	Form words with sounds taught     Group words into sound families     Recognise plurals (-s, -es)     Read words taught in sentences and text     Learn how to spell 10 words per week from phonic lessons  Vocabulary building:	Form words with sounds taught     Group words into sound families     Recognise plurals (-s, -es)     Read words taught in sentences and text     Learn how to spell 10 words per week from phonic lessons  Use Big Book and	Form words with sounds taught     Group words into sound families     Recognise plurals (-s, -es)     Read words taught in sentences and text     Learn how to spell 10 words per week from phonic lessons  Use Big Book and	Form words with sounds taught     Group words into sound families     Recognise plurals (-s, -es)     Read words taught in sentences and text     Learn how to spell 10 words per week from phonic lessons       Use Big Book and	Form words with sounds taught     Group words into sound families     Recognise plurals (-s, -es)     Read words taught in sentences and text     Learn how to spell 10 words per week from phonic lessons  Use Big Book and	Form words with sounds taught     Group words into sound families     Recognise plurals (-s, -es)     Read words taught in sentences and text     Learn how to spell 10 words per week from phonic lessons  Use Big Book and	Form words with sounds taught     Group words into sound families     Recognise plurals (-s, -es)     Read words taught in sentences and text     Learn how to spell 10 words per week from phonic lessons  Predict story based on	Form words with sounds taught     Group words into sound families     Recognise plurals (-s, -es)     Read words taught in sentences and text     Learn how to spell 10 words per week from phonic lessons  Predict story based on
Reading W:25% Shared Reading  Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch ?v=Lu3QH9AJn0s	Vocabulary building.     Vocabulary in different contexts     Focus on words in pictures before learner focus on text – different kinds of houses in our country      Use Big Book and other enlarged text with teacher  Story skills:	other enlarged text with teacher:  Goldilocks and the three bears  Identify initial event / problem that sets the story in motion Goldilocks and the three bears  Discuss logical sequence of story		other enlarged text with teacher  Identify initial event / problem that sets the story in motion  Discuss logical sequence of story  Recognise cause and effect in story			other enlarged text with teacher  Predict story based on cover  Use clues and pictures	other enlarged text with teacher  Predict story based on cover  Use clues and pictures in book for understanding  Answer open-ended questions based on text	Identify initial event / problem that sets the story in motion  Use clues and pictures in book for understanding  Discuss logical sequence of story	Use clues and pictures in book for understanding  Answer open-ended questions based on text

	Make use of	Recognise cause and	materials used to build	[						
	imagination by using	effect in story	houses		1					
	clues and pictures in				1					
	book to make up their		Interpret information							
	own story – discuss		on posters							
	different kinds of									
	houses and building									
	materials used to build									
	houses									
	• Interpret information									
	on posters	Dand day of frame arms	Dead development	Dead aloud from any	Deed aloud form	Dood aloud form and	Dead dead from som	Deed aloud from ann	Dead slead from some	Dead dead from som
Group Guided Reading	Read aloud from own	Read aloud from own	Read aloud from own	Read aloud from own	Read aloud from own	Read aloud from own	Read aloud from own	Read aloud from own	Read aloud from own	Read aloud from own
	book or reading chart with teacher	book or reading chart with teacher	book or reading chart with teacher	book or reading chart with teacher	book or reading chart with teacher	book or reading chart with teacher	book or reading chart with teacher	book or reading chart with teacher	book or reading chart with teacher	book or reading chart with teacher
What Is Guided Reading?	with teacher	with teacher	with teather	Willi leacher	with teacher	with teacher	with teacher	with teacher	With teacher	with teacher
Reading Lessons Free By	Use structural-	Use structural-	Use structural-	Use structural-	Use structural-	Use structural-	Use structural-	Use structural-	Use structural-	Use structural-analytical
Howcast	analytical decoding	analytical decoding	analytical decoding	analytical decoding	analytical decoding	analytical decoding	analytical decoding	analytical decoding	analytical decoding	decoding skills
Resource URL	skills	skills	skills	skills	skills	skills	skills	skills	skills	Break up words in word
https://www.youtube.com/watch	Break up words in	Break up words in	Break up words in	Break up words in	Break up words in	<ul> <li>Break up words in</li> </ul>	Break up words in	<ul> <li>Break up words in</li> </ul>	<ul> <li>Break up words in</li> </ul>	parts
?v=yw6CyBjkPqw	word parts	word parts	word parts	word parts	word parts	word parts	word parts	word parts	word parts	Add word parts together
	Add word parts	Add word parts	Add word parts	Add word parts	Add word parts	<ul> <li>Add word parts</li> </ul>	Add word parts	<ul> <li>Add word parts</li> </ul>	Add word parts	Recognise smaller
	together	together	together	together	together	together	together	together	together	words within a word
	Recognise smaller	Recognise smaller	Recognise smaller	Recognise smaller	Recognise smaller	<ul> <li>Recognise smaller</li> </ul>	Recognise smaller	<ul> <li>Recognise smaller</li> </ul>	<ul> <li>Recognise smaller</li> </ul>	
	words within a word	words within a word	words within a word	words within a word	words within a word	words within a word	words within a word	words within a word	words within a word	Make use of contextual
										cues:
	Make use of contextual	Make use of contextual					Make use of contextual	Make use of contextual	Make use of contextual	Make use of pictures to
	cues:	cues:	cues:	cues:	cues:	cues:	cues:	cues:	cues:	make sense of a story
	Make use of pictures to		Make use of pictures to		·	·	Make use of pictures to	Make use of pictures to		, ,
	make sense of a story	make sense of a story	make sense of a story  • Predicts the story by	make sense of a story	make sense of a story	make sense of a story	make sense of a story  • Predicts the story by	make sense of a story	make sense of a story	making use of cues
	<ul> <li>Predicts the story by making use of cues</li> </ul>	Predicts the story by making use of cues	making use of cues	Predicts the story by making use of cues	<ul> <li>Predicts the story by making use of cues</li> </ul>	<ul> <li>Predicts the story by making use of cues</li> </ul>	making use of cues	<ul> <li>Predicts the story by making use of cues</li> </ul>	<ul> <li>Predicts the story by making use of cues</li> </ul>	Make use of the     standing to predict
	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	Make use of the	storyline to predict words
	storyline to predict	storyline to predict	storyline to predict	storyline to predict	storyline to predict	storyline to predict	storyline to predict	storyline to predict	storyline to predict	Look at words around a
	words	words	words	words	words	words	words	words	words	specific word, to enable
	Look at words around	Look at words around	Look at words around	Look at words around	Look at words around	Look at words around	Look at words around	<ul> <li>Look at words around</li> </ul>	Look at words around	you to read an unknown
	a specific word, to	a specific word, to	a specific word, to	a specific word, to	a specific word, to	a specific word, to	a specific word, to	a specific word, to	a specific word, to	word
	enable you to read an	enable you to read an	enable you to read an	enable you to read an	enable you to read an	enable you to read an	enable you to read an	enable you to read an	enable you to read an	
	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	unknown word	Use phonic knowledge,
										sight words and clues
	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge,	during reading
	sight words and clues	sight words and clues	sight words and clues	sight words and clues		sight words and clues	sight words and clues	sight words and clues	sight words and clues	
	during reading	during reading	during reading	during reading	during reading	during reading	during reading	during reading		Use word recognition
			adming reading	during reading	during reading	during reading		during reading	during reading	
										and comprehension
	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	Use word recognition	and comprehension skills during the reading
	and comprehension	and comprehension	Use word recognition and comprehension	Use word recognition and comprehension	Use word recognition and comprehension	Use word recognition and comprehension	Use word recognition and comprehension	Use word recognition and comprehension	Use word recognition and comprehension	and comprehension skills during the reading lesson:
	and comprehension skills during the	and comprehension skills during the	Use word recognition and comprehension skills during the	Use word recognition and comprehension skills during the	Use word recognition and comprehension skills during the	Use word recognition and comprehension skills during the	Use word recognition and comprehension skills during the	Use word recognition and comprehension skills during the	Use word recognition and comprehension skills during the	and comprehension skills during the reading lesson: • Sound words to
	and comprehension skills during the reading	and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	and comprehension skills during the reading lesson: • Sound words to understand
	and comprehension skills during the reading lesson:	and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds
	and comprehension skills during the reading lesson: • Sound words to	and comprehension skills during the reading lesson: • Sound words to	Use word recognition and comprehension skills during the reading lesson:  • Sound words to	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading lesson:  • Sound words to	Use word recognition and comprehension skills during the reading lesson:  • Sound words to	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue
	and comprehension skills during the reading lesson:	and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:  • Sound words to	Use word recognition and comprehension skills during the reading lesson:  • Sound words to	Use word recognition and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:	Use word recognition and comprehension skills during the reading lesson:  • Sound words to	Use word recognition and comprehension skills during the reading lesson:  • Sound words to	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter
	and comprehension skills during the reading lesson: • Sound words to understand	and comprehension skills during the reading lesson: • Sound words to understand	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue
	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand  Use beginning sounds	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand  Use beginning sounds	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand  Use beginning sounds	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew
	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the
	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand  Use beginning sounds as a cue  Use general letter patterns e.gow, -ew  Use know parts of the	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the whole word • Make use of combining
	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the	and comprehension skills during the reading lesson: Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand
	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the whole word	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the whole word	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word	and comprehension skills during the reading lesson: Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock
	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the whole word • Make use of combining	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the whole word • Make use of combining	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand  Use beginning sounds as a cue  Use general letter patterns e.gow, -ew  Use know parts of the words to read the whole word  Make use of combining	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand  Use beginning sounds as a cue  Use general letter patterns e.gow, -ew  Use know parts of the words to read the whole word  Make use of combining	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining	and comprehension skills during the reading lesson: Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in
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	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand  Use beginning sounds as a cue  Use general letter patterns e.gow, -ew  Use know parts of the words to read the whole word  Make use of combining sounds to understand words e.g. bl-ock  Break word up in	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in	and comprehension skills during the reading lesson: Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in syllables to be able to
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	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be able to	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be able to	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in syllables to be able to	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand  Use beginning sounds as a cue  Use general letter patterns e.gow, -ew  Use know parts of the words to read the whole word  Make use of combining sounds to understand words e.g. bl-ock  Break word up in syllables to be able to	and comprehension skills during the reading lesson: Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in syllables to be able to read and understand the word.
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	and comprehension skills during the reading lesson: • Sound words to understand • Use beginning sounds as a cue • Use general letter patterns e.gow, -ew • Use know parts of the words to read the whole word • Make use of combining sounds to understand words e.g. bl-ock • Break word up in syllables to be able to read and understand the word.	and comprehension skills during the reading lesson: Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in syllables to be able to read and understand the word.	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to read and understand	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to read and understand the word.	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to read and understand	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to read and understand the word.	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to read and understand the word.	Use word recognition and comprehension skills during the reading lesson:  • Sound words to understand  • Use beginning sounds as a cue  • Use general letter patterns e.gow, -ew  • Use know parts of the words to read the whole word  • Make use of combining sounds to understand words e.g. bl-ock  • Break word up in syllables to be able to read and understand the word.	Use word recognition and comprehension skills during the reading lesson:  Sound words to understand  Use beginning sounds as a cue  Use general letter patterns e.gow, -ew  Use know parts of the words to read the whole word  Make use of combining sounds to understand words e.g. bl-ock  Break word up in syllables to be able to read and understand the word.	and comprehension skills during the reading lesson: Sound words to understand Use beginning sounds as a cue Use general letter patterns e.gow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock Break word up in syllables to be able to read and understand the word.  Read with fluency and

	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabular during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	
	Ç		Ç		Ç	Ç			Ç	
Writing: W:20% Writing	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write a creative story of at least 3 sentences by using learnt sounds and
Kids vocabulary - Where? (in, on, under) - Learn English for	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	known sight words:  My first school year
kids - English educational video Free By English Singsing Resource URL https://www.youtube.com/watch ?v=PKFgBK5fbfc	Write at least 3 own sentences by using learnt sounds and known sight words:  • Holiday news  Write with capital letters and full stops.  Write prepositions correctly  • Spell known words correctly	Write at least 3 own sentences by using learnt sounds and known sight words:  • My dream house  Write with capital letters and full stops.  Write prepositions correctly  • Spell known words correctly	Discuss ideas for writing with peers  Write sentences/ news/ creative story – use taught knowledge  Spell known words correctly  Use present and past tense correctly with teacher's assistance	Do written activities and write plurals of known words  Write and illustrate sentences for reading corner:  Route from home to school  Spell known words correctly  Write prepositions correctly  Use present and past tense correctly with teacher's assistance	Do written activities and write plurals of known words  Write a creative story of at least 3 sentences by using learnt sounds and known sight words:  Uses of water  Write with capital letters and full stops	Do written activities and write plurals of known words  Write a creative story of at least 3 sentences by using learnt sounds and known sight words:  We make clever plans to save water  Write and illustrate sentences for reading corner	Write a creative story of at least 3 sentences by using learnt sounds and known sight words: • Day and night  Spell known words correctly  Write prepositions correctly  Use present and past tense correctly with teacher's assistance	Write a creative story of at least 3 sentences by using learnt sounds and known sight words:  I would like to go and live on the moon because  Spell known words correctly  Write prepositions correctly  Use present and past tense correctly with teacher's assistance	Do written activities and write <b>plurals</b> of known words	Spell known words correctly  Write prepositions correctly  Use present and past tense correctly with teacher's assistance
Handwriting W:10% Handwriting	<ul> <li>All work between lines with clear spacing of letters and words.</li> <li>Pattern work:</li> <li>Letter formation with words and sentence incorporating: U, t</li> <li>(e.g. hut, tub, rut)</li> <li>Number: 6</li> </ul>	All work     between lines     with clear     spacing of     letters and     words.     Pattern work:      Letter     formation with     words and     sentence     incorpora-ting:     y      Number: 6	All work between lines with clear spacing of letters and words.     Pattern work:     Letter formation with words incorporating: e,     t     Number: 7	All work between lines with clear spacing of letters and words.     Pattern work:     Letter formation with words incorporating: e,      G     Number: 7	All work between lines with clear spacing of letters and words.     Pattern work:     Letter formation with words incorporating: C,      E  Number: 8	All work between lines with clear spacing of letters and words.     Pattern work:     Letter formation with words and sentence incorporating: O e.g. pot, hot, shot     The pot is hot.     Number: 9	All work between lines with clear spacing of letters and words.     Pattern work:     Letter formation with words and sentence incorporating: p,     b     Number: 0 (zero)	<ul> <li>All work between lines with clear spacing of letters and words.</li> <li>Pattern work:</li> <li>Letter formation with words and sentence incorporating: 0,</li> <li>Number:</li> <li>0 1 2 3 4 5</li> </ul>	All work between lines with clear spacing of letters and words.     Pattern work:     All work between lines with clear spacing of letters and words.     Pattern work:     Letter formation with words and sentence incorporating:      G, Q, K     Number: Revise 6 7	0 1 2 3 4 5 6 7 8 9
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks  Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters

Informal assessment; remediation	<ul> <li>The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> </ul>
SBA (Formal Assessment)	<ul> <li>The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics.</li> <li>Teachers could choose from SBA guidelines on formal assessment model.</li> <li>https://drive.google.com/open?id=1vbctW2SUYC9jTL_VP1io8Q0YWVC5M_0CBo-FiphTuzU</li> </ul>
	https://drive.google.com/open?id=17ue7rZ47cwAZB8qYLFiONtvMUaNt2QRrM2Oz8nLXHV4  https://drive.google.com/open?id=1IMbVXrS59cPdf8k5jb7CuuanRkX3orwMS1HrqumZfuA  https://drive.google.com/open?id=1nQdRnD-wgss5XgHlQee0ulLLSAgf97t53mMz5FomRmY