Grade 2 HL

| TERM 1 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--|--|---|--|---|---|---|--|--|--|---|
| THEME | Revision | Myself a | and other | | Everyone is special | | What do we | need to live? | Health | y living |
| Listening & Speaking W: 20% How to Teach Your Child Listening Skills - YouTube https://www.youtube.com/watch?v=g TSoTBI5Uq0 A game to improve child's listening skills - YouTube https://www.youtube.com/watch?v=U ZyxavJFnw | Listen with respect Discuss class rules Take turns to speak Talk about personal experiences Share holiday news Use words in context | Listen with enjoyment to a story and show respect Teacher reads a story on bullying Takes turns to speak Learners discuss their friends How many friends do they have? How do you know it is a good friend? Talk about personal experiences Share with friends Suggest solutions for problems How must I act on | Takes turns to speak – role play Plan role play with a friend on a child being bullied, demonstrating a solution to prevent bullying. Talk about personal experiences Use words in context Suggest solutions for problems Look at the pictures. Think about what good friends do. How can you help someone to be a good friend. Give practical ideas. | Take turns to speak Talk about personal experiences Do you see that everyone is different. Do you see that we all are also same in certain areas? Discuss how are we the same? Use words in context, e.g. emotion words Look at the pictures and discuss how the children are the same/ different | Take turns to speak Talk about personal experiences How do you feel when something good happens to you? How do you feel when something bad happens to you? Use words in context, e.g. emotion words "happy words" "Sad words" Suggest solutions for problems How must I act when I am sad? How must I act when I am happy? | Tell a story with a beginning, middle and end. My special friend- learners with barriers Take part in discussions, answers questions and suggest ideas. Take turns to speak Talk about personal experiences | Listen with respect Take turns to speak Why do we need water? Talk about personal experiences Tell a classmate what water are used for. Use words in context Participate in a discussion, ask and answer questions and suggest ideas Where do we get water from? | Take turns to speak Talk about personal experiences Use words in context, Suggest solutions for problems • Water is precious, therefore we need to save water. • Discuss with your friend ways to save water. | Take turns to speak What does it mean to live a healthy life? What can I do to live a healthy life? Talk about personal experiences How do you live a healthy life? | Tell a story with a beginning, middle and end Unhealthy living – Ben stays ill Take part in discussions, ask and answer questions and suggest ideas Practical ideas to live a healthy life |
| Phonics Phonics W:20% Phonics Letter Learning Alphabet A Nursery Rhymes For Toddlers By Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v= y8pZ3F8KB Y Letter Sounds Learn the /ck/ Digraph - YouTube https://www.youtube.com/watch?v= y2r70eqyig9U The TH Sound In English - YouTube https://www.youtube.com/watch?v= h5LO0hHGfQg short oo - Phonics - book, cook, look - YouTube https://www.youtube.com/watch?v= | Recognise all single sounds in words Recognise and use the double sounds oo ee Recognize word families and rhyming words Write and sound words with sounds learnt Spell known words correctly Make use of phonic knowledge to spell unknown words. Build words and sentences with phonic knowledge | bullying? Revises word families with short vowel sounds: -at ,-ag, -am, -it, etc. Recognize word families and rhyming words Write and sound words with sounds learnt Spell known words correctly Make use of phonic knowledge to spell unknown words. Build words and sentences with phonic knowledge | Revises common consonant digraphs: sh, ch, th Recognize word families and rhyming words Write and sound words with sounds learnt Spell known words correctly Make use of phonic knowledge to spell unknown words. Build words and sentences with phonic knowledge | Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at, etc. Recognize word families and rhyming words Write and sound words with sounds learnt Spell known words correctly Make use of phonic knowledge to spell unknown words. Build words and sentences with phonic knowledge | Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng Recognize word families and rhyming words Write and sound words with sounds learnt Spell known words correctly Make use of phonic knowledge to spell unknown words. Build words and sentences with phonic knowledge | Revises common consonant digraphs (sh, ch, th) at the end of words such as fish, ri-ch, clo-th Recognize word families and rhyming words Write and sound words with sounds learnt Spell known words correctly Make use of phonic knowledge to spell unknown words. Build words and sentences with phonic knowledge | Recognises vowel digraphs such as 'oo' as in moon and 'ee' as in tree Recognize word families and rhyming words Write and sound words with sounds learnt Spell known words correctly Make use of phonic knowledge to spell unknown words. Build words and sentences with phonic knowledge | Recognises rhyming words such as rack, sack, back, lack, pack Recognize word families and rhyming words Write and sound words with sounds learnt Spell known words correctly Make use of phonic knowledge to spell unknown words. Build words and sentences with phonic knowledge | Builds 3 and 4-letter words using the single letters and digraphs taught this term Recognize word families and rhyming words Write and sound words with sounds learnt Spell known words correctly Make use of phonic knowledge to spell unknown words. | Consolidate Recognize word families and rhyming words Write and sound words with sounds learnt Spell known words correctly Make use of phonic knowledge to spell unknown words. Build words and sentences with phonic knowledge |
| 9m24pCcKM3Q 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 | Read simple instructions in the classroom Class rules Names of classmates Interprets pictures Class rooms Pictures on posters Reads books in whole class context with | Reads books in whole class context with teacher and describe the main idea of the story Teacher reads a story on bullying Make use of visual cues to predict the story Book cover Illustrations | Interprets pictures or other visual media, e.g. photo or advertisent to make up own stories, "read the photo or advertisement" Pictures of good and bad friend-ships Answers higher-order thinking questions before, and after the | Usual visual clues to predict what the story is about (book cover or illustrations) (1) Interprets pictures or other visual media, e.g. photo or advertisent to make up own stories, "read the photo or advertisement" | Reads books in whole class context with teacher and describe the main idea of the story Emotions Make use of visual cues to predict the story Book cover Illustrations Identify core details and the sequence of events | Identify core details and the sequence of events Reads books in whole class context with teacher and describe the main idea of the story My special friend – child with barriers Make use of visual cues to predict the story Book cover | Answers higher-order thinking questions before, and after the shared reading: "What will happen if" Interprets pictures or other visual media, e.g. photo or advertisent to make up own stories, "read the photo or advertisement" • Advertisement | Read simple instructions Tips to save water in our homes Give a personal opinion on a story read. Identify core detail and the sequence of events in the text. | Interprets pictures or other visual media, e.g. photo or advertisent to make up own stories, "read the photo or advertisement" Pictures of a healthy and unhealthy lifestyle Give a personal opinion on a story read. | Consolidate Reads books in whole class context with teacher and describe the main idea of the story Make use of visual cues to predict the story Book cover Illustrations Unhealthy lifestyle |

| | teacher and describe the | Identify core detail and | shared reading: "What | Pictures of | Annuara binhayi | Illustrations | Ways to save | | Underscripts with | Give a personal opinion |
|--|---|---|---|---|---|---|---|---|---|--|
| | main idea of the story | the sequence of events in the text. | will happen if" Case studies of good | good and bad friend-ships | Answers higher-order thinking questions | Give a personal opinion | water | | pictures | on a story read Unhealthy lifestyle – |
| | Make use of visual cues to predict the story | Answers higher-order | and bad friendships | Answers higher-order | before, and after the shared reading: "What | on a story read How must I act | Reads books in whole class context with | | Identify core detail and the sequence of events | Ben stays ill |
| | Book coverIllustrations | thinking questions before, and after the | | thinking questions before, and after the | will happen if" | towards people with barriers? | teacher and describe the main idea of the story | | in the text. | Identify core detail and the sequence of events in |
| | Give a personal opinion | shared reading: "What will happen if" | | shared reading: "What will happen if" Case studies of good | | | Read newspaper article water is precious | | | the text. |
| | on a story read. | | | and bad friendships | | | Identify core details and the sequence of events | | | |
| 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? | Use structural-analytical | Use structural-analytical |
| Reading Lessons Free By Howcast | decoding skills • Break up words in word | decoding skills • Break up words in word | decoding skills • Break up words in word | decoding skills • Break up words in word | decoding skills • Break up words in word | decoding skills • Break up words in word | decoding skills • Break up words in word | decoding skills • Break up words in word | decoding skills • Break up words in word | decoding skills • Break up words in word |
| Resource URL https://www.youtube.com/watch?v= | parts | parts |
| <u>yw6CyBjkPqw</u> | Add word parts together | Add word parts together |
| | Recognise smaller words within a word | Recognise smaller words within a word |
| | Make use of contextual cues: | Make use of contextual cues: |
| | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story |
| | Predicts the story by making use of cues | Predicts the story by making use of cues |
| | Make use of the storyline to predict words | Make use of the storyline to predict words |
| | Look at words around a | Look at words around a |
| | specific word, to enable you to read an unknown | specific word, to enable you to read an unknown | specific word, to enable you to read an unknown | specific word, to enable you to read an unknown | specific word, to enable you to read an unknown | specific word, to enable you to read an unknown | specific word, to enable you to read an unknown | specific word, to enable you to read an unknown | specific word, to enable you to read an unknown | specific word, to enable you to read an unknown |
| | word | word |
| | Use phonic knowledge, sight words and clues during reading | Use phonic knowledge, sight words and clues during reading |
| | 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: | 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 understand | Sound words to understand |
| | Use beginning sounds as a cue | Use beginning sounds as a cue |
| | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew |
| | 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 | 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 | 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 e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | 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. | Break word up in syllables to be able to read and understand the word. | Break word up in syllables to be able to read and understand the word. | Break word up in syllables to be able to read and understand the word. | Break word up in syllables to be able to read and understand the word. | Break word up in syllables to be able to read and understand the word. | Break word up in syllables to be able to read and understand the word. | Break word up in syllables to be able to read and understand the word. | Break word up in syllables to be able to read and understand the word. | Break word up in syllables to be able to read and understand the word. |
| | 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% | Do phonic tasks: | Do phonic tasks: | Do phonic tasks: | Do phonic tasks: | Do phonic tasks: | Do phonic tasks: | Do phonic tasks: | Do phonic tasks: | Do phonic tasks: | Do phonic tasks: |
| Writing | • 00, ee | • a, e | • i, o | • u, y | • ee | • 00 | • ie, oe | • ou, ei | • eu, ei | • eu, ei |
| | Draw a picture to | Suggest ideas and words | Draw a picture to | Draw a picture to convey a | Write at least 3 or more | Draw a picture to | Draw a picture to convey a | Write a list and use a | Suggest ideas and words | Write at least 3 or more |
| Intro to Punctuation for | convey a message | for a class story (Shared | convey a message on | message on personal | sentences on own news or | convey a message on | message on personal | comma to divide words | for a class story (Shared | sentences on own news of |
| Kids: English Grammar for | (displaying holiday | reading): • How can we be good | personal experiences. | experiences How do you feel | creative story by making use of sounds learnt. | personal experiences. | experiences. | Make a list of ways | reading): • We make fruit salad. | creative story by making use of sounds learnt. |
| Children - YouTube | news) | friends to each other in | Suggest ideas and words | today? Draw an | known sight words, capital | Suggest ideas and words | Make a poster to make people aware | to save water | • We make mult salad. | known sight words, capita |
| Cilidren - Tou rube | Write and illustrate 2 to 4 | the classroom? | for a class story (Shared | emoticon | letters and full stops: | for a class story (Shared | on how we can save | Write at least 3 or more | Write a list and use a | letters and full stops: |
| https://www.youtube.com/wat | sentences on a topic to | | reading): | | I am special | reading): | water. | sentences on own news or | comma to divide words | How will I adjust my |
| ch?v=BgcokHqAXUk | contribute to the reading corner: | Write and illustrate 2 to 4 sentences on a topic to | How to handle the bullies in the school – | Suggest ideas and words for a class story (Shared | Fingerprint | How can we help people with barriers? | Suggest ideas and words | creative story by making use of sounds learnt, | Make a list of healthy | lifestyle to live a healthy life? |
| CIT: V-DGCOKTIQAXOK | Holiday news | contribute to the reading | write down tips. | reading): | Draw a picture of yourself | with partiers? | for a class story (Shared | known sight words, capital | food which you can pack in for school. | nealtry life? |
| | l | corner: | ' | Write a list and use a | or youroon | Write and illustrate | reading): | letters and full stops: | pask iii ioi oonoon | Create own dictionary to |
| Past Simple Tense be - was | | How can we be good | Write at least 3 or more | comma to divide the | Draw a picture to | sentences (2 to 4) to | Tips to save water | How will I save water at | | develop dictionary skills |
| / were: Fun & Interactive | Create own dictionary to | friends to each other in the classroom? | sentences on own news or | words – Emotion words | convey a message on | contribute to the reading corner | | home? | | |
| English Grammar | develop dictionary skills | in the dassioning | creative story by making use of sounds learnt, | words | personal experiences. | Types of barriers and | | | | |
| https://www.youtube.com/wat | | | known sight words, capital | Write and illustrate | | how can we help? | | | | |
| ch?v=O3FdGPehN-E | | Create own dictionary to | letters and full stops: | sentences (2 to 4) to | | | | | | |
| | | develop dictionary skills | My best friend | contribute to the reading corner | | Create own dictionary to develop dictionary skills | | | | |
| | | | | What make me happy? | | develop dictionary skills | | | | |
| | | | | What make me sad? | | | | | | |
| Handwriting W:10% | Write the date and | Write the date and | Write the date and | Write the date and | Write the date and | Write the date and heading: | Write the date and |
| Handwriting | heading: Handwriting | heading: Handwriting | heading: Handwriting | heading: Handwriting | heading: Handwriting | Handwriting | heading: Handwriting | heading: Handwriting | heading: Handwriting | heading: HandwritingWrite the Pattern: |
| G | Write the Pattern: | Write the Pattern: | Write the Pattern: | Write the Pattern: | Write the Pattern: | Write the Pattern: | Write the Pattern: | Write the Pattern: | Write the Pattern: | aaaaa/a/ |
| | WWW W V | lililili | mmm | | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | \(\lambda\) | elle V | elle V | 000000 | Write capital and lower |
| | Write capital and | Write capital and lower case letters: Oo | Write capital and | Write capital and | Write capital and | Write capital and | Write capital and | Write capital and | Write capital and | case letters: |
| | lower case letters: Vv . Ww | , C c | lower case letters: | lower case letters: | lower case letters: | lower case letters: | lower case letters: F f. Kk | lower case letters: H h, I i | lower case letters: M m. L l | Tt, Yy |
| | Write words and | Write words and | J j, K k | S s, U u | Z z, X x Write words and | A a, E e Write words and | Write words and | Write words and | Write words and | Write words and sentences with |
| | sentences with | sentences with spacing | Write words and | Write words and sentences with | sentences with | sentences with | sentences with | sentences with | sentences with | spacing |
| | spacing Underline the work | Underline the work | sentences with spacing | spacing | spacing | spacing | spacingUnderline the work | spacingUnderline the work | spacingUnderline the work | Underline the work |
| | | | Underline the work | Underline the work | Underline the work | Underline the work | | | | |
| Requisite pre-knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge |
| | Reading series eBooks | Reading series eBooks | Reading series eBooks | Reading series eBooks | Reading series eBooks | Reading series eBooks | Reading series eBooks | Reading series eBooks | Reading series eBooks | Reading series eBooks |
| Resources (other than textbook) to | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips |
| enhance learning | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks |
| | Flash cards Pictures | Flash cards Pictures | Flash cards Pictures | Flash cards Pictures | Flash cards Pictures | Flash cards Pictures | Flash cards | Flash cards Pictures | Flash cards Pictures | Flash cards Pictures |
| | Posters | Posters | Posters | Posters | Posters | Posters | Pictures | Posters | Posters | Posters |
| | | | | | | | Posters | | | |
| Informal assessment; remediation | The activities mu | ast be observed and assessed | during daily lesson activities in | Languages. Each skill is not m | neant to be an assessment act | vity but rather should ensure t | hat leaners are afforded oppor | tunities to demonstrate these s | skills orally and practically. | |
| | | ne informally and ongoing. | | | | | | | • | |
| SBA (Formal Assessment) | The activities mu | ist be observed and assessed | during daily lesson activities in | Languages. Each skill is not n | neant to be an assessment act | vity but rather should ensure the | hat leaners are afforded oppor | tunities to demonstrate these s | skills orally | |
| | | ers should be able to complete | | learner according to SBA rubric | CS. | | | | | |
| | | · · | | HZNMrh-j/view?usp=sl | haring | | | | | |
| | incps.//unve.google | | TALSTAVITIVISACITOVIDI | TENTON IN VICEVE USP-SI | norms. | | | | | |
| | | | | | | | | | | |
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| | | | | | | | | | | |

| TERM 2 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|--|----------|---|---|---|---|---|--|---|---|---|
| THEME | Revision | | Seasons | | Anin | nals | Animals and creatur | es that live in water | Animal | shelters |
| Listening & Speaking | Revision | Listen with respect without interrupting | Listen with respect without interrupting | Listen with respect without interrupting | Listen with respect without interrupting | Listen with respect | Listen with respect | Listen with respect | Listen with respect | React suitably on riddles and jokes |
| W: 20% | | Take turns to speak and | Take turns to speak and | Take turns to speak and | Take turns to speak and | Takes turns to speak | Take turns to speak | Take turns to speak | Take turns to speak | Guess who am I? |
| Listening Skills Exercise - YouTube | | show sensitivity to others. Give positive | show sensitivity to others. Give positive | show sensitivity to others. Give positive | show sensitivity to others. Give positive | Take part in discussions, answers | Talk about personal experiences | Listen to a series of more complicated | Talk about personal experiences | Create own poems and |
| https://www.youtube.com/watch?v= | | feedback. | feedback. | feedback. | feedback. | questions and suggest ideas. | Who has seen sea animals in | instructions and react • Use pictures of | Who have seen animals | make use of imaginative language |
| B0a_YSgo9jc | | Talk about personal | Talk about personal | Understand and use | Talk about personal | Talk about personal | real life? | sea animals | carrying their | Teacher gives |
| | | experiences Which season | experiences Which season | suitable vocabulary in | experiences Talks about own | experiences | Understand and use | Which sea animals can be | homes on their back? | words to learners to |
| | | do you like | do you like | the different subjects | experience of animals | Who of you | suitable vocabulary in the | eaten by | Give examples. | make a poem |
| | | most? Give reasons for | most? Give reasons for | Influence of seasons | on a farm. | have seen a wild animal? | different subjectsVocabulary of sea | people? • Which sea | Understand and use | on a snail or tortoise. |
| | | your answer. | your answers. | 36030113 | Understand and use | | animals | animals are | suitable vocabulary in | tortoise. |
| | | Hadaastaad aad aa | Hadamatan dan dara | Listen with enjoyment | suitable vocabulary in | Understand and use | | dangerous? | the different subjects | Take part in discussions, |
| | | Understand and use suitable vocabulary in | Understand and use suitable vocabulary in | for a longer period to a story | the different subjects • Vocabulary on | suitable vocabulary in the different subjects | Listen to stories and identify the main idea and | How does a sea animal | Vocabulary on body parts of a | ask and answer questions to get clarity |
| | | the different subjects | the different subjects | Factual | farm animals | Vocabulary | logical sequence of | protect and | snail | queenene to get enamy |
| | | Vocabulary on seasons | Vocabulary on seasons | informa-tion on seasons | Male/ Famala/ | on wild animals. | happenings • Teacher to | cover his body? | Listen to stories and | |
| | | 56a50115 | Seasons | Seasons | Female/ Noises/ | ariiriais. | choose a suitable | Answers open and | poems and identify the | |
| | | Identify similarities and | Listen with enjoyment | Express feeling on a | Shelters/ baby | Listen to stories and | story | closed questions and | main idea and logical | |
| | | differences Look at pictures | for a longer period to a story | story Explain the | animals | poems and identify the main idea and logical | Answers open and closed | give reasons for your answer | • Story about a | |
| | | of the four | We dress up for | story in your | Express feeling on a | sequence of | questions and give | | snail | |
| | | seasons. Tell a friend what you | the weather. | own words. | story of a poem | happenings • Listen to | reasons for your answer | Take part in discussions, ask and answers | Anomore and | |
| | | do not see in | Compare and classify | | Listen to a song on farm | factual | Answers questions on the | questions. Give reasons | Answers open and closed questions and | |
| | | the picture. | things and explain the | | animals | stories of wild | story read. | for your answer. | give reasons for your | |
| | | Talks about the four seasons | classification What kind of | | Identify similarities and | animals | | | answer | |
| | | and how they | clothes do you | | differences | Answers open and | | | | |
| | | differ from each | wear in every | | Look at pictures | closed questions and | | | | |
| | | other. | season? • How does the | | of different farm animals. | give reasons for your answer | | | | |
| | | | clothes differ | | Learners | Answers | | | | |
| | | | from each other? | | choose their favourite animal | questions on wild animals. | | | | |
| | | | Which kind of | | How does | wild drillfidio. | | | | |
| | | | clothes do you | | animals differ | React suitably on | | | | |
| | | | like most? | | from each other? | riddles Riddles on | | | | |
| | | | | | What do we get | wild animals. | | | | |
| | | | | | from each of these animals? | How does animals | | | | |
| | | | | | triese animais? | hide? | | | | |
| | | | | | Use words in context, | Participate in a discussion, ask and | | | | |
| | | | | | e.g. emotion words • "happy words" | answer questions to | | | | |
| | | | | | "Sad words" | get clarity. | | | | |
| | | | | | Suggest solutions for | | | | | |
| | | | | | problems | | | | | |
| | | | | | How must I act when I am sad? | | | | | |
| | | | | | How must I act when I | | | | | |
| | | | | | am happy? | | | | | |

| Phonics W:20% | | | | | | | | | | |
|---|---|---|---|--|---|---|--|---|---|---|
| Phonics W.20% Phonics | Recognises 3-letter consonant blends at | Recognises 3-letter consonant blends at | Recognises 3-letter consonant blends at | Recognises at least 3 new vowel digraphs | Recognises at least 3 new vowel digraphs | Recognises 'silent e'/split digraph in | Recognises 'silent e'/split digraph in words | Builds 3, 4 and 5- letter words using the | Builds 3, 4 and 5- letter words using the | Consolidate |
| Learn Long Vowels with Silent e Phonics for Kids - YouTube | the beginning of | the end of words For | the end of words For | For example 'oa' as in | For example 'oa' as in | words For example | For example tape, time, | consonant blends, | consonant blends, | Recognise and use |
| https://www.youtube.com/watch?v= | words. For example str-ip, str-ap | example. ca-tch, fe- tch, i-tch | example. ca-tch, fe- tch, i-tch | boat, 'ea' as in eat, short 'oo' as in book. | boat, 'ea' as in eat, short 'oo' as in book. | tape, time, note | note | vowel digraphs taught this term. | vowel digraphs taught this term. | rhyming words |
| 6j5dVs4QLpw | 1, | | · | 'ai' as in 'rain' | 'ai' as in 'rain' | | Recognise and use | | | Spell known words |
| | Recognise and use rhyming words | Recognise and use rhyming words | Recognise and use rhyming words | Recognise and use | Recognise and use | Recognise and use rhyming words | rhyming words | Recognise and use rhyming words | Recognise and use rhyming words | correctly |
| Homophones for Kids Special Words that Sound the Same - | , , | | | rhyming words | rhyming words | | Spell known words | | | Make use of phonic |
| YouTube | Spell known words correctly | Spell known words correctly | Spell known words correctly | Spell known words | Spell known words | Spell known words correctly | correctly | Spell known words correctly | Spell known words correctly | knowledge to spell unknown words. |
| https://www.youtube.com/watch?v= rQuWqcVzqUU | | concouy | concouy | correctly | correctly | Concody | Make use of phonic | Correctly | Concody | unknown words. |
| <u>rquvvqcvzqoo</u> | Make use of phonic knowledge to spell | Make use of phonic knowledge to spell | Make use of phonic knowledge to spell | Make use of phonic | Make use of phonic | Make use of phonic knowledge | knowledge to spell unknown words. | Make use of phonic knowledge to spell | Make use of phonic knowledge to spell | Build words and sentences with phonic |
| | unknown words. | unknown words. | unknown words. | knowledge to spell | knowledge to spell | to spell unknown | diikilowii words. | unknown words. | unknown words. | knowledge |
| | Build words and | Build words and | Build words and | unknown words. | unknown words. | words. | Build words and sentences with phonic | Build words and | Build words and | Read the words learnt |
| | sentences with | sentences with | sentences with | Build words and | Build words and | Build words and | knowledge | sentences with | sentences with | in sentences and |
| | phonic knowledge | phonic knowledge | phonic knowledge | sentences with | sentences with | sentences with | Dood the woods leaved | phonic knowledge | phonic knowledge | other text. |
| | Read the words | Read the words | Read the words | phonic knowledge | phonic knowledge | phonic knowledge | Read the words learnt in sentences and other | Read the words | Read the words | Break up words in |
| | learnt in sentences | learnt in sentences | learnt in sentences | Read the words | Read the words | Read the words | text. | learnt in sentences | learnt in sentences | syllables/ |
| | and other text. | and other text. | and other text. | learnt in sentences and other text. | learnt in sentences and other text. | learnt in sentences and other text. | Break up words in | and other text. | and other text. | sounds. |
| | Break up words in | Break up words in | Break up words in | | | | syllables/ | Break up words in | Break up words in | |
| | syllables/ sounds. | syllables/ sounds. | syllables/ sounds. | Break up words in syllables/ | Break up words in syllables/ | Break up words in syllables/ | sounds. | syllables/ sounds. | syllables/ sounds. | |
| | | | | sounds. | sounds. | sounds. | | 1 | | |
| | | | | | | | | | | |
| Reading W:25% | Read books in whole class context with | Read books in whole class context with | Make use of visual cues to understand the story | Read books in whole class context with | Reads books in whole class context with | Identify detail of main characters in a text | Reads books in whole class context with teacher | Make use of visual cues to understand | Make use of visual cues | Read known rhymes, poems and songs in |
| Shared Reading | teacher and discuss the | teacher and discuss the | Pictures of summer | teacher and discuss the | teacher and describe the | and in the | and describe the main idea | advertisements and to | for understanding | whole class context with |
| Teaching with Shared Reading of a Big Book | relation between cause and effect. | relation between cause and effect. | food and winter food. Sort the | relation between cause and effect. | main idea of the story Read a story on | background. Read a factual text on | • Read a story about a | determine the target | Read a story of a snail | the teacher (Shared reading) and discuss the |
| Free By Bill Barnes | The little red | Facts of the | food. | The influence | any animal and | the "Big five" in SA. | sea animal. | groupPictures of sea | Sildii | different formats |
| Resource URL https://www.youtube.com/watch?v= | hen | four seasons and how they | Which food do you like in summer and | of seasons | their homes | Answers higher-order | | animals | Make use of visual cues for understanding | Riddles and rhymes of |
| Lu3QH9AJn0s | Identify detail of main | | | | 1 | | l | | | |
| | identity detail of main | differ from each | which food do you | Identify detail of the text. | Make use of visual cues | thinking questions | Identify detail of main | Identify detail of main | Read a story of a | animals |
| | characters in a text and | other. | which food do you like in winter? | | for understanding | thinking questions based on the text. | characters in a text and in | characters in a text and | Read a story of a snail. | |
| | | l . | like in winter? | Answers higher-order thinking questions | for understanding Read a story on | | 1 | 1 - | snail. | animals Give a personal opinion on a story read |
| | characters in a text and in the background. Answers higher-order | other. Make use of visual cues to predict the story | like in winter? Identify detail of main characters in a text and | Answers higher-order thinking questions based on the text. | for understanding | based on the text. Give a personal opinion on a story | characters in a text and in the background. Answers higher-order | characters in a text and in the background. | 1 | Give a personal opinion |
| | characters in a text and in the background. | other. Make use of visual cues | like in winter? | Answers higher-order thinking questions | for understanding Read a story on any animal and | based on the text. Give a personal | characters in a text and in the background. | characters in a text and in the background. • Factual text on | snail. Give a personal opinion | Give a personal opinion |
| | characters in a text and in the background. Answers higher-order thinking questions based on the text. | other. Make use of visual cues to predict the story Pictures of seasons | like in winter? Identify detail of main characters in a text and in the background. Read books in whole | Answers higher-order thinking questions based on the text. • What does some animals do during the | for understanding Read a story on any animal and their homes Identify detail of main characters in a text and | based on the text. Give a personal opinion on a story | characters in a text and in the background. Answers higher-order thinking questions based on the text. | characters in a text and in the background. • Factual text on sea animals Answers higher-order | snail. Give a personal opinion | Give a personal opinion |
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| Group Guided Reading What Is Guided Reading? Reading Lessons Free By Howcast | characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills | other. Make use of visual cues to predict the story Pictures of seasons Read known songs as a whole class with the teacher Song on seasons Answers higher-order thinking questions based on the text. Give own opinion on text read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills | like in winter? Identify detail of main characters in a text and in the background. Read books in whole class context with teacher and discuss the relation between cause and effect. Read any story based on the theme Answers higher-order thinking questions based on the text. Give own opinion on text read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills | Answers higher-order thinking questions based on the text. • What does some animals do during the duration of winter? • How does animals protect themselves against the cold? • When does birds return to warmer countries to make a nest? Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills | for understanding Read a story on any animal and their homes Identify detail of main characters in a text and in the background. Answers higher-order thinking questions based on the text. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills • Break up words in word | characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills | characters in a text and in the background. Factual text on sea animals Answers higher-order thinking questions based on the text. Use pictures of sea animals Which sea animals can be eaten by man? Which sea animals are dangerous? What covers and protects the body of a sea animal? Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills |
| Group Guided Reading What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v= | characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word | other. Make use of visual cues to predict the story Pictures of seasons Read known songs as a whole class with the teacher Song on seasons Answers higher-order thinking questions based on the text. Give own opinion on text read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word | like in winter? Identify detail of main characters in a text and in the background. Read books in whole class context with teacher and discuss the relation between cause and effect. Read any story based on the theme Answers higher-order thinking questions based on the text. Give own opinion on text read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word | Answers higher-order thinking questions based on the text. • What does some animals do during the duration of winter? • How does animals protect themselves against the cold? • When does birds return to warmer countries to make a nest? Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills • Break up words in word | for understanding Read a story on any animal and their homes Identify detail of main characters in a text and in the background. Answers higher-order thinking questions based on the text. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts | characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word | characters in a text and in the background. Factual text on sea animals Answers higher-order thinking questions based on the text. Use pictures of sea animals Which sea animals can be eaten by man? Which sea animals are dangerous? What covers and protects the body of a sea animal? Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills • Break up words in word | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills • Break up words in word |
| Group Guided Reading What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v= | characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts | other. Make use of visual cues to predict the story Pictures of seasons Read known songs as a whole class with the teacher Song on seasons Answers higher-order thinking questions based on the text. Give own opinion on text read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words | like in winter? Identify detail of main characters in a text and in the background. Read books in whole class context with teacher and discuss the relation between cause and effect. Read any story based on the theme Answers higher-order thinking questions based on the text. Give own opinion on text read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words | Answers higher-order thinking questions based on the text. • What does some animals do during the duration of winter? • How does animals protect themselves against the cold? • When does birds return to warmer countries to make a nest? Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills • Break up words in word parts | for understanding Read a story on any animal and their homes Identify detail of main characters in a text and in the background. Answers higher-order thinking questions based on the text. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills • Break up words in word | characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts | characters in a text and in the background. Factual text on sea animals Answers higher-order thinking questions based on the text. Use pictures of sea animals Which sea animals can be eaten by man? Which sea animals are dangerous? What covers and protects the body of a sea animal? Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words |
| Group Guided Reading What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v= | characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together | other. Make use of visual cues to predict the story Pictures of seasons Read known songs as a whole class with the teacher Song on seasons Answers higher-order thinking questions based on the text. Give own opinion on text read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together | like in winter? Identify detail of main characters in a text and in the background. Read books in whole class context with teacher and discuss the relation between cause and effect. Read any story based on the theme Answers higher-order thinking questions based on the text. Give own opinion on text read. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together | Answers higher-order thinking questions based on the text. • What does some animals do during the duration of winter? • How does animals protect themselves against the cold? • When does birds return to warmer countries to make a nest? Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills • Break up words in word parts • Add word parts together | for understanding Read a story on any animal and their homes Identify detail of main characters in a text and in the background. Answers higher-order thinking questions based on the text. Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts | characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together | characters in a text and in the background. Factual text on sea animals Answers higher-order thinking questions based on the text. Use pictures of sea animals Which sea animals can be eaten by man? Which sea animals are dangerous? What covers and protects the body of a sea animal? Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together |

| | Make use of contextual | Recognise smaller | Make use of contextual | Make use of contextual | Make use of contextual | Make use of contextual |
|---|---|---|---|---|---|---|---|---|---|---|
| | cues:Make use of pictures to | words within a word | cues:Make use of pictures to | cues:Make use of pictures to | cues:Make use of pictures to | cues:Make use of pictures to |
| | make sense of a story | | make sense of a story | make sense of a story | make sense of a story | make sense of a story |
| | Predicts the story by | Predicts the story by | Predicts the story by | Predicts the story by | Predicts the story by | Make use of contextual cues: | Predicts the story by making | Predicts the story by | Predicts the story by | Predicts the story by |
| | making use of cues | Make use of pictures to | use of cues | making use of cues | making use of cues | making use of cues |
| | Make use of the storyline | make sense of a story | Make use of the storyline to | Make use of the storyline | Make use of the storyline | Make use of the storyline |
| | to predict words | Predicts the story by | predict words | to predict words | to predict words | to predict words |
| | | | | | | making use of cues | ' | | | • |
| | Look at words around a specific word, to enable | Look at words around a specific word, to enable | Look at words around a specific word, to enable | Look at words around a specific word, to enable | Look at words around a specific word, to enable | Make use of the | Look at words around a specific word, to enable you | Look at words around a specific word, to enable | Look at words around a specific word, to enable | Look at words around a specific word, to enable |
| | you to read an unknown | storyline to predict | to read an unknown word | you to read an unknown | you to read an unknown | you to read an unknown |
| | word | word | word | word | word | words | | word | word | word |
| | | | | | | Look at words around a | Use phonic knowledge, | | | |
| | 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 | specific word, to enable | sight words and clues during reading | Use phonic knowledge, sight words and clues | Use phonic knowledge, sight words and clues | Use phonic knowledge, sight words and clues |
| | during reading | you to read an unknown word | during reading | during reading | during reading | during reading |
| | | | | | | dilitiowii word | Use word recognition and | | | |
| | Use word recognition and comprehension skills | Use phonic knowledge, | comprehension skills during the reading | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills |
| | during the reading | sight words and clues | lesson: | during the reading | during the reading | during the reading |
| | lesson: • Sound words to | during reading | Sound words to understand | lesson: • Sound words to | lesson: • Sound words to | lesson: • Sound words to |
| | understand | understand | understand | Sound words to understand | Sound words to understand | Use word recognition | Use beginning sounds as a | Sound words to understand | understand | understand |
| | Has beginning assemble as | | Has basinaina assaula as | Har basissis a samula as | | and comprehension | cue | Han beninning accorded | | Han hanimin a samula sa |
| | Use beginning sounds as a cue | Use beginning sounds as a cue | Use beginning sounds as a cue | Use beginning sounds as a cue | Use beginning sounds as a cue | skills during the reading lesson: | Use general letter patterns | Use beginning sounds as a cue | Use beginning sounds as a cue | Use beginning sounds as a cue |
| | | | | | | Sound words to | e.gow, -ew | | | |
| | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew | understand | Use know parts of the | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew |
| | patterns e.gow, -ew | Use beginning sounds | words to read the whole | patterns e.gow, -ew | patterns e.gow, -ew | e.gow, -ew |
| | Use know parts of the words to read the whole | Use know parts of the words to read the whole | Use know parts of the words to read the whole | Use know parts of the words to read the whole | Use know parts of the words to read the whole | as a cue | word | Use know parts of the words to read the whole | Use know parts of the words to read the whole | Use know parts of the words to read the whole |
| | words to read the whole word | words to read the whole | words to read the whole word | word word | word word | Use general letter | Make use of combining | word word | words to read the whole word | words to read the whole word |
| | | | | | | patterns e.gow, -ew | sounds to understand words | | | |
| | Make use of combining sounds to understand | Make use of combining sounds to understand | Make use of combining sounds to understand | Make use of combining sounds to understand | Make use of combining sounds to understand | Use know parts of the | e.g. bl-ock | Make use of combining sounds to understand | Make use of combining sounds to understand | Make use of combining sounds to understand |
| | words e.g. bl-ock | words to read the | Break word up in syllables | words e.g. bl-ock | words e.g. bl-ock | words e.g. bl-ock |
| | - Drook word up in | - | | _ | - Drack word up in | whole word | to be able to read and | - Drook word up in | - Drook word up in | - Drook word up in avilables |
| | 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 | Make use of combining | understand the word. | 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 read and |
| | read and understand the | sounds to understand | Read with fluency and | read and understand the | read and understand the | understand the word. |
| | word. | word. | word. | word. | word. | words e.g. bl-ock | intonation | word. | word. | |
| | | | | | | Break word up in | | | | Read with fluency and |
| | Read with fluency and intonation | syllables to be able to | Build sight vocabulary during all reading | Read with fluency and intonation | Read with fluency and intonation | intonation |
| | intonation | intonation | intonation | Intonation | Intonation | read and understand the word. | umg um.rumg | Intonation | intonation | Build sight vocabulary |
| | Build sight vocabulary | uio word. | | Build sight vocabulary | Build sight vocabulary | during all reading |
| | during all reading | Read with fluency and | | during all reading | during all reading | |
| | | | | | | intonation | | | | |
| | | | | | | Build sight vocabulary | | | | |
| | | | | | | during all reading | | | | |
| Writing: W:25% | Do phonic tasks | Do phonic tasks | Do phonic tasks | Do phonic tasks | Do phonic tasks | Do phonic tasks | Do phonic tasks Take part in discussions to | Do phonic tasks | Do phonic tasks | Do phonic tasks |
| Writing | ιαονο | เดอกอ | เสอกอ | Take part in discussions | Take part in discussions | lasks | decide on a topic to write | Take part in discussions | ιαονο | Make use of capital |
| Learn English Punctuation for Kids: Period, Exclamation Mark, | Take part in | Take part in discussions | Write and illustrate on | to decide on a topic to | to decide on a topic to | Take part in | on. | to decide on a topic to | Write and illustrate on | letters (at the beginning |
| Question Mark | discussions to decide on a | to decide on a topic to write on. | paragraph (at least 5 sentences) to contribute | write on. | write on. My favourite | discussions to decide on a topic to write on. | Any Sea Animal | write on. • Steps to take to | paragraph (at least 5 sentences) with the help | of sentences and names) and correct punctuation |
| Free By Kids Academy | topic to write | My favourite | to the reading corner | Write and illustrate on | farm animal | The "Big | Write and illustrate on | clean a fish | of a writing frame. | such as full stops, |
| Resource URL | on. | season | My favourite recipe for winter/summer | paragraph (at least 5 sentences) with the help | Write and illustrate on | Five" | paragraph (at least 5 sentences) with the | tank | Choose a writing frame for either a | commas, question marks and exclamation marks |
| https://www.youtube.com/watch?v= mPnSYcxkiKU | Write and illustrate on | Write and illustrate on | food | of a writing frame. | paragraph (4-6 | Write and illustrate on | help of a writing | Write and illustrate on | snail or a tortoise | Do a reading |
| THE PORMITO | paragraph (at least 5 sentences) on personal | paragraph (at least 5 sentences) with the use | Illustrate the recipe | Write simple expressive | sentences) to contribute to the reading corner | paragraph (at least 5 sentences) with the | frame. | paragraph (4 – 6 sentences) to contribute | Use the rhyming words the teacher | comprehension task and answers in full |
| English Losson 04 /ESL Vorbe :- | experiences or | of a writing frame | Use the writing process | texts e.g. Thank you | My favourite farm | help of a writing frame. | Write the story the teacher read on a sea | to the reading corner | words the teacher gives and write your | sentences |
| English Lesson 01 (ESL Verbs in Present Tense) by Uceda School | happenings in daily | My favourite season | (Planning, writing and | card, letter in the correct | animal | Choose any one of | animal in your own | Write with a friend | own poem on the | |
| | news.Holiday news | Use the writing process | editing) | format. • Write a thank | Use the writing process | the "Big Five"and write a paragraph | words. | the steps to clean a fish tank. | writing frame. | Spell known words correctly |
| https://www.youtube.com/watch?v= BVIU_U2hjN0 | | (Planning, writing and | Make use of capital | you letter to | (Planning, writing and | on the animal. | Use the writing process | Draw a picture of the | Make use of capital | · |
| | Use the writing process (Planning) | editing)My favourite season | letters (at the beginning of | grandmo-ther to thank her for | editing) | | (Planning, writing and | fish tank | letters (at the beginning of | Make use of present and past tense |
| | process (Planning, writing and editing) | • Iviy iavounte season | sentences and | the nice visit. | | | editing) | | sentences and | and past tense |

letters (at the beginning of sentences and

letters (at the beginning of sentences and

| | Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks Spell known words correctly Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. Create own dictionary to | Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks Spell known words correctly Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. Create own dictionary to develop dictionary skills | names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly • Read own writing out loud to a friend. • Create own dictionary to develop dictionary skills | Use the writing process (Planning, writing and editing) • Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly • Read own writing out | Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks Spell known words correctly Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. Create own dictionary to develop dictionary skills | Use the writing process (Planning, writing and editing) • Make use of capital letters (at the beginning of senteces and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly | Write your own story on a sea animal Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks Spell known words correctly Make use of present and past tense Use prepositions correctly Read own writing out loud to a friend. | Use the writing process (Planning, writing and editing) • Make use of capital letters (at the beginning of sentences and names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly • Read own writing out | names) and correct punctuation such as full stops, commas, question marks and exclamation marks • Spell known words correctly • Make use of present and past tense • Use prepositions correctly • Read own writing out loud to a friend. • Create own dictionary to develop dictionary skills | Use prepositions correctly Read own writing out loud to a friend. Create own dictionary to develop dictionary skills |
|------------------------------------|--|---|--|--|--|---|---|--|--|---|
| | develop dictionary skills | GOTOLO GIOLOTTALY GIVING | | loud to a friend. • Create own dictionary to develop dictionary skills | activity distortially states | Read own writing out loud to a friend. Create own dictionary to develop dictionary | Create own dictionary to develop dictionary skills | loud to a friend. • Create own dictionary to develop dictionary skills | | |
| Handwriting W:10% Handwriting | Write the date and heading: Handwriting Write the Pattern: WWWWWWWWWW Write capital and lower case letters: Vv , Ww Write words and sentences with spacing Underline the work Grade R knowledge | Write the date and heading: Handwriting Write the Pattern: IIIIIIII Write capital and lower case letters: T t, J j Write words and sentences with spacing Underline the work Grade R knowledge | Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: M m, N n Write words and sentences with spacing Underline the work Grade R knowledge | Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: U u , X x Write words and sentences with spacing Underline the work Grade R knowledge | Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: C c, K k Write words and sentences with spacing Underline the work Grade R knowledge | skills Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: C c, E e Write words and sentences with spacing Underline the work Grade R knowledge | Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: O o, Q q Write words and sentences with spacing Underline the work Grade R knowledge | Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: P p, D d Write words and sentences with spacing Underline the work Grade R knowledge | Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: A a, C c Write words and sentences with spacing Underline the work Grade R knowledge | Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: Z z, Y y Write words and sentences with spacing Underline the work Grade R knowledge |
| Resources (other than textbook) to | Reading series eBooks Sentence strips | Reading series eBooks Sentence strips | Reading series eBooks Sentence strips | Reading series eBooks Sentence strips | Reading series eBooks Sentence strips | Reading series eBooks Sentence strips | Reading series eBooks Sentence strips | Reading series eBooks Sentence strips | Reading series eBooks Sentence strips | Reading series eBooks Sentence strips |
| enhance learning | DBE Workbooks Flash cards Pictures Posters | DBE Workbooks Flash cards Pictures Posters | DBE Workbooks Flash cards Pictures Posters | DBE Workbooks Flash cards Pictures Posters | DBE Workbooks Flash cards Pictures Posters | DBE Workbooks Flash cards Pictures Posters | DBE Workbooks Flash cards Pictures Posters | DBE Workbooks Flash cards Pictures Posters | DBE Workbooks Flash cards Pictures Posters | DBE Workbooks Flash cards Pictures Posters |
| Informal assessment; remediation | | I st be observed and assessed on the informally and ongoing. | L during daily lesson activities in | Languages. Each skill is not m | leant to be an assessment act | I vity but rather should ensure | that leaners are afforded opport | I unities to demonstrate these s | kills orally and practically. | l |
| SBA (Formal Assessment) | and practically.By week 9 teacherTeachers could company | ers should be able to complete hoose from SBA guidelines on | the checklist and score each I formal assessment model. | Languages. Each skill is not m learner according to SBA rubrio HZNMrh-j/view?usp=sh | SS. | vity but rather should ensure | e that leaners are afforded opport | unities to demonstrate these s | kills orally | |

| TERM 3 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---|---|--|---|---|--|--|---|---|---|---|
| THEME | Revision | S | oil | | Transport | | Road | Safety | People w | ho help us |
| Listening & Speaking W: 20% | Listens without interrupting, shows respek and ask questions to get clarity: • Listens to class rules | Listens without interrupting, shows respek and ask questions to get clarity | Listens without interrupting, shows respek and ask questions to get clarity Use interesting words and | Talk about personal experiences How do you get to school every morning? | Listens without interrupting, shows respek and ask questions to get clarity Discuss the difference | Listens without interrupting, shows respek and ask questions to get clarity Peter is living in Cape Town and | Listens without interrupting, shows respek and ask questions to get clarity. Listens to a song on a traffic light. | Listens without interrupting, shows respek and ask questions to get clarity Invites a traffic officer to come and address | Takes part in discussions, ask questions and answers them. Talks to a friend | Takes part in discussions, ask questions and answers them. People that helps us in school. |
| How to practice English listening skills (without spending extra time https://www.youtube.com/watch?v=u DVoZ39mONk | Talk about personal experiences | Talk about personal experiences Why is soil important? How does soil look like? (Have a bowl with soil) How does soil feel? Are there plants growing in the soil? Use interesting words and descriptions when talking Soil Listen to stories and predict the end/give the end of the story. | Takes part in discussions, ask questions and answers them Discuss pictures on animals living under the soil Suggest solutions for problems John wants to start a vegetable garden. How can we help him? Tell simple stories by changing voice and volume You are a rabbit/mole/ant living under the ground. Tell us about your home. | Takes part in discussions, ask questions and answers them. Discuss different types of transport with which learners comes to school. With what kind of transport does the least/most learners make use of. Suggest solutions for problems Bertu stays far from school How can we help him to get to school every morning? Discuss different kinds of transport that can be used. E.g. bus, bicycle, car. | between transport by rail, airtransport and transport on water. Picture discussion on different kinds of transport. Talk about personal experiences Learners shares experience on what kinds of transport they have used before. Use interesting words and descriptions when talking Use vocabulary on transport by using words in the correct context. Takes part in discussions and answers questions. | Cape Town and wants to go to Johannesburg. How can he get there? Use interesting words and descriptions when talking Takes part in discussions, ask questions and answers them. Suggest solutions for problems especially during Mathematics. Listen to a sequence of instructions and react suitably Listen to stories and predict the end or give own end for story. Tell simple stories by changing voice and volume. • Tell learners how you made a sailboat or a little airoplane. | Discuss the meaning of each of the colours in the traffic light. Talk about personal experiences Use interesting words and descriptions when talking Takes part in discussions, ask questions and answers them Look at pictures of different road signs. Discuss the meaning of each of them. Suggest solutions for problems How can we sensitize people on the importance of road safety? | to come and address learners on safety on the road. Takes part in discussions, ask questions and answers them. Road safety Suggest solutions for problems Road safety in town | about all the people in the community that we can help. Suggest solutions for problems What will happen if there is not people in our communities who we can help? Listen to a sequence of instructions and react suitably Tell simple stories by changing voice and volume | Discuss the roles of different people at school. Listen to stories and predict the end or give own end for story. |
| | | | | | | | Listen to stories and predict the end or give own end for story. • E.g Teacher read a story of children not wanting to keep to the road safety rules. | | | |
| Phonics W:20% Phonics Phonics: The 'a-e' spelling [FREE RESOURCE] - YouTube https://www.youtube.com/watch?v=f 0aCGmNNI-s Let's Learn Singular and Plural Nouns - Grammar for kids - | Identifies letter- sound relationships of all single letters Use letter combinations for word building activities as mentioned above. | Uses consonant blends to build up and break down words Use letter combinations for word building activities as mentioned above. | Aurally revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words Use letter combinations for word building activities as mentioned above. | Revises common consonant digraphs (sh, ch, th) at the end of words (e.g. ca-sh, su-ch, mo-th) Use letter combinations for word building activities as mentioned | Recognises common double consonants such as II, ss and zz) at the end of words such as do-II, fu-ss, buzz Use letter combinations for word building | Recognises the first sound (onset) and the last syllable (rime) in more complex patterns such as. dr-eam, cream, scr-eam, stream | Recognises vowel digraphs and diphthongs such as 'oy', 'oi', 'ay', 'ai' Use letter combinations for word building activities as mentioned above. | Builds words using the consonant and vowel digraphs, consonant blends and double consonants taught this year Use letter combinations | Groups common words into sound families such as 'oy', 'oi', 'ay', 'ai' Use letter combinations for word building activities as mentioned above. | Consolidation Use letter combinations for word building activities as mentioned above. Form words with new sounds learnt. |
| English https://www.youtube.com/watch?v=t RT FXDeQWM | Form words with new sounds learnt. Recognise word families | Form words with new sounds learnt. | Form words with new sounds learnt. | above. Form words with new sounds learnt. | activities as mentioned above. Form words with new | Use letter combinations for word building activities as mentioned above. | Form words with new sounds learnt. | for word building activities as mentioned above. | Form words with new sounds learnt. | Recognise word families and rhyme words. |
| | and rhyme words. Group known words in sound families. | Recognise word families and rhyme words. Group known words in | Recognise word families and rhyme words. Group known words in | Recognise word families and rhyme words. | sounds learnt. Recognise word families and rhyme words. | Form words with new sounds learnt. | Recognise word families and rhyme words. Group known words in | Form words with new sounds learnt. Recognise word families | Recognise word families and rhyme words. | Group known words in sound families. Write known words |
| | Write known words correct. Use phonic knowledge to spell unknown words | write known words correct. | Write known words correct. | Group known words in sound families. Write known words correct. | Group known words in sound families. Write known words | Recognise word families and rhyme words. Group known words in sound families. | Write known words correct. | and rhyme words. Group known words in sound families. Write known words | Write known words correct. Use phonic knowledge to spell unknown words | correct. Use phonic knowledge to spell unknown words correctly. |
| | to spell unknown words correctly. Build words by using phonic knowledge. | Use phonic knowledge to spell unknown words correctly. Build words by using | Use phonic knowledge to spell unknown words correctly. Build words by using | Use phonic knowledge to spell unknown words correctly. | Use phonic knowledge to spell unknown words correctly. | Write known words correct. | Use phonic knowledge to spell unknown words correctly. Build words by using | Write known words correct. Use phonic knowledge to spell unknown words | correctly. Build words by using phonic knowledge. | Build words by using phonic knowledge. Do word building |

| | Do word building activities and divide the words in phonic parts and syllables. Read the words learnt in sentences and other texts. | Do word building activities and divide the words in phonic parts and syllables. Read the words learnt in sentences and other texts. | Do word building activities and divide the words in phonic parts and syllables. Read the words learnt in sentences and other texts | Build words by using phonic knowledge. Do word building activities and divide the words in phonic parts and syllables. Read the words learnt in sentences and other texts. | Build words by using phonic knowledge. Do word building activities and divide the words in phonic parts and syllables. Read the words learnt in sentences and other texts. | Use phonic knowledge to spell unknown words correctly. Build words by using phonic knowledge. Do word building activities and divide the words in phonic parts and syllables. Read the words learnt in sentences and other texts. | Do word building activities and divide the words in phonic parts and syllables. Read the words learnt in sentences and other texts. | Build words by using phonic knowledge. Do word building activities and divide the words in phonic parts and syllables. Read the words learnt in sentences and other texts. | Do word building activities and divide the words in phonic parts and syllables. Read the words learnt in sentences and other texts. | words in phonic parts and syllables. Read the words learnt in sentences and other texts. |
|--|---|---|--|---|--|--|--|--|---|--|
| 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 | The whole group reads the same story and identify the sequence of events and the background. Use the cover of the book to predict the story. Answer higher-order thinking questions e.g. "What would happen if?" Give an opinion on passage read. Identify some synonyms and antonyms. Interpret information from simple tables e.g. calender. | The whole group reads the same story and identify the sequence of events and the background. • Why is soil important? • Three types of soil Use the cover of the book to predict the story. • Why is soil important? Answer higher-order thinking questions e.g. "What would happen if?" Identify some synonyms and antonyms. Interpret information from simple tables e.g. calender. • Discuss the completed table of three types of soil. | The whole group reads the same story and identify the sequence of events and the background. Read a story of an animal living under the ground. Use the cover of the book to predict the story. Discuss the cover of the book. Answer higher-order thinking questions e.g. "What would happen if?" Identify some synonyms and antonyms. | The whole group reads the same story and identify the sequence of events and the background. Read the under scripts of a video on different types of road transport and for what each can be used. Answer higher-order thinking questions e.g. "What would happen if?" There are many learners in the school that have no transport to come to school. What type of transport will be the best to come to school? Interpret information from simple tables e.g. calender. Look at the graph and answers the questions. How does most learners come to school? How many children comes to school by car? | The whole group reads the same story and identify the sequence of events and the background. Read factual information on different kinds of transport. Answer higher-order thinking questions e.g. "What would happen if?" Use fact on transport to pose questions. Learners to answer these questions by using their background knowledge. Give an opinion on passage read. Identify some synonyms and antonyms. Interpret information from simple tables e.g. calender. Sort the different types of transport. Answers questions by using graphs. | Use the pictures to predict the sequence of the story. Look at the pictures. Place the pictures in the correct sequence. Fit the sentence strips to the pictures Give an opinion on passage read. Identify some synonyms and antonyms. | The whole group reads the same story and identify the sequence of events and the background. Read the under scripts of a video on the meaning of the traffic light. Read the under scripts of a story on many road signs. Answer higher-order thinking questions e.g. "What would happen if?" Wat sal gebeur as mense weier om die padverkeers-reëls na te kom? Give an opinion on passage read. Identify some synonyms and antonyms. | The whole group reads the same story and identify the sequence of events and the background. Read a story on road safety. Use the cover of the book to predict the story. Answer higher-order thinking questions e.g. "What would happen if?" Give an opinion on passage read. Identify some synonyms and antonyms. | The whole group reads the same story and identify the sequence of events and the background. Read the description of a person's work and fit it to a picture. Make use of pictures to describe a person's work. Give an opinion on passage read. Interpret information from simple tables e.g. calender. What career like learners most? Of what career does learners like the least? Which career does learners like equally? | The whole group reads the same story and identify the sequence of events and the background. Read with the teacher the under scrips of different careers of different people. Give an opinion on passage read. Identify some synonyms and antonyms. |
| Group Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v= yw6CyBjkPqw | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues | Read aloud from own book or reading chart with teacher Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues |

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| | Make use of the storyline | Make use of the storyline | Make use of the storyline | Make use of the storyline | Make use of the storyline | Make use of the storyline | Make use of the storyline | Make use of the storyline | Make use of the storyline | Make use of the storyline |
| | to predict words | to predict words | to predict words | to predict words | to predict words | to predict words | to predict words | to predict words | to predict words | to predict words |
| | Look at words around a | Look at words around a | Look at words around a | Look at words around a | Look at words around a | Look at words around a | Look at words around a | Look at words around a | Look at words around a | Look at words around a |
| | specific word, to enable | specific word, to enable | specific word, to enable | specific word, to enable | specific word, to enable | specific word, to enable | specific word, to enable | specific word, to enable | specific word, to enable | specific word, to enable |
| | you to read an unknown | you to read an unknown | you to read an unknown | you to read an unknown | you to read an unknown | you to read an unknown | you to read an unknown | you to read an unknown | you to read an unknown | you to read an unknown |
| | word | word | word | word | word | word | word | word | word | word |
| | | | | | | | | | | |
| | 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, | Use phonic knowledge, |
| | 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 | sight words and clues | sight words and clues |
| | during reading | during reading | during reading | during reading | during reading | during reading | during reading | during reading | during reading | during reading |
| | Hee word recognition and | Has word resemblish and | Has word researchism and | lles werd resemblish and | Has word resemblish and | Has word resemblish and | Hee ward recognition and | Hee ward recognition and | Hee ward recognition and | Hee word recompition and |
| | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills |
| | during the reading | during the reading | during the reading | during the reading | during the reading | during the reading | during the reading | during the reading | during the reading | during the reading |
| | lesson: | lesson: | lesson: | lesson: | lesson: | lesson: | lesson: | lesson: | lesson: | lesson: |
| | Sound words to | Sound words to | Sound words to | Sound words to | Sound words to | Sound words to | Sound words to | Sound words to | Sound words to | Sound words to |
| | understand | understand | understand | understand | understand | understand | understand | understand | understand | understand |
| | Use beginning sounds as | Use beginning sounds as | Use beginning sounds as | Use beginning sounds as | Use beginning sounds as | Use beginning sounds as | Use beginning sounds as | Use beginning sounds as | Use beginning sounds as | Use beginning sounds as |
| | a cue | a cue | a cue | a cue | a cue | a cue | a cue | a cue | a cue | a cue |
| | | | | | | | | | | |
| | Use general letter | Use general letter | Use general letter | Use general letter | Use general letter | Use general letter | Use general letter | Use general letter | Use general letter | Use general letter patterns |
| | patterns e.gow, -ew | patterns e.gow, -ew | patterns e.gow, -ew | patterns e.gow, -ew | patterns e.gow, -ew | patterns e.gow, -ew | patterns e.gow, -ew | patterns e.gow, -ew | patterns e.gow, -ew | e.gow, -ew |
| | Use know parts of the | Use know parts of the | Use know parts of the | Use know parts of the | Use know parts of the | Use know parts of the | Use know parts of the | Use know parts of the | Use know parts of the | Use know parts of the |
| | words to read the whole | words to read the whole | words to read the whole | words to read the whole | words to read the whole | words to read the whole | words to read the whole | words to read the whole | words to read the whole | words to read the whole |
| | word | word | word | word | word | word | word | word | word | word |
| | Make use of combining | Make use of combining | Make use of combining | Make use of combining | Make use of combining | Make use of combining | Make use of combining | Make use of combining | Make use of combining | Make use of combining |
| | sounds to understand | sounds to understand | sounds to understand | sounds to understand | sounds to understand | sounds to understand | sounds to understand | sounds to understand | sounds to understand | sounds to understand |
| | words e.g. bl-ock | words e.g. bl-ock | words e.g. bl-ock | words e.g. bl-ock | words e.g. bl-ock | words e.g. bl-ock | words e.g. bl-ock | words e.g. bl-ock | words e.g. bl-ock | words e.g. bl-ock |
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| | read and understand the word. | word. | read and understand the word. | read and understand the word. | word. | word. | read and understand the word. | read and understand the word. | word. | understand the word. |
| | word. | word. | word. | word. | word. | word. | word. | word. | word. | |
| | | | | | | | | | | Read with fluency and |
| | Read with fluency and | Read with fluency and | Read with fluency and | Read with fluency and | Read with fluency and | Read with fluency and | Read with fluency and | Read with fluency and | Read with fluency and | intonation |
| | intonation | intonation | intonation | intonation | intonation | intonation | intonation | intonation | intonation | Build sight vocabulary |
| | Build sight vocabulary | Build sight vocabulary | Build sight vocabulary | Build sight vocabulary | Build sight vocabulary | Build sight vocabulary | Build sight vocabulary | Build sight vocabulary | Build sight vocabulary | during all reading |
| | during all reading | during all reading | during all reading | during all reading | during all reading | during all reading | during all reading | during all reading | during all reading | |
| Writing: W:25% | Do phonic tasks. | Do phonic tasks. | Do phonic tasks. | Do phonic tasks. | Do phonic tasks. | Do phonic tasks. | Do phonic tasks. | Do phonic tasks. | Do phonic tasks. | Do phonic tasks. |
| Writing | Take part in discussions | Take part in discussions | Take part in discussions | Write a simple | Plan, write and present a | Take part in discussions | Plan, write and present a | Plan, write and present a | | Write 1 - 2 paragraphs (at |
| | to choose a topic to | to choose a topic to | to choose a topic to | meaningful text e.g. a | story of at least six | to choose a topic to | story of at least six | story of at least six | Take part in discussions | least 8 sentences) on |
| How to Teach Synonyms - | write on. | write on. | write on. | "Thank you" card etc. | sentences. | write on. | sentences. | sentences. | to choose a topic to | personal experiences. |
| YouTube | | | | Write to the driver of | Suzie and her | Fit the sentences to | Design your own | Road safety | write on. | Choose two people |
| https://www.youtube.com/watch?v= TZ1P8ZXqtak | Write a simple meaningful text e.g. a | Write a simple meaningful text e.g. a | Write a simple meaningful text e.g. a | the school bus to thank him for | brother Norman lives in Cape Town. They | the correct pictures.Sequence of | traffic light and write down the meaning of | Write 1 - 2 paragraphs | Write a simple | out of the community and write on how they |
| | "Get better soon" card | "Get better soon" card | "Get better soon" card | bringing you safely to | went to stay with | happenings. | each colour. | (at least 8 sentences) on | meaningful text e.g. a | have helped you. |
| Antonyms and Synonyms - | etc. | etc. | etc. | school every | their nephews in | | | road safety. | "Get better soon" card | |
| YouTube https://www.youtube.com/watch?v= | | I | | morning | بامما يستنظمه مسمطما | I DI 14 1 1 1 | | Muita tha a stamuina | etc. | Use correct punctuation |
| THUS.//VVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV | | Diam well- and conserve | Dlan well-and | monning | Johannesburg. Look | Plan, write and present a | Use correct punctuation | Write the story in | . \\/ 1 | |
| | Plan, write and present a story of at least six | Plan, write and present a story of at least six | Plan, write and present a story of at least six | | at the pictures and | story of at least six | (full stop, comma, | your own words. | Write a message to a sick friend | (full stop, comma, |
| bBWm3-mxL1U | Plan, write and present a story of at least six sentences. | Plan, write and present a story of at least six sentences. | Plan, write and present a story of at least six sentences. | Use correct punctuation (full stop, comma, | , | story of at least six sentences. | | your own words. | Write a message to a sick friend. | |
| | story of at least six sentences. | story of at least six sentences. | story of at least six sentences. • I am a rabbit/ | Use correct punctuation (full stop, comma, question mark and | at the pictures and tell your friend what they are doing. | story of at least six sentences. Write down the steps on how to fold a | (full stop, comma, question mark and exclamation mark) so that others can read | your own words. Use correct punctuation (full stop, comma, | sick friend. Plan, write and present a | (full stop, comma, question mark and exclamation mark) so that others can read what |
| | story of at least six sentences. Write 1 - 2 paragraphs | story of at least six sentences. Write 1 - 2 paragraphs | story of at least six sentences. I am a rabbit/ mole/ant under the | Use correct punctuation (full stop, comma, question mark and exclamation mark) so | at the pictures and tell your friend what they are doing. Write 1 - 2 paragraphs | story of at least six sentences. Write down the steps on how to fold a sailboat or airoplane | (full stop, comma, question mark and exclamation mark) so | your own words. Use correct punctuation (full stop, comma, question mark and | sick friend. Plan, write and present a story of at least six | (full stop, comma, question mark and exclamation mark) so |
| | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on | story of at least six sentences. • I am a rabbit/ | Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read | at the pictures and tell your friend what they are doing. Write 1 - 2 paragraphs (at least 8 sentences) on | story of at least six sentences. • Write down the steps on how to fold a sailboat or airoplane out of paper. | (full stop, comma, question mark and exclamation mark) so that others can read | your own words. Use correct punctuation (full stop, comma, question mark and exclamation mark) so | sick friend. Plan, write and present a story of at least six sentences. | (full stop, comma, question mark and exclamation mark) so that others can read what |
| | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. | story of at least six sentences. I am a rabbit/ mole/ant under the | Use correct punctuation (full stop, comma, question mark and exclamation mark) so | at the pictures and tell your friend what they are doing. Write 1 - 2 paragraphs | story of at least six sentences. Write down the steps on how to fold a sailboat or airoplane | (full stop, comma, question mark and exclamation mark) so that others can read | your own words. Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read | sick friend. Plan, write and present a story of at least six sentences. My career when I am | (full stop, comma, question mark and exclamation mark) so that others can read what |
| | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Holiday news. | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on | story of at least six sentences. I am a rabbit/ mole/ant under the ground. Write 1 - 2 paragraphs (at least 8 sentences) on | Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written. | at the pictures and tell your friend what they are doing. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Use correct punctuation | story of at least six sentences. • Write down the steps on how to fold a sailboat or airoplane out of paper. | (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic | your own words. Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written. | sick friend. Plan, write and present a story of at least six sentences. | (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic |
| | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Holiday news. Use correct punctuation | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Why is soil important to us? | story of at least six sentences. I am a rabbit/ mole/ant under the ground. Write 1 - 2 paragraphs | Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic | at the pictures and tell your friend what they are doing. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Use correct punctuation (full stop, comma, | story of at least six sentences. Write down the steps on how to fold a sailboat or airoplane out of paper. Draw the steps. Spell known words correct and use phonic | (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic knowledge to spel | your own words. Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words | sick friend. Plan, write and present a story of at least six sentences. My career when I am grown up. Use correct punctuation | (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic knowledge to spel |
| | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Holiday news. Use correct punctuation (full stop, comma, | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Why is soil important to us? Use correct punctuation | story of at least six sentences. I am a rabbit/ mole/ant under the ground. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. | Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic knowledge to spel | at the pictures and tell your friend what they are doing. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Use correct punctuation (full stop, comma, question mark and | story of at least six sentences. Write down the steps on how to fold a sailboat or airoplane out of paper. Draw the steps. Spell known words correct and use phonic knowledge to spel | (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic | your own words. Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic | sick friend. Plan, write and present a story of at least six sentences. My career when I am grown up. Use correct punctuation (full stop, comma, | (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic |
| | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Holiday news. Use correct punctuation | story of at least six sentences. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Why is soil important to us? | story of at least six sentences. I am a rabbit/ mole/ant under the ground. Write 1 - 2 paragraphs (at least 8 sentences) on | Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic | at the pictures and tell your friend what they are doing. Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences. Use correct punctuation (full stop, comma, | story of at least six sentences. Write down the steps on how to fold a sailboat or airoplane out of paper. Draw the steps. Spell known words correct and use phonic | (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic knowledge to spel | your own words. Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words | sick friend. Plan, write and present a story of at least six sentences. My career when I am grown up. Use correct punctuation | (full stop, comma, question mark and exclamation mark) so that others can read what was written. Spell known words correct and use phonic knowledge to spel |
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|------------------------------------|--|---|---|---|---|------------------------------------|--|--|---|---|
| | Use present, past and future tense correctly. | Use present, past and future tense correctly. | Use present, past and future tense correctly. | Read and discuss own writing with friend. | Identify and use nouns | | Read and discuss own writing with friend. | | Use present, past and future tense correctly. | Read and discuss own writing with friend. |
| | Identify and use nouns | Identify and use nouns | future tense correctly. | Create own word bank | and verbs correctly. | | | | Identify and use nouns | |
| | and verbs correctly. | and verbs correctly. | Identify and use nouns and verbs correctly. | and personal dictionary. | Identify and use pronouns correctly. | | | | and verbs correctly. | |
| | Identify and use | Identify and use | | | promount comount. | | | | Identify and use | |
| | pronouns correctly. | pronouns correctly. | Identify and use pronouns correctly. | | Read and discuss own writing with friend. | | | | pronouns correctly. | |
| | Read and discuss own writing with friend. | Read and discuss own writing with friend. | Read and discuss own | | | | | | Read and discuss own writing with friend. | |
| | Create own word bank | Create own word bank | writing with friend. | | | | | | | |
| | and personal dictionary. | and personal dictionary. | Create own word bank and personal dictionary. | | | | | | | |
| Handwriting W:10% | Write the date and | Write the date and | Write the date and | Write the date and | Write the date and | Write the date and | Write the date and | Write the date and | Write the date and | Write the date and |
| Handwriting | heading: | heading: | heading: | heading: | heading: | heading: | heading: | heading: | heading: | heading: Handwriting |
| Handwilling | Handwriting | Handwriting | Handwriting | Handwriting | Handwriting | Handwriting | Handwriting | Handwriting | Handwriting | Write the Pattern: |
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| | $\bigvee\bigvee\bigvee\bigvee\bigvee\bigvee\bigvee$ | lililili | mmm | | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | elle V | 000000 | 000000 | aaaaa/ /a/ | Write capital and lower |
| | Write capital and | Write capital and | | Write capital and | Write capital and | Write capital and | Write capital and | Write capital and | Write capital and | case letters: |
| | lower case letters: Vv | lower case letters: L I, I i | Write capital and | lower case letters: | lower case letters: | lower case letters: C c, E e | lower case letters: | lower case letters: | lower case letters: | S s, F f |
| | , Ww | Write words and | lower case letters: R r, N n | V v, U u | C c, D d | Write words and | O o, Q q | Hh, li | Jj, C c | Write words and |
| | Write words and | sentences with | Write words and | Write words and | Write words and | sentences with | Write words and | Write words and | Write words and | sentences with |
| | sentences with | spacing | sentences with | sentences with | sentences with | spacing | sentences with | sentences with | sentences with | spacing |
| | spacingUnderline the work | Underline the work | spacing | spacing | spacing | Underline the work | spacingUnderline the work | spacingUnderline the work | spacing | Underline the work |
| | Origenine the work | | Underline the work | Underline the work | Underline the work | | • Officeriffie the work | • Officerinite the work | Underline the work | |
| Requisite pre-knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge |
| | Reading series | Reading series | Reading series | Reading series | Reading series | Reading series | Reading series | Reading series | Reading series | Reading series |
| | eBooks | eBooks | eBooks | eBooks | eBooks | eBooks | eBooks | eBooks | eBooks | eBooks |
| Resources (other than textbook) to | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips | Sentence strips |
| enhance learning | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks | DBE Workbooks |
| | Flash cards | Flash cards | Flash cards | Flash cards | Flash cards | Flash cards | | Flash cards | Flash cards | Flash cards |
| | Pictures | Pictures | Pictures | Pictures | Pictures | Pictures | Flash cards | Pictures | Pictures | Pictures |
| | Posters | Posters | Posters | Posters | Posters | Posters | Pictures Posters | Posters | Posters | Posters |
| | | | | | | | | | | |
| Informal assessment; remediation | The activities mu | ist be observed and assessed | during daily lesson activities in | Languages. Each skill is not m | neant to be an assessment act | ivity but rather should ensure the | nat leaners are afforded opport | tunities to demonstrate these s | skills orally and practically. | 1 |
| | | ne informally and ongoing. | | | | | | | | |
| SBA (Formal Assessment) | The activities mu | ist be observed and assessed | during daily lesson activities in | Languages. Each skill is not m | neant to be an assessment act | ivity but rather should ensure the | nat leaners are afforded oppor | tunities to demonstrate these | skills orally | |
| | and practically. | | • • | | | • | *** | | • | |
| | By week 9 teach | | the checklist and score each I | earner according to SBA rubric | OS. | | | | | |
| | | choose from SBA guidelines or | | · · | | | | | | |
| | | - | | | | | | | | |
| | https://drive.google | .com/file/d/15d3X0im | FAL3RxvHM9R8n8vIDI | <u> HZNMrh-j/view?usp=sl</u> | naring | | | | | |
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| TERM 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
|---|---|---|--|--|---|---|--|---|---|---|
| | Revision | Our c | ountry | | Ways to communicate | | | Life at night | | |
| Listening & Speaking W: 20% | Listen to a complicated sequence of instructions and react appropriately. | Listen to a complicated sequence of instructions and react appropriately. | Take part in discussions, propose topics for discussion and ask questions to get | Take part in discussions, propose topics for discussion and ask questions to get | Listen to a complicated sequence of instructions and react appropriately. | Listen and react to a speaker which the learner cannot see. | Listen and react to a speaker which the learner cannot see. | Listen and react to a speaker which the learner cannot see. Listen to facts on | Listen to a speaker and react appropriately How do you feel | Listen to detail in stories and answers higher-order questions. |
| Teaching Listening Actively - YouTube | Take part in discussions, propose topics for discussion and ask | Listens to the history of the SA flag and the symbolic meaning of each | information. Report on the groupwork done. Our national | information. Report on the groupwork done. • Learners uses | We use writing and our voices to communicate. | Sit with you back against a friend's back and act as if you are talking on | Listens to night sounds that the teacher plays. | different night animals. Answers open-ended | when mother puts out the light? Discuss your feelings with a friend. | People working day shifts and night shifts. |
| https://www.youtube.com/watch?v =e16mymdji68 | questions to get information. Report on the groupwork done. | colour. Take part in discussions, | symbols.Look at the pictures and discuss in small | pictures and discuss the different ways on which people can | Take part in discussions, propose topics for discussion and ask | the telephone Take turns to talk about the holiday | Listen to detail in stories and answers higher- order questions. E.g. | questions and give reasons for your answer. E.g "Why do you say so | Listen to detail in stories and answers higher- | Answers open-ended questions and give reasons for your |
| Teaching Listening - YouTube | | propose topics for discussion and ask questions to get | groups. • Groups give feedback. | communicate. | questions to get information. Report on the groupwork done. | Use voices to talk about feelings. | "Do you think her was right to" | Express feelings on a text and give reasons for your | order questions. Listen to a poem expressing a feeling | answer. E.g "Why do you say so |

| https://www.youtube.com/watch?v=3h34lPHZ2n8 Listening practice activity for elementary students - YouTube https://www.youtube.com/watch?v=4s5o0iUqrOs | Take part in word games e.g. "I spy with my little eye" Tell jokes and riddles with the appropriate tone of voice and volume. | information. Report on the groupwork done. Our country's flag. Are there a SA flag at your school? Does the police station or other places in the community have a SA flag? At which events do we use the SA flag? | Tell jokes and riddles with the appropriate tone of voice and volume. • Ask riddles to explain the national symbols and to get to know them. | Take part in word games e.g. "I spy with my little eye" • Leamers make use of hand signs to explain and their class mates must guess what they are explaining. | How does people that is deaf and blind communicate? Use pictures and discuss. Take part in word games e.g. "I spy with my little eye" | Listen to detail in stories and answers higher- order questions. E.g. "Do you think her was right to" Read a story e.g. We visit the seaside. Answers open-ended questions and give reasons for your answer. E.g "Why do you say so Answers questions on the story. | Listen to the story of a night ape Answers open-ended questions and give reasons for your answer. E.g "Why do you say so Can you identify the sounds? Does the sounds make you feel afraid? Why? | answer. E.g. "It made me angry because" | Express feelings on a text and give reasons for your answer. E.g. "It made me afraid because" | Answers questions on the text read |
|---|---|--|---|--|--|--|--|---|---|---|
| Phonics W:20% | Recognise and use suffixes | Recognises at least 5 | Recognises at least 5 | Recognises at least 5 | Recognises vowel | Recognises vowel | Recognises vowel | Revises 'silent e'/ split | Revises 'silent e'/ split | Revises 'silent e'/ split |
| Phonics Digraph /ow, ou/ Sound - Phonics by TurtleDiary - YouTube https://www.youtube.com/watch?v=3Uz9U7YhmCw https://www.pinterest.com/conniejmoss/ou-and-ow-sound/ | e.gness: sadness, happiness Gebruik die d wat klink soos 'n t soos in brood(t). Use phonics taught to build words. Form and sound words on level of own phonic knowledge. Build sentences making use of phonic knowledge learned through the year. Read the words learnt in sentences and other texts. Learn to spell at least 10 spelling words (Phonic words and sight words) per week. | new vowel digraphs (e.g. 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc.) Recognise and use suffixes e.gness: sadness, happiness Use phonics taught to build words. Form and sound words on level of own phonic knowledge. Build sentences making use of phonic knowledge learned through the year. Read the words learnt in sentences and other texts. Learn to spell at least 10 spelling words (Phonic words and sight words) per week. | new vowel digraphs (e.g. 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc.) Recognise and use suffixes e.gness: sadness, happiness Use phonics taught to build words. Form and sound words on level of own phonic knowledge. Build sentences making use of phonic knowledge learned through the year. Read the words learnt in sentences and other texts. Learn to spell at least 10 spelling words (Phonic words and sight words) per week. | new vowel digraphs (e.g. 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc.) Recognise and use suffixes e.gness: sadness, happiness Use phonics taught to build words. Form and sound words on level of own phonic knowledge. Build sentences making use of phonic knowledge learned through the year. Read the words learnt in sentences and other texts. Learn to spell at least 10 spelling words (Phonic words and sight words) per week. | digraphs and diphthongs (e.g. 'oa', 'oe', 'ow' as in 'cow' and 'ow' as in 'show') Recognise and use suffixes e.gness: sadness, happiness Use phonics taught to build words. Form and sound words on level of own phonic knowledge. Build sentences making use of phonic knowledge learned through the year. Read the words learnt in sentences and other texts. Learn to spell at least 10 spelling words (Phonic words and sight words) per week. | digraphs and diphthongs (e.g. 'oa', 'oe', 'ow' as in 'cow' and 'ow' as in 'show') Recognise and use suffixes e.gness: sadness, happiness Use phonics taught to build words. Form and sound words on level of own phonic knowledge. Build sentences making use of phonic knowledge learned through the year. Read the words learnt in sentences and other texts. Learn to spell at least 10 spelling words (Phonic words and sight words) per week. | digraphs and diphthongs (e.g. 'oa', 'oe', 'ow' as in 'cow' and 'ow' as in 'show') Recognise and use suffixes e.gness: sadness, happiness Use phonics taught to build words. Form and sound words on level of own phonic knowledge. Build sentences making use of phonic knowledge learned through the year. Read the words learnt in sentences and other texts. Learn to spell at least 10 spelling words (Phonic words and sight words) per week. Write two short sentences dictated by the teacher. | digraph in words (e.g. cake, time, hope) Recognise and use suffixes e.gness: sadness, happiness Use phonics taught to build words. Form and sound words on level of own phonic knowledge. Build sentences making use of phonic knowledge learned through the year. Read the words learnt in sentences and other texts. Learn to spell at least 10 spelling words (Phonic words and sight words) per week. Write two short sentences dictated by the teacher. | digraph in words (e.g. cake, time, hope) Recognise and use suffixes e.gness: sadness, happiness Use phonics taught to build words. Form and sound words on level of own phonic knowledge. Build sentences making use of phonic knowledge learned through the year. Read the words learnt in sentences and other texts. Learn to spell at least 10 spelling words (Phonic words and sight words) per week. Write two short sentences dictated by the teacher. | digraph in words (e.g. cake, time, hope) Recognise and use suffixes e.gness: sadness, happiness Use phonics taught to build words. Form and sound words on level of own phonic knowledge. Build sentences making use of phonic knowledge learned through the year. Read the words learnt in sentences and other texts. Learn to spell at least 10 spelling words (Phonic words and sight words) per week. Write two short sentences dictated by the teacher. |
| 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 | Read fiction and non-fiction as a whole class with teachers. Read a story with the teacher Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read. | Read fiction and non- fiction as a whole class with teachers. Read with the teacher a non-fiction text on the history of the SA flag. Look at a video that explains the meaning of the colours in the SA flag. Answers higher-order questions on text read e.g. What do you think? Why do you think it is important to know the history of the SA flag and the meaning of the colours in the flag? | Read poems and songs with the teacher (Shared reading) as a whole class. Discuss the different formats and the poet's choice of words. • Learners read their poems on the flag of SA. Read fiction and nonfiction as a whole class with teachers. • Read a newspaper article/story of e.g. I am proud of my country Learner says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because" Gives expression on a personal reaction on printed media like newspapers, magazines, posters and advertisements. E.g. "I | Read fiction and non- fiction as a whole class with teachers. Read fiction text on different ways of communication. Answers higher-order questions on text read e.g. What do you think? Which senses do we use to communicate? In which ways does people communicate most? | Read fiction and non- fiction as a whole class with teachers. Read with the class a messag in sign language. Read a passage on how we communicate if we cannot see or hear. Answers higher-order questions on text read e.g. What do you think? Do you think it is difficult for children who is blind or deaf to communicate? How can we make it easier for them? Learner says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because" | Read fiction and non- fiction as a whole class with teachers. Read a story to learners e.g. Going to the seaside. Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read. Learner says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because" | Read fiction and non- fiction as a whole class with teachers. Read a story on e.g. a night ape. Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read. Learner says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because" | Read fiction and non- fiction as a whole class with teachers. Read fiction on night animals to the learners. Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read. Give expression on a personal reaction on printed media. | Read poems and songs with the teacher (Shared reading) as a whole class. Discuss the different formats and the poet's choice of words. Read a poem on a emotion with teacher e.g. Afraid Read fiction and nonfiction as a whole class with teachers. Read a story on dreams and wishes Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read. | Read fiction and non- fiction as a whole class with teachers. Read a text on people working day or night shift Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read. Give expression on a personal reaction on printed media e.g. photos in magazines. What would you prefer – to work day or night shifts? Why do you say so? |

| | | | like this advertisement most because" • Give critical comments on the newspaper article/story that the teacher read. | | | | | | | |
|---|---|--|---|--|--|---|---|--|---|---|
| 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 • Break up words in word parts | Use structural-analytical decoding skills • Break up words in word | Use structural-analytical decoding skills • Break up words in word | Use structural-analytical decoding skills • Break up words in word | Use structural-analytical decoding skills • Break up words in word | Use structural-analytical decoding skills • Break up words in word | Use structural-analytical decoding skills • Break up words in word | Use structural-analytical decoding skills • Break up words in word | Use structural-analytical decoding skills • Break up words in word | Use structural-analytical decoding skills • Break up words in word |
| Resource URL https://www.youtube.com/watch | Add word parts together | parts | parts | parts | parts | parts | parts | parts | parts | parts |
| ?v=yw6CyBjkPqw | Recognise smaller words within a word | Add word parts together | Add word parts together | Add word parts together | Add word parts together | Add word parts together | Add word parts together | Add word parts together | Add word parts together | Add word parts together |
| | Make use of contextual cues: • Make use of pictures to | 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 | Recognise smaller words within a word | Recognise smaller words within a word | Recognise smaller words within a word |
| | make sense of a story | 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 contextual cues: | Make use of contextual cues: |
| | Predicts the story by making use of cues | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story | Make use of pictures to make sense of a story |
| | Make use of the storyline to predict words | 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 | 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 | Predicts the story by making use of cues |
| | Look at words around a specific word, to enable you to read an unknown word | Make use of the storyline to predict words | Make use of the storyline to predict words | Make use of the storyline to predict words | Make use of the storyline to predict words | Make use of the storyline to predict words | Make use of the storyline to predict words | Make use of the storyline to predict words | Make use of the storyline to predict words | Make use of the storyline to predict words |
| | | Look at words around a specific word, to enable | Look at words around a specific word, to enable | Look at words around a specific word, to enable | Look at words around a specific word, to enable | Look at words around a specific word, to enable | Look at words around a specific word, to enable | Look at words around a specific word, to enable you | Look at words around a specific word, to enable | Look at words around a specific word, to enable |
| | Use phonic knowledge, sight words and clues during reading | you to read an unknown word | you to read an unknown word | you to read an unknown word | you to read an unknown word | you to read an unknown word | you to read an unknown word | to read an unknown word | you to read an unknown word | you to read an unknown word |
| | Use word recognition and comprehension skills during the reading lesson: | Use phonic knowledge, sight words and clues during reading | Use phonic knowledge, sight words and clues during reading | Use phonic knowledge, sight words and clues during reading | Use phonic knowledge, sight words and clues during reading | Use phonic knowledge, sight words and clues during reading | Use phonic knowledge, sight words and clues during reading | Use phonic knowledge, sight words and clues during reading Use word recognition and | Use phonic knowledge, sight words and clues during reading | Use phonic knowledge, sight words and clues during reading |
| | Sound words to understand | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | Use word recognition and comprehension skills | comprehension skills during the reading | Use word recognition and comprehension skills | Use word recognition and comprehension |
| | Use beginning sounds as a cue | during the reading lesson: | during the reading lesson: | during the reading lesson: | during the reading lesson: | during the reading lesson: | during the reading lesson: | lesson: • Sound words to understand | during the reading lesson: | skills during the reading lesson: |
| | Use general letter patterns e.gow, -ew | Sound words to understand | Sound words to understand | Sound words to understand | Sound words to understand | Sound words to understand | Sound words to understand | Use beginning sounds as a | Sound words to understand | Sound words to understand |
| | Use know parts of the words to read the whole word | Use beginning sounds as a cue | Use beginning sounds as a cue | Use beginning sounds as a cue | Use beginning sounds as a cue | Use beginning sounds as a cue | Use beginning sounds as a cue | Use general letter patterns e.gow, -ew | Use beginning sounds as a cue | Use beginning sounds as a cue |
| | Make use of combining sounds to understand words | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew | Use know parts of the words to read the whole | Use general letter patterns e.gow, -ew | Use general letter patterns e.gow, -ew |
| | e.g. bl-ock | Use know parts of the words to read the whole | Use know parts of the words to read the whole | Use know parts of the words to read the whole | Use know parts of the words to read the whole | Use know parts of the words to read the whole | Use know parts of the words to read the whole | word | Use know parts of the words to read the whole | Use know parts of the words to read the whole |
| | Break word up in syllables to be able to read and | word | word | word | word | word | word | Make use of combining sounds to understand | word | word |
| | understand the word. | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock | words e.g. bl-ock • Break word up in syllables | Make use of combining sounds to understand words e.g. bl-ock | Make use of combining sounds to understand words e.g. bl-ock |
| | Read with fluency and intonation | 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 | to be able to read and understand the word. | Break word up in syllables to be able to | Break word up in syllables to be able to |
| | Build sight vocabulary during all reading | read and understand the word. | read and understand the word. | read and understand the word. | read and understand the word. | read and understand the word. | read and understand the word. | Read with fluency and intonation | read and understand the word. | read and understand the word. |
| | | 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 | Read with fluency and intonation | Build sight vocabulary during all reading | 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 |
|---|--|--|---|---|--|--|--|---|--|--|
| Writing: W:25% Writing | Do phonic tasks. Take part in discussions | Do phonic tasks. | Do phonic tasks. Write at least two | Do phonic tasks. Take part in discussions | Do phonic tasks. Place happenings in the | Do phonic tasks. Take part in discussions | Do phonic tasks. Take part in discussions | Do phonic tasks. Take part in discussions | Do phonic tasks. Take part in discussions | Do phonic tasks. Plan, write and present |
| | and contribute ideas for a story. | to write a simple poem or song. | paragraphs (at least 10 sentences) on personal | and contribute ideas for a story. | text in sequence with the help of words like <i>Then</i> , | and contribute ideas for a story. | and contribute ideas for a story. | and contribute ideas for a story. | and contribute ideas for a story. | own story of at least two paragraphs and use |
| Exclamation Marks – Punctuation for Students - YouTube https://www.youtube.com/watch ?v=DBbXnG4UJVo | Experiment with words to write a simple poem or song. Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings. Vakansienuus Plan, write and present own story of at least two paragraphs and use words like "Some day" and "At last" Organise information in a diagram or table. Make use of informal structures for writing like writing recipes. Place happenings in the text in sequence with the help of words like Then, First, at last. Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge. | Use rhyming words to write a poem on the SA flag and to explain the meaning of the colours Make use of informal structures for writing like writing recipes. Bring a tradisional recipe (3 ingredients) from home. Write it in your own words and illustrate. Place happenings in the text in sequence with the help of words like Then, First, at last. Write a recipe Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Sound/spel known words with the help of phonic knowledge Use present, past and future tense correctly. Consult a dictionary to verify the meaning and spelling of words. | experiences or happenings. I am proud of my country Plan, write and present own story of at least two paragraphs and use words like "Some day" and "At last" Organise information in a diagram or table. Complete a questionnaire on the symbols of our country. Place happenings in the text in sequence with the help of words like Then, First, at last. Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Sound/spel known words with the help of phonic knowledge. Use present, past and future tense correctly. | Plan, write and present own story of at least two paragraphs and use words like "Some day" and "At last" Imagine you are in a town you have never visited before. Write a postcard to a friend to tell him/her on what you have seen and done in the town. Make use of informal structures for writing like writing recipes. Write a whatsapp message to a friend. Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Sound/spel known words with the help of phonic knowledge Use present, past and future tense correctly. Use present, past and | First, at last. Use the pictures to explain how people have communicated in the old day and how they are communicating now. Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Write a message on what was written in sign language. Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge Use present, past and future tense correctly. Create own word bank and personal dictionary. Consult a dictionary to verify the meaning and spelling of words | Experiment with words to write a simple poem or song. Write as song to convey a message Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings. Christmas. How does your family celebrate Christmas? Place happenings in the text in sequence with the help of words like Then, First, at last. Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Sound/spel known words with the help of phonic knowledge Use present, past and future tense correctly. | How did the night ape feel? Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings. Choose any night animal and tell us where he lives, what he eats and what he does etc Place happenings in the text in sequence with the help of words like Then, First, at last. Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Sound/spel known words with the help of phonic knowledge Use present, past and future tense correctly. Use present, past and future tense correctly. | Experiment with words to write a simple poem or song. Use rhyming words to write a poem on a night animal. Organise information and answers comprehension questions in full sentences. Comprehension questions on night animals. Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Sound/spel known words correctly and try to spell unknown words with the help of phonic knowledge Use present, past and future tense correctly. Create own word bank and personal dictionary. Consult a dictionary to verify the meaning and spelling of words | Emotion words – happy word and words when you are afraid. Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings. Imagine you see a shooting star and you can write down a wish. I wish I would like to dream about Organise information in a diagram or table. Write words on emotion in a table and write when each one will be used. Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Sound/spel known words with the help of phonic knowledge Use present, past and | words like "Some day" and "At last" Look at pictures and write on what kind o work the people are doing in the night. Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Sound/spel known words with the help of phonic knowledge Use present, past and future tense correctly. Use present, past and future tense correctly. |
| Handwriting W:10% | Use present, past and future tense correctly. • Write the date and | Write the date and | Write the date and | Write the date and | Write the date and | Write the date and | Consult a dictionary to verify the meaning and spelling of words Write the date and | Write the date and | Write the date and | Write the date and |
| Handwriting | heading: Handwriting Write the Pattern: Write capital and lower case letters: S s, F f Write words and sentences with spacing Underline the work | heading: Handwriting Write the Pattern: IIIIIIII Write capital and lower case letters: LI, III Write words and sentences with spacing Underline the work | heading: Handwriting Write the Pattern: Write capital and lower case letters: R r, M m Write words and sentences with spacing Underline the work | heading: Handwriting Write the Pattern: Write capital and lower case letters: Y y, U u Write words and sentences with spacing Underline the work | heading: Handwriting Write the Pattern: Write capital and lower case letters: A a, X x Write words and sentences with spacing Underline the work | heading: Handwriting Write the Pattern: Write capital and lower case letters: T t, E e Write words and sentences with spacing Underline the work | heading: Handwriting Write the Pattern: Write capital and lower case letters: Pp, Gg Write words and sentences with spacing Underline the work | heading: Handwriting Write the Pattern: Write capital and lower case letters: O o, I i Write words and sentences with spacing Underline the work | heading: Handwriting Write the Pattern: Write capital and lower case letters: B b, D d Write words and sentences with spacing Underline the work | heading: Handwriting Write the Pattern: Write capital and lower case letters: J j, F f Write words and sentences with spacing Underline the work |
| Requisite pre-knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 knowledge | Grade 1 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 | | be observed and assessed of informally and ongoing. | L during daily lesson activities in L | anguages. Each skill is not r | meant to be an assessment ac | ctivity but rather should ensure | e that leaners are afforded oppo | ortunities to demonstrate these | skills orally and practically. | |
| SBA (Formal Assessment) | 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. By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics. Teachers could choose from SBA guidelines on formal assessment model. https://drive.google.com/file/d/15d3X0imFAL3RxvHM9R8n8vIDHZNMrh-j/view?usp=sharing | | | | | | | | | |