SUGGESTED PLANNING of TEACHING and ASSESSMENT

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%
	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%
	REVISION	MYSELF AND OTHER	MYSELF AND OTHER	EVERYONE IS SPECIAL	EVERYONE IS SPECIAL	EVERYONE IS SPECIAL	WHAT WE NEED TO LIVE	WHAT WE NEED TO LIVE	HEALTY HABITS	HEALTHY HABITS
	https://wcedeportal.co.za/e resource/49136	Listening and speaking:	Listening and speaking:	Listening and speaking:	Listening and speaking:	Listening and speaking:	Listening and speaking:	Listening and speaking:	Listening and speaking:	Listening and speaking:
	Listening and speaking:	Memorises and performs poems & action rhymes & songs.	Memorises and performs poems & rhymes & songs.	Memorises and performs poems & rhymes & songs.	Memorises and performs poems &	Memorises and performs poems &	Memorises and performs poems & rhymes & songs.	Memorises and performs poems & rhymes &	Memorises and performs poems & rhymes& songs.	Consolidation
	Consolidation	Listens to short stories, recounts or non-fiction texts told or read from Big books.	Listens to short stories, recounts or non-fiction texts told or read from Big books .	Listens to short stories, recounts or non-fiction texts told or read from Big books .	rhymes & songs. Listens to short	rhymes & songs. Listens to short stories,	Listens to short stories, recounts or no- fiction texts told or read from Big	songs. Listens to short stories,	Listens to short stories, recounts or non-fiction texts told or read from Big books	
	https://wcedeportal.co.za/e resource/49261	Develop an oral vocabulary using themes or topics. My emotions.	Develop an oral vocabulary using themes or topics . My family	Develop an oral vocabulary using themes or topics . I can be a hero	stories, recounts or non-fiction texts told or read from Big books .	recounts or non-fiction texts told or read from Big books .	books . Develop an oral vocabulary using themes	recounts or non fiction texts told or read from Big books .	Demonstrate understanding of oral	
Topic, concepts, skills	https://wcedeportal.co.za/e resource/78306	Follows a shorts sequence of instructions. • Draw a happy face.	Talks about objects in a picture in response to teachers instructions. (What can you	Identify an object from a simple description.	Develop an oral vocabulary using themes or topics . My friends	Develop an oral vocabulary using themes or topics . Disable people	or topics . Healty food Follows short sequence of instructions	Develop an oral vocabulary using themes or topics . Water	vocabulary by pointing to picture Things that are not healty for	
and values	<u>resource/r 0000</u>	Understands and response to simple questions.	see in the picture?) Gives simple instructions.	Understands and response to simple questions such as:	Make simple requests and statements .	around me Gives simple oral	Draw healty food	Act out story, using dialogue.	our badies: drugs, sigarets, (have pictures in	
		Listen to simple recounts for example – the teacher telling what she did last week.	 "Open the door" "Close the window"	"Which?""What?""Who?"	I am hungry I feel thirsty	recounts. Answer simple	With help from teacher , gives simple recounts. • Teacher can	Answer simple questions about a story with short answers.	the class) Learners point at the pictuers to understand the	
		With help from teacher, gives simple recounts.	Identifies a picture from a simple oral description.	Listen to a simple recounts for example -	Act out story, using dialogue.	questions about a story with short answers.	tell what she did yesterday Listen to a simple	Identify an object from a simple description.	oral vocabulary. They can also do actions in response to instructions.	
				The teacher telling what she did last week.	Talks about objects in a picture in response to teacher instructions	With help from teacher , gives simple recounts	recounts	Gives simple instructions. • Pick up the class of water	Act out story, using dialogue.	
					(What can you see in the picture?)	Act out story, using dialogue.		Open the tap Close the tap	Listen to simple recounts . Learners can tell their personal news.	
									With help from teacher , gives simple recounts.	
	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:
	Revise single letter sounds, beginning with the same letter-sound	Revise single letter sounds, beginning with the same letter- sound relationships that are the	Revise single letter sounds, beginning with the same letter- sound relationships that are	Revise single letter sounds, beginning with the same letter- sound relationships that are	Revise single letter sounds, beginning with the same letter-	Revise the single letter sounds.	Revise the single letter sounds.	Revise the single letter sounds.	Identify letter-sound relationship of most single letters.	Identify letter-sound relationship of most single letters.
	relationships that are the same in the Home Language	r, I, b	the same in the Home Language d, f, h	the same in the Home Language	sound relationships that are the same in the Home Language	c, j Build short familiar words using the same	w, w Build short familiar words using the same sounds	g, z Build short familiar words	Distinguishes aurally between sounds that are often confused . e.g. "a"and	Distinguishes aurally between sounds that are often confused . e.g. "a"and "
	m, n, s	Build short familiar words using the same sounds learners	Build short familiar words using the same sounds	k ,p, t Build short familiar words using the same sounds	h, y, t Build short familiar	sounds learners already know.	learners already know. Builds up and breaks	using the same sounds learners already know. Builds up and breaks	"e" Builds up and breaks down	e" Builds up and breaks down
	Build short familiar words using the same sounds learners already know	already know	learners already know	learners already know	words using the same sounds learners already know		down 3-letter words using sound learnt .	down 3-letter words using sound learnt.	3-letter words using sound learnt .	3-letter words using sound learnt .
	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading with the teacher)	Reading: Shared Reading (with the teacher)	Reading: Shared Reading (with the teacher)	Reading: Shared Reading (with the teacher)	Reading: Shared Reading (with the teacher)	Reading: Shared Reading (with the teacher)	Reading: Shared Reading (with the teacher)
	Consolidate	Big books	Big books	Big books	Big books	Big books	Big books	Big books	Big books Read with teacher.	Big books Read with teacher.
	L	<u> </u>		<u> </u>				Read with teacher.	neau wiiii leacher.	neau with teacher.

https://wcedeportal.co.za/e	Read with teacher.	Read with teacher.	Read with teacher.	Read with teacher.	Read with teacher.	Read with teacher.	1	1	
resource/49221							Its both reading and	Its both reading and	Its both reading and listening
	Its both reading and listening activity	Its both reading and listening activity	Its both reading and listening activity	Its both reading and listening activity	Its both reading and listening activity	Its both reading and listening activity	listening activity	listening activity	activity
	Involves also speaking.	Involves also speaking	Involves also speaking	Involves also speaking	Involves also speaking	Involves also speaking	Involves also speaking	Involves also speaking	Involves also speaking
Group Guided Reading: Read own book in a group	Group Guided Reading: Read own book in a group	Group Guided Reading: Read own book in a group	Group Guided Reading: Read own book in a group	Group Guided Reading: Read own book in a	Group Guided Reading: Read own book in a	Group Guided Reading: Read own book in a group	Group Guided Reading: Read own book in a group	Group Guided Reading: Read own book in a group	Group Guided Reading: Read own book in a group
Consolidation	Read aloud from own book in guided reading group with teacher. Using reading stategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of puntuation when reading aloud. Begins to build a sight vocabulary	Read aloud from own book in guided reading group with teacher . Using reading stategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of puntuation when reading aloud.	Read aloud from own book in guided reading group with teacher . Using reading stategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of puntuation when reading aloud.	group Read aloud from own book in guided reading group with teacher. Using reading stategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression.	group Read aloud from own book in guided reading group with teacher. Using reading stategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression.	Read aloud from own book in guided reading group with teacher . Using reading stategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of puntuation when reading aloud.	Read aloud from own book in guided reading group with teacher. Using reading stategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of puntuation when	Read aloud from own book in guided reading group with teacher . Using reading stategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of puntuation when reading aloud.	Consolidation
	from guided, shared , independant reading . Read own and others'writing.	Begins to build a sight vocabulary from guided, shared , independant reading . Read own and others'writing.	Begins to build a sight vocabulary from guided, shared , independant reading . Read own and others'writing.	Shows an understanding of puntuation when reading aloud. Begins to build a sight vocabulary from guided, shared, independant reading. Read own and others'writing.	Shows an understanding of puntuation when reading aloud. Begins to build a sight vocabulary from guided, shared, independant reading. Read own and others'writing.	Begins to build a sight vocabulary from guided, shared , independent reading . Read own and others'writing.	reading aloud. Begins to build a sight vocabulary from guided, shared, independant reading. Read own and others'writing.	Begins to build a sight vocabulary from guided, shared , independant reading . Read own and others'writing.	
Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words
Sight words CAPS pg. 87 – 89	Sight words CAPS pg. 87 - 89	Sight words CAPS pg. 87 - 89	Sight words CAPS pg. 87 - 89	Sight words CAPS pg. 87 - 89	Sight words CAPS pg. 87 - 89	Sight words CAPS pg. 87 - 89	Sight words CAPS pg. 87 - 89	Sight words CAPS pg. 87 - 89	Sight words CAPS pg. 87 - 89
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CAPS pg. 87 – 89 https://wcedeportal.co.za/e			"						
CAPS pg. 87 – 89 https://wcedeportal.co.za/e resource/49181	CAPS pg. 87 - 89	CAPS pg. 87 - 89	CAPS pg. 87 - 89	CAPS pg. 87 - 89	CAPS pg. 87 - 89	CAPS pg. 87 - 89	CAPS pg. 87 - 89	CAPS pg. 87 - 89	CAPS pg. 87 - 89
CAPS pg. 87 – 89 https://wcedeportal.co.za/e resource/49181 Writing: Uses handwriting skills	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught	CAPS pg. 87 - 89 Writing Uses handwriting skills taught	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL. Writes lists with	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL. Writes lists with	CAPS pg. 87 - 89 Writing: Uses handwriting skills	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL. Writes lists with	CAPS pg. 87 - 89 Writing: Uses handwriting skills	CAPS pg. 87 - 89 Writing:
CAPS pg. 87 – 89 https://wcedeportal.co.za/eresource/49181 Writing: Uses handwriting skills taught in HL.	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL.	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL.	CAPS pg. 87 - 89 Writing Uses handwriting skills taught in HL.	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL.	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL.	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL.	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL.	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL.	CAPS pg. 87 - 89 Writing:
CAPS pg. 87 – 89 https://wcedeportal.co.za/eresource/49181 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption	CAPS pg. 87 - 89 Writing Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture.	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture.	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture.	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a	CAPS pg. 87 - 89 Writing:
CAPS pg. 87 – 89 https://wcedeportal.co.za/eresource/49181 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a	Writing Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption	CAPS pg. 87 - 89 Writing:
CAPS pg. 87 – 89 https://wcedeportal.co.za/eresource/49181 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture. Complete sentences by	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture. Complete sentences by filling in	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture. Complete sentences by filling	CAPS pg. 87 - 89 Writing Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture. Complete sentences by filling	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture. Complete sentences by	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by	CAPS pg. 87 - 89 Writing:
CAPS pg. 87 – 89 https://wcedeportal.co.za/eresource/49181 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture. Complete sentences by filling in missing words.	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Continues to build oral vocabulary , including conceptual vocabulary	CAPS pg. 87 - 89 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture. Complete sentences by filling in missing words.	Writing Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture. Complete sentences by filling in missing words. Language structure: Continues to build oral vocabulary , including conceptual vocabulary	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Understands and begins to use the past tense	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Continues to build oral vocabulary , including conceptual vocabulary	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: UInderstands and begins to use the past tense. Time connectors	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Continues to build oral vocabulary , including conceptual vocabulary	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words.	CAPS pg. 87 - 89 Writing: Consolidation
CAPS pg. 87 – 89 https://wcedeportal.co.za/eresource/49181 Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture. Complete sentences by filling in missing words. Language structure: Consolidation https://wcedeportal.co.za/e	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Continues to build oral vocabulary , including conceptual	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Understands and begins to use the past tense	Writing Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Continues to build oral vocabulary , including	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Understands and begins to use the past	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Continues to build oral vocabulary , including	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Ulnderstands and begins to use the past tense.	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Continues to build oral vocabulary , including	Writing: Uses handwriting skills taught in HL. Writes lists with headings. Choose and copies a caption to match a picture. With help writes a caption for a picture . Complete sentences by filling in missing words. Language structure: Understands and begins to use the past tense	CAPS pg. 87 - 89 Writing: Consolidation Language structure:

			 Begins to use the past tense – visit – visted First, next, then 		Paste tense First, next,then					
Requisite pre- knowledge	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes https://drive.google.com/o pen?id=1vB5kB0LuW4CR QyDT03LUMWV4qa4uZ8k C	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes			
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing https://wcedeportal.co.za/e resource/69191	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT must be completed by Week 9	

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%
	Phonics & Spelling W:20% Reading W:25%	Phonics & Spelling W:20% Reading W:25%	Phonics & Spelling W:20% Reading W:25%	Phonics & Spelling W:20% Reading W:25%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20% Reading W:25%
	Writing: W:5%	Writing: W:5%	Writing: W:5%	Writing: W:5%	Reading W:25%	Reading W:25%	Reading W:25%	Reading W:25%	Reading W:25%	Writing: W:5%
					Writing: W:5%	Writing: W:5%	Writing: W:5%	Writing: W:5%	Writing: W:5%	
	REVISION https://wcedeportal.co.za/eresource/49231	SEASONS	SEASONS	SEASONS	ANIMALS	ANIMALS	ANIMALS AND CREATURES THAT LIVES UNDER WATER	ANIMALS AND CREATURES THAT LIVES UNDER WATER	ANIMAL HOMES	ANIMAL HOMES
	https://wcedeportal.co.za/eresou	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking
	rce/49261	Memorises and performs poems	Memorises and performs	Memorises and performs	' "	' '	Memorises and performs		Memorises and performs	Memorises and performs
		& action rhymes & songs.	poems & action rhymes &	poems & action rhymes &	Memorises and	Memorises and	poems & action rhymes &	Memorises and	poems & action rhymes &	poems & action rhymes &
		Develop an oral vocabulary	songs.	songs.	performs poems & action rhymes &	performs poems & action rhymes &	songs.	performs poems & action rhymes & songs.	songs.	songs.
	Listening and Speaking	using themes or topics.	Develop an oral vocabulary	Develop an oral vocabulary	songs.	songs.	Develop an oral vocabulary	action mymes & songs.	Develop an oral vocabulary	Develop an oral vocabulary
	g and opening	Seasons in the year	using themes or topics.	using themes or topics	oongo.	Congo.	using themes or topics	Develop an oral	using themes or topics.	using themes or topics.
	Consolidation	Clothes in the	Weather in	 Games in different 	Develop an oral	Develop /	 Fishes that 	vocabulary using	 Creatures that 	Creartures who
	,,	seasons	different seasons	seasons	vocabulary using	Demonstrate	lives in rivers	themes or topics.	builds their	has to hide away
Topic,	https://wcedeportal.co.za/eresource/49261	Fallenna alkanta annona a af	 Food in seasons 	Follows short sequence of	themes or topics.	understanding of oral vocabulary by pointing	Fishes that	Creatures	houses	Cirros simolo
concepts,	<u>106/43201</u>	Follows short sequence of instructions:	Gives simple instructions.	instructions	Farm animals	to objects on picture/	lives in the sea	living in dams	Creatures that carries their	Gives simple instructions.
skills and		Stand up and walk to	Change the weather	Pick up the rugby	• Wild	in classroom.	Gives simple instructions.	duiiis	house with	Fly like a bird
values		the door	on the weather	ball	animals	Tell me	Catch a fish and	Follows short sequence	them	5 Try into a bird
			chart from rainy to	 Throw the nettball 		about one	tell what it is	of instructions .		Make simple requests and
		Understands and response to	sunny		Gives simple	farm	(fishing game)	 Pick up all 	Gives simple	statements.
		simple questions		Understands and response to	instructions	animal you	 Describe your 	the frogs	instructions.	
		 Which 	Make simple requests and	simple questions	Take the	know	fish	Hadaastaada aad		Talks about an object in a
		 Whose 	statements.	Which	mask of a wild animal	 Can we play with 	Make simula vasuranta and	Understands and response to simple	Make simple requests and statements .	picture in response to teacher instructions.
		Identifies an object or picture	Can I have a have a scarf?	Whose	and tell	piay with wild	Make simple requests and statements.	questions	Statements.	teacher instructions.
		from a simple oral description.	Scarr:	Identifies an object or picture	which	animals?	Pick up 5 fishes	Which	Talks about an object in a	With help from teacher,
		It is sunny	Talks about an object in a	from a simple oral description.	animal it is		and put them in	creature are	picture in response to	gives simple recounts.
		It is cloudy	picture in response to teacher		 Take a 	Follows short	the bowl	you holding	teachers instructions .	
			instructions.	Match description with correct	mask of a	sequence of	 Sort the fishes 	in your	 Show me the 	Plays language games
		Match description with correct	 What can you see 	picture .	farm animal	instructions .	by size	hands?	creature that	
		picture.	in the picture?		and tell	Show me		Do you like	carries their	Listens to short stories,
		Listan to simula		Listen to a simple recounts .	which	how a pig looks like		frogs	homes with them	recounts or non-fiction texts told or read from Big books.
		Listen to simple recounts .			animal it is.	I IOURS IIRE				told of read from big books.

	Teacher is telling about a picnic at the	With help from teacher, gives simple recounts.	Act out the story using dialogue.	Make simple requests	Show me how a lion	Talks about an objects in a picture in response to	Identifies an object or picture from a simple	With help from teacher , gives simple recounts.	Answers simple literal
	swimmingpool on a	BI	L., , , , , , ,	and statements .	looks like	teacher instructions .	oral description.	You are a bird try	questions about story
	hot day	Plays language games	Listens to short stories,	I have a		Show me the	Show me the	to build your nest	short answers.
	Teacher is telling	• I spy	recounts or non-fiction texts	fish in a	Understands and	fishes that lives	frogs in the	D	ANIMA In a land
	about a rainy day	Telephone game	told or read from Big books.	bowl at	response to simple	in rivers	dam	Plays language games	With help from teacher
				home –	questions such as	Show me the		l	the story.
	Plays language games	Listens to short stories,	Answers simple literal	what do	 Which farm 	fishes Ithat lives	Match description with	Listens to short stories,	
		recounts or non-fiction texts	Questions about story with	you have at	animal do	in the sea and	correct picture.	recounts or non-fiction texts	Name things in picture
	Listens to short stories,	told or read from Big books.	short answers.	home	you like	tell what it is.		told or read from Big books.	in response to question
	recounts or non-fiction texts told				and why?		Listen to simple	 Which animals 	from teacher .
	or read from Big books.	Answers simple literal	With help from teacher retells	Talks about objects in	 Which wild 	With help from teacher	recounts and answers	are in the story	
		Questions about story with	the story.	a picture in response	animal	gives simple recounts.	simple questions.	1	
	Answers simple literal	short answers.		to teacher instructions	would you			Answers simple literal	
	questions about story with short		Name things in picture in		like to be?	Plays language games	Listens to short stories,	questions about story with	
	answers.	With help from teacher retells	response to questions from	 What can 		Tops and tails	recounts or non-fiction	short answers.	
		the story.	teacher.	you see in	Identifies an object or	l spe and tame	texts told or read from	Would you like to	
	With help from teacher retells	Name things in picture in		the picture?	picture from a simple	Listens to short stories,	Big books.	carry your home	
	the story.	response to questions from		the plotare.	oral description.	recounts or non-fiction texts	2.9 200.10.	on your back?	
	the story.	teacher.		With help from teacher		told or read from Big books.	Answers simple literal	With help from teacher	
	Name things in picture in	leacher.		gives simple recounts.	This is a		questions about story		
				gives simple recounts.	pig	Answers simple literal	with short answers.	retells the story.	
	response to questions from teacher.			Diago Janessa	That is an	questions about story with		M	
	teacher.			Plays language	elephant	short answers.	Who would	Name things in picture	
		1		games		NAPH 1	you like to	in response to	
				Simon says	Match description with	With help from teacher	be in the	questions from teacher	
					correct picture.	retells the story.	story and		
				Listens to short			why do you		
				stories, recounts or	Listen to simple	Name things in picture in	say so?		
				non-fiction texts told or	recounts .	response to questions from	With help from teacher		
				read from Big books.		teacher	retells the story.		
					With help from teacher				
				Answers simple literal	retells the story .		Name things in picture		
				questions about story	,		in response to		
				with short answers.	Listens to short		questions from teacher		
					stories, recounts or				
				With help from teacher	non-fiction texts told or				
				retells the story.	read from Big books.				
					Toda from big books.				
				Name things in picture	Answers simple literal				
				in response to	questions about story				
				questions from	, ,				
				teacher.	with short answers.				
		1		touorioi .	With help from teacher				
					retells the story.				
					Name delicate in 11				
					Name things in picture				
					in response to				
					questions from				
					teacher				
					todorior				
Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:
					Phonics:				
Rhyme words	Rhyme words	Rhyme words	Rhyme words	Rhyme words	Phonics: Recognise common	Recognise common	Rhyme words	Rhyme words	
Rhyme words at-sound	Rhyme words ed-sound	Rhyme words en-sound	Rhyme words ag-sound	Rhyme words ad-sound	Phonics: Recognise common endings in words.	Recognise common endings in words.	Rhyme words -ir, -ur	Rhyme words -ey, -le	Consolidation of week
Rhyme words at-sound cat , mat . sat	Rhyme words ed-sound bed,led'red	Rhyme words en-sound pen ten den hen	Rhyme words	Rhyme words	Phonics: Recognise common	Recognise common	Rhyme words -ir, -ur third shirt bird girl first	Rhyme words	Consolidation of week
Rhyme words at-sound cat , mat . sat ad-sound	Rhyme words ed-sound bed,led'red et-sound	Rhyme words en-sound pen ten den hen er-sound	Rhyme words ag-sound	Rhyme words ad-sound	Phonics: Recognise common endings in words.	Recognise common endings in wordsat, -an	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt	Rhyme words -ey, -le Donkey jersey honey money monkey	Consolidation of week (Distinguishes aurally between long and short
Rhyme words at-sound cat , mat . sat	Rhyme words ed-sound bed,led'red	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ	Rhyme words ag-sound	Rhyme words ad-sound	Phonics: Recognise common endings in words.	Recognise common endings in wordsat, -an Distinguishes aurally	Rhyme words -ir, -ur third shirt bird girl first	Rhyme words -ey, -le Donkey jersey honey	Consolidation of week 6 Distinguishes aurally between long and short vowel sounds (e.g. 'not'
Rhyme words at-sound cat , mat . sat ad-sound	Rhyme words ed-sound bed,led'red et-sound	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound	Rhyme words ag-sound	Rhyme words ad-sound	Phonics: Recognise common endings in words.	Recognise common endings in wordsat, -an Distinguishes aurally between long and short	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse	Rhyme words -ey, -le Donkey jersey honey money monkey	Consolidation of week (Distinguishes aurally between long and short
Rhyme words at-sound cat , mat . sat ad-sound	Rhyme words ed-sound bed,led'red et-sound	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ	Rhyme words ag-sound	Rhyme words ad-sound	Phonics: Recognise common endings in words.	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table	Consolidation of week Distinguishes aurally between long and shor vowel sounds (e.g. 'not
Rhyme words at-sound cat , mat . sat ad-sound	Rhyme words ed-sound bed,led'red et-sound	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick	Rhyme words ag-sound	Rhyme words ad-sound	Phonics: Recognise common endings in words.	Recognise common endings in wordsat, -an Distinguishes aurally between long and short	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table	Consolidation of week of Distinguishes aurally between long and shor vowel sounds (e.g. 'not and 'note', 'hat' and
Rhyme words at-sound cat , mat . sat ad-sound	Rhyme words ed-sound bed,led'red et-sound	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent-e	Rhyme words ag-sound	Rhyme words ad-sound	Phonics: Recognise common endings in words.	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not'	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table	Consolidation of week of Distinguishes aurally between long and shor vowel sounds (e.g. 'not and 'note', 'hat' and
Rhyme words at-sound cat , mat . sat ad-sound	Rhyme words ed-sound bed,led'red et-sound	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick	Rhyme words ag-sound	Rhyme words ad-sound	Phonics: Recognise common endings in words.	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table	Consolidation of week of Distinguishes aurally between long and shor vowel sounds (e.g. 'not and 'note', 'hat' and
Rhyme words at-sound cat , mat . sat ad-sound	Rhyme words ed-sound bed,led'red et-sound	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent-e	Rhyme words ag-sound	Rhyme words ad-sound	Phonics: Recognise common endings in words.	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not'	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table	Consolidation of week of Distinguishes aurally between long and shor vowel sounds (e.g. 'not and 'note', 'hat' and
Rhyme words at-sound cat , mat . sat ad-sound	Rhyme words ed-sound bed,led'red et-sound	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent -e -u-e; -e-e	Rhyme words ag-sound bag, wag,rag	Rhyme words ad-sound sad. dad,mad	Phonics: Recognise common endings in wordsng, -nk	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate').	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate').	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table	Consolidation of week Distinguishes aurally between long and shor vowel sounds (e.g. 'not and 'note', 'hat' and
Rhyme words at-sound cat , mat . sat ad-sound sad. dad,mad	Rhyme words ed-sound bed,led'red et-sound get, let,pet	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent -e -u-e; -e-e Reading:	Rhyme words ag-sound bag, wag,rag Reading:	Rhyme words ad-sound sad. dad,mad Reading:	Phonics: Recognise common endings in wordsng, -nk Reading:	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading:	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading:	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle Reading:	Consolidation of week Distinguishes aurally between long and shor vowel sounds (e.g. 'not and 'note', 'hat' and 'hate'). Reading:
Rhyme words at-sound cat , mat . sat ad-sound sad. dad,mad Reading:	Rhyme words ed-sound bed,led'red et-sound get, let,pet Reading:	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent -e -u-e; -e-e Reading: Shared Reading (with the	Rhyme words ag-sound bag, wag,rag Reading: Shared reading (with the	Rhyme words ad-sound sad. dad,mad Reading: Shared Reading (with	Phonics: Recognise common endings in wordsng, -nk Reading: Shared reading (with	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle	Consolidation of week of Distinguishes aurally between long and shor vowel sounds (e.g. 'not and 'note', 'hat' and 'hate'). Reading:
Rhyme words at-sound cat , mat . sat ad-sound sad. dad,mad Reading: Shared Reading (with the	Rhyme words ed-sound bed,led'red et-sound get, let,pet Reading: Shared Reading (with the	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent -e -u-e; -e-e Reading:	Rhyme words ag-sound bag, wag,rag Reading:	Rhyme words ad-sound sad. dad,mad Reading:	Phonics: Recognise common endings in wordsng, -nk Reading:	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading:	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading:	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle Reading: Shared Reading (with	Consolidation of week (Distinguishes aurally between long and short vowel sounds (e.g. 'not and 'note', 'hat' and 'hate'). Reading: Shared Reading (with
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Rhyme words at-sound cat , mat . sat ad-sound sad. dad,mad Reading: Shared Reading (with the teacher)	Rhyme words ed-sound bed,led'red et-sound get, let,pet Reading: Shared Reading (with the teacher)	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent -e -u-e; -e-e Reading: Shared Reading (with the teacher) Big books Illustrated pictures	Rhyme words ag-sound bag, wag,rag Reading: Shared reading (with the teacher) Big books Illustrated pictures	Rhyme words ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Big books Illustrated	Phonics: Recognise common endings in wordsng, -nk Reading: Shared reading (with	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle Reading: Shared Reading (with the teacher)	Consolidation of week of Distinguishes aurally between long and shor vowel sounds (e.g. 'not and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher)
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Rhyme words at-sound cat , mat . sat ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Consolidation https://wcedeportal.co.za/eresou	Rhyme words ed-sound bed,led'red et-sound get, let,pet Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent -e -u-e; -e-e Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures.	Rhyme words ag-sound bag, wag,rag Reading: Shared reading (with the teacher) Big books Illustrated pictures where all children can see	Rhyme words ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all	Phonics: Recognise common endings in wordsng, -nk Reading: Shared reading (with the teacher) Big books Illustrated pictures where all	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures.	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures.	Consolidation of week of Distinguishes aurally between long and shor vowel sounds (e.g. 'not and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher)
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Rhyme words at-sound cat , mat . sat ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Consolidation	Rhyme words ed-sound bed,led'red et-sound get, let,pet Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent -e -u-e; -e-e Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Rhyme words ag-sound bag, wag,rag Reading: Shared reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Rhyme words ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see	Phonics: Recognise common endings in wordsng, -nk Reading: Shared reading (with the teacher) Big books Illustrated pictures where all children can see	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Consolidation of week 6 Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher)
Rhyme words at-sound cat , mat . sat ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Consolidation https://wcedeportal.co.za/eresou	Rhyme words ed-sound bed,led'red et-sound get, let,pet Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent -e -u-e; -e-e Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and listening	Rhyme words ag-sound bag, wag,rag Reading: Shared reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and listening	Rhyme words ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Phonics: Recognise common endings in wordsng, -nk Reading: Shared reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and	Consolidation of week 6 Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher)
Rhyme words at-sound cat , mat . sat ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Consolidation https://wcedeportal.co.za/eresou	Rhyme words ed-sound bed,led'red et-sound get, let,pet Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and listening	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent -e -u-e; -e-e Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and listening activity Involves also	Rhyme words ag-sound bag, wag,rag Reading: Shared reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and listening activity Involves also	Rhyme words ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and	Recognise common endings in wordsng, -nk Reading: Shared reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and listening activity Involves	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and listening activity Involves	Consolidation of week 6 Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher)
Rhyme words at-sound cat , mat . sat ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Consolidation https://wcedeportal.co.za/eresou	Rhyme words ed-sound bed,led'red et-sound get, let,pet Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick Silent -e -u-e; -e-e Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and listening	Rhyme words ag-sound bag, wag,rag Reading: Shared reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and listening	Rhyme words ad-sound sad. dad,mad Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Phonics: Recognise common endings in wordsng, -nk Reading: Shared reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Recognise common endings in wordsat, -an Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and	Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher.	Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle Reading: Shared Reading (with the teacher) Big books Illustrated pictures where all children can see pictures. Read with teacher. Its both reading and	Consolidation of week 6 Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate'). Reading: Shared Reading (with

					Involves also speaking.				
Group Guided Reading: Read own book in a group Consolidation	Group Guided Reading: Read own book in a group Read aloud from own book in guided reading group with teacher. Using reading strategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of short written story when reading aloud. Begins to build a sight vocabulary from guided, shared, independant reading. Shows understanding of short written story - matches caption/sentences to picture/answers questions. Read own and others' writing Uses children's picture dictionaries to find out te meaning of the words.	Group Guided Reading: Read own book in a group Read aloud from own book in guided reading group with teacher. Using reading strategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of short written story when reading aloud. Begins to build a sight vocabulary from guided, shared, independant reading. Shows understanding of short written story(-matches caption/ sentences to picture/answers questions. Read own and others' writing Uses children's picture dictionaries to find out te meaning of the words.	Group Guided Reading: Read own book in a group Read aloud from own book in guided reading group with teacher. Using reading strategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of short written story when reading aloud. Begins to build a sight vocabulary from guided, shared, independant reading. Shows understanding of short written story - matches caption/ sentences to picture/answers questions. Read own and others' writing Uses children's picture dictionaries to find out te meaning of the words.	Group Guided Reading: Read own book in a group Read aloud from own book in guided reading group with teacher. Using reading strategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of short written story when reading aloud. Begins to build a sight vocabulary from guided, shared, independant reading. Shows understanding of short written story matches caption/ sentences to picture/answers questions. Read own and others' writing Uses children's picture dictionaries to find out te meaning of the	Group Guided Reading: Read own book in a group Read aloud from own book in guided reading group with teacher. Using reading strategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of short written story when reading aloud. Begins to build a sight vocabulary from guided, shared, independant reading. Shows understanding of short written story matches caption/ sentences to picture/answers questions. Read own and others' writing Uses children's picture dictionaries to find out te meaning of the	Group Guided Reading: Read own book in a group Read aloud from own book in guided reading group with teacher. Using reading strategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of short written story when reading aloud. Begins to build a sight vocabulary from guided, shared, independant reading. Shows understanding of short written story matches caption/ sentences to picture/answers questions. Read own and others' writing Uses children's picture dictionaries to find out te meaning of the words.	Group Guided Reading: Read own book in a group Read aloud from own book in guided reading group with teacher. Using reading strategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of short written story when reading aloud. Begins to build a sight vocabulary from guided, shared , independant reading . Shows understanding of short written story - matches caption/ sentences to picture/answers questions. Read own and others' writing Uses children's picture dictionaries to find out te meaning of the words.	Group Guided Reading: Read own book in a group Read aloud from own book in guided reading group with teacher. Using reading strategies taught in Home language to make sence and monitor self reading. Read with increasing fluency and expression. Shows an understanding of short written story when reading aloud. Begins to build a sight vocabulary from guided, shared, independant reading. Shows understanding of short written story matches caption/ sentences to picture/answers questions. Read own and others' writing Uses children's picture dictionaries to find out te meaning of the words.	Group Guided Reading: Read own book in a group Consolidation
Sight words CAPS p 87 - 89 https://wcedeportal.co.za/eresource/75941	Sight words CAPS p 87 – 89	Sight words CAPS p 87 - 89	Sight words CAPS p 87 - 89	words. Sight words CAPS p 87 - 89	words. Sight words CAPS p 87 - 89	Sight words CAPS p 87 - 89	Sight words CAPS p 87 - 89	Sight words CAPS p 87 - 89	Sight words CAPS pg 87 - 89
https://wcedeportal.co.za/eresource/49246	Writing	Writing	Writing	Writing	Writing	Writing	Writing		Writing:
Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Uses handwriting skills
Consolidation	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	taught in HL.
	Writes lists with headings.	Writes lists with headings.	Writes lists with headings.	Writes lists with	Writes lists with	Writes lists with headings.	Writes lists with	Writes lists with headings.	Writes lists with headings.
	Choose and copies a caption to match a picture.	Choose and copies a caption to match a picture.	Choose and copies a caption to match a picture.	headings. Choose and copies a	headings. Choose and copies a	Choose and copies a caption to match a picture.	headings. Choose and copies a	Choose and copies a caption to match a picture.	Choose and copies a caption to match a picture.
	With help writes a caption for a	With help writes a caption for a	With help writes a caption for a	caption to match a picture.	caption to match a picture.	With help writes a caption	caption to match a picture.	With help writes a caption	With help writes a caption for
	picture .	picture .	picture .	With help writes a	With help writes a	for a picture .	With help writes a	for a picture .	a picture . Complete sentences by filling
	Complete sentences by filling in missing words.	Complete sentences by filling in missing words.	Complete sentences by filling in missing words.	caption for a picture .	caption for a picture .	Complete sentences by filling in missing words.	caption for a picture .	Complete sentences by filling in missing words.	in missing words.

		Write sentences using words	Write sentences using words	Write sentences using words	Complete sentences	Complete sentences	Write sentences using	Complete sentences by	Write sentences using	Write sentences using words
		containing the phonics sounds	containing the phonics sounds	containing the phonics sounds	by filling in missing	by filling in missing	words containing the	filling in missing words.	words containing the	containing the phonics
		and common sight words.	and common sight words.	and common sight words.	words.	words.	phonics sounds and		phonics sounds and	sounds and common sight
						l	common sight words.	Write sentences using	common sight words.	words.
		Builds up own	Builds up own	Builds up own	Write sentences using	Write sentences using		words containing the		
		wordbank/personal dictionary.	wordbank/personal dictionary.	wordbank/personal dictionary.	words containing the	words containing the	Builds up own	phonics sounds and	Builds up own	Builds up own
					phonics sounds and	phonics sounds and	wordbank/personal	common sight words.	wordbank/personal	wordbank/personal
		Uses puntuation	Uses puntuation	Uses puntuation	common sight words.	common sight words.	dictionary.		dictionary.	dictionary.
							1	Builds up own		l.,
		Capital letters, full stops.	Capital letters, full stops.	Capital letters, full stops.	Builds up own	Builds up own	Uses puntuation	wordbank/personal	Uses puntuation	Uses puntuation
					wordbank/personal	wordbank/personal		dictionary.		
					dictionary.	dictionary.	Capital letters, full stops.		Capital letters, full stops.	Capital letters, full stops.
						l.,		Uses puntuation		
					Uses puntuation	Uses puntuation				
					0 " 11 " " "	0 " 11 " 6 "		Capital letters, full		
					Capital letters, full	Capital letters, full		stops.		
					stops.	stops.				
	Lamana Staniatura			Lamaniana Staniatura	Lawania Churchina	I amanuama Chunatuma		Lamania Chimia tuma	0,000	
	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure:
	Consolidation			Continues to build and	Cantinuas ta build and	Continues to build oral		Ountiness to be did and		Consolidation
	Consolidation	Continues to build oral	Continues to build oral	Continues to build oral vocabulary , including	Continues to build oral		Continues to build oral	Continues to build oral	Continues to build oral	
	https://wasdapartal.co.za/arassu	vocabulary , including	vocabulary , including		vocabulary , including	vocabulary , including	vocabulary , including	vocabulary , including	vocabulary , including	
	https://wcedeportal.co.za/eresource/75881	conceptual vocabulary	conceptual vocabulary	conceptual vocabulary	conceptual vocabulary	conceptual vocabulary	conceptual vocabulary	conceptual vocabulary	conceptual vocabulary	
	<u>ICE/75081</u>	Hadantanda and banina ta wa	Understands and besies to	Understands and begins to	Understands and	Understands and	Understands and benies to	Understands and	Understands and begins to	
		Understands and begins to use	Understands and begins to				Understands and begins to		Understands and begins to	
		a greater range of adjectives.	use a greater range of	use a greater range of adjectives.	begins to use a greater range of	begins to use a greater range of	use a greater range of	begins to use a greater	use a greater range of	
			adjectives.	aujectives.		, ,	adjectives.	range of adjectives.	adjectives.	
					adjectives.	adjectives.				
Requisite	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic
pre-	Trilowicage of the topic	Triowiedge of the topic	Triowiedge of the topic	Tallowicage of the topic	Tallowicage of the topic	Trilowicage of the topic	Trilowicage of the topic	Trilowicage of the topic	Trilowicage of the topic	Tallowicage of the topic
knowledge										
Resources	Posters needed Big Books,	Posters needed Big Books,	Posters needed Big Books,	Posters needed Big Books,	Posters needed Big	Posters needed Big	Posters needed Big Books,	Posters needed Big	Posters needed Big Books,	Posters needed Big Books,
(other than	Rhymes	Rhymes	Rhymes	Rhymes	Books, Rhymes	Books, Rhymes	Rhymes	Books, Rhymes	Rhymes	Rhymes
textbook) to			1	1	' '	, , ,	'	, ,	'	'
enhance										
learning										
Informal	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
assessm;										
remediation										
	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by	Ongoing
SBA									Week 9	
(Formal	https://wcedeportal.co.za/eresou									
Assessment	rce/69191									
					1					

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 50%	Listening & Speaking W:	Listening & Speaking W:	Listening & Speaking W:	Listening &	Listening &	Listening & Speaking W:	Listening & Speaking W: 50%	Listening & Speaking W:	Listening & Speaking W: 50%
	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Phonics & Spelling W:20% Reading W:25% Writing: W:5%
	REVISION https://wcedeportal.co.za/ereso	SOIL	SOIL	TRANSPORT	TRANSPORT	TRANSPORT	ROAD SAFETY	ROAD SAFETY	PEOPLE WHO HELP US	PEOPLE WHO HELP US
	urce/62486 Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking
	Consolidation	Memorises and performs poems & action rhymes & songs.	Memorises and performs poems & action rhymes & songs	Memorises and performs poems & action rhymes & songs.	Memorises and performs poems &	Memorises and performs poems &	Memorises and performs poems & action rhymes & songs.	Memorises and performs poems &	Memorises and performs poems & action rhymes & songs.	Memorises and performs poems & action rhymes & songs.
	https://wcedeportal.co.za/ereso urce/49261	Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics. Follows short sequence of	Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics.	Demonstrate understanding of basic oral vocabulary by pointing to objects. Using themes or topics.	action rhymes & songs. The wheels of the bus Demonstrate	action rhymes & songs. Demonstrate understanding of basic oral vocabulary by	Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics.	action rhymes & songs. Demonstrate understanding of basic oral vocabulary by pointing to objects.	Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics.	Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics.
	https://wcedeportal.co.za/ereso urce/4926	instructions . Take the chalk and write your name on the board	Understands and response to simple questions Which Whose	Follows short sequences of instructions. Identifies an object or picture from a simple oral description.	understanding of basic oral vocabulary by pointing to objects. Using themes or	pointing to objects. Using themes or topics. Follows short	Understands and response to simlpe questions Which Whose	Using themes or topics. Follows short sequence of instructions.	Understands and response to simple questions Which Whose	Understands and response to simple questions Which Whose
	https://wcedeportal.co.za/ereso urce/62456	Identifies an object or picture from a simple oral description. • The boy is planting a	Show me How When	The man is waiting for the train	topics. Understands and response to simple	sequence of instructions.	Show me How When	Identifies an object or picture from a simple oral description.	Show me How When	Show me How When
		tree Listen to a simple recounts, for	Match description with correct picture	Listen to simple recounts Listens to short stories,	questions such as: Which Whose	Identifies an object or picture from a simple oral description.	Match description with correct picture .	Traffic officerPedestrianCyclist	Match description with correct picture .	Match description with correct picture .
		example : Teacher telling about a seed she has planted	Plays language games • Teacher can use own language game	recounts or non-fiction texts told or read from Big books Who How	Show me How When	The man is waiting for the bus	Plays language games Listens to short stories, recounts or non-fiction texts	PassengerRoad signsScholarpatrol	Listens to short stories, recounts or non-fiction texts told or read from Big books.	Listens to short stories, recounts or non-fiction texts told or read from Big books.
Topic, concepts, skills and		Listens to short stories, recounts or non-fiction texts told	Listens to short stories, recounts or non-fiction texts	Where What	Match description with correct picture.	Listen to simple recounts Listens to short	told or read from Big books. Answers simple	Listen to simple recounts.	Answers simple questions about story with short answers	Answers simple questions about story with short answers
values		or read from Big books. Answers simple literal questions about story with short answers	told or read from Big books. Answers simple questions about story	Answers simple literal questions about story with short answers	Plays language games. Teacher can use	stories, recounts or non-fiction texts told or read from Big books.	questions about story with short answers Who What	Listens to short stories, recounts or non-fiction texts told or read from	WhoWhatWhen	WhoWhatWhen
		Who planted the tree?What kind of tree is	Who What When	With help from teacher retell the story.	own language game	WhoHowWhere	When With help from teacher	Big books. • Who • How	With help from teacher retells the story.	With help from teacher retells the story.
		it? With help from teacher retells the story	With help from teacher retells the story.	Talks about things in picture in response to teacher instructions. • What can you see	Listens to short stories, recounts or non fiction texts told or	What Answers simple literal questions about story	retells the story. Gives simple instructions.	Where What Answers simple literal	Gives simple instructions. Name things in picture in response to questions from	Gives simple instructions. Name things in picture in response to questions from
		Talks about things in picture in response to teacher instructions.	Gives simple instructions. Name things in picture in	on the picture? Act out the story using dialogue.	read from Big books. Answers simple	with short answers. With help from teacher retells the story.	Name things in picture in response to questions from teacher.	questions about story with short answers	teacher.	teacher.
		 I want to plant a seed – what do I need? Make simple requests and 	response to questions from teacher. • Show me the soil in the picture and tell	ulalogue.	questions about storyWhoWhatWhen	Talks about things in picture in response to		With help from teacher retells the story. Talks about things in		
		statements .	me what it is Where do you see the creatures that lives in the soil?		With help from teacher retells the story	teacher instructions. • What can you see on the picture?		the picture in response to teacher instructions. • What can you see on		
					Gives simple instructions. Name things in picture	Act out the story using dialogue.		the picture? Act out the story using dialogue.		
					in response to questions from teacher.					
					Show me the soil in the picture					

				and tell what it is Where do you see the					
				creatures that lives in the soil?					
Phonics	Phonic	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
Recognise common endings in words. (e.g. –y, -th) Build up and breaks down simple words with a single consonant into onset and rime (e.g. p-ig, h-en).	Distinguishes aurally between long and short vowel sounds (e.g. not/note, hat/ hate) Recognise common endings in words. (e.g. –ng)	Recognises common consonant digraphs at the beginning and end of words. E.g. sh-, dr-, pr- Build up and breaks down simple words with a single consonant into onset and rime (e.g. p-ig, h-en).	Recognises common consonant digraphs at the beginning and end of words. E.g. ch- Build up and breaks down simple words with a single consonant into onset and rime (e.g. p-ig, h-en).	Recognises common consonant digraphs at the beginning and end of words. E.g. th- Build up and breaks down simple words with a single consonant into onset and rime (e.g. p-ig, h-en)	Recognise common endings in words. (e.g. –tch) Build up and breaks down simple words with a single consonant into onset and rime (e.g. p-ig, h-en).	Recognise common endings in words. (e.g. –sh) Build up and breaks down simple words with a single consonant into onset and rime (e.g. p-ig, h-en).	Recognise common endings in words. (e.g. –th) Build up and breaks down simple words with a single consonant into onset and rime (e.g. pig, h-en).	Recognises common consonant digraphs at the beginning and end of words. (e.g. fl-, sl-)	Revision
Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)
Big books/ Illustrated pictures where all children can see pictures.	Big books / Illustrated pictures where all children can see pictures.	Big books / Illustrated pictures where all children can see pictures.	Big books/ Illustrated pictures where all children can see pictures.	Big books/ Illustrated pictures where all children can see	Big books/ Illustrated pictures where all children can see	Big books/ Illustrated pictures where all children can see pictures.	Big books/ Illustrated pictures where all children can see pictures.	Big books / Illustrated pictures where all children can see pictures. Read Short text with	Big books/ Illustrated pictures where all children can see pictures.
Read Short text with teacher and answers questions	Read Short text with teacher and answers questions	Read Short text with teacher and answers questions	Read Short text with teacher and answers questions	pictures. Read Short text with teacher and answers	Read Short text with teacher and answers	Read Short text with teacher and answers questions	Read Short text with teacher and answers questions	teacher and answers questions	Read Short text with teache and answers questions Its both reading and listenin
Its both reading and listening activity.	Its both reading and listening activity.	Its both reading and listening activity.	Its both reading and listening activity.	questions	questions	Its both reading and	Its both reading and	Its both reading and listening activity.	activity. Involves also speaking.
Involves also speaking. https://wcedeportal.co.za/ereso urce/49221	Involves also speaking.	Involves also speaking.	Involves also speaking.	Its both reading and listening activity. Involves also speaking.	Its both reading and listening activity. Involves also speaking.	listening activity. Involves also speaking.	listening activity. Involves also speaking.	Involves also speaking.	January Januar
Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:
Read aloud from own book in guided reading group with teacher .	Read aloud from own book in guided reading group with teacher .	Read aloud from own book in guided reading group with teacher .	Read aloud from own book in guided reading group with teacher .	Read aloud from own book in guided reading group with teacher.	Read aloud from own book in guided reading group with teacher.	Read aloud from own book in guided reading group with teacher .	Read aloud from own book in guided reading group with teacher .	Read aloud from own book in guided reading group with teacher .	Consolidation
Using reading strategies taught in Home language to make sence and monitor self reading.	Using reading strategies taught in Home language to make sence and monitor self reading.	Using reading strategies taught in Home language to make sence and monitor self reading.	Using reading strategies taught in Home language to make sence and monitor self reading.	Using reading strategies taught in Home language to make	Using reading strategies taught in Home language to make	Using reading strategies taught in Home language to make sence and monitor self reading.	Using reading strategies taught in Home language to make	Using reading strategies taught in Home language to make sence and monitor self reading.	
Increasing fluency and expression.	Increasing fluency and expression.	Increasing fluency and expression.	Increasing fluency and expression.	sence and monitor self reading.	sence and monitor self reading.	Increasing fluency and expression.	sence and monitor self reading.	Increasing fluency and expression.	
Shows an understanding of short written story when reading aloud.	Shows an understanding of short written story when reading aloud.	Shows an understanding of short written story when reading aloud.	Shows an understanding of short written story when reading aloud.	Increasing fluency and expression. Shows an	Increasing fluency and expression. Shows an	Shows an understanding of short written story when reading aloud.	Increasing fluency and expression. Shows an	Shows an understanding of short written story when reading aloud.	
Continues to build sight vocabulary from guided, shared , independant reading .	Continues to build sight vocabulary from guided, shared , independant reading .	Continues to build sight vocabulary from guided, shared , independant reading .	Continues to build sight vocabulary from guided, shared , independant reading .	understanding of short written story when reading aloud.	understanding of short written story when reading aloud.	Continues to build sight vocabulary from guided, shared , independant reading .	understanding of short written story when reading aloud.	Continues to build sight vocabulary from guided, shared , independant reading .	
Shows understanding of short written story - matches caption/ sentences to picture/answers questions.	Shows understanding of short written story - matches caption/ sentences to picture/answers questions.	Shows understanding of short written story - matches caption/ sentences to picture/answers questions.	Shows understanding of short written story - matches caption/ sentences to picture/answers questions.	Continues to build sight vocabulary from guided, shared, independant reading.	Continues to build sight vocabulary from guided, shared, independant reading.	Shows understanding of short written story - matches caption/ sentences to picture/answers	Continues to build sight vocabulary from guided, shared , independant reading .	Shows understanding of short written story - matches caption/ sentences to picture/answers	
Read own and others' writing.	Read own and others' writing.	Read own and others' writing.	Read own and others' writing.	Shows understanding of short written story -	Shows understanding of short written story -	questions.	Shows understanding of short written story -	questions.	
Uses children's picture dictionaries to find out te meaning of the words.	Uses children's picture dictionaries to find out te meaning of the words.	Uses children's picture dictionaries to find out te meaning of the words.	Uses children's picture dictionaries to find out te meaning of the words.	matches caption/ sentences to picture/answers questions.	matches caption/ sentences to picture/answers questions.	Read own and others' writing. Uses children's picture dictionaries to find out te	matches caption/ sentences to picture/answers questions.	Read own and others' writing. Uses children's picture dictionaries to find out te	
						meaning of the words.		meaning of the words.	

				Read own and others' writing.	Read own and others' writing.		Read own and others' writing.		
				Uses children's picture dictionaries to find out te meaning of the words.	Uses children's picture dictionaries to find out te meaning of the words.		Uses children's picture dictionaries to find out te meaning of the words.		
Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words
CAPS p 87 - 89	CAPS p 87 - 89	CAPS p 87 - 89	CAPS p 87 - 89	CAPS p 87 - 89	CAPS p 87 - 89	CAPS p 87 - 89			
https://wcedeportal.co.za/ereso urce/62441									
Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing;	Writing:	Writing:	Writing:
Handwriting skills taught in HL.	Handwriting skills taught in HL.	Handwriting skills taught in HL.	Handwriting skills taught in HL.	Handwriting skills taught in HL.	Handwriting skills taught in HL.	Handwriting skills taught in HL.			
Writes captions for pictures.	Writes captions for	Writes captions for	Writes captions for pictures.	Writes captions for	Writes captions for pictures.	Writes captions for pictures.			
Choose and copies a caption to match a picture.	Choose and copies a caption to match a picture.	Choose and copies a caption to match a picture.	Choose and copies a caption to match a picture.	pictures.	pictures.	Choose and copies a	pictures.	Choose and copies a	Choose and copies a caption
With help writes a caption for a	Choose and copies a caption to match a	Choose and copies a caption to match a	caption to match a picture.	Choose and copies a caption to match a	caption to match a picture.	to match a picture.			
picture.	picture.	picture.	picture.	picture.	picture.	With help writes a caption for a picture.	picture.	With help writes a caption for a picture.	With help writes a caption for a picture.
Complete sentences by filling in missing words.	With help writes a caption for a picture.	With help writes a caption for a picture.	Complete sentences by filling in missing words.	With help writes a caption for a picture.	Complete sentences by filling in missing words.	Complete sentences by filling in missing words.			
Writes sentences using words containing the phonics sounds and common sight words.	Writes sentences using words containing the phonics sounds and common sight words.	Writes sentences using words containing the phonics sounds and common sight words.	Writes sentences using words containing the phonics sounds and common sight words.	Complete sentences by filling in missing words.	Complete sentences by filling in missing words.	Writes sentences using words containing the	Complete sentences by filling in missing words.	Writes sentences using words containing the	Writes sentences using words containing the phonics
Uses punctuation, Capital letters, full stops.	Writes sentences using words containing the phonics	Writes sentences using words containing the phonics	phonics sounds and common sight words. Uses punctuation.	Writes sentences using words containing the phonics sounds and common sight words.	phonics sounds and common sight words.	sounds and common sight words. Uses punctuation,			
Uses pronouns & nouns in writing.	sounds and common sight words.	sounds and common sight words.	Capital letters, full stops.	Uses punctuation,	Uses punctuation, Capital letters, full stops.	Capital letters, full stops.			
Writes sentences using a frame.	Uses punctuation, Capital letters, full	Uses punctuation,	Uses pronouns & nouns in writing.	Capital letters, full stops.	Uses pronouns & nouns in writing.	Uses pronouns & nouns in writing.			
I like I do not like	Writes familiar words and sentences from dictation.	Writes familiar words and	Writes familiar words and	stops.	Capital letters, full stops.	Writes sentences using a frame.	Uses pronouns & nouns in writing.	Writes sentences using a frame	Writes sentences using a frame
Writes familiar words and sentences from dictation.	Writes short simple text already taught in HL .	sentences from dictation. Writes short simple text	sentences from dictation. Writes short simple text	Uses pronouns & nouns in writing.	Uses pronouns & nouns in writing.	Writes familiar words and sentences from dictation.	Writes sentences using a frame.	Writes familiar words and sentences from dictation.	Writes familiar words and sentences from dictation.
Writes short simple text already taught in HL .	Spell words correctly from memory – using phonic	already taught in HL . Spell words correctly from	already taught in HL . Spell words correctly from	Writes sentences using a frame	Writes sentences using a frame.	Writes short simple text already taught in HL .	Writes familiar words and sentences from	Writes short simple text already taught in HL .	Writes short simple text already taught in HL .
(A message or a get well soon card)	knowledge, or sight words. Builds up own word	memory – using phonic knowledge, or sight words.	memory – using phonic knowledge, or sight words.	Writes familiar words and sentences from dictation.	Writes familiar words and sentences from dictation.	Spell words correctly from memory – using phonic	dictation. Writes short simple text	Spell words correctly from memory – using phonic	Spell words correctly from memory – using phonic
Spell words correctly from memory – using phonic knowledge, or sight words.	bank/personal dictionary. Uses children's dictionary where	Builds up own word bank/personal dictionary.	Builds up own word bank/personal dictionary.	Writes short simple text already taught	Writes short simple text already taught	knowledge, or sight words. Builds up own word	already taught in HL . Spell words correctly	knowledge, or sight words. Builds up own word	knowledge, or sight words. Builds up own word
Builds up own word	necessary.	Uses children's dictionary where necessary.	Uses children's dictionary where necessary.	in HL .	in HL .	bank/personal dictionary.	from memory – using phonic knowledge, or	bank/personal dictionary.	bank/personal dictionary.
bank/personal dictionary. Uses children's dictionary	Uses some nouns and pronouns in writing - I, you, he, she, it, ect.	Uses some nouns and pronouns in writing -	Uses some nouns and pronouns in writing -	Spell words correctly from memory – using phonic knowledge, or	Spell words correctly from memory – using phonic knowledge, or	Uses children's dictionary where necessary.	sight words. Builds up own word	Uses children's dictionary where necessary.	Uses children's dictionary where necessary.
where necessary.	Uses punctuation already taught	I, you, he, she, it, ect.	I, you, he, she, it, ect.	sight words.	sight words.	Uses some nouns and pronouns in writing -	bank/personal dictionary.	Uses some nouns and pronouns in writing -	Uses some nouns and pronouns in writing -
Uses some nouns and pronouns in writing - I, you, he, she, it, ect.	in HL	Uses punctuation already taught in HL	Uses punctuation already taught in HL	Builds up own word bank/personal dictionary.	Builds up own word bank/personal dictionary.	I, you, he, she, it, ect. Uses punctuation already taught in HL	Uses children's dictionary where	I, you, he, she, it, ect. Uses punctuation already	I, you, he, she, it, ect. Uses punctuation already
Uses punctuation already taught in HL				Uses children's dictionary where necessary.	Uses children's dictionary where necessary.	augit iii iii.	Uses some nouns and pronouns in writing -	taught in HL	taught in HL
				Uses some nouns and pronouns in writing -	Uses some nouns and pronouns in writing -		I, you, he, she, it, ect.		
				I, you, he, she, it, ect.	I, you, he, she, it, ect.		Uses punctuation already taught in HL		
				Uses punctuation already taught in HL	Uses punctuation already taught in HL				

	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure
	Continues to build oral vocabulary , including conceptual vocabulary	Continues to build oral vocabulary , including conceptual vocabulary	Continues to build oral vocabulary , including conceptual vocabulary	Continues to build oral vocabulary , including conceptual vocabulary	Continues to build oral vocabulary , including conceptual vocabulary	Continues to build oral vocabulary , including conceptual vocabulary	Continues to build oral vocabulary , including conceptual vocabulary	Continues to build oral vocabulary , including conceptual vocabulary	Continues to build oral vocabulary , including conceptual vocabulary	Consolidation
	Develop Understanding/ability to use language structures.	Develop Understanding/ability to use language structures.	Develop Understanding/ability to use language structures.	Develop Understanding/ability to use language structures.	Develop Understanding/ability to use language structures.	Develop Understanding/ability to use language structures.	Develop Understanding/ability to use language structures.	Develop Understanding/ability to use language structures.	Develop Understanding/ability to use language structures.	
	Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense.	Begins to use a greater range of adverbs: quickly, slowly. Present progressive tense.	Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense.	Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense.	Begins to use a greater range of adverbs : quickly , slowly.	Begins to use a greater range of adverbs : quickly , slowly.	Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense.	Begins to use a greater range of adverbs : quickly , slowly.	Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense.	
	"He is kicking the ball." https://wcedeportal.co.za/eresource/75881	"He is kicking the ball. "	"He is kicking the ball. "	" He is kicking the ball. "	Present progressive tense. " He is kicking the ball.	Present progressive tense. "He is kicking the ball.	" He is kicking the ball. "	Present progressive tense. " He is kicking the ball."	" He is kicking the ball. "	
quisite	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic
sources ner than tbook) to nance rning	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
formal sessm; mediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
BA (Formal seessment)	Ongoing https://wcedeportal.co.za/eresource/69191	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by the end of Week 9	

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%	Listening & Speaking W: 50%
	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling W:20%	Phonics & Spelling	Phonics & Spelling	Phonics & Spelling
	Reading W:25%	Reading W:25%	Reading W:25%	Reading W:25%	W:20%	W:20%	Reading W:25%	W:20%	W:20%	W:20%
	Writing: W:5%	Writing: W:5%	Writing: W:5%	Writing: W:5%	Reading W:25%	Reading W:25%	Writing: W:5%	Reading W:25%	Reading W:25%	Reading W:25%
					Writing: W:5%	Writing: W:5%		Writing: W:5%	Writing: W:5%	Writing: W:5%
	REVISION https://wcedeportal.co.za/eresource/62556	OUR COUNTRY	OUR COUNTRY	WAYS TO COMMUNICATE	WAYS TO COMMUNICATE	WAYS TO COMMUNICATE	LIFE AT NIGHT	LIFE AT NIGHT	LIFE AT NIGHT	REVISION
	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking
	Consolidation	Memorises and performs poems	Memorises and performs	Memorises and performs		l	Memorises and performs	Memorises and performs	Memorises and performs	
	https://wcedeportal.co.za/eres	& action rhymes & songs.	poems & action rhymes & songs.	poems & action rhymes & songs.	Memorises and performs poems &	Memorises and performs poems & action rhymes	poems & action rhymes & songs.	poems & action rhymes & songs.	poems & action rhymes & songs.	Consolidation
Topic,	ource/62541	Demonstrate understanding of	Sorigs.	301lg3.	action rhymes &	& songs.	Soligs.	Sorigs.	Sorigs.	
concepts, skills and		basic oral vocabulary by	Demonstrate understanding of	Demonstrate understanding of	songs.		Demonstrate understanding of	Demonstrate understan-	Demonstrate	
values		pointing to objects . Using	basic oral vocabulary by	basic oral vocabulary by		Demonstrate	basic oral vocabulary by	ding of basic oral	understanding of basic oral	
values		themes or topics.	pointing to objects . Using themes or topics.	pointing to objects . Using themes or topics.	Demonstrate understanding of	understanding of basic oral vocabulary by	pointing to objects . Using themes or topics.	vocabulary by pointing to objects . Using themes or	vocabulary by pointing to objects . Using themes or	
		Understands and response to	themes of topics.	thernes of topics.	basic oral vocabulary	pointing to objects .	themes of topics.	topics.	topics.	
		simPLE questions.	Follows short	Understands and response to	by pointing to objects.	Using themes or topics.	Follows short			
		 Which 	sequence of instructions .	simple questions.	Using themes or	l	sequence of instructions	Understands and	Follows short	
		Whose Charry are	Listen to a simple recount.	WhichWhose	topics.	Understands and response to simple	Listen to simple recounts	response to simple questions.	sequence of instructions	
		Show me How many	Listeri to a simple recoullt.	vvnose Show me	Follows short	questions.	Listeri to simple recounts	• Which	Listen to a simple recounts	
		Count the	Match description with correct	How many	sequence of	Which	Match description with correct	Whose		
		Octavit and	picture.	Count the	instructions.	 Whose 	picture.	Show me		
		Identifies an object or picture				Show me		How many	Match description with	
		from a simple oral description.				How many		Count the	correct picture.	

					1		1		
	This is our country We live in a beautiful country I love my country Plays language games. Listens to short stories, recounts or non-fiction texts told or read from Big books. Answers simple literal	Listens to short stories, recounts or non-fiction texts told or read from Big books. Answers simple questions about story with short answers. With help from teacher retells the story. Or gives a simple summary of the texts.	Identifies an object or picture from a simple oral description. Look someone in the eyes when talking to them Good telephone manners Good cell phone manners Plays language games. Listens to short stories,	Listen to a simple recounts . Match description with correct picture . Listens to short stories, recounts or non fiction texts told or read from Big books. Answers simple	Count the Identifies 3 pictures from a simple oral description. Look someone in the eyes when talking to them Good telephone manners	Listens to short stories, recounts or non-fiction texts told or read from Big books. Answers simple questions about story with short answers. With help from teacher retells the story. Or gives a simple summary of the texts.	Identifies an object or picture from a simple oral description. Talk about the stars Talk about the moon Plays language games. Listens to short stories, recounts or non fiction	Listens to short stories, recounts or non–fiction texts told or read from Big books. Answers simple questions about story with short answers. With help from teacher retells the story. Or gives a simple summary	
	questions about story with short answers. • "Who " With help from teacher retells the story. Or gives a simple summary of the texts. Talks about things in picture in response to teacher instructions. Gives simple instructions.	Talks about things in picture in response to teacher instructions. Gives simple instructions. Gives simple recount using 3 to 4 sentences. Using a frame. Make simple requests and statements.	recounts or non-fiction texts told or read from Big books. Answers simple literal Questions about story with short answers. With help from teacher retells the story. Or gives a simple summary of the texts. Talks about things in picture in	questions about story with short answers. With help from teacher retells the story. Or gives a simple summary of the texts. Talks about things in picture in response to teacher instructions.	Good cell phone manners Plays language games. Listens to short stories, recounts or non-fiction texts told or read from Big books. Answers simple literal questions about story with short answers.	Talks about things in picture in response to teacher instructions. Gives simple instructions. Gives simple recount using 3 to 4 sentences. Using a frame. Make simple requests and statements.	texts told or read from Big books. Answers simple literal questions about story with short answers. With help from teacher retells the story. Or gives a simple summary of the texts. Talks about things in	of the texts. Talks about things in picture in response to teacher instructions. Gives simple instructions. Gives simple recount using 3 to 4 sentences. Using a frame.	
	Gives simple instructions. Gives simple recount using 3 to 4 sentences. Using a frame. Make simple requests and statements. Name things in picture in response to questions from teacher. Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS.	Act out the story using dialogue. Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS	response to teacher instructions. Gives simple recount using 3 to 4 sentences. Using a frame. Make simple requests and statements . Name things in picture in response to questions from teacher. Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS .	Gives simple instructions. Gives simple recount using 3 to 4 sentences. Using a frame. Make simple requests and statements. Act out the story using dialogue. Understands at least 500 words in FAL. Use the words list in section 3 for guidance in CAPS	with short answers. With help from teacher retells the story. Or gives a simple summary of the texts. Talks about things in picture in response to teacher instructions. Gives simple instructions. Gives simple recount using 3 or 4 sentences. Using a frame. Make simple requests and statements. Name things in picture in response to questions from teacher. Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS .	Act out the story using dialogue. Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS .	picture in response to teacher instructions. Gives simple instructions. Gives simple recount using 3 to 4 sentences. Using a frame. Make simple requests and statements. Name things in picture in response to questions from teacher. Understands at least 500 words in FAL. Use the words list in section 3 for guidance in CAPS.	Make simple requests and statements . Act out the story using dialogue. Understands at least 500 words in FAL. Use the words list in section 3 for guidance in CAPS .	
Recognises vowel digraphs oo-, ee-	Phonics Build up and breaks down simple words beginning with some common consonant blends e.g. bl-, cl, pl-	Phonics Build up and breaks down simple words beginning with some common consonant blends e.g. br-, cr-	Phonics Build up and breaks down simple words beginning with some common consonant blends e.g. dr-, tr-	Phonics Build up and breaks down simple words beginning with some common consonant blends e.g. gr-, sm-	Phonics Distinguish aurally between sounds that are often confused (e.g. 'i' and 'e')	Phonics Distinguish aurally between sounds that are often confused (e.g. 'i' and 'e')	Phonics Distinguishes aurally between sounds that are often confused e.g. i and e	Phonics Revision – vowel digraphs Revision – groups common words into word families.	Phonics Revision – vowel digraphs Revision – groups common words into word families.
Shared Reading (with teacher)	Reading: Shared Reading (with teacher) Big books / Illustrated pictures - where all children can see pictures.	Reading: Shared Reading (with teacher) Big books / Illustrated pictures - where all children can see	Reading: Shared Reading (with teacher) Big books / Illustrated pictures - where all children can see pictures.	Reading: Shared Reading (with teacher) Big books / Illustrated pictures - where all children can see	Reading: Shared Reading (with teacher) Big books / Illustrated pictures - where all children can see	Reading: Shared Reading (with teacher) Big books / Illustrated pictures - where all children can see pictures.	Reading: Shared Reading (with teacher) Big books / Illustrated pictures - where all children can see pictures.	Reading: Shared Reading (with teacher) Big books / Illustrated pictures - where all children can see pictures.	Reading: Shared Reading (w teacher) Consolidation
	Read with teacher.	pictures. Read with teacher.	Read with teacher.	Read with teacher.	pictures. Read with teacher.	Read with teacher.	Read with teacher. Its both reading and listening activity	Read with teacher. Its both reading and listening activity	

https://wcedeportal.co.za/eres ource/49221	Its both reading and listening activity	Its both reading and listening activity	Its both reading and listening activity	Its both reading and listening activity	Its both reading and listening activity	Its both reading and listening activity	Involves also speaking.	Involves also speaking.	
	Involves also speaking.	Involves also speaking.	Involves also speaking.	Involves also speaking.	Involves also speaking.	Involves also speaking.	Retells part of the story with help of teacher - 2 to	Retells part of the story with help of teacher - 2 to 3	
	Retells part of the story with	Retells part of the story with	Retells part of the story with	3	,	Retells part of the story with	3 sentences	sentences	
	help of teacher - 2 to 3	help of teacher - 2 to 3	help of teacher - 2 to 3	Retells part of the	Retells part of the story	help of teacher - 2 to 3			
	sentences	sentences	sentences	story with help of	with help of teacher - 2	sentences			
				teacher - 2 to 3 sentences	to 3 sentences				
				Sentences					
Group /guided Reading	Group/guided Reading	Group/guided Reading	Group/guided Reading	Group/guided	Group/guided Reading	Group/guided Reading	Group/guided Reading	Group/guided Reading	Group/guided
	Read aloud from own book in	Read aloud from own book in	Read aloud from own book in	Reading	Read aloud from own	Read aloud from own book in	Read aloud from own	Read aloud from own book	Reading
	guided reading group with	guided reading group with	guided reading group with	Read aloud from own	book in guided reading	guided reading group with	book in guided reading	in guided reading group	
	teacher.	teacher.	teacher.	book in guided	group with teacher.	teacher.	group with teacher.	with teacher.	Consolidation
				reading group with					
	Using reading strategies taught in HL to make sence and	Using reading strategies taught in HL to make sence	Using reading strategies taught in HL to make sence	teacher.	Using reading strategies taught in HL to make	Using reading strategies taught in HL to make sence and	Using reading strategies taught in HL to make	Using reading strategies taught in HL to make sence	
	monitor self reading .	and monitor self reading.	and monitor self reading.	Using reading	sence and monitor self	monitor self reading .	sence and monitor self	and monitor self reading .	
	Ğ	Ĭ		strategies taught in	reading.		reading.	Ů	
	Increasing fluency and	Increasing fluency and	Increasing fluency and	HL to make sence		Increasing fluency and		Increasing fluency and	
	expression.	expression.	expression.	and monitor self reading.	Increasing fluency and expression.	expression.	Increasing fluency and expression.	expression.	
	Shows an understanding of	Shows an understanding of	Shows an understanding of	rodding .	охргоосіон.	Shows an understanding of	охргосоюн.	Shows an understanding of	
	punctuation when reading	punctuation when reading	punctuation when reading	Increasing fluency	Shows an understanding	punctuation when reading	Shows an understanding	punctuation when reading	
	aloud.	aloud.	aloud.	and expression.	of punctuation when reading aloud.	aloud.	of punctuation when	aloud.	
	Continues to build sight	Continues to build sight	Continues to build sight	Shows an	i reauling alloud.	Continues to build sight	reading aloud.	Continues to build sight	
	vocabulary from guided, shared	vocabulary from guided,	vocabulary from guided,	understanding of	Continues to build sight	vocabulary from guided,	Continues to build sight	vocabulary from guided,	
0 51.5	and independent reading.	shared and independent	shared and independent	punctuation when	vocabulary from guided,	shared and independent	vocabulary from guided,	shared and independent	
Consolidation	Read short written text with	reading.	reading	reading aloud.	shared and independent reading	reading.	shared and independent reading	reading.	
	teacher. Uses prediction and	Read short written text with	Read short written text with	Continues to build	reading	Read short written text with	reading	Read short written text with	
	answers questions.	teacher. Uses prediction and	teacher. Uses prediction and	sight vocabulary from	Read short written text	teacher. Uses prediction and	Read short written text	teacher. Uses prediction	
	Dead independently beats and	answers questions.	answers questions.	guided, shared and	with teacher. Uses	answers questions.	with teacher. Uses	and answers questions.	
	Read independently books read in guided reading sessions and	Read independently books	Read independently books	independent reading.	prediction and answers questions.	Read independently books	prediction and answers questions.	Read independently books	
	simple captions in books and	read in guided reading	read in guided reading	Read short written text	quodiono.	read in guided reading	quodiono.	read in guided reading	
	picture story books in the EFAL	sessions and simple captions	sessions and simple captions	with teacher. Uses	Read independently	sessions and simple captions	Read independently	sessions and simple	
	from the classroom reading	in books and picture story books in the EFAL from the	in books and picture story	prediction and	books read in guided	in books and picture story	books read in guided	captions in books and	
	corner.	classroom reading corner.	books in the EFAL from the classroom reading corner.	answers questions.	reading sessions and simple captions in books	books in the EFAL from the classroom reading corner.	reading sessions and simple captions in books	picture story books in the EFAL from the classroom	
	Uses children's picture	Uses children's picture	oldooroom rodding comor.	Read independently	and picture story books	Uses children's picture	and picture story books in	reading corner.	
	dictionaries to find out the	dictionaries to find out the	Uses children's picture	books read in guided	in the EFAL from the	dictionaries to find out the	the EFAL from the	Uses children's picture	
	meaning of the words.	meaning of the words.	dictionaries to find out the	reading sessions and	classroom reading	meaning of the words.	classroom reading	dictionaries to find out the	
			meaning of the words.	simple captions in books and picture	corner. Uses children's picture		corner. Uses children's picture	meaning of the words.	
			Make sence of short written	story books in the	dictionaries to find out		dictionaries to find out the		
			story pictures by sequencing	EFAL from the	the meaning of the		meaning of the words.		
				classroom reading	words.		Make sence of short		
				corner. Uses children's	Make sence of short		written story pictures by		
				picture dictionaries to	written story pictures by		sequencing		
				find out the meaning	sequencing				
				of the words.					
Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words
CAPS p 87 – 89	CAPS p 87 – 89	CAPS p 87 – 89	CAPS p 87 – 89	CAPS p 87 – 89	CAPS p 87 – 89	CAPS p 87 – 89	CAPS p 87 – 89	CAPS p 87 – 89	CAPS p 87 - 89
·	 								
https://wcedeportal.co.za/eres									
ource/62501									
Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:
Handwriting skills taught in HL.	Handwriting skills taught in HL.	Handwriting skills taught in HL.	Handwriting skills taught in HL.	Handwriting skills	Handwriting skills taught	Handwriting skills taught in HL.	Handwriting skills taught	Handwriting skills taught in	Consolidation
With help writes a caption for a	With help writes a caption for a	With help writes a caption for a	With help writes a caption for a	taught in HL.	in HL.	With help writes a caption for a	in HL.	HL.	
picture.	picture.	picture .	picture .	With help writes a	With help writes a	picture .	With help writes a caption	With help writes a caption	
	•			caption for a picture .	caption for a picture .	'	for a picture .	for a picture .	
Writes sentences using words	Writes sentences using words	Writes sentences using words	Writes sentences using words	Writes contances	Writon contanges	Writes sentences using words	Writes contanges	Writes contended	
containing the phonics sounds and common sight words.	containing the phonics sounds and common sight words.	containing the phonics sounds and common sight words.	containing the phonics sounds and common sight words.	Writes sentences using words	Writes sentences using words containing the	containing the phonics sounds and common sight words.	Writes sentences using words containing the	Writes sentences using words containing the	
and common digite words.	and common digite words.	and common digit froids.	and common digite words.	containing the phonics	phonics sounds and	and common digite words.	phonics sounds and	phonics sounds and	
Uses puntuation,	Uses puntuation,	Uses puntuation,	Uses puntuation,	sounds and common	common sight words.	Uses puntuation,	common sight words.	common sight words.	
capital letters and	capital letters and	capital letters and	capital letters and	sight words.		capital letters and			

	full stops.	full stops.	full stops.	full stops.		Uses puntuation,	full stops.	Uses puntuation,	Uses puntuation,	
	Uses simple	Uses simple prent/past/present	Uses simple	Uses simple	Uses puntuation, capital letters and	capital letters and full stops.	Uses simple	capital letters and full stops.	capital letters and full stops.	
	prent/past/present progressive	progressive tense when writing.	prent/past/present progressive	prent/past/present progressive	full stops.	Tuli Stops.	prent/past/present progressive	iuii stops.	Tuli Stops.	
	tense when writing.	progressive tense when writing.	tense when writing.	tense when writing.	iuii stops.	Uses simple	tense when writing.	Uses simple	Uses simple	
	3	Uses pronouns and nouns in			Uses simple	prent/past/present		prent/past/present	prent/past/present	
	Uses pronouns and nouns in	writing.	Uses pronouns and nouns in	Uses pronouns and nouns in	prent/past/present	progressive tense when	Uses pronouns and nouns in	progressive tense when	progressive tense when	
	writing.		writing.	writing.	progressive tense	writing.	writing.	writing.	writing.	
	Llace plurale of some familier	Uses plurals of some familiar	Uses plurals of some familiar	Uses plurals of some familiar	when writing.	Llogo propound and	Uses plurals of some familiar	Llace property and	Uses pronouns and nouns	
	Uses plurals of some familiar words when writing .	words when writing .	words when writing .	words when writing .	Uses pronouns and	Uses pronouns and nouns in writing.	words when writing .	Uses pronouns and nouns in writing.	in writing.	
	words when writing :	Put jumble sentences in correct	words when writing .	words when writing .	nouns in writing.	mound in whiting.	words when writing .	nouns in whiting.	in witting.	
	Put jumble sentences in	order to make a paragraph .	Put jumble sentences in	Put jumble sentences in	, .	Uses plurals of some	Put jumble sentences in	Uses plurals of some	Uses plurals of some	
	correct order to make a	Copie it .	correct order to make a	correct order to make a	Uses plurals of some	familiar words when	correct order to make a	familiar words when	familiar words when writing	
	paragraph . Copie it .		paragraph . Copie it .	paragraph . Copie it .	familiar words when	writing .	paragraph . Copie it .	writing .	•	
		Writes familiar words and			writing .	Put jumble sentences in		Put jumble sentences in	Put jumble sentences in	
	Writes familiar words and	sentences from dictation .	Writes familiar words and	Writes familiar words and	Put jumble sentences	correct order to make a	Writes familiar words and	correct order to make a	correct order to make a	
	sentences from dictation .		sentences from dictation .	sentences from dictation .	in correct order to	paragraph . Copie it .	sentences from dictation .	paragraph . Copie it .	paragraph . Copie it .	
		Writes short paragragh at least			make a paragraph .					
	Writes short paragragh at least 3 sentences on familiar topic.	3 sentences on familiar topic.	Writes short paragragh at least 3 sentences on familiar topic.	Writes short paragragh at least 3 sentences on familiar topic.	Copie it .	Writes familiar words	Writes short paragragh at least 3 sentences on familiar topic.	Writes familiar words and	Writes familiar words and	
	3 sentences on familiar topic.	Spell words correctly from	3 sentences on familiar topic.	3 sentences on familiar topic.		and sentences from	3 sentences on familiar topic.	sentences from dictation .	sentences from dictation .	
	Spell words correctly from	memory – using phonic	Spell words correctly from	Spell words correctly from	Writes familiar words	dictation .	Spell words correctly from	Contonico nom dictation .	Contonoco nom dictation :	
	memory – using phonic	knowledge or sight words.	memory – using phonic	memory – using phonic	and sentences from		memory – using phonic	Writes short paragragh at	Writes short paragragh at	
	knowledge or sight words.	M. 1	knowledge or sight words.	knowledge or sight words.	dictation .	Writes short paragragh	knowledge or sight words.	least 3 sentences on	least 3 sentences on	
	Writes / organises information	Writes / organises information in	Writes / organises information	Writes / organises information	Writes short	at least 3 sentences on familiar topic.	Writes / organises information	familiar topic.	familiar topic.	
	Writes / organises information in a simple graphic form .	a simple graphic form .	Writes / organises information in a simple graphic form .	Writes / organises information in a simple graphic form .	paragragh at least 3	танна торіс.	in a simple graphic form .	Spell words correctly	Spell words correctly from	
	and cample graphic form:		and complete grapme form:	and cample grapine term :	sentences on familiar	Spell words correctly	and complete graphic form :	from memory – using	memory – using phonic	
		Builds up own wordbank or			topic.	from memory – using		phonic knowledge or	knowledge or sight words.	
	Builds up own wordbank or	personal dictionary.	Builds up own wordbank or	Builds up own wordbank or	0 11 1 11	phonic knowledge or	Builds up own wordbank or	sight words.	M 20 /	
	personal dictionary.	Uses childrens dictionary where	personal dictionary.	personal dictionary.	Spell words correctly from memory – using	sight words.	personal dictionary.	Writes / organises	Writes / organises information in a simple	
	Uses childrens dictionary	necessary	Uses childrens dictionary	Uses childrens dictionary	phonic knowledge or	Writes / organises	Uses childrens dictionary	information in a simple	graphic form .	
	where necessary		where necessary	where necessary	sight words.	information in a simple	where necessary	graphic form .	J. 5/- 10-10-10-10-10-10-10-10-10-10-10-10-10-1	
						graphic form .	·			
					Writes / organises			Duilde up eur werdhenk	Builds up own wordbank or	
					information in a simple graphic form .	Builds up own wordbank		Builds up own wordbank or personal dictionary.	personal dictionary.	
					grapilio ioiiii .	or personal dictionary.		or personal dictionary.	Uses childrens dictionary	
						, , , , , , , , , , , , , , , , , , , ,		Uses childrens dictionary	where necessary	
					Builds up own	Uses childrens		where necessary		
					wordbank or personal	dictionary where				
					dictionary.	necessary				
					Uses childrens					
					dictionary where					
					necessary					
					Language Structure					
	Language Structure	Language Structure	Language Structure	Language Structure	Lunguage on acture	Language Structure	Language Structure	Language Structure	Language Structure	Language Structure
					Continues to build oral					
	Continues to build oral	Continues to build oral	Continues to build oral	Continues to build oral	vocabulary, including	Continues to build oral	Continues to build oral	Continues to build oral	Continues to build oral	Consolidation
	vocabulary , including conceptual vocabulary.	vocabulary , including conceptual vocabulary.	vocabulary , including conceptual vocabulary.	vocabulary , including conceptual vocabulary.	conceptual vocabulary.	vocabulary , including conceptual vocabulary.	vocabulary , including conceptual vocabulary.	vocabulary , including conceptual vocabulary.	vocabulary , including conceptual vocabulary.	
	σοπουριααί νουαραίαι γ.	conceptual vocabulary.	oonooptaal vooabulaly.	oonooptaal voodbuldiy.	FOOGDUIGI y.	oonooptual vocabulaly.	oonooptaal vooabulaly.	oonooptuu vooabulaty.	oonooptual vocabulaly.	
	Develop understanding and	Develop understanding and	Develop understanding and	Develop understanding and	Develop	Develop understanding	Develop understanding and	Develop understanding	Develop understanding and	
	ability to use language	ability to use language	ability to use language	ability to use language	understanding and	and ability to use	ability to use language	and ability to use	ability to use language	
	structures. Begins to use a greater	structures. Begins to use a greater	structures. Begins to use a greater	structures. Begins to use a greater	ability to use language structures.	language structures. Begins to use a greater	structures. Begins to use a greater	language structures. Begins to use a greater	structures. Begins to use a greater	
	range of adverbs.	range of adverbs.	range of adverbs.	range of adverbs.	Begins to use a	range of adverbs.	range of adverbs.	range of adverbs.	range of adverbs.	
					greater					
	Understands and begins to	Understands and begins to use	Understands and begins to	Understands and begins to use	range of adverbs.	Understands and begins	Understands and begins to use	Understands and begins	Understands and begins to	
	use a greater range of adjectives.	a greater range of adjectives.	use a greater range of adjectives.	a greater range of adjectives.	Understands and	to use a greater range of adjectives.	a greater range of adjectives.	to use a greater range of adjectives.	use a greater range of adjectives.	
	rango oi aajoolivos.	range of adjectives.	range of adjectives.	Tange of adjectives.	begins to use a	rango or aujourves.	Tango of adjectives.	range of aujeonves.	range of aujeonves.	
	Understands and begins to	Understands and begins to use	Understands and begins to	Understands and begins to use	greater	Understands and begins	Understands and begins to use	Understands and begins	Understands and begins to	
	use the verb to be.	the verb to be.	use the verb to be.	the verb to be.	range of adjectives.	to use the verb to be.	the verb to be.	to use the verb to be.	use the verb to be.	
	https://wcedeportal.co.za/eres				Understands and					
	ource/75881				begins to use the verb					
					to be.					
Requisite	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic
pre- knowledge					topic					
Resources	Posters needed	Posters needed	Posters needed	Posters needed	Posters needed	Posters needed	Posters needed	Posters needed	Posters needed	Posters needed
(other than	Big Books, Rhymes	Big Books, Rhymes	Big Books, Rhymes	Big Books, Rhymes	Big Books, Rhymes	Big Books, Rhymes	Big Books, Rhymes	Big Books, Rhymes	Big Books, Rhymes	Big Books, Rhymes
textbook) to										

enhance learning										
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing https://wcedeportal.co.za/eresource/69191	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by Week 7 on: Phonics: Written Reading: Written Comprehension Writing	1 FAT to be completed by Week 8 on: Listening and Speaking Reading Oral		