Grade 2 HL

TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Revision	Myself a	and other		Everyone is special		What do we	need to live?	Health	y living
Listening & Speaking W: 20% How to Teach Your Child Listening Skills - YouTube https://www.youtube.com/watch?v=g TSoTBI5Uq0 A game to improve child's listening skills - YouTube https://www.youtube.com/watch?v=U ZyxavJFnw	Listen with respect Discuss class rules Take turns to speak Talk about personal experiences Share holiday news Use words in context	Listen with enjoyment to a story and show respect Teacher reads a story on bullying Takes turns to speak Learners discuss their friends How many friends do they have? How do you know it is a good friend? Talk about personal experiences Share with friends Suggest solutions for problems How must I act on bullying?	Listen with respect Takes turns to speak – role play Plan role play with a friend on a child being bullied, demonstrating a solution to prevent bullying. Talk about personal experiences Use words in context Suggest solutions for problems Look at the pictures. Think about what good friends do. How can you help someone to be a good friend. Give practical ideas.	Listen with respect Take turns to speak Talk about personal experiences Do you see that everyone is different. Do you see that we all are also same in certain areas? Discuss how are we the same? Use words in context, e.g. emotion words Look at the pictures and discuss how the children are the same/ different	Take turns to speak Talk about personal experiences How do you feel when something good happens to you? How do you feel when something bad happens to you? Use words in context, e.g. emotion words "happy words" "Sad words" Suggest solutions for problems How must I act when I am sad? How must I act when I am happy?	Listen with respect Tell a story with a beginning, middle and end. • My special friend- learners with barriers Take part in discussions, answers questions and suggest ideas. Take turns to speak Talk about personal experiences	Listen with respect Take turns to speak Why do we need water? Talk about personal experiences Tell a classmate what water are used for. Use words in context Participate in a discussion, ask and answer questions and suggest ideas Where do we get water from?	Listen with respect Take turns to speak Talk about personal experiences Use words in context, Suggest solutions for problems • Water is precious, therefore we need to save water. • Discuss with your friend ways to save water.	Listen with respect Take turns to speak What does it mean to live a healthy life? What can I do to live a healthy life? Talk about personal experiences How do you live a healthy life?	Tell a story with a beginning, middle and end • Unhealthy living — Ben stays ill Take part in discussions, ask and answer questions and suggest ideas • Practical ideas to live a healthy life
Phonics Phonics W:20% Phonics Letter Learning Alphabet A Nursery Rhymes For Toddlers By Kids Tv Free By Kids Tv - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v= y8pZ3F8KB Y Letter Sounds Learn the /ck/ Digraph - YouTube https://www.youtube.com/watch?v= y2c70eqyig9U The TH Sound In English - YouTube https://www.youtube.com/watch?v= h5LO0hHGfQg short oo - Phonics - book, cook, look - YouTube https://www.youtube.com/watch?v= h5LO0hHGfQg	Lungisa oonotsheluza besandi namagama Fundisa isandi nononbumba- u-/ch/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: isacholo/chola/ Yenza umcwe wephepha wesivakalisi: uamama unxibe isacholo engalweni/. UMonde uchole imali.	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/ng/ no-/nd/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ingalo, ingacu, indalo, indoda, Yenza umcwe wephepha wesivakalisi: Ingathi nam ndingayithanda imengo/ Indoda ende enendevu ezinkulu.	Fundisa izandi nononbumba- u-/kh/ no-/hl/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: isikhova, ihlosi Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: sikhusela amantshontsho aso kukhetshe/ uHlengiwe ehleli nje uhla enyuka	Fundisa izandi nononbumba- u-/nq/ no- /nw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: inqanawa/ unwabu Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: UNqanqa unqumla amanqina enkukhu/ uNwabisa uchebe iinwele zakhe.	Fundisa izandi nononbumba- u-/qh/ no- /gq/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: iziqhamo/igqabi Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: UQhinebe uqhayisa ngamaqhinga/ lgqudu ligqunywe ngamagqabi.	Fundisa izandi nononbumba- u- /dl/ no /gc/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: Dlala/ isigcawu Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: Amatakane adlala edlelweni/UGcobisa ungumgcini wezigcawu.	Fundisa izandi nononbumba- u-/mb/ no-/ng/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: imbiza/ ilanga Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: / Imbovane ihamba phezu kwembokodo/ Ingonyama ingene emqolombeni.	Fundisa izandi nononbumba- u-th/ no-/hl/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: isithuthuthu/ ihlosi Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: UThembisa uthambisa amathanga/ lmehlo likaHlumisa libuhlungu.	Fundisa izandi nononbumba- u-/bh/ no-/ph/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: lphepha/ibhola Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: /lbhola ibhabhele ephezulu/ uPhakama noPhumza bayakuthanda ukuphunga.	Fundisa izandi nononbumba- u-Inc/ no-/ th/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: inciniba/isithuthuthu Sika oonotsheluza kuluhlu lwamagama. Yenza umcwe wephepha wesivakalisi: lintsiba zenciniba ziyahlaba/USive utshayiswe sisithuthuthu emlenzeni.
Reading W:25% Shared Reading Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch?v= Lu3QH9AJn0s	Read simple instructions in the classroom Class rules Names of classmates Interprets pictures Class rooms Pictures on posters Reads books in whole class context with	Reads books in whole class context with teacher and describe the main idea of the story Teacher reads a story on bullying Make use of visual cues to predict the story Book cover Illustrations	Interprets pictures or other visual media, e.g. photo or advertisent to make up own stories, "read the photo or advertisement" • Pictures of good and bad friend-ships Answers higher-order thinking questions before, and after the	Usual visual clues to predict what the story is about (book cover or illustrations) (1) Interprets pictures or other visual media, e.g. photo or advertisent to make up own stories, "read the photo or advertisement"	Reads books in whole class context with teacher and describe the main idea of the story Emotions Make use of visual cues to predict the story Book cover Illustrations Identify core details and the sequence of events	Identify core details and the sequence of events Reads books in whole class context with teacher and describe the main idea of the story My special friend – child with barriers Make use of visual cues to predict the story Book cover	Answers higher-order thinking questions before, and after the shared reading: "What will happen if" Interprets pictures or other visual media, e.g. photo or advertisent to make up own stories, "read the photo or advertisement" • Advertisement	Read simple instructions Tips to save water in our homes Give a personal opinion on a story read. Identify core detail and the sequence of events in the text.	Interprets pictures or other visual media, e.g. photo or advertisent to make up own stories, "read the photo or advertisement" • Pictures of a healthy and unhealthy lifestyle Give a personal opinion on a story read.	Consolidate Reads books in whole class context with teacher and describe the main idea of the story Make use of visual cues to predict the story Book cover Illustrations Unhealthy lifestyle

	teacher and describe the main idea of the story	Identify core detail and the sequence of events	shared reading: "What will happen if"	Pictures of good and bad	Answers higher-order	Illustrations	Ways to save water		Underscripts with pictures	Give a personal opinion on a story read
	Make use of visual cues	in the text.	Case studies of good and bad friendships	friend-ships	thinking questions before, and after the	Give a personal opinion on a story read	Reads books in whole		Identify core detail and	Unhealthy lifestyle – Ben stays ill
	book cover Illustrations	Answers higher-order thinking questions before, and after the		Answers higher-order thinking questions before, and after the	shared reading: "What will happen if"	How must I act towards people with barriers?	class context with teacher and describe the main idea of the story		the sequence of events in the text.	Identify core detail and the sequence of events in
	Give a personal opinion on a story read.	shared reading: "What will happen if"		shared reading: "What will happen if" Case studies of good		barriers?	Read newspaper article water is precious			the text.
	on a story read.			and bad friendships			Identify core details and the sequence of events			
Group Guided Reading	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher
What Is Guided Reading? Reading Lessons Free By Howcast Resource URL	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills • Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills • Break up words in word parts
https://www.youtube.com/watch?v= yw6CyBjkPqw	Add word parts together									
	Recognise smaller words within a word									
	Make use of contextual cues:									
	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story
	Predicts the story by making use of cues									
	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words			
	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word
	Use phonic knowledge, sight words and clues during reading									
	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to
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	use general letter patterns e.gow, -ew	use general letter patterns e.gow, -ew								
	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word	Use know parts of the words to read the whole word
	Make use of combining sounds to understand words e.g. bl-ock	Make use of combining sounds to understand words e.g. bl-ock	Make use of combining sounds to understand words e.g. bl-ock	Make use of combining sounds to understand words e.g. bl-ock	Make use of combining sounds to understand words e.g. bl-ock	Make use of combining sounds to understand words e.g. bl-ock	Make use of combining sounds to understand words e.g. bl-ock	Make use of combining sounds to understand words e.g. bl-ock	Make use of combining sounds to understand words e.g. bl-ock	Make use of combining sounds to understand words e.g. bl-ock
	Break word up in syllables to be able to read and understand the word.	Break word up in syllables to be able to read and understand the word.	Break word up in syllables to be able to read and understand the word.	Break word up in syllables to be able to read and understand the word.	Break word up in syllables to be able to read and understand the word.	Break word up in syllables to be able to read and understand the word.	Break word up in syllables to be able to read and understand the word.	Break word up in syllables to be able to read and understand the word.	Break word up in syllables to be able to read and understand the word.	Break word up in syllables to be able to read and understand the word.
	Read with fluency and intonation									

	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading
Writing: W:20% Writing	Do phonic tasks: oo, ee	Do phonic tasks: • a, e	Do phonic tasks: • i, o	Do phonic tasks: • u, y	Do phonic tasks: • ee	Do phonic tasks: oo	Do phonic tasks: • ie, oe	Do phonic tasks: ou, ei	Do phonic tasks: • eu, ei	Do phonic tasks: • eu, ei
Intro to Punctuation for Kids: English Grammar for Children - YouTube https://www.youtube.com/watch?v=BgcokHqAXUk	Draw a picture to convey a message (displaying holiday news) Write and illustrate 2 to 4 sentences on a topic to contribute to the reading corner:	Suggest ideas and words for a class story (Shared reading): • How can we be good friends to each other in the classroom? Write and illustrate 2 to 4 sentences on a topic to	Draw a picture to convey a message on personal experiences. Suggest ideas and words for a class story (Shared reading): How to handle the bullies in the school –	Draw a picture to convey a message on personal experiences How do you feel today? Draw an emoticon Suggest ideas and words for a class story (Shared	Write at least 3 or more sentences on own news or creative story by making use of sounds learnt, known sight words, capital letters and full stops: I am special Fingerprint Draw a picture	Draw a picture to convey a message on personal experiences. Suggest ideas and words for a class story (Shared reading): How can we help people with barriers?	Draw a picture to convey a message on personal experiences. • Make a poster to make people aware on how we can save water. Suggest ideas and words	Write a list and use a comma to divide words Make a list of ways to save water Write at least 3 or more sentences on own news or creative story by making use of sounds learnt,	Suggest ideas and words for a class story (Shared reading): We make fruit salad. Write a list and use a comma to divide words Make a list of healthy food which you can	Write at least 3 or more sentences on own news or creative story by making use of sounds learnt, known sight words, capital letters and full stops: How will I adjust my lifestyle to live a healthy life?
Past Simple Tense be - was / were: Fun & Interactive English Grammar https://www.youtube.com/watch?v=O3FdGPehN-E	Holiday news Create own dictionary to develop dictionary skills	contribute to the reading corner: How can we be good friends to each other in the classroom? Create own dictionary to develop dictionary skills	write down tips. Write at least 3 or more sentences on own news or creative story by making use of sounds learnt, known sight words, capital letters and full stops: • My best friend	reading): Write a list and use a comma to divide the words – Emotion words Write and illustrate sentences (2 to 4) to contribute to the reading corner What make me happy?	of yourself • Draw a picture to convey a message on personal experiences.	Write and illustrate sentences (2 to 4) to contribute to the reading corner Types of barriers and how can we help? Create own dictionary to develop dictionary skills	for a class story (Shared reading): Tips to save water	known sight words, capital letters and full stops: How will I save water at home?	pack in for school.	Create own dictionary to develop dictionary skills
Handwriting W:10% Handwriting	Write the date and heading: Handwriting Write the Pattern: WVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVVV	Write the date and heading: Handwriting Write the Pattern: IIIIIII Write capital and lower case letters: Oo, C c Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: J j, K k Write words and sentences with spacing Underline the work	What make me sad? Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: S s, U u Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: Z z, X x Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: A a, E e Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: F f, Kk Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: H h, I i Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: M m, L I Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: T t, Y y Write words and sentences with spacing Underline the work
Requisite pre-knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation		I st be observed and assessed on the informally and ongoing.	L during daily lesson activities in	I Languages. Each skill is not m	Leant to be an assessment acti	L vity but rather should ensure the	I nat leaners are afforded opport	Lunities to demonstrate these sl	I kills orally and practically.	
SBA (Formal Assessment)	and practically.By week 9 teacherTeachers could coul	ers should be able to complete hoose from SBA guidelines on com/file/d/15d3X0iml	the checklist and score each le formal assessment model.	earmer according to SBA rubric	SS.	vity but rather should ensure th	nat leaners are afforded opport	runities to demonstrate these si	kills orally	
	nttps://drive.google.	com/file/d/15d3X0iml	-AL3KXVHM9R8n8vIDF	ıznıvırn- _I /view?usp=sł	naring					

TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Revision		Seasons		Anin	nals	Animals and creatur	es that live in water	Anima	shelters
Listening & Speaking W: 20% Listening Skills Exercise - YouTube https://www.youtube.com/watch?v= B0a YSgo9jc	• Revision	Listen with respect without interrupting Take turns to speak and show sensitivity to others. Give positive feedback. Talk about personal experiences • Which season do you like most? Give reasons for your answer. Understand and use suitable vocabulary in the different subjects • Vocabulary on seasons Identify similarities and differences • Look at pictures of the four seasons. Tell a friend what you do not see in the picture. • Talks about the four seasons and how they differ from each other.	Listen with respect without interrupting Take turns to speak and show sensitivity to others. Give positive feedback. Talk about personal experiences • Which season do you like most? Give reasons for your answers. Understand and use suitable vocabulary in the different subjects • Vocabulary on seasons Listen with enjoyment for a longer period to a story • We dress up for the weather. Compare and classify things and explain the classification • What kind of clothes do you wear in every season? • How does the clothes differ from each other? • Which kind of clothes do you like most?	Listen with respect without interrupting Take turns to speak and show sensitivity to others. Give positive feedback. Understand and use suitable vocabulary in the different subjects Influence of seasons Listen with enjoyment for a longer period to a story Factual informa-tion on seasons Express feeling on a story Explain the story in your own words.	Listen with respect without interrupting Take turns to speak and show sensitivity to others. Give positive feedback. Talk about personal experiences Talks about own experience of animals on a farm. Understand and use suitable vocabulary in the different subjects Vocabulary on farm animals Male/ Female/ Noises/ Shelters/ baby animals Express feeling on a story of a poem Listen to a song on farm animals Identify similarities and differences Look at pictures of different farm animals. Learners choose their favourite animal How does animals differ from each other? What do we get from each other? What do we get from each other? What do we get from each of these animals? Use words in context, e.g. emotion words "happy words" Suggest solutions for problems How must I act when I am sad? How must I act when I am sad?	Takes turns to speak Take part in discussions, answers questions and suggest ideas. Talk about personal experiences Who of you have seen a wild animal? Understand and use suitable vocabulary in the different subjects Vocabulary on wild animals. Listen to stories and poems and identify the main idea and logical sequence of happenings	Listen with respect Take turns to speak Talk about personal experiences • Who has seen sea animals in real life? Understand and use suitable vocabulary in the different subjects • Vocabulary of sea animals Listen to stories and identify the main idea and logical sequence of happenings • Teacher to choose a suitable story Answers open and closed questions and give reasons for your answer • Answers questions on the story read.	Listen with respect Take turns to speak Listen to a series of more complicated instructions and react Use pictures of sea animals Which sea animals can be eaten by people? Which sea animals are dangerous? How does a sea animal protect and cover his body? Answers open and closed questions and give reasons for your answer Take part in discussions, ask and answers questions. Give reasons for your answer.	Listen with respect Take turns to speak Talk about personal experiences • Who have seen animals carrying their homes on their back? • Give examples. Understand and use suitable vocabulary in the different subjects • Vocabulary on body parts of a snail Listen to stories and poems and identify the main idea and logical sequence of happenings • Story about a snail Answers open and closed questions and give reasons for your answer	React suitably on riddles and jokes
Phonics W:20% Phonics Learn Long Vowels with Silent e Phonics for Kids - YouTube https://www.youtube.com/watch?v= 6j5dVs4QLpw Homophones for Kids Special Words that Sound the Same - YouTube https://www.youtube.com/watch?v= rQuWqcVzqUU	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/dl/ no-/ny/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ukudlala/unyawo Abafundi mabanike izivakalisi besebenzisa la magama bebonakalisa ukugonda	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/lw/ no-/dw/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ulwandle/ ukudwadwazela Abafundi mabanike izivakalisi besebenzisa la magama	 Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/kw/ no-/tw/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ukwamkela/ itwezekile Abafundi mabanike izivakalisi besebenzisa la magama 	Fundisa izandi nononbumba- u-/gw/ no-/jw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi:igwala/uyajweda Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la magama	am happy? • Fundisa izandi nononbumba- u-/qw/ no- /zw/ • Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: iqwarhashe/ ilizwe • Sika oonotsheluza kuluhlu lwamagama. • Abafundi mabanike izivakalisi besebenzisa la magama	Tundisa izandi nononbumba- u- /nz/ no nq/ Tundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: inzipho/ uyonqena Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la	Fundisa izandi nononbumba- u-/gc/ no-/gq Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi: umgca/ isigqibo Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la magama bebonakalisa ukuqonda	Tundisa isandi nononbumba-u-ty/ Tundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ityala/ ukutya Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la magama	Fundisa izandi nononbumba- u-lool no-lii Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: oonopopi/linkomo Sika oonotsheluza kuluhlu lwamagama. Abafundi mabanike izivakalisi besebenzisa la magama	Uhlolo Funda imiyalelo yemisebenzi, uqinisekisa ukuba umfundi ngamnye uyakuqonda amakakwenze. Chazela abafundi ixesha abanalo ukwenza umsebenzi. Hamba-hamba phakathi kwabo uqinisekisa ukuba babhala umsebenzi wabo

	intsingiselo.	bebonakalisa ukuqonda intsingiselo.	bebonakalisa ukuqonda intsingiselo.	bebonakalisa ukuqonda intsingiselo.	bebonakalisa ukuqonda intsingiselo.	magama bebonakalisa ukuqonda intsingiselo	intsingiselo	bebonakalisa ukuqonda intsingiselo	bebonakalisa ukuqonda intsingiselo	ngokucacileyo nangokuzola
Reading W:25% Shared Reading Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch?v= Lu3QH9AJn0s	Read books in whole class context with teacher and discuss the relation between cause and effect. • The little red hen Identify detail of main characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read.	Read books in whole class context with teacher and discuss the relation between cause and effect. • Facts of the four seasons and how they differ from each other. Make use of visual cues to predict the story • Pictures of seasons Read known songs as a whole class with the teacher • Song on seasons Answers higher-order thinking questions based on the text. Give own opinion on text read.	Make use of visual cues to understand the story Pictures of summer food and winter food. Sort the food. Which food do you like in summer and which food do you like in winter? Identify detail of main characters in a text and in the background. Read books in whole class context with teacher and discuss the relation between cause and effect. Read any story based on the theme Answers higher-order thinking questions based on the text. Give own opinion on text read.	Read books in whole class context with teacher and discuss the relation between cause and effect. The influence of seasons Identify detail of the text. Answers higher-order thinking questions based on the text. What does some animals do during the duration of winter? How does animals protect themselves against the cold? When does birds return to warmer countries to make a nest?	Reads books in whole class context with teacher and describe the main idea of the story Read a story on any animal and their homes Make use of visual cues for understanding Read a story on any animal and their homes Identify detail of main characters in a text and in the background. Answers higher-order thinking questions based on the text.	Identify detail of main characters in a text and in the background. Read a factual text on the "Big five" in SA. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read	Reads books in whole class context with teacher and describe the main idea of the story Read a story about a sea animal. Identify detail of main characters in a text and in the background. Answers higher-order thinking questions based on the text. Give a personal opinion on a story read	Make use of visual cues to understand advertisements and to determine the target group Pictures of sea animals Identify detail of main characters in a text and in the background. Factual text on sea animals Answers higher-order thinking questions based on the text. Use pictures of sea animals Which sea animals can be eaten by man? Which sea animals are dangerous? What covers and protects the body of a sea animal?	Make use of visual cues for understanding Read a story of a snail Make use of visual cues for understanding Read a story of a snail. Give a personal opinion on a story read.	Read known rhymes, poems and songs in whole class context with the teacher (Shared reading) and discuss the different formats Riddles and rhymes of animals Give a personal opinion on a story read
Group Guided Reading What Is Guided Reading?	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher
Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v= yw6CyBjkPqw	Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word	Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word	Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word	Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word	Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word	Use structural- analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word	Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word	Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word	Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word	Use structural-analytical decoding skills Break up words in word parts Add word parts together Recognise smaller words within a word Make use of contextual cues: Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word

	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use word recognition and comprehension skills during the reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading
	Use word recognition and comprehension skills during the reading lesson: • Sound words to	Use word recognition and comprehension skills during the reading lesson: • Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson:	lesson: • Sound words to understand	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to
	understand	understand	understand • Use beginning sounds as	understand	understand	Sound words to understand	Use general letter patterns	understand	understand	understand
	 Use beginning sounds as a cue 	 Use beginning sounds as a cue 	a cue	Use beginning sounds as a cue	Use beginning sounds as a cue	Use beginning sounds as a cue	e.gow, -ew • Use know parts of the	Use beginning sounds as a cue	Use beginning sounds as a cue	Use beginning sounds as a cue
	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	words to read the whole word	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew
	Use know parts of the words to read the whole	Use know parts of the words to read the whole	Use know parts of the words to read the whole	Use know parts of the words to read the whole	Use know parts of the words to read the whole	Use know parts of the	Make use of combining sounds to understand words		Use know parts of the words to read the whole	Use know parts of the words to read the whole
	word • Make use of combining	word • Make use of combining	word Make use of combining	word Make use of combining	word Make use of combining	words to read the whole word	e.g. bl-ock • Break word up in syllables	word Make use of combining	word Make use of combining	wordMake use of combining
	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	Make use of combining sounds to understand words e.g. bl-ock	to be able to read and understand the word.	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock	sounds to understand words e.g. bl-ock
	Break word up in syllables to be able to read and understand the	Break word up in syllables to be able to read and understand the	Break word up in syllables to be able to read and understand the	Break word up in syllables to be able to read and understand the	Break word up in syllables to be able to read and understand the	Break word up in syllables to be able to read and understand	Read with fluency and intonation	Break word up in syllables to be able to read and understand the	Break word up in syllables to be able to read and understand the	Break word up in syllables to be able to read and understand the word.
	word.	word.	word.	word.	word.	the word.	Build sight vocabulary during all reading	word.	word.	Read with fluency and
	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation	Read with fluency and intonation		Read with fluency and intonation	Read with fluency and intonation	intonation Build sight vocabulary
	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading	Build sight vocabulary during all reading		Build sight vocabulary during all reading	Build sight vocabulary during all reading	during all reading
Writing: W:25% Writing	 Do phonic tasks 	 Do phonic tasks 	 Do phonic tasks 	Do phonic tasks	 Do phonic tasks 	Do phonic tasks	Do phonic tasks Take part in discussions to	 Do phonic tasks 	 Do phonic tasks 	Do phonic tasks
Leam English Punctuation for Kids: Period, Exclamation Mark, Question Mark	Take part in discussions to decide on a	Take part in discussions to decide on a topic to write on.	Write and illustrate on paragraph (at least 5 sentences) to contribute	Take part in discussions to decide on a topic to write on.	Take part in discussions to decide on a topic to write on. My favourite	Take part in discussions to decide on a topic to write on.	decide on a topic to write on. • Any Sea Animal	Take part in discussions to decide on a topic to write on. Steps to take to	Write and illustrate on paragraph (at least 5 sentences) with the help	Make use of capital letters (at the beginning of sentences and names) and correct punctuation
Free By Kids Academy Resource URL https://www.youtube.com/watch?v=	topic to write on.	My favourite season	My favourite recipe for winter/summer	Write and illustrate on paragraph (at least 5 sentences) with the help	farm animal Write and illustrate on	• The "Big Five"	Write and illustrate on paragraph (at least 5 sentences) with the	clean a fish tank	of a writing frame. Choose a writing frame for either a	such as full stops, commas, question marks and exclamation marks
mPnSYcxkiKU	Write and illustrate on paragraph (at least 5 sentences) on personal experiences or	Write and illustrate on paragraph (at least 5 sentences) with the use of a writing frame	food • Illustrate the recipe	of a writing frame. Write simple expressive texts e.g. Thank you	paragraph (4-6 sentences) to contribute to the reading corner • My favourite farm	Write and illustrate on paragraph (at least 5 sentences) with the help of a writing frame.	help of a writing frame. • Write the story the	Write and illustrate on paragraph (4 – 6 sentences) to contribute to the reading corner	 snail or a tortoise Use the rhyming words the teacher 	Do a reading comprehension task and answers in full sentences
English Lesson 01 (ESL Verbs in Present Tense) by Uceda School	happenings in daily news. Holiday news	My favourite season Use the writing process	Use the writing process (Planning, writing and editing)	card, letter in the correct format. • Write a thank	animal Use the writing process	Choose any one of the "Big Five" and write a paragraph	teacher read on a sea animal in your own words.	Write with a friend the steps to clean a fish tank.	gives and write your own poem on the writing frame.	Spell known words correctly
https://www.youtube.com/watch?v= BVIU_U2hjN0	Use the writing process (Planning,	(Planning, writing and editing) My favourite season	Make use of capital letters (at the beginning of	you letter to grandmo-ther to thank her for	(Planning, writing and editing)	on the animal. Use the writing	Use the writing process (Planning, writing and editing)	Draw a picture of the fish tank	Make use of capital letters (at the beginning of	Make use of present and past tense
	writing and editing) Make use of capital	Make use of capital letters (at the	sentences and names) and correct punctuation such as	the nice visit. Use the writing process (Planning, writing and	Make use of capital letters (at the beginning of	process (Planning, writing and editing)	Write your own story on a sea animal	Use the writing process (Planning, writing and editing)	sentences and names) and correct punctuation such as	Use prepositions correctly
	letters (at the beginning of sentences and	beginning of sentences and names) and correct	full stops, commas, question marks and exclamation marks	editing) • Make use of capital	sentences and names) and correct punctuation such as	Make use of capital letters (at the beginning of	Make use of capital letters (at the beginning)	Make use of capital letters (at the	full stops, commas, question marks and exclamation marks	Read own writing out loud to a friend.
	names) and correct punctuation such as full stops, commas,	punctuation such as full stops, commas, question marks and	Spell known words correctly	letters (at the beginning of sentences and names) and correct	full stops, commas, question marks and exclamation marks	senteces and names) and correct punctuation	of sentences and names) and correct punctuation such as full	beginning of sentences and names) and correct	Spell known words correctly	Create own dictionary to develop dictionary skills
	question marks and exclamation marks	Spell known words	Make use of present and past tense	punctuation such as full stops, commas, question marks and	Spell known words correctly	such as full stops, commas, question marks and exclamation marks	stops, commas, question marks and exclamation marks	punctuation such as full stops, commas, question marks and exclamation marks	Make use of present and past tense	
	Spell known words correctly	Make use of present	Use prepositions correctly	exclamation marks	Make use of present and past tense	Spell known words	Spell known words correctly	Spell known words	Use prepositions correctly	
	Make use of present and past tense	and past tense	Read own writing out loud to a friend.	Spell known words correctly	Use prepositions correctly	correctly Make use of	Make use of present and past tense	correctlyMake use of present	Read own writing out loud to a friend.	
	Use prepositions correctly	Use prepositions correctly	Create own dictionary to	Make use of present and past tense	Read own writing out	present and past tense	and past tenseUse prepositions	and past tense	Create own dictionary to	
		Read own writing out loud to a friend.	develop dictionary skills		loud to a friend.		correctly	Use prepositions correctly	develop dictionary skills	

	 Read own writing out loud to a friend. Create own dictionary to develop dictionary skills 	Create own dictionary to develop dictionary skills		Use prepositions correctly Read own writing out loud to a friend. Create own dictionary to develop dictionary skills	Create own dictionary to develop dictionary skills	Use prepositions correctly Read own writing out loud to a friend. Create own dictionary to develop dictionary skills	Read own writing out loud to a friend. Create own dictionary to develop dictionary skills	 Read own writing out loud to a friend. Create own dictionary to develop dictionary skills 		
Handwriting W:10% Handwriting	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: Vv , Ww Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: T t, J j Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: M m, N n Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: U u , X x Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: C c, K k Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: C c, E e Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: O o, Q q Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: P p, D d Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write the Pattern: Write capital and lower case letters: A a, C c Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: Z z, Y y Write words and sentences with spacing Underline the work
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation		t be observed and assessed of a informally and ongoing.	luring daily lesson activities in	Languages. Each skill is not m	eant to be an assessment acti	ity but rather should ensure	that leaners are afforded opport	unities to demonstrate these s	kills orally and practically.	
SBA (Formal Assessment)	 and practically. By week 9 teache Teachers could cl 	rs should be able to complete noose from SBA guidelines on	the checklist and score each le	earmer according to SBA rubric	S.	vity but rather should ensure	that leaners are afforded opport	tunities to demonstrate these s	kills orally	

TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Revision	Sc	oil		Transport		Road	Safety	People wi	ho help us

Listening & Speaking W: 20% How to practice English listening skills (without spending extra time https://www.youtube.com/watch?v=u DVoZ39mONk	experiences Holiday news	Listens without interrupting, shows respek and ask questions to get clarity Talk about personal experiences Why is soil important? How does soil look like? (Have a bowl with soil) How does soil feel? Are there plants growing in the soil? Use interesting words and descriptions when talking Soil Listen to stories and predict the end/give the end of the story.	Listens without interrupting, shows respek and ask questions to get clarity Use interesting words and descriptions when talking Takes part in discussions, ask questions and answers them • Discuss pictures on animals living under the soil Suggest solutions for problems • John wants to start a vegetable garden. How can we help him? Tell simple stories by changing voice and volume • You are a rabbit/mole/ant living under the ground. Tell us about your home.	Talk about personal experiences How do you get to school every morning? Takes part in discussions, ask questions and answers them. Discuss different types of transport with which learners comes to school. With what kind of transport does the least/most learners make use of. Suggest solutions for problems Bertu stays far from school How can we help him to get to school every morning? Discuss different kinds of transport that can be used. E.g. bus, bicycle, car.	Listens without interrupting, shows respek and ask questions to get clarity Discuss the difference between transport by rail, airtransport and transport on water. Picture discussion on different kinds of transport. Talk about personal experiences Learners shares experience on what kinds of transport they have used before. Use interesting words and descriptions when talking Use vocabulary on transport by using words in the correct context. Takes part in discussions and answers questions.	Listens without interrupting, shows respek and ask questions to get clarity Peter is living in Cape Town and wants to go to Johannesburg. How can he get there? Use interesting words and descriptions when talking Takes part in discussions, ask questions and answers them. Suggest solutions for problems especially during Mathematics. Listen to a sequence of instructions and react suitably Listen to stories and predict the end or give own end for story. Tell simple stories by changing voice and volume. Tell learners how you made a sailboat or a little airoplane.	a traffic light. Discuss the meaning of each of the colours in the traffic light. Talk about personal experiences Use interesting words and descriptions when talking Takes part in discussions, ask questions and answers them Look at pictures of different road signs. Discuss the meaning of each of them. Suggest solutions for problems How can we sensitize people on the importance of road safety? Listen to stories and predict the end or give own end for story. E.g Teacher read a story of children not wanting to keep to	Listens without interrupting, shows respek and ask questions to get clarity Invites a traffic officer to come and address learners on safety on the road. Takes part in discussions, ask questions and answers them. Road safety Suggest solutions for problems Road safety in town	Takes part in discussions, ask questions and answers them. Talks to a friend about all the people in the community that we can help. Suggest solutions for problems What will happen if there is not people in our communities who we can help? Listen to a sequence of instructions and react suitably Tell simple stories by changing voice and volume	Takes part in discussions, ask questions and answers them. People that helps us in school. Discuss the roles of different people at school. Listen to stories and predict the end or give own end for story. Read a story to learners on somebody's career. Leamers then predicts the end of the story. Tell simple stories by changing voice and volume
Phonics W:20% Phonics: The 'a-e' spelling [FREE RESOURCE] - YouTube https://www.youtube.com/watch?v=f OaCGmNNI- Let's Learn Singular and Plural Nouns - Grammar for kids - English https://www.youtube.com/watch?v=t RT_FXDeQWM	nononbumba- u-/qh/ no-/tsh/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: iziqhamo/ iqhuma/ umtshayelo/ itshefu Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/th/ no-/sh/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: Isithuthuthu/ ihashe Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	Fundisa izandi nononbumba- u-/nw/ no-/kr/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: unwabu/ ukrebe Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	Fundisa izandi nononbumba- u-/mf/ no-/hl/ Fundisa amagama asuka kuluhlu lwamagama lwezandimazwi:imfene/ ihlosi Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	Fundisa isandi nononbumba- u-/nkq/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: inkqayi Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo	Fundisa izandi nononbumba- u-/ndl/ no-/ngc/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: indlu/ ingca Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo	the road safety rules. Fundisa izandi nononbumba- u- Ingql no-Intsll Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ingqolowa/ iintsibal Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	Fundisa izandi nononbumba- u-ngx/ no-/ krw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ingxowa/ kwela Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	Fundisa izandi nononbumba- u- /tsw/ no-/ncw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: itswele/ incwadi Sika oonotsheluza kuluhlu lwamagama. Lungisa izivakalisi esinamagama anezandi ezifundisiweyo.	Uhlolo Funda imiyalelo yemisebenzi, uqinisekisa ukuba umfundi ngamnye uyakuqonda amakakwenze. Chazela abafundi ixesha abanalo ukwenza umsebenzi. Hamba-hamba phakathi kwabo uqinisekisa ukuba babhala umsebenzi wabo ngokucacileyo nangokuzola
Reading W:25% Shared Reading Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch?v= Lu3QH9AJn0s	The whole group reads the same story and identify the sequence of events and the background. Use the cover of the book to predict the story. Answer higher-order thinking questions e.g.	The whole group reads the same story and identify the sequence of events and the background. Why is soil important? Three types of soil Use the cover of the book to predict the story.	The whole group reads the same story and identify the sequence of events and the background. Read a story of an animal living under the ground. Use the cover of the book to predict the story.	The whole group reads the same story and identify the sequence of events and the background. Read the under scripts of a video on dfferent types of road transport and for what each can be used.	The whole group reads the same story and identify the sequence of events and the background. Read factual information on different kinds of transport. Answer higher-order thinking questions e.g.	Use the pictures to predict the sequence of the story. Look at the pictures. Place the pictures in the correct sequence. Fit the sentence strips to the pictures Give an opinion on passage read.	The whole group reads the same story and identify the sequence of events and the background. Read the under scripts of a video on the meaning of the traffic light. Read the under scripts of a story on many road signs.	The whole group reads the same story and identify the sequence of events and the background. Read a story on road safety. Use the cover of the book to predict the story.	The whole group reads the same story and identify the sequence of events and the background. Read the description of a person's work and fit it to a picture. Make use of pictures to describe a person's work.	The whole group reads the same story and identify the sequence of events and the background. Read with the teacher the under scrips of different careers of different people. Give an opinion on passage read.

	"What would happen if?" Give an opinion on passage read. Identify some synonyms and antonyms. Interpret information from simple tables e.g. calender.	Why is soil important? Answer higher-order thinking questions e.g. "What would happen if?" Identify some synonyms and antonyms. Interpret information from simple tables e.g. calender. Discuss the completed table of three types of soil.	Discuss the cover of the book. Answer higher-order thinking questions e.g. "What would happen if?" Identify some synonyms and antonyms.	Answer higher-order thinking questions e.g. "What would happen if?" There are many learners in the school that have no transport to come to school. What type of transport will be the best to come to school? Interpret information from simple tables e.g. calender. Look at the graph and answers the questions. How does most learners come to school? How many children comes to school by car?	"What would happen if?" Use fact on transport to pose questions. Learners to answer these questions by using their background knowledge. Give an opinion on passage read. Identify some synonyms and antonyms. Interpret information from simple tables e.g. calender. Sort the different types of transport. Answers questions by using graphs.	Identify some synonyms and antonyms.	Answer higher-order thinking questions e.g. "What would happen if?" Wat sal gebeur as mense weier om die padverkeers-reëls na te kom? Give an opinion on passage read. Identify some synonyms and antonyms.	Answer higher-order thinking questions e.g. "What would happen if?" Give an opinion on passage read. Identify some synonyms and antonyms.	Give an opinion on passage read. Interpret information from simple tables e.g. calender. • What career like learners most? • Of what career does learners like the least? • Which career does learners like equally?	Identify some synonyms and antonyms.
Group Guided Reading	Read aloud from own book or reading chart with	Read aloud from own book or reading chart with	Read aloud from own book or reading chart with	Read aloud from own book or reading chart with	Read aloud from own book or reading chart with	Read aloud from own book or reading chart with		Read aloud from own book or reading chart with	Read aloud from own book or reading chart with	Read aloud from own book or reading chart with
What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v=	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts
yw6CyBjkPqw	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together
	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word
	Make use of contextual cues: • Make use of pictures to make sense of a story	Make use of contextual cues: • Make use of pictures to make sense of a story	Make use of contextual cues: • Make use of pictures to make sense of a story	Make use of contextual cues: • Make use of pictures to make sense of a story	Make use of contextual cues: • Make use of pictures to make sense of a story	Make use of contextual cues: • Make use of pictures to make sense of a story	Make use of contextual cues: • Make use of pictures to make sense of a story	Make use of contextual cues: • Make use of pictures to make sense of a story	Make use of contextual cues: • Make use of pictures to make sense of a story	Make use of contextual cues: • Make use of pictures to make sense of a story
	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues
	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words	Make use of the storyline to predict words
	Look at words around a specific word, to enable you to read an unknown word	 Look at words around a specific word, to enable you to read an unknown word 	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word	Look at words around a specific word, to enable you to read an unknown word
	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading	Use phonic knowledge, sight words and clues during reading
	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to	Use word recognition and comprehension skills during the reading lesson: Sound words to
	understand Use beginning sounds as	Use beginning sounds as	understand • Use beginning sounds as	understand • Use beginning sounds as	understand • Use beginning sounds as	understand Use beginning sounds as	Use beginning sounds as	understand Use beginning sounds as	understand Use beginning sounds as	understand • Use beginning sounds as
	use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	use general letter patterns e.gow, -ew	Use general letter patterns e.gow, -ew	use general letter patterns e.gow, -ew	use general letter patterns e.gow, -ew

	 Use know parts of the 	Use know parts of the	 Use know parts of the 	 Use know parts of the 	Use know parts of the	Use know parts of the	Use know parts of the	Use know parts of the	 Use know parts of the 	Use know parts of the
	words to read the whole	words to read the whole	words to read the whole	words to read the whole	words to read the whole	words to read the whole	words to read the whole	words to read the whole	words to read the whole	words to read the whole
	word	word	word	word	word	word	word	word	word	word
		110.0			""			110.0	1.0.0	
	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining
	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand
	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock
	Words o.g. brook	Words o.g. brook	Words o.g. brook	Words o.g. brook	Words o.g. br con	Words o.g. brook	Words o.g. brook	Words o.g. brook	Words o.g. brook	Words o.g. brook
	Break word up in	Break word up in	Break word up in	Break word up in	Break word up in	Break word up in	Break word up in	Break word up in	Break word up in	Break word up in syllables
	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	to be able to read and
	read and understand the	read and understand the	read and understand the	read and understand the	read and understand the	read and understand the	read and understand the	read and understand the	read and understand the	understand the word.
					word.				word.	understand the word.
	word.	word.	word.	word.	word.	word.	word.	word.	word.	
										Read with fluency and
	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	intonation
	intonation	intonation	intonation	intonation	intonation	intonation	intonation	intonation	intonation	Intonation
	Intollation	Intollation	Intollation	Intollation	Intonation		Intollation	Intollation		Build sight vocabulary
	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	during all reading
	during all reading	during all reading	during all reading	during all reading	during all reading	during all reading	during all reading	during all reading	during all reading	daming an reading
	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.
Writing: W:25%	Do phonic tasks.	Do prioriic tasks.	Do prioriic tasks.	Do prioriic tasks.	Do prioriic tasks.	Do prioriic tasks.	Do prioriic tasks.	Do phonic tasks.	Do prioriic tasks.	Do phonic tasks.
Writing	Take part in discussions	Take part in discussions	Take part in discussions	Write a simple	Plan, write and present a	Take part in discussions	Plan, write and present a	Plan, write and present a		Write 1 - 2 paragraphs (at
	· •						story of at least six	1 .	Take part in discussions	
How to Teach Synonyms -	to choose a topic to write on.	to choose a topic to write on.	to choose a topic to write on.	meaningful text e.g. a "Thank you" card etc.	story of at least six sentences.	to choose a topic to write on.	story of at least six	story of at least six sentences.	Take part in discussions to choose a topic to	least 8 sentences) on personal experiences.
YouTube	write on.	write on.	write on.	1					· .	
https://www.youtube.com/watch?v=	Write a simple	Write a simple	Write a simple	Write to the driver of	Suzie and her brother Norman lives	Fit the sentences to	Design your own	Road safety	write on.	Choose two people
TZ1P8ZXqtak	meaningful text e.g. a	meaningful text e.g. a	meaningful text e.g. a	the school bus to thank him for		the correct pictures.	traffic light and write	Write 1 - 2 paragraphs	Write a simple	out of the community and write on how they
12 II OZAGILIK	"Get better soon" card	"Get better soon" card	"Get better soon" card	l .	in Cape Town. They	Sequence of	down the meaning of		meaningful text e.g. a	,
Antonyms and Synonyms -	etc.			bringing you safely to	went to stay with	happenings.	each colour.	(at least 8 sentences) on	"Get better soon" card	have helped you.
YouTube	etc.	etc.	etc.	school every	their nephews in	Diam		road safety.		Han an mark more attraction
https://www.youtube.com/watch?v=	Plan, write and present a	Plan, write and present a	Plan, write and present a	morning	Johannesburg. Look	Plan, write and present a	Use correct punctuation	Write the story in	Write a message to a	Use correct punctuation
bBWm3-mxL1U		story of at least six	· ·	Has somest numerication	at the pictures and tell your friend what	story of at least six	(full stop, comma,	your own words.		(full stop, comma,
BBWIIIO IIIXE I O	story of at least six sentences.	sentences.	story of at least six sentences.	Use correct punctuation (full stop, comma,	,	sentences.	question mark and exclamation mark) so		sick friend.	question mark and exclamation mark) so
	Sentences.	Sentences.	I am a rabbit/		they are doing.	Write down the steps	that others can read	Use correct punctuation	Dian write and present a	that others can read what
	Write 1 - 2 paragraphs	Write 1 - 2 paragraphs		question mark and	Muito 4 2 nonembre	on how to fold a		(full stop, comma,	Plan, write and present a	
	(at least 8 sentences) on	(at least 8 sentences) on	mole/ant under the	exclamation mark) so that others can read	Write 1 - 2 paragraphs	sailboat or airoplane	what was written.	question mark and	story of at least six	was written.
	personal experiences.	personal experiences.	ground.		(at least 8 sentences) on	out of paper.		exclamation mark) so	sentences.	
	Holiday news.		Write 1 - 2 paragraphs	what was written.	personal experiences.	 Draw the steps. 	Small known wards	that others can read	My career when I am	Spell known words
	• Holiday flews.	Why is soil important to up?		Small known wards	Han anymat mumatustian	l .	Spell known words	what was written.	grown up.	
	Use correct punctuation	to us?	(at least 8 sentences) on personal experiences.	Spell known words	Use correct punctuation (full stop, comma,	Spell known words	correct and use phonic	Constitution accommendation	Han any at more at any	correct and use phonic knowledge to spel
		Has correct numetuation	personal experiences.	correct and use phonic	question mark and	correct and use phonic	knowledge to spel unknown words.	Spell known words correct and use phonic	Use correct punctuation	unknown words.
	(full stop, comma, question mark and	Use correct punctuation	Use correct punctuation	knowledge to spel	exclamation mark) so	knowledge to spel	unknown words.		(full stop, comma,	unknown words.
	exclamation mark) so	(full stop, comma, question mark and		unknown words.	that others can read	unknown words.	Use present, past and	knowledge to spel	question mark and	Use present, past and
	that others can read	exclamation mark) so	(full stop, comma,	Has present past and				unknown words.	exclamation mark) so	
	what was written.	that others can read	question mark and exclamation mark) so	Use present, past and	what was written.	Identify and use nouns	future tense correctly.	Hoo procent need and	that others can read	future tense correctly.
	wiiai was Wiillell.	what was written.	that others can read	future tense correctly.	Spell known words	and verbs correctly.	Identify and use nouns	Use present, past and	what was written.	Identify and use nouns
	Spell known words	wiiai was Wiillell.	what was written.	Identify and use nouns	correct and use phonic	1.1	and verbs correctly.	future tense correctly.		and verbs correctly.
	correct and use phonic	Spell known words	milat was Willell.	and verbs correctly.	knowledge to spel	Identify and use	unu versa concelly.	Identify and use nouns	Spoll known words	and verse correctly.
	knowledge to spel	correct and use phonic	Spell known words	and verse correctly.	unknown words.	pronouns correctly.	Identify and use	Identify and use nouns and verbs correctly.	Spell known words correct and use phonic	Identify and use
	unknown words.	knowledge to spel	correct and use phonic	Identify and use	unknown words.		pronouns correctly.	and verbs correctly.	knowledge to spel	pronouns correctly.
	diniowii wolus.	unknown words.	knowledge to spel	pronouns correctly.	Use present, past and		pronouns conecuy.	Identify and use	unknown words.	pronouns concelly.
	Use present, past and	WINDERST WOLGS.	unknown words.	pronouns conecuy.	future tense correctly.		Read and discuss own	pronouns correctly.	diniowii wolus.	Read and discuss own
	future tense correctly.	Use present, past and	William Wolds.	Read and discuss own	iature terior correctly.		writing with friend.	pronouna conecuy.	Use present, past and	writing with friend.
	iature tense confectly.	future tense correctly.	Use present, past and	writing with friend.	Identify and use nouns		mining with intella.		future tense correctly.	mining with ment.
	Identify and use nouns	rature terior correctly.	future tense correctly.	mining with inteller	and verbs correctly.				idiale lense contectly.	
	and verbs correctly.	Identify and use nouns	interest to live to live tig.	Create own word bank	and follows				Identify and use nouns	
	and roise concenty.	and verbs correctly.	Identify and use nouns	and personal dictionary.	Identify and use				and verbs correctly.	
	Identify and use	and roise contently.	and verbs correctly.	and percental dictionally.	pronouns correctly.				and verse contectly.	
	pronouns correctly.	Identify and use	and rond contoonly.		p.oou.ou.ouy.				Identify and use	
	pronound contoony.	pronouns correctly.	Identify and use		Read and discuss own				pronouns correctly.	
	Read and discuss own	p.oou.o oonoouy.	pronouns correctly.		writing with friend.				pronouna concour.	
	writing with friend.	Read and discuss own	pronound contoolly.						Read and discuss own	
		writing with friend.	Read and discuss own						writing with friend.	
	Create own word bank		writing with friend.							
	and personal dictionary.	Create own word bank								
		and personal dictionary.	Create own word bank							
			and personal dictionary.							
	1	I.	aa porcornal alottorial y.	I	L	l .	I	1	L	1

Handwriting W:10% Handwriting	Write the date and heading: Handwriting Write the Pattern: Wyyyyyyyyyyyyyyyyyyyyyyyyyyyyyyyyyyyy	Write the date and heading: Handwriting Write the Pattern: Iililii Write capital and lower case letters: L I, I i Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: R r, N n Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: V v, U u Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: C c, D d Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: C c, E e Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: O o, Q q Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: H h, I i Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: J j, C c Write words and sentences with spacing Underline the work	Write the date and heading: Handwriting Write the Pattern: Write capital and lower case letters: S s, F f Write words and sentences with spacing Underline the work
Requisite pre-knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation		I st be observed and assessed ne informally and ongoing.	during daily lesson activities in	Languages. Each skill is not n	neant to be an assessment act	ivity but rather should ensure t	hat leaners are afforded oppor	I tunities to demonstrate these s	kills orally and practically.	1
SBA (Formal Assessment)	 and practically. By week 9 teachers Teachers could of 	ers should be able to complete choose from SBA guidelines o	during daily lesson activities in the checklist and score each long formal assessment model. FAL3RxvHM9R8n8vIDH	earner according to SBA rubri	CS.	ivity but rather should ensure t	hat leaners are afforded oppor	tunities to demonstrate these s	skills orally	

TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Revision	Our c	ountry		Ways to communicate			Life at night		
Listening & Speaking W: 20% Teaching Listening Actively - YouTube https://www.youtube.com/watch?v=e16mymdji68 Teaching Listening - YouTube https://www.youtube.com/watch?v=3h34IPHZ2n8 Listening practice activity for elementary students - YouTube https://www.youtube.com/watch?v=4s5o0iUqrOs	Listen to a complicated sequence of instructions and react appropriately. Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done. Take part in word games e.g. "I spy with my little eye" Tell jokes and riddles with the appropriate tone of voice and volume.	Listen to a complicated sequence of instructions and react appropriately. Listens to the history of the SA flag and the symbolic meaning of each colour. Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done. Our country's flag. Are there a SA flag at your school? Does the police station or other places in the community have a SA flag? At which events do we use the SA flag?	Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done. Our national symbols. Look at the pictures and discuss in small groups. Groups give feedback. Tell jokes and riddles with the appropriate tone of voice and volume. Ask riddles to explain the national symbols and to get to know them.	Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done. Learners uses pictures and discuss the different ways on which people can communicate. Take part in word games e.g. "I spy with my little eye" Learners make use of hand signs to explain and their class mates must guess what they are explaining.	Listen to a complicated sequence of instructions and react appropriately. We use writing and our voices to communicate. Take part in discussions, propose topics for discussion and ask questions to get information. Report on the groupwork done. How does people that is deaf and blind communicate? Use pictures and discuss. Take part in word games e.g. "I spy with my little eye"	Listen and react to a speaker which the learner cannot see. Sit with you back against a friend's back and act as if you are talking on the telephone Take turns to talk about the holiday Use voices to talk about feelings. Listen to detail in stories and answers higherorder questions. E.g. "Do you think her was right to" Read a story e.g. We visit the seaside. Answers open-ended questions and give reasons for your answer. E.g "Why do you say so Answers questions on the story.	Listen and react to a speaker which the learner cannot see. Listens to night sounds that the teacher plays. Listen to detail in stories and answers higherorder questions. E.g. "Do you think her was right to" Listen to the story of a night ape Answers open-ended questions and give reasons for your answer. E.g "Why do you say so Can you identify the sounds? Does the sounds make you feel afraid? Why?	Listen and react to a speaker which the learner cannot see. Listen to facts on different night animals. Answers open-ended questions and give reasons for your answer. E.g "Why do you say so Express feelings on a text and give reasons for your answer. E.g. "It made me angry because"	Listen to a speaker and react appropriately How do you feel when mother puts out the light? Discuss your feelings with a friend. Listen to detail in stories and answers higherorder questions. Listen to a poem expressing a feeling Express feelings on a text and give reasons for your answer. E.g. "It made me afraid because"	Listen to detail in stories and answers higher-order questions. People working day shifts and night shifts. Answers open-ended questions and give reasons for your answer. E.g "Why do you say so Answers questions on the text read

Phonics W:20% Phonics Digraph /ow, ou/ Sound - Phonics by TurtleDiary - YouTube https://www.youtube.com/watch ?v=3Uz9U7YhmCw	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/nyw/ no-/nzw/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: inywebeba/	Lungisa oonotsheluza bezandi namagama Fundisa izandi nononbumba- u-/ndy/ no-/nty/; Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: UNdyebo/	Fundisa isandi nononbumba- u-/qhw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: qhwaba	Fundisa izandi nononbumba-u- /rhw/ no-/shw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: iyarhwashaza/ ilishwa Qaphela uziqhelanise	Fundisa izandi nononbumba-u- /thw/ no-/tsw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: isiThwalandwe/liyat swina Qaphela uziqhelanise	Fundisa izandi nononbumba- u-/tyw/ no- /tsh Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: utywala/ isithetshe Qaphela uziqhelanise nendlela ezibizwa	Fundisa izandi nononbumba- u- /tyh/ no-/xhw/ Fundisa amagama asuka kuluhlu lwamagama lwezandi-mazwi: ityhefu/ ixhwele Qaphela uziqhelanise nendlela ezibizwa	Fundisa isandi nononbumba- u- /ths/ Fundisa amagama asuka kuluhlu lwamagama lwezandi- mazwi: thsu/ Qaphela uziqhelanise nendlela ezibizwa ngazo	Uhlolo Ukugqibezele uhlolo, ukuqinisekisa umntwana ngamnye usebenzile Ukuqokelela amanqaku okuphela konyaka onke. Ukundela abafundi	
https://www.pinterest.com/conni ejmoss/ou-and-ow-sound/	inzwakazi Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama.	intyabontyi Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama.	Qaphela uziqhelanise nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama.	nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama.	nendlela ezibizwa ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama	ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama.	ngazo izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama.	izandi, chonga amagama anezi zandi ze nithethe ngezivakalisi ezinalamagama	amabali Ukukwenza uqoqosho lewe ncwadi zokufunda zeklasi Ukulungiselela unyaka ozayo, ukubeka calanye izixhobo zokufundisa.	
Reading W:25% Shared Reading Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch ?v=Lu3QH9AJn0s	Read fiction and non-fiction as a whole class with teachers. Read a story with the teacher Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read.	Read fiction and non- fiction as a whole class with teachers. Read with the teacher a non-fiction text on the history of the SA flag. Look at a video that explains the meaning of the colours in the SA flag. Answers higher-order questions on text read e.g. What do you think? Why do you think it is important to know the history of the SA flag and the meaning of the colours in the flag?	Read poems and songs with the teacher (Shared reading) as a whole class. Discuss the different formats and the poet's choice of words. Learners read their poems on the flag of SA. Read fiction and nonfiction as a whole class with teachers. Read a newspaper article/story of e.g. I am proud of my country Learner says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because" Gives expression on a personal reaction on printed media like newspapers, magazines, posters and advertisements. E.g. "I like this advertisement most because" Give critical comments on the newspaper article/story that the teacher read.	Read fiction and non- fiction as a whole class with teachers. Read fiction text on different ways of communication. Answers higher-order questions on text read e.g. What do you think? Which senses do we use to communicate? In which ways does people communicate most?	Read fiction and non- fiction as a whole class with teachers. Read with the class a messag in sign language. Read a passage on how we communicate if we cannot see or hear. Answers higher-order questions on text read e.g. What do you think? Do you think it is difficult for children who is blind or deaf to communicate? How can we make it easier for them? Learner says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because"	Read fiction and non- fiction as a whole class with teachers. Read a story to learners e.g. Going to the seaside. Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read. Learner says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because"	Read fiction and non- fiction as a whole class with teachers. Read a story on e.g. a night ape. Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read. Leamer says if he or she likes a story and give a good reason for his/her anwer. E.g. "I did not like the story because"	Read fiction and non- fiction as a whole class with teachers. Read fiction on night animals to the learners. Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read. Give expression on a personal reaction on printed media.	Read poems and songs with the teacher (Shared reading) as a whole class. Discuss the different formats and the poet's choice of words. Read a poem on a emotion with teacher e.g. Afraid Read fiction and nonfiction as a whole class with teachers. Read a story on dreams and wishes Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read.	Read fiction and non- fiction as a whole class with teachers. Read a text on people working day or night shift Answers higher-order questions on text read e.g. What do you think? Answers questions on the story read. Give expression on a personal reaction on printed media e.g. photos in magazines. What would you prefer – to work day or night shifts? Why do you say so?
Group Guided Reading	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher	Read aloud from own book or reading chart with teacher
What Is Guided Reading? Reading Lessons Free By Howcast Resource URL	Use structural-analytical decoding skills Break up words in word parts Add word parts together	Use structural-analytical	Use structural-analytical decoding skills • Break up words in word parts	Use structural-analytical decoding skills • Break up words in word parts	Use structural-analytical decoding skills • Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills Break up words in word parts	Use structural-analytical decoding skills • Break up words in word parts	Use structural-analytical decoding skills • Break up words in word parts	Use structural-analytical decoding skills • Break up words in word parts
https://www.youtube.com/watch ?v=yw6CyBjkPqw	Recognise smaller words within a word	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together	Add word parts together
	Make use of contextual cues: • Make use of pictures to	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word
	make sense of a story	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:	Make use of contextual cues:
	Predicts the story by making use of cues	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story	Make use of pictures to make sense of a story

	Make use of the storyline to	Predicts the story by	Predicts the story by	Predicts the story by	Predicts the story by	Predicts the story by	Predicts the story by	Predicts the story by	Predicts the story by	Predicts the story by
	predict words	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues
	predict words	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues	making use of cues
	Look at words around a	Make use of the storyline	Make use of the storyline	Make use of the storyline	Make use of the storyline	Make use of the storyline	Make use of the storyline	Make use of the storyline to	Make use of the storyline	Make use of the storyline
	specific word, to enable you	to predict words	to predict words	to predict words	to predict words	to predict words	to predict words	predict words	to predict words	to predict words
	to read an unknown word							,		
		Look at words around a	 Look at words around a 	Look at words around a	 Look at words around a 	 Look at words around a 	 Look at words around a 	 Look at words around a 	 Look at words around a 	 Look at words around a
		specific word, to enable	specific word, to enable	specific word, to enable	specific word, to enable	specific word, to enable	specific word, to enable	specific word, to enable you	specific word, to enable	specific word, to enable
	Use phonic knowledge, sight	,	you to read an unknown	you to read an unknown	you to read an unknown	you to read an unknown	you to read an unknown	to read an unknown word	you to read an unknown	you to read an unknown
	words and clues during	word	word	word	word	word	word		word	word
	reading							Use phonic knowledge,		
	Use word recognition and	Use phonic knowledge.	Use phonic knowledge,	Use phonic knowledge,	Use phonic knowledge.	Use phonic knowledge,	Use phonic knowledge,	sight words and clues	Use phonic knowledge.	Use phonic knowledge,
	comprehension skills during	sight words and clues	sight words and clues	sight words and clues	sight words and clues	sight words and clues	sight words and clues	during reading	sight words and clues	sight words and clues
	the reading	during reading	during reading	during reading	during reading	during reading	during reading	3 44 3	during reading	during reading
	lesson:		· · · 3 · · · 3		J 3		· · · 3 · · · 3	Use word recognition and		· · · · · · · · · · · · · · · · · · ·
	 Sound words to understand 	Use word recognition and	Use word recognition and	Use word recognition and	Use word recognition and	Use word recognition and	Use word recognition and	comprehension skills	Use word recognition and	Use word recognition
		comprehension skills	comprehension skills	comprehension skills	comprehension skills	comprehension skills	comprehension skills	during the reading	comprehension skills	and comprehension
	Use beginning sounds as a	during the reading	during the reading	during the reading	during the reading	during the reading	during the reading	lesson:	during the reading	skills during the reading
	cue	lesson:	lesson:	lesson: • Sound words to	lesson:	lesson:	lesson:	Sound words to understand	lesson:	lesson:
	Use general letter patterns	Sound words to	Sound words to		Sound words to	Sound words to	Sound words to	Use beginning sounds as a	Sound words to	Sound words to
	e.gow, -ew	understand	understand	understand	understand	understand	understand	cue	understand	understand
	o.g. o, o	Use beginning sounds as	Use beginning sounds as	Use beginning sounds as	Use beginning sounds as	Use beginning sounds as	Use beginning sounds as		Use beginning sounds as	Use beginning sounds
	Use know parts of the words	a cue	a cue	a cue	a cue	a cue	a cue	Use general letter patterns	a cue	as a cue
	to read the whole word							e.gow, -ew		
		Use general letter	Use general letter	Use general letter	Use general letter	Use general letter	Use general letter		Use general letter	Use general letter
	Make use of combining	patterns e.gow, -ew	patterns e.gow, -ew	patterns e.gow, -ew	patterns e.gow, -ew	patterns e.gow, -ew	patterns e.gow, -ew	Use know parts of the	patterns e.gow, -ew	patterns e.gow, -ew
	sounds to understand words	lles !	lles I to	lles I com	lles I to	lies to the	lles I to	words to read the whole	Hard to the	111
	e.g. bl-ock	Use know parts of the	Use know parts of the	Use know parts of the	Use know parts of the	Use know parts of the	Use know parts of the	word	Use know parts of the	Use know parts of the
	Break word up in syllables to	words to read the whole	words to read the whole	words to read the whole	words to read the whole	words to read the whole	words to read the whole	Make use of combining	words to read the whole	words to read the whole
	be able to read and	word	word	word	word	word	word	sounds to understand	word	word
	understand the word.	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	Make use of combining	words e.g. bl-ock	Make use of combining	Make use of combining
	and ordered the word.	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	sounds to understand	morad olg. Dr ook	sounds to understand	sounds to understand
		words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	words e.g. bl-ock	Break word up in syllables	words e.g. bl-ock	words e.g. bl-ock
	Read with fluency and	l arabang. 2. com				morae org. 27 con		to be able to read and		
	intonation	Break word up in	 Break word up in 	Break word up in	Break word up in	Break word up in	Break word up in	understand the word.	Break word up in	 Break word up in
	Duild sight was holomy	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to	syllables to be able to		syllables to be able to	syllables to be able to
	Build sight vocabulary during all reading	read and understand the	read and understand the	read and understand the	read and understand the	read and understand the	read and understand the	Read with fluency and	read and understand the	read and understand the
	during an reading	word.	word.	word.	word.	word.	word.	intonation	word.	word.
		1						Intonation		
		Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Read with fluency and	Build sight vocabulary	Read with fluency and	Read with fluency and
		intonation	intonation	intonation	intonation	intonation	intonation	during all reading	intonation	intonation
		Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary	Build sight vocabulary		Build sight vocabulary	Build sight vocabulary
		during all reading	during all reading	during all reading	during all reading	during all reading	during all reading		during all reading	during all reading
Writing: W:25%	Da mhania taalea				Da uhaula taalia	Da uhania taalia	Do phonic tasks.			
<u> </u>	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.	Do prioriic tasks.	Do phonic tasks.	Do phonic tasks.	Do phonic tasks.
VVritina	-									
Writing	Take part in discussions	Experiment with words	Write at least two	Take part in discussions	Place happenings in the	Take part in discussions	Take part in discussions	Take part in discussions	Take part in discussions	Plan, write and present
writing	Take part in discussions and contribute ideas for a	Experiment with words to write a simple poem	Write at least two paragraphs (at least 10	Take part in discussions and contribute ideas for	Place happenings in the text in sequence with the	Take part in discussions and contribute ideas for	Take part in discussions and contribute ideas for	Take part in discussions and contribute ideas for a	Take part in discussions and contribute ideas for	Plan, write and present own story of at least
•	Take part in discussions	Experiment with words to write a simple poem or song.	Write at least two paragraphs (at least 10 sentences) on personal	Take part in discussions	Place happenings in the text in sequence with the help of words like <i>Then</i> ,	Take part in discussions	Take part in discussions and contribute ideas for a story.	Take part in discussions	Take part in discussions and contribute ideas for a story.	Plan, write and present own story of at least two paragraphs and use
Exclamation Marks –	Take part in discussions and contribute ideas for a	Experiment with words to write a simple poem or song. • Use rhyming words	Write at least two paragraphs (at least 10 sentences) on personal experiences or	Take part in discussions and contribute ideas for	Place happenings in the text in sequence with the help of words like <i>Then</i> , <i>First</i> , at last.	Take part in discussions and contribute ideas for	Take part in discussions and contribute ideas for a story. How did the night	Take part in discussions and contribute ideas for a	Take part in discussions and contribute ideas for a story. • Emotion words –	Plan, write and present own story of at least
Exclamation Marks – Punctuation for Students -	Take part in discussions and contribute ideas for a story.	Experiment with words to write a simple poem or song.	Write at least two paragraphs (at least 10 sentences) on personal	Take part in discussions and contribute ideas for a story. Plan, write and present own story of at least two	Place happenings in the text in sequence with the help of words like <i>Then</i> ,	Take part in discussions and contribute ideas for a story.	Take part in discussions and contribute ideas for a story.	Take part in discussions and contribute ideas for a story. Experiment with words to	Take part in discussions and contribute ideas for a story.	Plan, write and present own story of at least two paragraphs and use words like "Some day"
Exclamation Marks – Punctuation for Students - YouTube	Take part in discussions and contribute ideas for a story. Experiment with words to	Experiment with words to write a simple poem or song. Use rhyming words to write a poem on the SA flag and to explain the meaning	Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.	Take part in discussions and contribute ideas for a story. Plan, write and present own story of at least two paragraphs and use	Place happenings in the text in sequence with the help of words like Then, First, at last. Use the pictures to explain how people have communicated	Take part in discussions and contribute ideas for a story. Experiment with words to write a simple poem or song.	Take part in discussions and contribute ideas for a story. How did the night	Take part in discussions and contribute ideas for a story.	Take part in discussions and contribute ideas for a story. • Emotion words – happy word and	Plan, write and present own story of at least two paragraphs and use words like "Some day" and "At last" Look at pictures and write on what kind of
Exclamation Marks – Punctuation for Students - YouTube https://www.youtube.com/watch	Take part in discussions and contribute ideas for a story. Experiment with words to write a simple poem or song.	Experiment with words to write a simple poem or song. Use rhyming words to write a poem on the SA flag and to	Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings. I am proud of my country	Take part in discussions and contribute ideas for a story. Plan, write and present own story of at least two paragraphs and use words like "Some day"	Place happenings in the text in sequence with the help of words like Then, First, at last. Use the pictures to explain how people have communicated in the old day and	Take part in discussions and contribute ideas for a story. Experiment with words to write a simple poem	Take part in discussions and contribute ideas for a story. How did the night ape feel? Write at least two paragraphs (at least 10	Take part in discussions and contribute ideas for a story. Experiment with words to write a simple poem or song.	Take part in discussions and contribute ideas for a story. • Emotion words – happy word and words when you are afraid.	Plan, write and present own story of at least two paragraphs and use words like "Some day" and "At last" Look at pictures and write on what kind of work the people are
Exclamation Marks – Punctuation for Students - YouTube	Take part in discussions and contribute ideas for a story. Experiment with words to write a simple poem or song. Write at least two	Experiment with words to write a simple poem or song. Use rhyming words to write a poem on the SA flag and to explain the meaning of the colours	Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings. I am proud of my country Plan, write and present	Take part in discussions and contribute ideas for a story. Plan, write and present own story of at least two paragraphs and use words like "Some day" and "At last"	Place happenings in the text in sequence with the help of words like Then, First, at last. Use the pictures to explain how people have communicated in the old day and how they are	Take part in discussions and contribute ideas for a story. Experiment with words to write a simple poem or song.	Take part in discussions and contribute ideas for a story. How did the night ape feel? Write at least two paragraphs (at least 10 sentences) on personal	Take part in discussions and contribute ideas for a story. Experiment with words to write a simple poem or song. Use rhyming words to	Take part in discussions and contribute ideas for a story. • Emotion words – happy word and words when you are afraid. Write at least two	Plan, write and present own story of at least two paragraphs and use words like "Some day" and "At last" Look at pictures and write on what kind of
Exclamation Marks – Punctuation for Students - YouTube https://www.youtube.com/watch	Take part in discussions and contribute ideas for a story. Experiment with words to write a simple poem or song. Write at least two paragraphs (at least 10	Experiment with words to write a simple poem or song. Use rhyming words to write a poem on the SA flag and to explain the meaning of the colours	Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings. I am proud of my country Plan, write and present own story of at least two	Take part in discussions and contribute ideas for a story. Plan, write and present own story of at least two paragraphs and use words like "Some day" and "At last" Imagine you are in a	Place happenings in the text in sequence with the help of words like Then, First, at last. Use the pictures to explain how people have communicated in the old day and	Take part in discussions and contribute ideas for a story. Experiment with words to write a simple poem or song. • Write a song to convey a message	Take part in discussions and contribute ideas for a story. • How did the night ape feel? Write at least two paragraphs (at least 10 sentences) on personal experiences or	Take part in discussions and contribute ideas for a story. Experiment with words to write a simple poem or song. Use rhyming words to write a poem on a	Take part in discussions and contribute ideas for a story. • Emotion words – happy word and words when you are afraid. Write at least two paragraphs (at least 10	Plan, write and present own story of at least two paragraphs and use words like "Some day" and "At last" Look at pictures and write on what kind of work the people are doing in the night.
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Handwriting W:10%	Write the date and	Write the date and	Write the date and	Write the date and	Write the date and	Write the date and	Write the date and	Write the date and	Write the date and	Write the date and
Handwriting	heading: Handwriting Write the Pattern: Write capital and lower case letters: S s, F f Write words and sentences with spacing Underline the work	heading: Handwriting Write the Pattern: Iiiiiii Write capital and lower case letters: LI, Ii Write words and sentences with spacing Underline the work	heading: Handwriting Write the Pattern: Write capital and lower case letters: R r, M m Write words and sentences with spacing Underline the work	heading: Handwriting Write the Pattern: Write capital and lower case letters: Y y, U u Write words and sentences with spacing Underline the work	heading: Handwriting Write the Pattern: Write capital and lower case letters: A a, X x Write words and sentences with spacing Underline the work	heading: Handwriting Write the Pattern: Write capital and lower case letters: T t, E e Write words and sentences with spacing Underline the work	heading: Handwriting Write the Pattern: Write capital and lower case letters: Pp,Gg Write words and sentences with spacing Underline the work	heading: Handwriting Write the Pattern: Write capital and lower case letters: O o, I i Write words and sentences with spacing Underline the work	heading: Handwriting Write the Pattern: Write capital and lower case letters: B b, D d Write words and sentences with spacing Underline the work	heading: Handwriting Write the Pattern: Write capital and lower case letters: J j, F f Write words and sentences with spacing Underline the work
Requisite pre-knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge	Grade 1 knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation		be observed and assessed duri informally and ongoing.	ng daily lesson activities in Lar	nguages. Each skill is not mear	nt to be an assessment activity	but rather should ensure that	leaners are afforded opportuni	ties to demonstrate these skills o	rally and practically.	
SBA (Formal Assessment)	and practically.By week 9 teachers	should be able to complete the	e checklist and score each learn mal assessment model.	ner according to SBA rubrics.		but rather should ensure that	leaners are afforded opportuni	ties to demonstrate these skills o	rally	