1. English Home Language Grade 1

Revised National Teaching Plan

GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:

Please note the following:

- 1. The CAPS document for terms 1-4 has been combined into one document.
- 2. The curriculum was adjusted to address the core concepts and skills.
- 3. All the skills are spread over the time given.
- 4. Content is scaffolded across weeks
- 5. The first 6 weeks in Grade 1 is dedicated to a readiness programme to ensure that all learners are ready for the formal schooling.
- 6. For Grades 2 & 3 the first six weeks is set aside for catchup and consolidation of previous grade's content. If a school does not find this necessary, they should follow CAPS as from term 1 content.
- 7. Life Skills themes must be integrated with Home Language.
- 8. The topics/themes for HL are only suggestions and not compulsory. Teachers should use topics applicable to the school context.
- 9. Whenever groupwork is done, social distancing is to be adhered to.

Guidelines for assessment: Baseline assessment:

- Should be done during the first 10 days of returning to school.
- Baseline activities should not be a stand-alone but be integrating with the teaching and learning process.
- Should be done informally and mostly through observation.
- The assessment activities will focus on previous grade content.
- . The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.

School Based Assessment:

- Assessment takes place on a continuous basis in the Foundation Phase.
- A bigger focus should be on formative assessment.
- Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)
- Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

These are exceptional times. We would like to thank you for trying your utmost to prepare the learners for the next grade.





2021 Annual Teaching Plan – Term 1: SUBJECT: English HL Grade 1

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Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
45 days	27-29 January (3 days)	1-5 February	8-12 February	15-19 February	22-26 February	1-5 March	8-12 March	15-19 March	23-26 March (4 days)	29-31 March (3 days)
TOPIC/THEME								ME		AT SCHOOL
	MAXIMUM TE			NESS PROGRAM NTO THE TEACH		ING PROCESS		TERM 1 C	ONTENT	
CAPS Topic				(Minimum tir		IING & SPEAKING week; Maximum time	4 x 15 minutes a week)		
Executive function (use songs, rhymes and actions with routines whenever possible)	Teach learners the routines and procedures for: What to do when they arrive at school Going to the toilet and handwashing What to do at mealtime / breaks What to do after school	Teach learners a few simple, universal rules for the classroom (rules that are always true) For example: Listening bodies I will listen and follow instructions Raised hands I will raise my hand to share my ideas Quiet mouths I will use a soft voice Walking feet I will walk in school to stay safe Helping hands I will use my hands for helping not hurting Caring hearts I will use kind	Teach learners a simple attention getter, for example: • Teacher: High 5! (holds her hand up with 5 fingers extended, counts down 5, 4, 3, 2, 1 — when she gets to zero, everyone must be sitting in the place, with their mouths closed and hands in lap) Teach learners the routines and procedures for: • Greetings • Asking and answering questions • Looking after their belongings	Teach learners a simple attention getter, for example: Teacher: 1, 2, 3 eyes on me Learners: 1, 2 eyes on you! (As learners respond they must point at the teacher. They must them put their hands in their laps and sit quietly.) Teach learners the routines and procedures for: • Moving around the classroom (to the carpet and back) • Handing out and collecting books	Teach learners a simple attention getter, for example: Teacher: If you can hear me, clap 3 times Teacher: If you can hear me, clap once (The teacher continues to instruct learners to clap a number of times until all learners have joined in, and she has their attention. Then she can give the next instruction.) Teach learners the routines and procedures for: Group guided reading Any other	Reinforce and clarify: Classroom rules All attention getters All routines and procedures taught Group names and members (for group guided reading and other activities)	Reinforce and clarify: Classroom rules All attention getters All routines and procedures taught Group names and members (for group guided reading and other activities)	Reinforce and clarify: Classroom rules All attention getters All routines and procedures taught Group names and members (for group guided reading and other activities)	Reinforce and clarify: Classroom rules All attention getters All routines and procedures taught Group names and members (for group guided reading and other activities)	Reinforce and clarify: Classroom rules All attention getters All routines and procedures taught Group names and members (for group guided reading and other activities)



		words			group task					
		Reinforce routines and procedures from the previous week.	Reinforce routines and procedures from previous weeks.	Reinforce routines and procedures from previous weeks.	Reinforce routines and procedures from previous weeks.					
Core Concepts, Skills and Values	Song: Sing a well-known song to relax and comfort learners Vocabulary: Teach learners your name, and the names of some of the places in the school, for example: playground, office, entrance. Turn and talk: Tell learners to turn and tell their partners their names, how old they are, and how they feel. Ask a few learners to share their names and how they feel with the class.	Song: Teach learners a song related to animals or a farm Vocabulary: farmer, tractor, horse, goat, sheep, pigs, cows Turn and talk: Tell learners to turn and talk and discuss the question: What would you like to see on a farm?	Song: Teach learners a song related to the classroom. Vocabulary: desk, chairs, carpet, friends, groups, teacher Turn and talk: Tell learners to turn and talk and discuss the questions: What do you like most about your classroom?	Song: Teach learners a song related to things we do in Summer. Vocabulary: swim, outside, braai, plants Turn and talk: Tell learners to turn and talk and discuss the questions: What things do you like to do in Summer?	Song: Teach learners a song related to being neat and tidy. Vocabulary: wash, soap, tidy, fold, hang Turn and talk: Tell learners to turn and talk and discuss the questions: What do you do to stay neat and tidy?	Song: Teach learners a song related to helping. Vocabulary: helpful, kind, cleaning, playing with younger siblings Turn and talk: Tell learners to turn and talk and discuss the questions: How do you help at home?	Appropriate listening behaviour Listen to instructions (classroom routine) and stories, etc. Share personal details	 Appropriate listening behaviour Sing songs with movement Listen for enjoyment Listen to instructions (classroom routine) and stories, etc. Share personal details 	Appropriate listening behaviour Listen for enjoyment Listen with interest to stories, rhymes and songs. Listen to instructions	 Appropriate listening behaviour Share personal experiences at the school Sing songs with movement Listen with interest to stories, rhymes and songs. Listen for enjoyment Listen to instructions and stories, etc.
CAPS Topic				(Minimum time	a 5 v 15 minutas narv	PHONICS	5 v 15 minutes per wee	ı Ŀ \		
Core Concepts, Skills and Values	Teach and play the name game: Teacher: If your name starts with /a/ raise your hand. The teacher points at each child who has	Play the name game covering 4-5 sounds of the alphabet per day, so that everyone gets a chance to play over the course of the week. Play one-minute dance party. (Use this as a	Teach and play sound patterns. Tell learners to listen as you make a sound pattern. Then, they must repeat the exact sound pattern. Make a 'sound pattern' by clapping your hands, stamping	Teach and play word patterns. Tell learners to listen as you say 3-4 different words. Then, they must repeat the words in the same order. For example: red, house, sky	Teach and play clapping out my name. (syllabification) Show learners how to clap out the beat of your name, for example: Miss / Mo / lau / di Go around the	Teach and play I spy. First, play this with the whole class. Teacher: I spy with my little eye, something beginning with /b/. (the teacher must choose an item that is in the classroom)	Auditory perception- Auditory synthesis- Synthesis of word parts Command: Which word do you hear if I say: Book + case = bookcase Hand + bag = handbag	Auditory perception- Auditory synthesis-	time without the "case"	Auditory perception- Auditory analysis of word parts Command: Say "bookcase" Say it again but this time without the "case" Say "handbag". Say it again but this time without the "bag"



	raised their hand. Teacher: /a/ you are? Learner: Andile Teacher: /a/ you are? Learner: Abu Complete 8-9 letters of the alphabet per day, so that everyone gets a chance to play over the course of the week.	transition activity going forward.) Tell learners to stand up and listen carefully. Explain that you are going to play some music on your phone. When they can hear the music, they can dance and move around. When the music stops, they must freeze, like a statue. Play this game for a minute.	your feet, clicking your fingers, etc. For example: clap, clap, click, click, stamp, clap, stamp		class and let each learner clap out his or her name.	Learners raise their hands to share their ideas. Learner: /b/ ball Teacher: it is not a ball Learner: /b/ box Teacher: correct now it is your turn! Once learners understand the game, allow learners to play in groups, so that they all get a chance to play. Walk around and supervise and offer assistance.	Teaching methodology: Pictures Blocks Hand signs Verbal commands Sounds: s	 Pictures Blocks Hand signs Verbal commands Sounds: a 	Teaching methodology: Pictures Blocks Hand signs Verbal commands Sounds: c	Teaching methodology: Pictures Blocks Hand signs Verbal commands Sounds: i
CAPS Topic						READING				
	Orientate learners to part of your shared reading routine using a suitable story. For example: • Call learners to sit on the carpet. • Show learners the pictures and ask them what they see, and what they think will happen. • Read the story aloud, fluently and with	Orientate learners to each week. For example: Monday • Show learners the Tuesday • Read the story all • Ask a few learner Wednesday • Ask learners to the Thursday • Read the story age the story.	a suitable story to read on your shared reading and with the your shared reading on your sh	em what they see, an expression. Explain e story. e story that they liked expression. As you re	enting the routine with d what they think will any points that may be and then to draw a	happen. e unclear. picture of it.	Emergent reading skills: • Recognise own name that those of at least 10 classmates • Hold the book and turn the pages correctly • Predicts the story by making use of the pictures; read picture books	Emergent reading skills: Recognise own name that those of at least 10 classmates Hold the book and turn the pages correctly Discuss how to handle a book and the care of books Predicts the story by making use of the pictures; read picture books	Emergent reading skills: • Recognise own name that those of at least 10 classmates • Hold the book and turn the pages correctly • Discuss how to handle a book and the care of books • Predicts the story by making use of the pictures; read picture books • Interpret pictures	Emergent reading skills: • Recognise own name that those of at least 10 classmates • Hold the book and turn the pages correctly • Discuss how to handle a book and the care of books • Predicts the story by making use of the pictures; read picture books • Interpret pictures
	expression. Explain any points that may	Ask a few learner Friday	s questions about the	·	d. Then, tell learners	to turn and talk and			to create own story; "read" pictures	to create own story; "read"



	be unclear.	recount a part of the story they liked to their partner.				pictures
		Practice the following perceptual skills:				
		Monday				
		Visual figure-ground – the ability to differentiate between objects and forms				
		Auditory figure-ground – to focus on one sound between a background of other sounds Tuesday				
		 Visual closure – the ability to fill in the mission details into an incomplete shape Auditory analysis and auditory synthesis – ability to divide words into syllables and the ability to put sounds or words together to make a new word or sentence. Wednesday 				
		 Visual discrimination – the ability to differentiate between objects and forms. Auditory discrimination – the ability to hear similarities and differences between sounds. Thursday 				
		 Visual memory – the ability to remember a series of forms and find it among other forms. Auditory memory – the ability to memorise the information received from the ears <u>Friday</u> 				
		Visual constancy – the ability to see a form and find it amongs other forms although it is sized differently or rotated.				
		Auditory spacial awareness – to determine the direction from where a sound comes from For example activities go to:				
		 https://www.continued.com/early-childhood-education/ask-the-experts/what-are-visual-perceptual-skills-22984 https://www.childpsych.co.za/auditory-perception-skills-support-child-developing-skills/ 				
	Orientate learners		Develop basic	Develop basic	Develop basic	Develop basic
	to part of your	Call individual learners to your desk.	concepts from	concepts from printed	concepts from	concepts from
Core	group guided	Place learners in levels 1-5, by asking them to do the following:	printed text:	text:	printed text:	printed text:
	reading routine	Point at some pictures or objects and ask learners what sound it starts with.	Concept of books:	Concept of books:	Concept of books:	Concept of books:
Concepts, Skills		2. Show learners flashcards of 6-8 commonly used single sounds and see if they can read them.	cover page, title,	cover page, title, front	cover page, title,	cover page, title,
and Values: Group		3. Show learners the words in the DBE Grade R WB, page 31, and see if they can read them.	front page, back	page, back page	front page, back	front page, back
Guided Reading		Level 1: Learner struggles to identify the beginning sounds of an object and cannot read any sounds or words.	page	Direction: read from	page	page
		Level 2: Learner can identify most beginning sounds and can possibly read 1-2 sounds.	Read aloud from own book in groups	front to back, left to right and from top to	Direction: read from front to back,	Direction: read from front to back.
		Level 3: Learner can identify all beginning sounds and can read 3-4 sounds.	with teacher	bottom	left to right and	left to right and
(2 X 15 Minutes per		Level 4: Learner can identify all beginning sounds, can read more than 4 sounds and a few words.	Make use of	Read aloud from own	from top to bottom	from top to bottom
day)		Level 5: Learner can identify all beginning sounds, can read most sounds and can read most words.	sentence strips and flashcards to	book in groups with teacher	Read aloud from own book in groups	 Read aloud from own book in groups
		Sort learners into same-ability group guided reading groups.	introduce new	Make use of sentence	with teacher	with teacher
*Choose 2 – 3		Name each group and create a 'Group Guided Reading' chart.	sentences to	wake use of sentence strips and flashcards	Make use of	Make use of
strategies per			learners	to introduce new	sentence strips and	sentence strips and
week to focus on.				sentences to learners	flashcards to	flashcards to
				Begins to build sight	introduce new	introduce new
				words	sentences to	sentences to
			I		I	



Core Concepts, Skills and Values: Paired/ Independent Reading	Orientate learners to part of independent/ paired reading routine by letting them read to each other in wordless books.	Teach learners the routine and procedures for independent or paired reading, which will take place as you listen to group guided reading. For example: Teach them how to use soft voices for this activity. Teach them not to bother you when you are busy with a group. Settle learners with a partner. Tell then to take turns to tell each other a story about the picture:	Settle learners with a partner. Tell then to take turns to tell each other a story about the picture: DBE WB 1 pg 20, My Classroom	Settle learners with a partner. Tell then to take turns to tell each other a story about the picture: DBE WB 1 pg 22, Summer	Settle learners with a partner. Tell then to take turns to tell each other a story about the picture: DBE WB 1 pg 34, Neatness	Settle learners with a partner. Tell then to take turns to tell each other a story about the picture: DBE WB 1 pg 38, Helping	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	learners Begins to build sight words Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	learners Begins to build sight vocabulary Make use of sentence strips and flashcards to consolidate words Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner
		DBE WB 1 pg 18, The Farm								
CAPS Topic				(Minimum time:	3 x 15 minutes per w	WRITING veek; Maximum time:	3 x 20 minutes per we	ek)		
Core Concepts, Skills and Values		 Tell learners that they are going to write about visiting a farm. Model this for learners – draw 	Tell learners that they are going to write about what they like best about their classroom.	 Tell learners that they are going to write about what they like to do in Summer. Model this for 	 Tell learners that they are going to write about what they do to stay neat and tidy. Model this for 	 Tell learners that they are going to write about how they help at home. Model this for learners – draw 	 Draw pictures to convey a message e.g. a personal experience Copy captions 	Draw pictures to convey a message e.g. a personal experience Copy captions and sentences	 Draw pictures to convey a message Copy captions and sentences Class 	Draw pictures to convey a message Write a sentences or news correctly



	you a fa exp lear Writ farm Tell thin own visit Tell the	Model this for learners – drag a picture of something you like in the classroom (learners) and explain it to learners. I learners to learners to learners to learners to learners. Write the label learners. Write the label learners. Tell learners think about their own idea of what they like about the classroom. Tell them to drag a picture and to try and copy the label.	a picture of yourself doing something you like to do in Summer and explain it to learners. Write the label: Summer Tell learners to think about their own ideas of what they like to do in Summer. Tell them to draw a picture and to try and copy the	learners – draw a picture of yourself doing something to be neat and tidy and explain it to learners. Write the label: neat Tell learners to think about their own ideas of what to do to stay neat and tidy. Tell them to draw a picture and to try and copy the label.	a picture of yourself doing something helpful and explain it to learners. • Write the label: help • Tell learners to think about their own ideas of what they do to help at home. Tell them to draw a picture and to try and copy the label.	and sentences Class newsletter (teacher writes)	Class newsletter (teacher writes)	newsletter (teacher writes) – contribute ideas to write a class story.	from blackboard. Class newsletter (teacher writes)- contribute ideas to write a class story.
CAPS Topic					ANDWRITING 15min a week)				
Core Concepts, Skills and Values	hand streng activiti For ex Clei ther Play ima Flici like star Give e a card name Makindia star for e Tell trac	strengthening exercises. Inching fists n releasing ying an aginary piano eking fingers shining strengthening exercises. Do the name tracing and writing exercise. Fold a page in the learners' exercise books in half.	exercise. Fold a page in the learners' exercise books in half. Start a pattern in each half of the page – tell learners to trace the pattern and then complete it. Tell learners to trace the patterns:	Do hand strengthening exercises. Do the name tracing and writing exercise. Fold a page in the learners' exercise books in half. Start a pattern in each half of the page – tell learners to trace the pattern and then complete it. Tell learners to trace the patterns: DBE WB 1, pg 11	Do hand strengthening exercises. Fold a page in the learners' exercise books in half. Start a pattern in each half of the page – tell learners to trace the pattern and then complete it. Tell learners to write their names: DBE WB 1, pg 10	Preparation stage: Develop the fine motor and eye hand coordination by; Painting of picture — Draw/paint a self portrait Starch work — use large paper — make patterns in the starch with fingers (own choice) Playing with clay — make different shapes/animals, make the letter that your name starts with	motor and eye hand co-ordination as in Week 1 Make Different Patterns e.g. Practice the pattern in the air Starch work — make the pattern with finger in starch Use an old telephone directory, practice the pattern in the book with wax crayons.	Preparation stage: Develop the Fine motor and eye hand coordination: Draw of picture of self with clothes on Play with clay — make different shapes/animals, make the letter that your name starts with Pattern work e.g. Practice the pattern in the air Starch work — make the pattern with finger in starch Use an old telephone directory,	Develop fine motor skills by: tearing papers to exercise fingers before writing. Play piano on desk while singing a song. Write the with a wax crayon. Letter formation: v, w Write letter in the air, the sand, with wax crayon on paper Write the Write the



	Grade R	their index finger. Then tell learners to write their names in their books. Grade R	7 Grade R	Grade R	Grade R	Grade R	Grade R knowledge	pattern with chalk on the ground/floor. Walk on the pattern Use sandpaper and follow the direction of the pattern with finger. Grade R knowledge	practice the pattern in the book with wax crayons. Decorate the pattern Practice the pattern on old newsprint (fold the paper) use wax crayons. Write the Number:111 Grade R knowledge	Number: 1 1 1 Grade R knowledge
Requisite Pre- Knowledge	knowledge	knowledge	knowledge	knowledge	knowledge	knowledge	Oracle IX knowledge	Orace It knowledge	Oracle IX knowledge	Oracle IX knowledge
	Reading series eBooks Sentence strips	Reading series eBooks Sentence strips	Reading series eBooks Sentence strips	Reading series eBooks Sentence strips	Reading series eBooks Sentence strips	Reading series eBooks Sentence strips	Reading series eBooks Sentence strips	Reading series eBooks Sentence strips	Reading series eBooks Sentence strips	Reading series eBooks Sentence strips
Resources (other than textbook) to enhance learning	DBE Workbooks Flash cards	DBE Workbooks Flash cards	DBE Workbooks Flash cards	DBE Workbooks Flash cards	DBE Workbooks Flash cards	DBE Workbooks Flash cards	DBE Workbooks	DBE Workbooks Flash cards	DBE Workbooks Flash cards	DBE Workbooks Flash cards
eilliance learning	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Flash cards	Pictures	Pictures	Pictures
	Posters	Posters	Posters	Posters	Posters	Posters	Pictures Posters	Posters	Posters	Posters
Informal Assessment	Each skillThis must	be done informally an	assessment activity be dongoing.	out rather should ensu	ire that leaners are at	forded opportunities to	o demonstrate these sk	ills orally and practically.		
SBA	Each skilland practionRubrics, cl	cally. hecklists and writing a nt can only take place	assessment activity b	out rather should ensu	ire that leaners are a		o demonstrate these sk	rills orally		
(Formal Assessment)	Listens toListens to	o instructions and ar o stories and answe sonal details			ately					
	IdentifiesParticipat	shes aurally betwee letter-sound relation es in whole class pl m' to make mop]	nships of <mark>most</mark> sing	le letters		hop]; segmenting v	words [hop into h-o-p)]; consonant and vowel	substitution word pla	ay [replace the 'h' in



Reading:

- Predicts the story by making use of the pictures; read picture books
- Recognise own name that those of at least 10 classmates
- Hold the book and turn the pages correctly
- Concept of books: cover page, title, front page, back page
- Direction: read from front to back, left to right and from top to bottom
- Read aloud from own book in groups with teacher

Writing:

- Draw pictures to convey a message e.g. a personal experience
- Copy captions and sentences
- Contributes ideas to a class story

Handwriting:

- Can make basic patterns in the air or in sand.
- Holds crayon and pencil correctly

2021 Annual Teaching Plan – Term 2: SUBJECT: English HL Grade 1

Term 2 51 days	Week 1 13 – 16 April	Week 2 19 – 23 April	Week 3 28 – 30 April	Week 4 3 – 7 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 4 June	Week 9 7 – 11 June	Week 10 14 – 18 June	Week 11 21 - 25 June
TOPIC/THEME	(4 days) AT SCHOOL	HEALTHY	(3 days)		WEATHER		MY	/ FAMILY	SAFETY A	(4 days)	MY BODY
			TERM 1 CO	NTENT				Т	ERM 2 CONTENT		
CAPS Topic				(N	/linimum time 3 x		& SPEAKING k; Maximum time 4 x	15 minutes a week)			



2021 Annual Teachi	ing i ian rempi	are									
Core Concepts, Skills and Values	 Appropriate listening behaviour Share personal experiences on the sports field. Listen with interest to stories, rhymes and songs. Listen to instructions 	 Arrange pictures in logical sequence and discuss Discuss pictures on posters and in books. Suitable listening behaviour/ respect/ take turns Take part in discussions, share and take turns to talk. 	Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. Suitable listening behaviour/ respect/ take turns	Sing songs with movement Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. Suitable listening behaviour/ respect/ take turns	movement Arrange pictures in logical sequence and discuss Discuss	s on the sports field. Listen with interest to stories, rhymes and songs. Listen to instructions	Talk about personal experiences – My family Listen to instructions – Teacher give more than one command to	 Talk about personal experiences- things they as a family likes to do together Listen to instructions – teacher gives more than one command for learners to act on. Join in choruses of songs and rhymes of the family) 	Appropriate listening behaviour- teacher speaks on safety at home (bathroom and kitchen) Listen to instructions – safety rules in the house Convey messages – tell Mom and Dad how to ensure safety at home Recite poems and rhymes (Safety)	Appropriate listening behaviour- Teacher speaks about safety at home during thunderstorms outside and inside the home Listen to more than one instruction at a time Listen with comprehension and answer questions and draw pictures on safety in the kitchen. Recite poems and rhymes (safety)	Appropriate listening behaviour- listen to as story about: My body Listen with comprehension and answer questions and draw pictures (Answers questions about "My body") Join in choruses of songs, stories and rhymes (My body) Identify/recognise parts of a whole
CAPS Topic				/Mi	nimum timo E v 15		ONICS	15 minutes per week)			
			_	,		minutes per wee		15 minutes per week)			
Core Concepts, Skills and Values	Auditory perception- Replacemen t of word parts at the end of words Command: Say "bookcase" Say it again but this time replace "case" with	Auditory perception- Replacement of word parts at the end of words • Command: Say "bookcase" Say it again but this time replace "case" with shelf. Which word do we get now? Bookshelf • Say "handbag". Say it again but this time	Auditory perception- Synthesis of sound segments: Which word do you hear if I say: class- room? classroom Which word do you hear if I say: kit-chen? Kitchen Which word do	Auditory perception- Synthesis of sound segments: Which word do you hear if I say: class- room? classroom Which word do you hear if I say: kit- chen?	Clap sound segments e.g. c-a-t cat	segments e.g. c-a-t cat	Say water. Take away wa and nut la in its.	wa and put la in its place. Which word do you get? later	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words Which sound do you hear at the beginning of the word? bed	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words Which sound do you hear at the beginning of the	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words Which sound do you hear at the beginning of the word? bed Which sound do you hear at the end of the word? pen



shelf. Which word do we get now? Bookshelf Say "handbag". Say it again but this time without the "bag" Replacement t of word parts at the beginning of words: Say the word "handbag". Say it again but replace the "hand" with "shopping ". Which word do we get? Shopping bag Shopping bag Say it again but replace the "hand" with "shopping". Say it again but replace the "hand" with "shopping bag Sounds: Sounds: Sounds: Sounds: Combination of sounds Dividing words into sound segments Phonics: e Phonics: o	Teaching I say ry? L Blocks Hand signs Verbal commands Sounds: Word building: Build words	Say "cat" without the "c" at sound: u Sound: u word building: Build word with sound learnt s:k, g: prds	without the "c" at u Sound: Revise sounds learnt	Say the word kitchen. Take - chen away and replace it with - ten. What word do you get? Kitten Phonics: Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence) Auditory distinction between initial and ending sounds Identify letter-sound relationship Combination of sounds Dividing words into sound segments Sound replacement Word building: two-word families Build words consisting of an initial sound and rhyme sound and identify rhyme sound Sound families Sound families	Auditory distinction between initial and ending sounds Identify letter-sound relationship Combination of sounds Dividing words into sound segments Sound replacement Word building: two-word families Build words consisting of an initial sound and rhyme sound and identify	Combination of sounds Dividing words into sound segments	Build words	Identify letter-sound relationship Combination of sounds Dividing words into sound segments Sound replacement Word building: two-word families Build words consisting of an initial sound and rhyme sound and identify rhyme sound Sound families Read words in sentences and text Sound: b, g



2021 Annual Teachir	ng Plan Templ	late									_
							text			rhyme sound • Sound families	
							Phonics: s, a			Read words in sentences and text Sound:, p, n	
CAPS Topic						RE	ADING				
Core Concepts, Skills and Values:	Emergent reading skills: Vocabulary building Repeat the story several times so that learners can get acquainted with the vocabulary in the story	Emergent reading skills: Vocabulary building • Repeat the story several times so that learners can get acquainted with the vocabulary in the story • Read etiquettes and under scripts of objects in the classroom Make use of visual cues:	Emergent reading skills: Vocabulary building • Collect and read brands of products and other words/printed texts in the environment • Recognise learners' names in the classroom Make use of visual cues:	Emergent reading skills: Vocabulary building Collect and read brands of products and other words/printed texts in the environment Recognise learners' names in the classroom Make use of	Emergent reading skills: Vocabulary building Collect and read brands of products and other words/printed texts in the environment Recognise learners' names in the classroom	Emergent reading skills: Vocabulary building Collect and read brands of products and other words/printe d texts in the environment Recognise learners' names in the classroom Interpret	Vocabulary development: Vocabulary in different contexts Focus on the words in the pictures before concentrating on the text Story skills: Learners make use of their imagination and use cues from	Think about your thoughts and feelings and make inferences: Think deeply What does the character thinks? Make inferences Make inferences by using cues Think about an example Make connections: Ask questions like: Have you felt like this before? Who of you have had an	Vocabulary development: Vocabulary in different contexts Focus on the words in the pictures before concentrating on the text Story skills: Learners make use of their imagination and use cues from pictures to make	 Think deeply What does the character thinks? Make inferences Make inferences by using cues Think 	Vocabulary development: Vocabulary in different contexts Focus on the words in the pictures before concentrating or the text Story skills: Learners make use of their imagination and use cues from pictures to make up their own stories
Shared Reading (Minimum time: 3 x 15 minutes per week; Maximum time: 5 x 15 minutes per week)	Read etiquettes and under scripts of objects in the classroom Make use of visual cues: Reflects on the end of the story by discussion what could lead to it Make use of pictures to understand	Reflects on the end of the story by discussion what could lead to it Make use of pictures to understand the sequence of happenings in the story and to determine how the happenings influenced each other	Reflects on the end of the story by discussion what could lead to it Build basic skills of understanding: Builds understanding by asking questions on the story. Learners to answer in full sentences.	Reflects on the end of the story by discussion what could lead to it Build basic skills of understanding: Builds understanding by asking questions on the story. Learners to answer in full sentences.	pictures to create own story; "read" pictures	pictures to create own story; "read" pictures	pictures to make up their own stories Interpret: Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher	experience like this? Decision making skills: Think about why a character acted the way he did? Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story, characters, main idea	Use pictures to predict what story	before? • Who of you have had an experience like	Interpret: Interpret pictures to create own stories, "read pictures; Read Big Book and enlarged text as a whole class with teacher Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Discuss story,



Core	the sequence of happening s in the story and to determine how the happening s influenced each other	Develop basic	Develop basic	Develop basic	Develop basic	Develop basic	Develop basic	Ask questions about story, also higher-order questions Discuss capital letters and full stops Develop basic concepts	Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions Discuss capital letters and full stops Develop basic	Sequence of events: Look at the pictures and try and remember what happened in the story Give the sequence of events and highlights of the story Read Big Book and enlarged text as a whole class with teacher Use pictures to predict what story is about Use pictures to create own story Use clues and pictures for understanding Use clues and pictures for understanding Discuss story, characters, main idea Ask questions about story, also higher-order questions Discuss capital letters and full stops Develop basic	
Concepts, Skills and Values: Group Guided Reading	basic concepts from printed text: Concept	concepts from printed text:	concepts from printed text:	concepts from printed text: Concept of books: cover	concepts from printed text: Concept of books: cover page,	-	concepts from printed text:	from printed text: • E.g. Punctuation: capital letters, full stops, commas and question marks	concepts from printed text: • E.g. Punctuation: capital letters, full	concepts from printed text: • E.g. Punctuation: capital letters,	concepts from printed text: • E.g. Punctuation: capital letters, full stops, commas and question

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		of books.			1	nana haak		formt none	Τ	title frent			-1	T		full atoms	man miles
		of books:		page		page, back		front page,		title, front		groups with	stops, commas		stops, commas and	full stops,	marks
(2 X 15 Minutes per		cover	•	Direction: read		page		back page		page, back		teacher	and question	Read aloud from own	question marks	commas and	
		page,		from front to back,		Direction: read		Direction:		page	١.	Begins to	marks	book or reading chart		question marks	Read aloud from own
day)		title, front		left to right and		from front to		read from	١.	Direction:		build sight		with teacher	Read aloud from		book or reading chart
		page,		from top to bottom		back, left to		front to back,	•	read from		vocabular	Read aloud from	With teacher	own book or	Read aloud from	
		back		ironi top to bottom		,		,						Build basic			with teacher
		page	•	Punctuation:		right and from		left to right		front to		У	own book or	comprehension skills –	reading chart with	own book or	Build basic
				Capital letters and		top to bottom		and from top		back, left to			reading chart with	place events in sequence	teacher	reading chart	comprehension skills –
*Choose 2 – 3	•	Direction:		full stops		Punctuation:		to bottom		right and			teacher	prace evente in ecquence	Build basic	with teacher	place events in
strategies per		read from		iuii stops	•	Capital letters,		Punctuation:		from top to			Build basic	Learners monitor	comprehension	Build basic	sequence
week to focus on.		front to	•	Read aloud from		full stops and	•	Capital		bottom			comprehension	themselves in word	skills – place	comprehension	304401100
WEEK to locus oil.		back, left		own book in		•		•		Dunatuation			·	recognition and	'		 Learners monitor
		to right		groups with		question marks		letters, full	•	Punctuation			skills – place	comprehension skills	events in sequence		themselves in word
		and from		teacher		Read aloud		stops and		: Capital			events in	_ '	• Learners monitor	events in	recognition and
		top to				from own book		question		letters, full			sequence	Reading fluency and	themselves in word	sequence	comprehension skills
		bottom	•	Make use of		in groups with		marks		stops,			 Learners monitor 	punctuation	recognition and	• Learners	•
				sentence strips		teacher		Read aloud		commas			themselves in		comprehension	monitor	 Reading fluency and
	•	Punctuati		and flashcards to		Builds basic	•	from own		and			word recognition		skills	themselves in	punctuation
		on:		introduce new	•	skills for		book in		question			and	Make use of sentence	SKIIIS	word	
		Capital		sentences to						marks				strips and flashcards to	Reading fluency		
		letters		learners		understanding		groups with		Deed devel			comprehension	teach new words and	and punctuation	recognition and	Make use of sentence
		and full				Learners start		teacher	•	Read aloud			skills	sentences to learners.	'	comprehension	strips and flashcards to
		stops	•	Begins to build		to monitor	•	Builds basic		from own			 Reading fluency 			skills	teach new words and
				sight vocabulary		themselves		skills for		book in			and punctuation		Make use of	• Reading fluency	
	•	Read		Make use of		410111001100		understandin		groups with			and panetaation	Sight words:	sentence strips and	and punctuation	
		aloud	•	sentence strips	•	Reading		g		teacher				Chart building up basis	flashcards to teach		
		from own		and flashcards to		fluency		Learners start	•	Builds basic	;		 Make use of 	Start building up basic			Sight words:
		book in				Malarasa	•	to monitor		skills for				sight words. Make use	new words and	Mala	0 11 11 11
		groups		consolidate	•	Make use of				understandi			sentence strips	of flashcards and	sentences to	Make use of	Start building up basic
		with		words		sentence strips		themselves		ng			and flashcards to	consolidation games to	learners.	sentence strips	sight words. Make use
		teacher				and flashcards	•	Reading		1			teach new words	teach words and to		and flashcards	of flashcards and
						to introduce		fluency	•	Learners			and sentences to	consolidate	Sight words:	to teach new	consolidation games to
	•	Make use				new sentences		•		start to			learners.			words and	teach words and to
		of				to learners	•	Make use of		monitor					 Start building up 	sentences to	consolidate
		sentence				Begins to build		sentence		themselves			Sight words:		basic sight words.	learners.	
		strips and			•	sight		strips and	١.	Reading			oigiit words.		Make use of		
		flashcard				vocabulary		flashcards to		fluency			Start building up		flashcards and	Sight words:	
		s to				vocabulal y		introduce new		naonoy			basic sight		consolidation	oigiit words.	
		introduce			•	Make use of		sentences to	•	Make use			words. Make use		games to teach	 Start building 	
		new				sentence		learners		of sentence			of flashcards and		words and to	up basic sight	
		sentence				strips and		Dogina ta		strips and			consolidation		consolidate	words. Make	
		s to				flashcards to	•	Begins to		flashcards			games to teach			use of	
		learners				consolidate		build sight		to introduce			words and to			flashcards and	
		D				words		vocabulary		new			consolidate			consolidation	
	•	Begins to				-		Make use of		sentences						games to teach	
		build					-	sentence		to learners						words and to	
		sight						strips and								consolidate	
		vocabular						flashcards to	•	Begins to						Johnsondale	
		у						consolidate		build sight							
		Make								vocabulary							
	•							words		Maka							
		use of							•	Make use							



CAPS Topic	books from reading corner		(Minimum time: 3 v 15	WRITING 5 minutes per week: Maximum time: 3	v 20 minutes per week)	
Core Concepts, Skills and Values: Paired/	sentenc e strips and flashcar ds to consolid ate words Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner Reads aloud to a partner Reads own writing, starting to correct error Reads own and others writing Reads books from reading corner Reads aloud to a partner Reads own writing, starting to correct error Reads own and others writing Reads book from reading corner	to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads own and others writing Reads	Reads aloud to a partner partner Reads own writing, starting to correct errors	partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	to a partner Reads own writing, starting to correct errors Correct errors Reads own and others writing Reads books from shared reading lessons and books from reading

(Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)



Core Concepts, Skills and Values	Draw pictures to convey a message Copy under scripts and sentences Use words of which the letter sounds are already taught	Use words of which the letter sounds are already taught Copy under scripts and sentences from graded reader	Use words of which the letter sounds are already taught Copy under scripts and sentences from graded reader	Use words of which the letter sounds are already taught Copy under scripts and sentences from graded reader	Use words of which the letter sounds are already taught Copy under scripts and sentences from graded reader	of which the letter sounds are	Draw pictures to convey a message with simple captions Write words with sounds taught and draw a picture next to the word Write own news sentence and draw Compile word lists according to instructions Contribute ideas to the writing of a class story The learners help the teacher to write a story on: "How can I show my family that I care?" Some learners can illustrate the story Put the story up in the class for learners to read	Write words with sounds taught and draw a picture next to the word Write own news sentence Compile word lists according to instructions Contribute ideas to	 Draw pictures to convey a message with simple captions Write words with learned sounds and draw a picture Write own news sentence and draw a picture Compile word lists according to instructions Contribute ideas to the writing of a class story The learners help the teacher to compile a list of safety rules. Some learners can illustrate the story Put the story up in the class for learners to read Write caption/short sentence and illustrate for reading corner Create own dictionary Use phonic knowledge to write sentences 	with simple captions- Create a security sign for your home and write under scripts Write words with sounds taught Write own news sentence and draw a picture Compile word lists according to instructions – write important emergency numbers e.g. police 10111 Contribute ideas to the writing of a class story The learners help the teacher to compile a list of safety rules. Some learners can	 Put the story up in the class for learners to read Write caption/ short sentence and illustrate for reading corner Create own dictionary Use phonic knowledge to write sentences Graded Readers: Do written
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CAPS Topic						WRITING				
					(4x 15m	in a week)				
Core Concepts, Skills and Values Core Concepts, Skills and Values Core Concepts, Skills and Values Core Concepts, Skills and Core Core Concepts, Skills and Core Core Concepts, Skills and Core Core Core Core Core Core Core Core	on a blank paper with a wax crayon. Introduce the letter: m, n Write letter in the air, sand with wax crayon in a book – (Give special attention to the correct way of writing in a book) Introduce the Number: 3 3 3 3	Develop fine motor skills by: Cutting pictures out of a magazine. Doing different finger exercises before writing. Introduce a new pattern on a blank paper with a wax crayon. Introduce the letter: r, h Write letter in the air, sand with wax crayon in a book – (Give special attention to the correct way of writing in a book) Introduce the Number: 3 3 3 3	Develop fine motor skills by: Do different finger exercises before writing. E.g. Scratch your friends back, play with clay, scrunch papers to make a ball. Pretend you are taking a bath – washing and rubbing your own body with your hands. Introduce a new pattern on blank paper with a wax crayon. Letter formation: u, t Write letter in the air, sand, with wax crayon on paper Write letters and pattern in book - Give special attention to the correct way of writing in a book	Develop fine motor skills by: Do different finger exercises before writing. E.g. Scratch your friends back, play with clay, scrunch papers to make a ball. Pretend you are taking a bath – washing and rubbing your own body with your hands. Introduce a new pattern on blank paper with a wax crayon. Letter formation: y, u Write letter in the air, sand, with wax crayon on paper Write letters and pattern in book - Give special attention to the correct way of writing in a book. Write the Number: 5 5 5 5	Develop fine motor skills by: • Tear and past paper to take a picture Consolidati on of letters: v, w, i, l, m, n, r, h u, t, y Consolidati on of numbers: 1 - 5	Develop fine motor skills by: Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges Pattern work: Letter formation: u, t Number: 6 Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and hand-eye coordination exercises and correct body posture	Develop fine motor skills by: Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges Pattern work: Letter formation: y Number: 6 Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and hand-eye coordination exercises and correct body posture	finger exercises before writing. Hold pencil and crayon correctly Practice with sponges. Pattern work: Letter formation: e, Number: 7 Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation s, f Number: 7 Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and hand-eye coordination exercises and correct body posture	 Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation c, e Number: 8 Form lower case letters correctly (starts and ends correctly) in the correct place Form some frequently used capital letters correctly Write words with correct spacing Copy sentences Continuous fine and gross motor and handeye coordination exercises and correct body posture



	write with wax crayon or thick pencil) Write the Number: 2 2 2			• Write the Number: 4 4 4 4											
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	Grade R knowledge				
	Reading series	Reading series	Reading series	Reading series	Reading series	Reading	Reading series	Reading series	Reading series	Reading series	Reading series				
	eBooks	eBooks	eBooks	eBooks	eBooks	series	eBooks	eBooks	eBooks	eBooks	eBooks				
	Sentence	Sentence strips	Sentence strips	Sentence strips	Sentence strips	eBooks	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips				
Resources (other than	strips	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE Workbooks	Sentence strips	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE Workbooks				
textbook) to	DBE Workbooks	Flash cards	Flash cards	Flash cards	Flash cards	DBE		Flash cards	Flash cards	Flash cards	Flash cards				
enhance	Flash cards	Pictures	Pictures	Pictures	Pictures	Workbooks	Flash cards	Pictures	Pictures	Pictures	Pictures				
learning	Pictures	Posters	Posters	Posters	Posters	Flash cards	Pictures	Posters	Posters	Posters	Posters				
	Posters					Pictures	Posters								
	1 001010					Posters									
Informal Assessment	Each skThis muThe acti	ill is not meant to be st be done informally vities must be observ	vand ongoing.	ty but rather should e	ensure that leaners are vities in Languages.			these skills orally and pr							
	 Rubrics 	, checklists and writin	ng activities can be us	ed.	ensure that leaners are learners had enough tir		runities to demonstrate t	these skills orally and pr	ractically.						
	Listening & Spo	eaking:													
SBA (Formal Assessment)	ListensSays poListens	 Talks about personal experiences and expresses feelings. Listens to stories with interest, identifies the main idea and draws a picture to show understanding and responds to questions Says poems and rhymes and does the actions Listens to instructions and announcements and responds appropriately Listens to stories and answers closed and open-ended questions 													
	Phonics:														



- Distinguishes aurally between different beginning and end sounds of words
- Builds words using sounds learnt (e.g. -at, -et, -it, -ot, -ut, -ag, e.g., -ig, -og, -ug, -an, -en, -in, -un, -am
- Recognises word families with short vowel sounds: -at, -ag, -am, -it, etc.
- Builds 3 -letter words by blending sounds (onset and rime e.g. p-ot)
- Uses consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng
- Write the initial letter sound for the picture, matching initial sound with picture/word (consonants and vowels)

Reading:

- Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 20 30 words and ask 2-3 oral questions related to the text
- Uses phonics, context clues and sight words when reading
- Build basic comprehension skills place events in sequence
- Choose a short reading passage which has at least 20 30 words (DBE Workbook or Reader)

Types of questions:

Multiple choice questions

Circle the correct answer & Higher order questions

Fill in the missing words

Sequence events in the story

Interprets information from posters, pictures or simple tables

Writing:

- Writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).
- Writes sentences using words containing the phonic sounds already taught
- Writes at least two sentences of own news or shared writing using the past tense
- Begins to use capital letters and full stops, including capital letters for names
- Compiles a list of words according to instructions such as a list of words related to transport

Handwriting:

- Copies and writes words with correct spacing
- Copies and writes 1-2 short sentences legibly and correctly
- Copies and writes a sentence correctly



2021 Annual Teaching Plan – Term 3: SUBJECT: English HL Grade 1

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 2 – 6 August	Week 5 10 – 13 August (4 days)	Week 6 16 – 20 August	Week 7 23 – 27 August	Week 8 30 August – 3 September	Week 9 6 – 10 September	Week 10 13 – 17 September	Week 11 20 – 23 September (4 days)			
TOPIC/ THEME	MY BODY	KEEPING MY	Y BODY SAFE	MY CON	MUNITY	PETS	MANNERS AND RESPONSILI-TIES	PLAN [*]	TS & SEEDS	FO	OD			
	TERM 2 CONTENT				TERM 3 CONTENT									
CAPS Topic				(Mi	nimum time 3 x 15	LISTENING & SPEA minutes a week; Maximur	KING m time 4 x 15 minutes a w	eek)						
Core Concepts, Skills and Values	Describe objects by using correct vocabulary (senses and for what to use it for) Understand and use vocabulary of subjects (vocabulary on senses)	Appropriate listening behaviour Talk about personal experiences Describe objects by using correct vocabulary Listen to stories	 Describe objects by using correct vocabulary – I keep my body healthy Listen to stories and identify main idea Sequence pictures (how can we purify 	discussions and answers questions – places in the community	Listen to instructions and respond appropriately Appropriate listening behaviour Listen to story with interest and enjoyment – draw picture	Talk about personal experiences – How do I care for my pet? Listen to story with interest and enjoyment – draw picture with caption – Johan's pet. Sequence pictures with captions	Takes part in discussions, ask questions and answers questions – Good and bad manners Talk about personal experiences – Good manners Recite and do actions	 Listen to more than one instruction at a time and respond appropriately Understand and use vocabulary of plants Place the 	Understand and use vocabulary of subjects – parts of a plant Listen to details and answer open-ended questions Ask questions on parts of plants Identify differences	Talk about personal experiences — food I like/do not like Listen to details and answer openended questions — healthy and unhealthy food Identify	 Understand and use vocabulary of subjects Listen to details and answer openended questions Where does different foods come from? Identify differen- 			



	Recite poems and rhymes (Songs and rhymes on "My body") Identify/recogni se parts of a whole	and identify main idea (listen to story on how to keep your body safe) • Sequence pictures • Participate in class discussions • Understand and use vocabulary of subjects • Join in choruses of songs, stories and rhymes • Recite poems and rhymes	 Recite poems and rhymes Identify/recogni se parts of a 	visited (Places in the community) • Understand and use vocabulary of subjects – Buildings in my community – purpose of every building	with caption • Role-play with appropriate vocabulary	Role-play with appropriate vocabulary	Understand and use vocabulary of subjects – vocabulary on good and bad manners Listen to story with interest and enjoyment – draw picture with caption – Pietie Please and Thank you	flashcard on the picture – We need plants for Participate in discussions, questions and answer questions – Why do we need plants? (Shelter, shadow, food, flowers, etc.)	and similarities using correct vocabulary	differences and similarities using correct vocabulary – food pyramid	ces and similarities using correct vocabulary • Use and extend vocabulary – From where do we get different kinds of food.
CAPS Topic				(Minir	num time 5 x 15 mi	PHONICS nutes per week; Maximun	n time 5 x 15 minutes per	week)			
Core Concepts, Skills and Values	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words • Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) bed	sound do you hear at the middle of the word? (Teacher says the word slowly and	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) bed	Revise single sounds Build three-letter words with single consonants and short vowels Recognise and use double sounds e.g. book, tree, moon Phonics: u	Recognise and use double sounds e.g. book, tree, moon.	Build three-letter words with single consonants and short vowels Phonics: t	Build three-letter words with single	Recognise and use double consonants Build three-letter words with single consonants and short vowels Read words taught in sentences and text Phonics: f	Recognise and use double consonants Read words taught in sentences and text Group words into sound families Read words taught in sentences and text Made Phonics: y	Recognise and use double consonants Group words into sound families Read words taught in sentences and text Phonics: I	Recognise and use double consonants Identify letter-sound relationship Group words into sound families Read words taught in sentences and text Phonics: Revision



	b e d						
Phonics: n, b, g	Phonics: h, r	Phonics: k					
the words in sentences (Minimum 5 words per sentence)	Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)	Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)					
 Identify letter-sound relationship Combination of sounds Dividing words into sound segments Sound replacement Word building: two-word families Build words consisting of an initial sound and rhyme sound and identify rhyme sound Sound families Read words in sentences and toxt 	Sound families	 Auditory distinction between initial and ending sounds Identify letter-sound relationship Combination of sounds Dividing words into sound segments Sound replacement Word building: two-word families Build words consisting of an initial sound and rhyme sound and identify rhyme sound Sound families Read words in sentences and text 					
	Read words in sentences and text						
ppic				READING			

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	Decision making	Vocabulary	Think about your	Vocabulary	Re-think	Read Big Book and	Read Big Book and	Read Big	Understand the	Vocabulary	Re-think though
	skills:	development:	thoughts and	building:	thoughts and	enlarged text as a	enlarged text as a	Book and	connection between	building:	and feelings and
	Think about why a	•	feelings and make	 Listen to 	feelings and	whole class with	whole class with	enlarged text	cause and effect:	• Listen to	make inferences
	character acted the	Vocabulary in	inferences:	vocabulary in	make	teacher	teacher	as a whole	Caring for my plants	vocabulary in	Think deeper
	way he did?	different contexts	● Think	different	inferences:			class with	(How?)	different contexts.	'
	,	 Focus on 	deeply	contexts.	Think deeper			teacher			What do you th
		the words in the	 What does 		· ·	Vocabulary building:	Vocabulary building:			• Focus on the	does the
	Think about text:	pictures before	the character	• Focus on the	What do you	Listen to vocabulary	Listen to vocabulary	.,	Make inferences:	words in pictures	character think
	Form own	concentrating on	thinks?	words in	think does the	in different contexts.	in different contexts	Vocabulary		before focussing	Make inference
	opinions on the	the text	 Make 	pictures before	character	(We care for our pets)	e.g. Chris forgets his	building:	I think that	on the words in	by using cues
	text		inferences	focussing on	thinks?		manners	Listen to	because	the text – Places	
		Ctom, okillar	 Make 	the words in the text – Places in	Make			vocabulary in		in our community	• Think on
	Consolidation	Story skills:	inferences by using		inferences by	Make connections:		different		and people in the	examples
		 Learners make 	cues	our community and people in	using cues	A ale avecations to	Make connections:	contexts.		community	
	of vocabulary:	use of their	Think about	the community	• Think on	Ask questions to	Ack guartians to	• Focus on the			Make
Core	 Make use of 	imagination and	an example	and dominiumly	examples	connect the story with real life experiences	Ask questions to connect the story with	words in		Story skills:	connections:
	emotion	use cues from	Make connections:		ολαπρισσ	e.g. Who of you have	real life experiences	pictures before			COMPCUONS.
oncepts,	words in full	pictures to make	Ask questions like:	Story skills:		felt like that?	e.g. Who of you have	focussing on		 Learners make 	 Ask questions
kills and	sentences	up their own	Have you felt like	_	Make	TOIL IIIVO LIIUL:	felt like that?	the words in		use of their	connect the sto
Values:	 Synonyms 	stories	this before?	• Learners make	connections:		Tole into triat.	the text – Why		imagination by	with real life
Shared	and		 Who of you have 	use of their		Problem solving:		do we need		making up their	experiences e
Reading	antonyms	Interpret:	had an experience	imagination by	Ask questions		Problem solving:	plants?		own story, using	Who of you ha
todding		Justa manat milatuma a ta	like this?	making up their		Cobus does not				cues in the	felt like that?
	 Read Big Book and 	Interpret pictures to		own story,	story with real	know how to care	Case studies – how			pictures – Places	
(Minimum	enlarged text as a	create own stories, "read" pictures;		using cues in the pictures –	life experiences	for his pet. Help	will you help children	Interpret		and people in our	
me: 3 x 15	whole class with	Read Big Book and		Places and	e.g. Who of you have felt like	him.	who have bad	information		community	Decision makin
ninutes per	teacher	enlarged text as a	• Read bly book and	people in our	that?		manners?	from posters,			skills:
week;	Use pictures to	whole class with	enlarged text as a	community	uiat:	Summarise:		pictures and		Interpret:	Why do you this
Maximum	predict what story	teacher	whole class with	oong	Decision	• Explain in 5	Summarise:	tables:			the character
me: 5 x 15	is about		teacher		making skills:	sentences how to	List words that will	• E.g. Why do		 Interpret pictures 	acted the way
ninutes per			Use pictures to	Interpret:	• Why do you	care for your pet.	demonstrate good	we need		to create own	did?
week)	Use pictures to	 Read Big Book 	predict what story	•	think the	odro for your pot.	manners	plants?		story by "reading"	
	create own story	and enlarged text	is about	Interpret	character acted					the pictures.	
	 Use clues and 	as a whole class	Use pictures to	pictures to	the way he did?					• Read Big Book	Read Big Bool
	pictures for	with teacher	create own story	create own story by	-					and enlarged text	and enlarged t
	understanding	 Use pictures to 	,	"reading" the						as a whole class	as a whole cla
	Discuss story,	predict what story	Use clues and	pictures.						with teacher	with teacher
	characters, main	is about	pictures for								• Discuss
	idea		understanding	Read Big Book							sequence and
		Use pictures to	Discuss story,	and enlarged							background fr
	Ask questions	create own story	characters, main	text as a whole							story
	about story, also	 Use clues and 	idea	class with							• Use book cov
	higher-order	pictures for		teacher							predict what s
	questions	understanding	Ask questions								is about
	Discuss capital	· ·	about story, also								
	letters and full stops	Discuss story, Abstractors, main	higher-order								Recognise the
	•	characters, main	questions				1	1	1		connection



		idea	Discuss capital								and effect
		Ask questions about story, also higher-order questions	letters and full stops								Ask questions about story, also higher-order questions
		Discuss capital letters and full									Give own opinion of story
		stops									Interpret information from posters, pictures and tables
	Develop basic concepts from printed text: • E.g.	Develop basic concepts from printed text: • E.g.	Develop basic concepts from printed text: • E.g.	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
Core	Punctuation: capital letters, full stops, commas and question marks	Punctuation: capital letters, full stops, commas and question marks	Punctuation: capital letters, full stops, commas and question marks	Use structural- analytical decoding skills	Use structural- analytical decoding skills	Use structural- analytical decoding skills • Break up words in	Use structural- analytical decoding skills • Break up words in	Use structural- analytical decoding skills	Use structural- analytical decoding skills • Break up words in	Use structural- analytical decoding skills	Use structural- analytical decoding skills
Concepts, Skills and Values: Group	Read aloud from own book or reading chart with	Read aloud from own book or	Read aloud from own book or reading chart with	Break up words in word parts Add word parts	in word parts • Add word parts	'	word parts • Add word parts together	Break up words in word parts	word parts • Add word parts together	word parts • Add word parts	Break up words in word parts Add word parts
Guided Reading	Build basic comprehension skills – place	reading chart with teacher • Build basic comprehension	• Build basic comprehension skills – place	together Recognise smaller words within a word	together Recognise smaller words within a word	Recognise smaller words within a word	Recognise smaller words within a word	Add word parts togetherRecognise smaller words	Recognise smaller words within a word	together Recognise smaller words within a word	together Recognise smaller words within a word
(2 X 15 Minutes per day)	 events in sequence Learners monitor themselves in word recognition and 	events in sequence	 Learners monitor themselves in word recognition and 	Make use of contextual	Make use of contextual	Make use of contextual cues: • Make use of pictures to make sense of a	Make use of contextual cues: • Make use of pictures to make sense of a	within a word Make use of	Make use of contextual cues: • Make use of pictures to make sense of a	Make use of contextual cues:	Make use of contextual cues:
*Choose 2 –	comprehension skills Reading fluency and punctuation	themselves in word recognition and comprehension	comprehension skills Reading fluency and punctuation	• Make use of pictures to make sense of	• Make use of pictures to make sense of	story • Predicts the story by making use of cues	story • Predicts the story by making use of cues	contextual cues: • Make use of pictures to	story • Predicts the story by making use of cues	Make use of pictures to make sense of a story Prodicts the story	 Make use of pictures to make sense of a story Predicts the story
3 strategies per week to focus on.	Make use of	skills Reading fluency and punctuation	•Make use of	a storyPredicts the story by making			Make use of the storyline to predict words	make sense of a story • Predicts the	Make use of the storyline to predict words	 Predicts the story by making use of cues Make use of the 	by making use of cues • Make use of the
	sentence strips and flashcards to teach new words and sentences to	Make use of sentence strips	sentence strips and flashcards to teach new words and sentences to	Make use of the storyline to	Make use of the storyline to	Look at words around a specific word, to enable you to read an unknown word	a specific word, to	making use of cues	Look at words around a specific word, to enable you to read an unknown word	storyline to	storyline to predict words • Look at words
	learners.	and flashcards to teach new words and sentences to	learners.	predict words Look at words around a	predict wordsLook at words around a	Use phonic	Use phonic	Make use of the storyline to predict words	Use phonic	around a specific word, to enable you to read an	around a specific word, to enable you to read an



Sight words:	learners.	Sight words:	specific word,	specific word,	knowledge, sight	knowledge, sight	Look at words	knowledge, sight	unknown word	unknown word
Start building up		Start building up	to enable you	to enable you	words and clues	words and clues	around a	words and clues		
basic sight words.	Sight words:	basic sight words.	to read an	to read an	during reading	during reading	specific word,	during reading		
Make use of	Otant building	Make use of	unknown word	unknown word			to enable you to read an		Use phonic	Use phonic
flashcards and	Start building up	flashcards and			Hee word recognition	Hee word recognition	unknown word	Llas ward researchism	knowledge, sight	knowledge, sight
consolidation games	basic sight words.	consolidation games	llaa mhamia	llas mbamis	Use word recognition	Use word recognition	ulikilowii wolu	Use word recognition	words and clues	words and clues
to teach words and to	Make use of	to teach words and	Use phonic	Use phonic	and comprehension	and comprehension		and comprehension	during reading	during reading
consolidate	flashcards and consolidation	to consolidate	knowledge, sight words and	knowledge, sight words and	skills during the	skills during the	Use phonic	skills during the		
	games to teach		clues during	clues during	reading	reading	knowledge,	reading	Use word	Use word
	words and to		reading	reading	lesson:	lesson:	sight words	lesson:	recognition and	recognition and
	consolidate	 Use phonic 	reading	licading	Sound words to	Sound words to	and clues	Sound words to	comprehension	comprehension
	oorioonaato	knowledge, sight			understand	understand	during reading	understand	skills during the	skills during the
		words and clues	Use word	Use word	understand	understand	during rouding	understand	reading	reading
		during reading	recognition and	recognition and	 Use beginning 	 Use beginning 		 Use beginning 	reading	reading
		Learners monitor	comprehension	comprehension	sounds as a cue	sounds as a cue	Use word	sounds as a cue	lesson:	lesson:
		themselves in word	skills during the	•	Use general letter	Use general letter	recognition and	Use general letter	Sound words to	Sound words to
		recognition and	reading	reading	patterns e.gow, -ew		comprehension	3	understand	understand
		comprehension	_				skills during	,		
		skills	lesson:	lesson:	Use know parts of the	'	the reading	Use know parts of the		Use beginning
		Duild sinkt	 Sound words to 	Sound words to	words to read the	words to read the		words to read the	sounds as a cue	sounds as a cue
		Build sight	understand	understand	whole word	whole word	lesson:	whole word	Use general letter	Use general letter
		vocabulary during a	Usa kaninaisa	Haa baainaina	Make use of	Make use of	 Sound words 	Make use of	patterns e.gow,	patterns e.gow,
		reading	Use beginning	Use beginning	combining sounds to	combining sounds to	to understand	combining sounds to	-ew	-ew
		 Read aloud to a 	sounds as a	sounds as a	understand words	understand words	Lloo boginning	understand words	llas krasıı namta af	l la a lua avv u a unta la f
		peer from prepared	cue	cue	e.g. bl-ock	e.g. bl-ock	Use beginning sounds as a	e.g. bl-ock	Use know parts of	Use know parts of
		text for reading	 Use general 	 Use general 	Break word up in	Break word up in	cue	Break word up in	the words to read the whole word	the words to read the whole word
		fluency	letter patterns	letter patterns	syllables to be able to	1		syllables to be able to		uie whole word
		•Reread known texts	e.gow, -ew	e.gow, -ew	read and understand		 Use general 	read and understand	 Make use of 	 Make use of
		Trondad random toxico	• Use know parts	Use know parts		the word.	letter patterns	the word.	combining sounds	combining sounds
			of the words to	of the words to	ano mora.	ano mora.	e.gow, -ew	ano mora.	to understand	to understand
			read the whole	read the whole			• Use know		words e.g. bl-ock	words e.g. bl-ock
			word	word	Read with fluency	Read with fluency	parts of the	Read with fluency	Break word up in	Break word up in
					and intonation	and intonation	words to read	and intonation	syllables to be	syllables to be
			Make use of	Make use of			the whole word		able to read and	able to read and
			combining	combining			Makaa f		understand the	understand the
			sounds to	sounds to	Build sight	Build sight	Make use of	Build sight	word.	word.
			understand	understand	vocabulary during all	vocabulary during all	combining	vocabulary during all		
			words e.g. bl-	words e.g. bl-	reading	reading	sounds to	reading		
			ock	ock			understand words e.g. bl-		Read with fluency	Read with fluency
			 Break word up 	Break word up			ock		and intonation	and intonation
			in syllables to	in syllables to			UUN			
			be able to read	be able to read			Break word up			
			and understand	and understand			in syllables to		Build sight	Build sight
			the word.	the word.			be able to read		vocabulary	vocabulary
							and		during all reading	during all reading
							understand the			
			Read with	Read with			word.			
			fluency and	fluency and						



	Teaching Flan Temple			into notice	intonation	I	I	1			
				Build sight vocabulary during all reading	Build sight vocabulary during all reading			Read with fluency and intonation Build sight vocabulary during all reading			
Core Concepts, Skills and Values: Paired/ Independent Reading	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	 Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner
CAPS Topic				(Minin	num time: 3 x 15 m	WRITING inutes per week; Maximur	n time: 3 x 20 minutes pe	r week)			
Core Concepts, Skills and	 Draw pictures to convey a message with simple captions Write words with sounds taught Write own news sentence 	 Draw pictures to convey a message with simple captions Write words with sounds taught Write own news sentence 	Draw pictures to convey a message with simple captions Write words with sounds taught Write own news sentence	Write sentence with sounds taught – Phonic activity cards Write at least 2 sentences on	Write sentence with sounds taught- Phonic activity cards, consolidation test	Write sentence with sounds taught- Phonic activity cards Write at least 2 sentences on own	Write sentence with sounds taught — double sounds and sight words Write captions: Parts of the plant	Write sentence with sounds taught Write a poem and draw: Learners	Write sentences with sounds taught- Phonic activity cards, consolidation test Write at least 2 sentences on own news/shared writing	Write sentences with sounds taught- Phonic activity cards, consolidation test Write at least 2 sentences on	Write sentences with sounds taught- Phonic activity cards, consolidation test Write a message:
Values	Compile word lists according to instructions Contribute ideas to the writing of a	Compile word lists according to instructions Contribute ideas to the writing of a	Compile word lists according to instructions Contribute ideas to the writing of a	own news – Holiday news Use capital letters and full	Write at least 2 sentences on own news – People in my community	news – How do I care for my pet? • Use capital letters and full stops in names	Use capital letters and full stops in	help teacher to find rhyme words Learners write the poem with	and use nast tense	own news/shared writing and use past tense— Where do we get different kinds of	 Make a list with your classmate on all the healthy food to pack in for school Give reasons for



	class story	class story	class story	stops in names			pronouns in writing	the teacher	Use capital letters	food?	choosing those
	The learners help the teacher to compile a list of safety rules. Some learners can illustrate the story Put the story up in the class for learners to read Graded Readers: Do written activities e.g. Choose the correct word in brackets. Use phonic knowledge to write sentences Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it	 The learners help the teacher to write a story on how to keep our bodies healthy Some learners can illustrate the story Put the story up in the class for learners to read Write caption/short sentence and illustrate for reading corner Create own dictionary Use phonic knowledge to write sentences 	Write caption/ short sentence and illustrate for reading corner – express feelings e.g. Mommy give me a hug; Teacher give me a high five for work well done. Create own dictionary Use phonic knowledge to write sentences Graded Readers: Do written activities e.g. Make your own sentences with the words Use phonic knowledge to write sentences Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it	 Holiday news Phonic tasks Contribute ideas to the writing of a class story Different careers Write caption/ short sentence and illustrate for reading corner Create own dictionary 	Write a simple message in a card • Write a thank you card for the police Use capital letters and full stops in names	Make use of nouns, pronouns in writing (with help of teacher)	(with help of teacher)	Contribute ideas to the writing of a class story Write caption/short sentence and illustrate for reading corner Create own dictionary	and full stops in names Make use of nouns, pronouns in writing (with help of teacher) Contribute ideas to the writing of a class story Write caption/ short sentence and illustrate for reading corner Create own dictionary	Use capital letters and full stops in names Make use of nouns, pronouns in writing (with help of teacher)	Use capital letters and full stops in names Make use of nouns, pronouns in writing (with help of teacher)
CAPS Topic						HANDWRITING (4x 15min a week)					
Core Concepts, Skills and Values	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly	 Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly 	Develop fine motor skills doing different finger exercises before writing. Hold pencil and	Develop fine motor skills doing different finger exercises before writing. Hold pencil and	Develop fine motor skills by: Do different finger exercises before writing. Hold pencil and crayon correctly	Develop fine motor skills by: Do different finger exercises before writing. Hold pencil and crayon correctly	Develop fine motor skills doing different finger exercises before writing.	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly
values	Pattern work:CooperationLetter formation	 Pattern work: AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	• Pattern work: AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	crayon correctly Pattern work:	· ·	 Practice with 	 Practice with sponges Pattern work: Letter formation: 	 Hold pencil and crayon correctly Pattern 	 Pattern work: OOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO	 Pattern work: ACACACA Letter formation p, b 	Pattern work:AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA



	Number: 9	Number: 0	a, d	uuuuu	uuuu	u, t	у	work:	Number: 8	Number: 9	a,d
	Form lower case letters correctly	Form lower case letters correctly	Number:	Letter formation:	Letter formation:	Number: 6	Number: 6	Letter			Number: 0
	(starts and ends	(starts and ends	012345	g, q	k, x, z			formation			
	correctly) in the correct place	correctly) in the correct place	Form lower case letters correctly	Number:	Number:			e, c			
	• Form some	• Form some	(starts and ends	•6789	012345			Number: 7			
	frequently used capital letters	frequently used capital letters	correctly) in the correct place	Form lower case letters	6789						
	correctly	correctly	• Form some	correctly (starts	Form lower case letters						
	Write words with correct spacing	Write words with correct spacing	frequently used capital letters correctly	and ends correctly) in the correct place	correctly (starts and ends						
	Copy sentences	Copy sentences	Write words with	• Form some	correctly) in the correct place						
	Continuous fine	Continuous fine	correct spacing	frequently used capital letters	• Form some						
	and gross motor and hand-eye	and gross motor and hand-eye	Copy sentences	correctly	frequently used capital letters						
	coordination exercises and correct body posture	coordination exercises and correct body posture	Continuous fine and gross motor and hand-eye coordination exercises and correct body posture	Write words with correct spacing Copy sentences Continuous fine and gross motor and hand-eye coordination exercises and correct body posture	correctlyWrite words with correct spacingCopy						
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	Grade R knowledge
	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series
Resources	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks
(other than textbook) to	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips
enhance	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE	DBE Workbooks	DBE Workbooks	DBE Workbooks
learning	Flash cards	Flash cards	Flash cards	Workbooks	Flash cards	Flash cards	Flash cards	Workbooks	Flash cards	Flash cards	Flash cards
	Pictures	Pictures	Pictures	Flash cards	Pictures	Pictures	Pictures	Flash cards	Pictures	Pictures	Pictures



	Teaching Flan Tempi			D: (D: (
	Posters	Posters	Posters	Pictures	Posters	Posters	Posters	Pictures	Posters	Posters	Posters
				Posters				Posters			
Informal				daily lesson activities		"		120 U 1 C			
Assessmen		not meant to be an a done informally and	_	ut rather should ensu	re that leaners are	в апогаеа оррогиливе	s to demonstrate these s	Kilis orally and practica	lly.		
t	Tillo illuot be	done informally and	a ongoing.								
	- The activities			alatin da a a a a a atiniti a	in I annua ann						
			_	daily lesson activities	• •	afforded opportunitie	s to demonstrate these s	kills orally			
	and practical		accomment douvity b	actuation official official	io and loanoro are	anorada opportamia		name orany			
		_	ctivities can be used.								
	 Assessment 	can only take place	if the concepts have	been taught and lear	ners had enough t	ime to practice.					
	Listening & Speakir	ng:									
	Talks about r	personal experience	s and expresses feel	inas.							
		-	-	•	to show understa	nding and responds to	questions				
				ng language imagina	tively						
	Listens to ins	structions and annou	uncements and respo	nds appropriately							
SBA	Phonics:										
(Formal	 Identifies lett 	er-sound relationshi	ps of all single letters	: Letter Sound Chart							
Assessmen	_		nort vowel sounds: -	•							
t)			ending sounds (onse	t and rime eg p-ot) own words such as bl	ack bring san	~					
		mon words into sour		JWII WOIUS SUCII AS DI	-a-ck, bii-iig, sa-ii	9					
	,										
	Reading:										
			l. 1 (/D		\ 1:11 (I						
			•	BE Workbook, Reade 0-50 words (DBE Wo	,		sk 2-3 oral questions rela	ated to the text			
	Types of que	• • •	Willon has at least 4	0 00 WOIGS (DDL VVO	TROOK OF TROUBLE)						
	Multiple choice										
		rrect answer & High	er order questions								
	Fill in the mis	_									
	•	vents in the story ormation from poste	ers, pictures or simple	tables							
		cause and effect in									
	_		based on the passag	e read							



Writing:

- Writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).
- Spells common words correctly
- Forms the plurals of familiar words by adding 's' or 'es'
- Uses prepositions correctly

Handwriting:

- Forms 26 lower case letters correctly paying attention to directionality, correct letter formation, size and spacing within lines
- Copies and writes words with correct spacing
- Copies and writes 1-2 short sentences legibly and correctly
- Copies and writes a sentence correctly



Term 4 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)
TOPIC/	НО	USES	PICTUR	E MAPS	WA [*]	TER		THE SKY A	AT NIGHT	
THEME										
					TERM 4	CONTENT				
CAPS Topic				(Minimum time	LISTENING 3 x 15 minutes a week	& SPEAKING x; Maximum time 4 x 15	i minutes a week)			
Core Concepts, Skills and Values	Use simple strategies to find information: • Look at the pictures on houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences . Take part in group discussions and	pictures and sort it according to building materials and houses. • Give feedback to the group Appropriate listening behaviour	 Learners make up their own riddles 	Listen to stories and give opinion Group discussions and feedback Gain information through simple strategies: • Make use of words indicating position to explain a simple route to a classmate. • The classmate follows the instructions.	Listen with enjoyment and respond to riddles and jokes/ use imaginative language Poem about water Group discussions and feedback	Appropriate listening behaviour Talk about personal experiences and feelings How can we save water? Listen to stories and give opinion Tell well-known story with intonation Answer closed and open-ended questions Teacher	Listen to stories and give opinion Group discussions and feedback Gain information through simple strategies Use terms: sentence, capital letter, full stop Listen to instructions and announcements and respond appropriately	Talk about personal experiences and feelings	Appropriate listening behaviour Listen to stories and give opinion Story on planets in the universe Learners listens to a song and sing along Listen to instructions and announcements and respond appropriately Answer closed and open-ended questions:	Talk about personal experiences and feelings: • Full moon, half moon, crescent moon Listen to stories and give opinion: • Discussions on sun and moon • Poem about stars Tell a known story with a beginning, middle and end.



	give feedback.			information	Make use of pictures to discuss the different uses of water. Tell a known story with a beginning, middle and end.	reads a story on water Learners answers questions	Answer closed and open-ended questions • Answers questions on the story		Planets in the universe	
CAPS Topic				(Minimum time 5	x 15 minutes per week	ONICS ; Maximum time 5 x 15	minutes per week)			
	Revise single and double sounds	Revise single and double sounds	Form words with sounds taught	 Form words with sounds taught 	Form words with sounds taught	Form words with sounds taught	Form words with sounds taught	Form words with sounds taught	Form words with sounds taught	 Form words with sounds taught
	Form words with	Form words with sounds taught	Group words into sound families	Group words into sound families	Group words into sound families	Group words into sound families	Group words into sound families	Group words into sound families	Group words into sound families	Group words into sound families
	sounds taught	Group words into sound families	• Recognise plurals (-s, -es)	• Recognise plurals (-s, -es)	• Recognise plurals (-s, -es)	• Recognise plurals (-s, -es)	• Recognise plurals (-s, -es)	• Recognise plurals (-s, -es)	• Recognise plurals (-s, -es)	• Recognise plurals (-s, -es)
Core Concepts, Skills and Values	Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons	 Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per weekfrom phonic lessons Phonics: w 	Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons Phonics: j	in sentences and text	Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons Phonics: q	 Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons Phonics: z 	Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons Phonics: Revision	Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons Phonics: Revision	Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons Phonics: Revision	Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons Phonics: Revision
CAPS Topic					REA	DING				
Core Concepts, Skills and Values	Vocabulary building: Vocabulary in different	Use Big Book and other enlarged text with teacher: • Goldilocks	Vocabulary building: Vocabulary in different contexts	Use Big Book and other enlarged text with teacher	Use Big Book and other enlarged text with teacher	Use Big Book and other enlarged text with teacher	Use Big Book and other enlarged text with teacher	Use Big Book and other enlarged text with teacher	Predict story based on cover	Predict story based on cover
Shared Reading (Minimum time: 3 x 15	contextsFocus on words in pictures before learner	and the three bears Identify initial event /	Focus on words in pictures before learner	Identify initial event / problem that sets the story in motion	Identify initial event / problem that sets the story in motion	Identify initial event / problem that sets the story	Predict story based on cover	Predict story based on cover	Identify initial event I problem that sets the story in motion	Use clues and pictures in book for understanding



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minutes per week; Maximum time: 5 x 15 minutes per week)	focus on text — different kinds of houses in our country • Use Big Book and other enlarged text with teacher Story skills: • Make use of imagination by using clues and pictures in book to make up their own story — discuss different kinds of houses and building materials used to build houses Interpret information on posters		focus on text Story skills: Make use of imagination by using clues and pictures in book to make up their own story – discuss different kinds of houses and building materials used to build houses Interpret information on posters	Discuss logical sequence of story Recognise cause and effect in story	Discuss logical sequence of story Recognise cause and effect in story	in motion • Discuss logical sequence of story • Recognise cause and effect in story	Use clues and pictures in book for understanding Answer openended questions based on text	Use clues and pictures in book for understanding Answer open-ended questions based on text	Use clues and pictures in book for understanding Discuss logical sequence of story	Answer openended questions based on text Interpret information on posters
Core Concepts, Skills and Values	Read aloud from own book or reading chart with teacher	own book or 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
Group Guided Reading	Use structural- analytical decoding skills	Use structural- analytical decoding skills • Break up words in	Use structural- analytical decoding skills	Use structural- analytical decoding skills	Use structural- analytical decoding skills	Use structural- analytical decoding skills	Use structural- analytical decoding skills	Use structural- analytical decoding skills • Break up words in	Use structural- analytical decoding skills	Use structural- analytical decoding skills
(2 X 15 Minutes per day)	Break up words in word parts Add word parts	'	Break up words in word parts Add word parts	Break up words in word parts Add word parts	Break up words in word parts Add word parts	Break up words in word parts Add word parts	Break up words in word parts Add word parts	word parts • Add word parts together	Break up words in word partsAdd word parts	Break up words in word partsAdd word parts
*Choose 2 – 3 strategies per week to focus on.	together Recognise smaller words within a word Make use of	Recognise smaller words within a word Make use of contextual cues: Make use of pictures	together Recognise smaller words within a word Make use of	together Recognise smaller words within a word Make use of	together Recognise smaller words within a word Make use of	together Recognise smaller words within a word Make use of	together Recognise smaller words within a word Make use of	Recognise smaller words within a word Make use of contextual cues: Make use of pictures	together Recognise smaller words within a word Make use of	together Recognise smaller words within a word Make use of



Lot 17 minual 10 doming										
	contextual cues:	to make sense of a	contextual cues:	contextual cues:	contextual cues:	contextual cues:	contextual cues:	to make sense of a	contextual cues:	contextual cues:
	Make use of pictures to make sense of a story	 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	storyPredicts 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
	Predicts the story by making use of cues	 Make use of the storyline to predict words 	Predicts the story by making use of cues	 Predicts the story by making use of cues 	Predicts the story by making use of cues	Predicts the story by making use of cues	Predicts the story by making use of cues	Make use of the storyline to predict words	 Predicts the story by making use of cues 	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 	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	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	word	Look at words around a specific word, to enable you to read an	 Look at words around a specific word, to enable you to read an 	Look at words around a specific word, to enable you to read an	 Look at words around a specific word, to enable you to read an 	Look at words around a specific word, to enable you to read an	Use phonic	 Look at words around a specific word, to enable you to read an 	Look at words around a specific word, to enable you to read an
	unknown word	Use phonic knowledge, sight words and clues	unknown word	unknown word	unknown word	unknown word	unknown word	knowledge, sight words and clues during reading	unknown word	unknown word
	Use phonic knowledge, sight words and clues during reading	during reading Use word recognition and	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	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	comprehension skills during the reading lesson: • Sound words to understand	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading	reading lesson: Sound words to understand Use beginning	Use word recognition and comprehension skills during the reading	Use word recognition and comprehension skills during the reading
	lesson:	Use beginning	lesson:	lesson:	lesson:	lesson:	lesson:	sounds as a cue	lesson:	lesson:
	Sound words to understand	sounds as a cue • Use general letter	Sound words to understand	 Sound words to understand 	Sound words to understand	Sound words to understand	Sound words to understand	Use general letter patterns e.gow, -ew	• Sound words to understand	Sound words to understand
	Use beginning sounds as a cue	patterns e.gow, -	Use beginning sounds as a cue	 Use beginning sounds as a cue 	Use beginning sounds as a cue	Use beginning sounds as a cue	Use beginning sounds as a cue	Use know parts of the words to read the whole word	• Use beginning sounds as a cue	Use beginning sounds as a cue
	Use general letter patterns e.gow, -ew	 Use know parts of the words to read the whole word 	Use 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	Make use of combining sounds to understand words	 Use general letter patterns e.gow, - ew 	Use general letter patterns e.gow, - ew
	Llaa kaassi aarta af	Malarasa	 Use know parts of 	 Use know parts of 	Use know parts of	Use know parts of	Use know parts of	e.g. bl-ock	 Use know parts of 	Use know parts of
	Use know parts of the words to read the whole word	Make use of combining sounds to understand words e g bl-ock		the words to read the whole word	the words to read the whole word	the words to read the whole word	the words to read the whole word	Break word up in syllables to be able to	the words to read the whole word	the words to read the whole word
	the words to read	combining sounds to	the words to read	the words to read	the words to read			I - I		



	syllables to be able to read and understand the word. Read with fluency	word. Read with fluency and intonation	syllables to be able to read and understand the word. Read with fluency	syllables to be able to read and understand the word. Read with fluency	syllables to be able to read and understand the word. Read with fluency	syllables to be able to read and understand the word. Read with fluency	syllables to be able to read and understand the word. Read with fluency	and intonation Build sight vocabulary during all reading	syllables to be able to read and understand the word. Read with fluency	syllables to be able to read and understand the word. Read with fluency
	and intonation	Build sight vocabulary during all reading	and intonation	and intonation	and intonation	and intonation	and intonation		and intonation	and intonation
	Build sight vocabulary during all reading	all readility	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
Core Concepts, Skills and Values Paired/Independent Reading	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	 Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner 	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner	 Reads aloud to a partner Reads own writing, starting to correct errors Reads own and others writing Reads books from shared reading lessons and books from reading corner
CAPS Topic				(Minimum time: 3	WR x 15 minutes per week	ITING; Maximum time: 3 x 2	0 minutes per week)			
	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write sentences with sight words and tricky words	Write a creative story of at least 3 sentences by using learnt sounds and
Core	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	Written tasks on tricky words	known sight words: My first school year
Concepts, Skills and Values	Write at least 3 own sentences by using learnt sounds and known sight words:	learnt sounds and known sight words:	Discuss ideas for writing with peers Write sentences/	Do written activities and write plurals of known words	Do written activities and write plurals of known words	Do written activities and write plurals of known words	Write a creative story of at least 3 sentences by using learnt sounds and known sight words:	Write a creative story of at least 3 sentences by using learnt sounds and known sight words:	Do written activities and write plurals of known words	Spell known words correctly
	Holiday news	My dream house	news/ creative story – use taught	Write and illustrate sentences for	Write a creative story of at least 3 sentences by using	Write a creative story of at least 3 sentences by using	Day and night	I would like to go and live on the moon		Write prepositions correctly



	Write with capital letters and full stops. Write prepositions correctly • Spell known words correctly	Write with capital letters and full stops. Write prepositions correctly • Spell known words correctly	Spell known words correctly Use present and past tense correctly with teacher's assistance	reading corner: Route from home to school Spell known words correctly Write prepositions correctly Use present and past tense correctly with teacher's assistance	learnt sounds and known sight words: • Uses of water Write with capital letters and full stops	learnt sounds and known sight words: • We make clever plans to save water Write and illustrate sentences for reading corner	Spell known words correctly Write prepositions correctly Use present and past tense correctly with teacher's assistance	Spell known words correctly Write prepositions correctly Use present and past tense correctly with teacher's assistance		Use present and past tense correctly with teacher's assistance
CAPS Topic						WRITING nin a week)				
Core Concepts, Skills and Values	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation: g, q, z Number: 0 1 2 3 4 5	 Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation: k, x, z Number: 0 1 2 3 4 5 6 7 8 9 	Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work: Letter formation: g, q, z Number: 0 1 2 3 4 5 6 7 8 9	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words and sentence incorporating: u , t, y (e.g. hut, tub, rut) Number: 6	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words incorporating: e, t, g Number: 7	All work between lines with clear spacing of letters and words. Pattern work:	All work between lines with clear spacing of letters and words. Pattern work:	All work between lines with clear spacing of letters and words. Pattern work: All work between lines with words. Letter formation with words and sentence incorporating: 0, a, d Number: 0 1 2 3 4 5	All work between lines with clear spacing of letters and words. Pattern work: Letter formation with words and sentence incorporating: g, q, k Number: Revise 6 7 8 9	All work between lines with clear spacing of letters and words. Pattern work: CACACACACACACACACACACACACACACACACAC
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



	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series	Reading series
	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks	eBooks
	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips	Sentence strips
Resources (other	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE Workbooks	DBE Workbooks
than textbook) to enhance learning	Flash cards	Flash cards	Flash cards	Flash cards	Flash cards	Flash cards		Flash cards	Flash cards	Flash cards
illiance learning	Pictures	Pictures	Pictures	Pictures	Pictures	Pictures	Flash cards	Pictures	Pictures	Pictures
	Posters	Posters	Posters	Posters	Posters	Posters	Pictures	Posters	Posters	Posters
							Posters			
	Each skilland practionRubrics, cl	is not meant to be an a cally. hecklists and writing ac		ather should ensure tha	at leaners are afforded		nstrate these skills orally	у		
	Assessme Listening & Speal		if the concepts have been	en taught and learners l	had enough time to pra	ictice.				
	ParticipateListens to	es in class discussions stories and answers cla	ated to a familiar story of and expresses own thou osed and open-ended q hat is read or told by the	ughts and feelings. uestions	ning captions with pictu	res (integrated with Life	e Skills)			
SBA (Formal	Phonics:									
Assessment)	Write the iConsonan	t blends e.g. sp, fr, dr	es" ne picture, matching initial at the beginning and end	·	ord (consonants and vo	owels)				

• Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 50-60 words and ask 2-3 oral questions related to the text

Choose a short reading passage which has at least 50-60 words (DBE Workbook or Reader)
 Types of questions:
 Multiple choice questions

Reading:



Circle the correct answer & Higher order questions

Fill in the missing words

Sequence events in the story

Interprets information from posters, pictures or simple tables

- Recognises cause and effect in a story.
- Answers open-ended questions based on the passage read

Writing:

- Writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).
- Spells common words correctly
- Forms the plurals of familiar words by adding 's' or 'es'
- Uses prepositions correctly
- Begins to use present and past tense correctly in writing
- With help uses nouns and pronouns (I, you, she, he, it) correctly in writing
- Writes at least 3 sentences of own news or on a topic (Theme/Story etc.) using capital letters and full stops.

Handwriting:

- Forms 26 lower case letters correctly paying attention to directionality, correct letter formation, size and spacing within lines
- Copies and writes words with correct spacing
- Copies and writes 1-2 short sentences legibly and correctly
- Copies and writes a sentence correctly