



ENGLISH FIRST ADDITIONAL 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 (2020) has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. The first few weeks must be used to teach sounds / concepts that were not addressed in the previous year.
6. Learners will be at different levels. All schools will not be the same, If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. The topics/themes and vocabulary for FAL are only suggestions and not compulsory. Teachers should use themes applicable to the school context. Choose your vocabulary according to your theme.
9. Whenever group work 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 integrated 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.)
Rubrics are only suggestions.
- ▢ 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 our learners.



2021 Annual Teaching Plan – Term 1: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 1

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Suggested Theme	ORIENTATION This is me	ORIENTATION/ My birthday	ORIENTATION We go to school	We go to school	My Family DBE workbook page 12-13 (Family at home inside their house)	My Family	We play outside	We play outside	We have feelings	We have feelings
CAPS Topic	LISTENING AND SPEAKING <ul style="list-style-type: none"> Start with a greeting Song/rhyme Then you do an open-ended question (question with no wrong answer) Vocabulary of the day and sight words 									
Core Concepts, Skills and Values	Greet the learners and let them greet the friend next to them.	Greeting Teach learners a routine and procedure to move to the carpet and back to their tables. Rhyme: Come to the carpet, come to the carpet Quiet as a mouse, quiet as a mouse	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting.	Greeting	Greeting



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Song/ Rhyme	Grade 1 learners must get use to the class routine. Teach learners a routine and procedure to hand out their DBE Workbooks and open to the correct page. Then teach them a routine and procedure to collect and hand in DBE Workbooks/ other books. Song: Head and shoulders DBE WB 1 pg 4 Divide learners into 5 groups. Ask group 1: How do you feel? I feel happy. I feel sad.	Happy birthday to you	If you are happy and you know it.....	<table><tr><th>Lyrics</th><th>Actions</th></tr><tr><td>Look who came to school today,</td><td>Clap your hands</td></tr><tr><td>School today, school today!</td><td>Clap your hands</td></tr><tr><td>Look who came to school today!</td><td>Clap your hands</td></tr><tr><td>(child's name) did!</td><td>Point to a child</td></tr></table>	Lyrics	Actions	Look who came to school today,	Clap your hands	School today, school today!	Clap your hands	Look who came to school today!	Clap your hands	(child's name) did!	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Question of the day		Which colour do you like most?	Adapt the question of the day according to the new vocabulary taught for that specific day	Adapt the question of the day according to the new vocabulary taught for that specific day	Adapt the question of the day according to the new vocabulary taught for that specific day	Adapt the question of the day according to the new vocabulary taught for that specific day	Adapt the question of the day according to the new vocabulary taught for that specific day	Adapt the question of the day according to the new vocabulary taught for that specific day	Adapt the question of the day according to the new vocabulary taught for that specific day	Adapt the question of the day according to the new vocabulary taught for that specific day. Can also use: If you're frustrated and you know it, stomp your feet! If you're excited and you know it, jump up and down!																																																																																								



Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Suggested Vocabulary (Teach 4 words a day from week 3 onwards)	<p>Teach learners the theme words: I, feel, happy, sad</p> <p>Teach the word “same” in different ways, e.g. teacher holds up 1 finger and asks the learners to do the same; teacher draws a simple shape on the board and asks learners to draw the same shape in their books.</p> <p>Teach the word “different” in many ways, e.g. teacher holds up 2 fingers and asks the learners to hold up a different number of fingers.</p>	<p>Teach learners: six, seven, eight years old</p> <p>Teach them the word “more” in different ways, e.g. using different number of learners</p> <p>Teach the word “fewer” in different ways.</p>	<p>happy, sad, feel, today, backpack, bag, carry, school, favourite, draw, listen, story, excited, friend, teacher, dog, classroom, read, write, sing</p>	<p>scared, first, uniform, shoes, stationery, pencil, pen, book, learn, teach, maths, letters, taxi, bus, drive, walk, desk, sit, front, back</p>	<p>big, small, family, home, brother, sister, baby, friend, grandmother, grandfather, grandparents, wait, help, clean, dirty, backyard, climb, game, skip, rope</p>	<p>little, big, born, new, younger, older, sibling, doll, hold, held, wrap, blanket, nappy, neck, strong, weak</p>	<p>ball, kick, throw, bounce, hot, cold, outside, inside, playground, slide, swings, down, run, pond, swim, jump, tree, sun, shade, sit</p>	<p>season, temperature, Summer, Winter, Spring, flowers, leaves, grow, bucket, splash, dry, wet</p>	<p>sad, mad, embarrassed, feeling, late, miss, bus, grumpy, mood, silly, bad, good, wear, uniform, wrong, swimming costume, mistake, forget, bag, calm</p>	<p>excited, scared, love, hate, confused, corrected (verb), shorten, annoyed, long, short, polite, rude, worried, quickly, slowly, wait, syllable, name, clap, count</p>
Sight words			I, like, to, play	all, day, at, school	Mom, Dad, and, my	Have, a big, family	we, in, the, sun	do, you, hot, run	am, sad, he, said	is, so, happy, she
Curriculum Coverage Tracking	<ul style="list-style-type: none"> • Begins to develop an oral (listening and speaking) vocabulary using themes or topics. • Responds to simple greetings and farewells using phrases. • Points to objects in the classroom or in a picture in response to teacher’s instructions. • Names some objects in a picture or in the classroom in response to teacher’s questions. • Responds physically to simple oral instructions. • Responds to simple questions. • Understands and begins to use some simple language structures in context, e.g. plural forms of countable nouns. • Sings simple songs and does actions with guidance. • Joins in action rhymes and songs, doing the actions. • Plays language games. 									
Date completed										



Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	READING In grade 1 we do Shared Reading only.									
Core Concepts, Skills and Values	Tell learners to look at the picture: DBE WB 1 pg 2 Second-Read: read the story to learners: The girls and boys are at the playground. Mary says 'hello'. Peter says 'hello'. The girls feel happy. The boys feel happy. They like the playground. Ask: Who says 'hello'? Mary says hello. / Peter says hello. Ask: Who feels happy? The girls feel happy. / the boys feel happy.	DBE WB 1 pg 8 First-Read: read this story to learners, explaining each sentence with code-switching: It is Tuli's birthday. She is six years old. The children sing 'happy birthday to you'. The girls eat the pink cake. The boys eat the pink cake. They feel happy.	Shared reading Pre read activity First read Learners illustrate the story on Wednesday. Second read	Shared reading Pre read activity First read Learners illustrate the story on Wednesday. Second read (Learners recount a part of the story they liked most.)	Shared reading Pre read activity First read (Visualise) Learners illustrate the story on Wednesday Second read (Inferences) At the end, learners recount a part of the story.	Shared reading Pre read activity First read Learners illustrate the story on Wednesday. Second read (Recount one thing you remember from the story.)	Shared reading Pre read activity First read Learners illustrate the story on Wednesday. Second read	Shared reading Pre read activity First read (Visualise) Learners illustrate the story on Wednesday. Second read (Recount the story.)	Shared reading Pre Read – Prediction First Read- Make connection Illustrate the story Second read – making connections Recount the story	Shared reading Pre Read – Prediction First Read- Make inferences Illustrate the story Second read
Curriculum Coverage Tracking	Emergent Literacy <ul style="list-style-type: none"> Recognises some common words in our everyday environment. Develops emergent literacy, for example, concepts of print through the Shared Reading activity. Shared Reading <ul style="list-style-type: none"> Listens to the story or non-fiction text while following the teacher and looking at the pictures. Talks about the pictures using Home Language where necessary. Identifies objects in the pictures. Answers some simple questions with the support of the pictures. Learns some oral vocabulary. After repeated readings, joins in the choruses where appropriate. Draws a picture capturing the story. 									
Date completed										



Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	PHONICS									
Core Concepts, Skills and Values	1. Teach an ATTENTION GETTER, e.g.: <i>1-2-3 EYES ON ME, 1-2 EYES ON YOU!</i> 2. Instruct learners to talk to their neighbours. 3. When they hear ‘1-2-3 EYES ON ME’ they must stop talking. 4. They must say ‘1-2 EYES ON YOU.’ 5. They must sit quietly in their seats with their eyes on the teacher.	Another attention getter: When they hear ‘ <i>IF YOU CAN HEAR ME CLAP ONCE</i> ’ they must stop talking. They must clap once.	Environmental sounds. Make two sounds, learners decide whether it’s the same or different. (e.g. clap, whistle, click, tap)	Environmental sounds. Make two sounds, learners decide whether it’s the same or different. (e.g. clap, whistle, click, tap)	Environmental sounds. Make two sounds, learners decide whether it’s the same or different. (e.g. clap, whistle, click, tap)	a <i>ant, apple, axe, animal</i> INTRODUCE /a/ SONG <i>/a/, /a/ ants on my arm</i> <i>/a/, /a/ ants on my arm</i> <i>/a/, /a/ ants on my arm</i> <i>Causing me alarm!</i> Environmental sounds	s <i>snake, snail, sand, sun</i> INTRODUCE /s/ SONG <i>/s/, /s/ Sammy snake</i> <i>/s/, /s/ Sammy snake</i> <i>/s/, /s/ Sammy snake</i> <i>Slithering softly and slowly</i> Revision of a and s sound	t <i>tap, tiger, tortoise not, spot, got, dot</i> Learners differentiate between <i>t</i> and <i>s</i> . Segmenting and blending: First the teacher illustrates how to segment the word <i>tap</i> , then the learners do it. Do this with several words like <i>tap, sat, mat,</i>	p <i>path, power, pap, pencil</i> <i>map, clap, cap</i> Rhyming words: <i>pat, sat, tap</i> Differentiate between <i>s</i> and <i>p</i> . Segmenting and blending words, e.g. <i>pat, sap, tap,</i> Environmental sounds	Environmental sounds (clap, whistle, stamp, click) Make sound patterns and learners must copy the teacher Rhyming words. .
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Segments oral sentences into individual words by clapping on each word. With the teacher’s help, identifies some rhyming words in stories, songs and rhymes. Begins to identify different initial sounds in words. 									
Date completed										
CAPS Topic	WRITING Remember to model the writing on the board first.....									
Core Concepts, Skills and Values	Tell learners to turn to DBE WB 1 pg 5 Tell them to draw themselves and write their names	Draw your family	I feel..... (Learners draw about how do they feel at school.)	I like..... (Learners draw something they like at school.)	My family is (Learners draw their family.)	My family is..... Learners draw something they like to do with their family.	I like to..... Learners draw something they like doing outside.	I like to play.... Learners draw a place they like to be outside.	I felt grumpy when..... Learners draw of a time when they felt grumpy.	I felt scared when..... Learners draw of a time when they felt scared.
Curriculum Coverage Tracking	<ul style="list-style-type: none"> With the help of the teacher, writes a caption for his/her drawing and reads back what is written. 									
Date completed										



Extension activities			DBE workbook pages 3, 5, 6. Draw a picture of your school.	DBE workbook pages 4, 6, 7. Draw a picture of what is inside your bag.	DBE workbook pages 13, 14 Draw a picture of how you feel when you are with your family.		DBE workbook page 16, 17 and 20. Draw something you like doing outside.	DBE workbook 22, 23, 24. Draw something you wear when you play outside.	DBE workbook pages 25, 26 and 27 Draw a picture of a time when you felt real mad.	DBE workbook pages 28, 29, 31 Draw a picture of a time when you felt excited.
Requisite Pre-Knowledge		Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.
Resources (other than textbook) to enhance learning		Big books Flash cards DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1
Assessment for learning (Informal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. Use a checklist for assessment for learning (Informal Assessment) 									



ASSESSMENT: TERM 1

PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none">Points to and name some objects in the classroom or in a picture in response to teacher’s instructionsResponds to a simple question	Observation/ practical and Oral	Rubric	7 7	By week 9	
	<ul style="list-style-type: none">Responds to simple greetingsSings simple songs and does action rhymesMake simple requests		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics	Reproduces sound patterns using environmental sounds	Observation/ practical & Oral	Rubric	7	By week 9	
Oral	<ul style="list-style-type: none">Begins to identify different initial sounds in words.Identifies some rhyming words in stories , songs, poems and rhymes.		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading Oral	<ul style="list-style-type: none">Answers simple oral questions about a storyJoins in choruses after repeated readings of a textIdentifies people, animals and objects in the illustrations (Big Book/ Poster)	Observation & Oral	Rubric / Checklist	7	By week 9	
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none">Draws a picture for a story that is toldCopies a caption for a picture	Written	Classwork book	n/a	By week 9	
Teacher notes: Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7						



ASSESSMENT FOR LEARNING: CHECKLIST TO USE

	LISTENING AND SPEAKING			PHONICS		READING		WRITING		COMMENT
Mark with x or ✓	Can respond to a simple greeting	Make simple requests	Sing a song and do the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs, poems or rhymes	Joins in choruses after repeated readings of a text	Identifies people, animals and objects in the illustrations (Big Book/ Poster_	Draws a picture about a story that is told or read	Copies a caption for a picture	
Learner's names										

ASSESSMENT OF LEARNING: SCORESHEET

	LISTENING AND SPEAKING			PHONICS	READING		Comment
	Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sound patterns	Listens to and answers questions related to a story	Total	
DATE							
SCORE	7	7	14	7	7	14	
NAMES OF LEARNERS							
1							
2							
3							
4							
5							

RUBRIC EXAMPLES:

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	1. Learner identifies and names items in a familiar picture. 2. Learners respond to a simple question.			
IMPLEMENTATION	1. Week 7 or 8 when the learners are settled and writing. 2. Week 7 or 8 Oral: Daily question.			
ACTIVITY 1	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Settle the class to complete a written activity. Then, call individual learners to your desk. Use a picture from the big book story for the week, or from the DBE Workbook. First, ask the learner to point to 2 items that you name. Next, ask the learner to name 2 items that you point to.	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
ACTIVITY 2	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Complete this during the oral daily question activity. Follow the routine of calling one group per day to answer a theme-related question. Listen carefully as each learner answers the question.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
CALCULATION <ul style="list-style-type: none"> Add each learner's totals out of 7 for the two activities, to get a total out of 14. Divide by 2 to get a rating from 1-7 to record on the report. 				

READING & PHONICS RUBRIC				
OBJECTIVE	1. Learner reproduces sound patterns using environmental sounds. 2. Learner listens to and answers questions related to a story.			
IMPLEMENTATION	1. Week 7 or 8 phonics 2. Week 7 or 8 Shared Reading			
ACTIVITY 1	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Go around the room during phonics and complete this activity with small groups of learners. Tell learners to listen as you make a 'sound pattern', for example: clap clap click click stamp click. Then, ask the learners to repeat the sound pattern. Listen and watch carefully. Do 2 sound patterns with each group.	The learner cannot correctly reproduce the sound patterns, both in terms of sounds and rhythm.	The learner can correctly reproduce only one sound pattern, or the struggles with the rhythm on both sound patterns.	The learner can correctly reproduce both sound patterns, but struggles with the rhythm on occasion.	The learner can correctly reproduce both sound patterns, with the correct rhythm.
ACTIVITY 1	Level 1	Level 2	Level 3	Level 4
MARKS	1-2	3-4	5-6	7
Once you have read the big book story to learners, ask individual learners a basic recall question about the story. Listen carefully to the answers.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
CALCULATION <ul style="list-style-type: none"> Add each learner's totals out of 7 for the two activities, to get a total out of 14. Divide by 2 to get a rating from 1-7 to record on the report. 				



OVERVIEW OF FOUNDATION PHASE PHONICS

	GRADE 1		GRADE 2		GRADE 3	
	THEME	PHONICS	THEME	PHONICS	THEME	PHONICS
T1 WK 1	We go to school	ORIENTATION	CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT j,w, r, at words/ an words		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT Revision of oo oa ee br dr fl sl cl pl gr tr	
T1 WK 2		Environmental sounds				
T1 WK 3		Environmental sounds				
T1 WK 4		Environmental sounds				
T1 WK 5		Environmental sounds				
T1 WK 6	My family	a	Celebrating birthdays	e	What is friendship?	-sh
T1 WK 7	We play outside	s		i		-ch
T1 WK 8		t		o	Determination	-th
T1 WK 9	We have feelings	p	u	wh		
T1 WK 10		revision				
T2 WK 1	Friends	i	Helping our friends	Revise: e i an	Me and my siblings	u-e
T2 WK 2	Growing things	n	Setting goals	Revise o/u / at	Practice makes perfect!	oo
T2 WK 3		m		y		ea
T2 WK 4		h		s		oa
T2 WK 5	Animals	o	We have feelings!	long /short	Families caring for each other	ng/nk
T2 WK 6		b		long /short		ch/cl
T2 WK 7	Sports and games	c	Making mistakes	ed	Bullying	a-e
T2 WK 8		k		ing		i-e
T2 WK 9	The three little pigs	e	Being safe and responsible	Revision	We are writers	o-e
T2 WK 10		revision		Revision		u-e
T2 WK 11						Revision
T3 WK 1	All around town	ck	Traditions	sp	Compassion	ai
T3 WK 2		g		sh-		ay
T3 WK 3	Working together	d	Community	-sh	Honesty	oi
T3 WK 4		u		th		ou
T3 WK 5	All about clothes	r	Creative thinking	Word families	Solving problems	oy
T3 WK 6		f		ch, ed		str
T3 WK 7	Reading is fun	l	Healthy eating	th	Learning new things	tch
T3 WK 8		plurals s		sl-ing		nch
T3 WK 9	Keeping our bodies healthy and safe	plurals es	Worried and afraid	oo	Identities	ph/ff
T3 WK 10		Revision		ch-ed		ss/ll
T3 WK 11				Revision		
T4 WK 1	Problem solving	j	Solving problems	fl-	The power of education	ar /er
T4 WK 2		v		sl-		ir/or
T4 WK 3	We grow and change	w	Historical figures	cl	Calm and relaxed	ur
T4 WK 4		x		br		spr
T4 WK 5	Our living history	y	Bullying & appearance	oo	Grief	str
T4 WK 6		Revision		ee		dr
T4 WK 7	Science is fun!	Plurals -s and -es	Using technology for good	Revision	History	Revision
T4 WK 8		Plurals -s and -es		Assessment		-tch
T4 WK 9	PREPARATION FOR 2022	Revision		Revision		Suffixes
T4 WK 10		Revision		Revision		Revision