

2021 Annual Teaching Plan – Term 2: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 3

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																																				
Suggested Theme	Me and my siblings	Me and my siblings	Practice makes perfect	Practice makes perfect	Families caring for each other	Families caring for each other	Bullying	Bullying	We are writers	We are writers																																																																																																																																				
CAPS Topic	<div>LISTENING AND SPEAKING</div> <div>Done on Mondays Wednesdays and Fridays</div> <div><div><div>Start with a greeting</div><div>Song/Rhyme (Songs/Rhymes given are only examples – choose a song/rhyme according to the theme you have chosen)</div><div>Open-ended question (Question with no wrong answer)</div><div>Vocabulary for the day, and the sight words.</div></div></div>																																																																																																																																													
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Question of the day	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt the question according to your theme and vocabulary taught.	Adapt your question according to the theme and the vocabulary taught for the week.
Suggested Vocabulary The vocabulary will depend on the chosen theme. (Teach 4 words a day)	sibling, brother, sister, type, oldest, youngest, younger, older, middle, only, trouble, ruin, annoyed, furious	anger, argue, argument, shout, often, jealous, attention, confused, relationship, alike, different, similar, behave	pedal, balance, determined, give up, practise, confident, succeed, fail, tipped over, embarrassed, wobbled, shook	whistle, shout, stomp, beg, taught, patient, challenging, simple, hooter, sneaked, hold, scream	caring, toast, toaster, turn, offer, supposed to, often, look after, puppet, puppet show, serve, perform	annoyed, distracted, focused, furious, freeze, froze, realise, kitchen, expected, dishes, laundry, helpful	ashamed, pick on, bully, tease, group, single, alone, spend time with, continue, cruel, knock (down), talented	mutter, awful, tear, terrible, watch, spectator, goal, score, tell, protect, trust, crowd	print, cursive, punctuation, sentence, type, message, computer, phone, paragraph, letter, card, complete,	diary, private, topic, clear, examine, clue, detective, suspicious, pencil, pen, marker, crayon
Sight words	house, goes, works, where, two	each, week, nice, sister, home	tried, wanted, felt, asked, please	helped, friend, couldn't, fell, again	sick, mother, made, laugh, better	felt, brother, wants, eat, forgot	idea, soccer, boots, score, goal	why, proud, nasty, upset, move	calm, read, there, dirty, secrets	hair, question, write, hide, who
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Continues to develop an oral (listening and speaking) vocabulary using themes or topics. Follows instructions and gives simple instructions. Understands and responds to simple questions such as 'When ...?' 'Why ...?' 'What ...?' Asks for clarification. Responds to and makes requests. Participates in a short conversation on a familiar topic. Identifies an object from a simple oral description. Talks about objects in a picture or photograph in response to teacher's instructions. Listens to and gives a simple oral recount. Understands and uses language structures in context: past tense, prepositions. Memorises and performs simple poems, action rhymes and songs. Plays language games, for example, I spy with my little eye 									
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CAPS Topic	READING – GROUP GUIDED READING Mondays, Tuesdays, Wednesdays, Thursdays , Fridays									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Revise your groups if needed Divide your class into 5 groups Give the rest of the class an activity to do while you are busy with the group for the day (worksheet, DBE workbook etc.) Select text appropriate to the reading ability of the group Revise sight words that will appear in the text Teach learners word attacking skills. 									
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher. Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words). Reads with increasing fluency and expression. Shows an understanding of punctuation when reading aloud. Begins to build a sight vocabulary from the guided, shared and independent reading. 									
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CAPS Topic	READING – SHARED READING Tuesdays and Thursday									
Core Concepts, Skills and Values	Tuesday 1 Pre Read	Tuesday 2- Second read	Tuesday 1 Pre Read	Tuesday 2- Second read	Tuesday 1 Pre Read	Tuesday 2- Second read	Tuesday 1 Pre Read	Tuesday 2- Second read	Tuesday 1 Pre Read	Tuesday 2- Second read
	Thursday – First Read	Thursday 2 – Post reading activity	Thursday – First Read	Thursday 2 – Post reading activity	Thursday – First Read	Thursday 2 – Post reading activity	Thursday – First Read	Thursday 2 – Post reading activity	Thursday – First Read	Thursday 2 – Post reading activity
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Listens to short stories, personal recounts or non-fiction texts, for example, factual recounts, instructions, information reports, told or read from a Big Book or illustrated poster for enjoyment. Listens to stories and personal recounts and answers comprehension questions. Predicts what will happen next in a story or personal recount (What do you think will happen next?) Expresses feelings about the story (Did you like the story? Why/Why not?) Retells the story. Listens to a non-fiction text such as a factual recount or information report, for example Growing Plants, and answers comprehension questions, for example, 'What do you need to grow a plant?' With the teacher's help, gives a simple summary of the non-fiction text. 									
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CAPS Topic	PHONICS (Done on three days per week) Start each phonics lesson by revising the sound of the previous week.									
Core Concepts, Skills and Values	u <i>bus, cub, pub, ugly, us, up, umbrella, turn, pull, plus, jump, push, just</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	-oo- <i>book, cook, look, food, wood, moon, fool, tools, wool, pool</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	ea <i>team, steam, cream, dream, peach, beach, teach, reach</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	oa <i>boat, coach, float, throat, soap, goal, soak, foam</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	Consonant blends - ng /-nk <i>ring, sing, king, bring</i> <i>bank, drank, junk, think wink, sink</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	Consonant digraph ch <i>chop, chip, chat, chew, chin</i> Consonant blend: cl <i>clap, cloud, clown, clock, clear</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	a-e (Silent e) <i>tape, race, cake, game, fate, made, hate, same, name</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	i-e (Silent e) <i>hide, wide, ripe, bite, slide, nice, kite, pride, ice, mice</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	o-e (Silent e) <i>hope, spoke, bone, rope, rode, joke, code, broke</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	Revision of all sounds taught u-e (Silent e) <i>cube, mule, tube, fuse, rule, excuse, cute, fume, use</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Recognises at least three new vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc.) Recognises silent 'e' in words (e.g. cake, time, hope, note) Builds and sounds out words using sounds learnt Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap) Recognises known rhyming words (e.g. fly, sky, dry, cry, try) Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit' Builds and sounds out words using sounds learnt 									
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Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	WRITING Twice a week									
Core Concepts, Skills and Values	Topic: Make a list of things you like and dislike about your siblings Day 1: Things I like about my siblings: 1. I like... 2. I like... 3. I like... Day 2: Things I dislike about my siblings: 1. I dislike... 2. I dislike... 3. I dislike...	On Day 1 they can edit the work of the previous week A kind of checklist can assist: 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? Day 2: "publish" their work.	Topic: Write a paragraph about a time you practised and practised something new. Day 1: I wanted to learn... I practised and practised... Day 2: It was... I kept on... Finally... I felt...because...	On Day 1 they can edit the work of the previous week A kind of checklist can assist: 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? Day 2: "publish" their work.	Write a list of the ways the people in your family take care of each other. Ways people in my family care for me: 1. 2. 3.	On Day 1 they can edit the work of the previous week A kind of checklist can assist: 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? Day 2: "publish" their work.	Topic: Write a story about someone who is getting picked on. Day 1: Once there was... He/she... Then... Day 2: He/she... Finally... After that...	Day 1: They can edit the work of the previous week A kind of checklist can assist: 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? Day 2: "publish" their work.	Topic: Write instructions telling someone how to write a paragraph. Day 1: A paragraph is... You will need: 1. First... Day 2: 2. Second... 3. Then... 4. Finally...	Day 1: They can edit the work of the previous week A kind of checklist can assist: 1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter? Day 2: "publish" their work.
Curriculum Coverage Tracking	<ul style="list-style-type: none"> • Uses handwriting skills taught in Home Language • Writes increasingly complex lists with headings, for example, Things plants need: water, soil, air, sunlight • With guidance, writes a simple set of instructions, for example, how to grow a plant • Writes a paragraph of 4–6 sentences on a familiar topic • Organises information in a chart, table or bar graph, for example, the life cycle of a plant • Uses the writing process (drafting, writing, editing and publishing) • Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas) • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary • Uses children's dictionaries (monolingual and bilingual) 									
Date completed										

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS TOPIC	LANGUAGE USE									
	Simple present tense / Past tense Revise some verbs Talk, walk, sing, dance, read, eat, run, sit, watch Let learners make a list of verbs that they can think about.	is/are	Possessive nouns for example: "The book's cover."	Adjectives	Countable and uncountable nouns (You can write a number in front of countable nouns) 6 eggs Some milk 3 tomatoes Some tea Some flour	Countable and uncountable nouns (You can write a number in front of countable nouns) 6 eggs Some milk 3 tomatoes Some tea Some flour	Present progressive tense (We are planting)	Present progressive tense (We are planting)	The use of a and an	Plurals- adding a –s to the noun
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Understands and uses the present progressive, for example, 'We are planting a seed' Countable and uncountable nouns, for example, bottles/water Revises some of the grammar covered informally in Grades R to 2 									
Date completed										
Extension activities	DBE workbook pages 22,23 Draw a picture of your siblings and write a sentence what you do like about them.	DBE workbook pages 24,25,26,27,28,29 and page 31	DBE workbook pages 42,43,44 Draw a picture of something you want to learn.	DBE workbook pages 45,46,47 Draw a picture of yourself practicing something you want to learn.	DBE workbook pages 51,52 and 53. Draw a picture of your caring for someone in your family.	DBE workbook pages 54,55, and 56 Draw a picture where you are being helpful	DBE workbook pages 56,57,58 and 59. Draw a picture of someone being picked on.	DBE workbook pages 60,61,62 and 63. Draw your face to show you were upset when your friend was teasing you.	DBE workbook pages 64 and 65	
Requisite Pre-Knowledge	Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									
Resources (other than textbook) to enhance learning	Big books, Flash cards, Pictures, Posters, Readers Work sheets for learners to use while a group is busy with group guided reading Realia									
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. 									
SBA Assessment of learning (Formal 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. Rubrics, checklists and writing activities can be used. Assessment can only take place if the concepts have been taught and learners had enough time to practice. 									

ASSESSMENT: TERM 2

PROGRAMME OF ASSESSMENT:

FAL : Grade 3 : Term 2						
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none">Oral presentation :Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text (DBE Workbook, Reader, Theme Poster etc)Demonstrates an understanding of oral vocabulary.Listens to non-fiction text and answer comprehension questions- oral	Observation & Oral	Rubric Checklist	5 n/a	By Week 9	
Teacher notes <i>These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to do an oral presentation. For SASAMS there must be 1 score for Listening and Speaking.</i>						
Phonics: Written	Word level and sentence level <ul style="list-style-type: none">Uses consonant blends (-ng, -nk, -ck, ch-, cl-)Recognises vowel diagraphs , ea, oo, oa 1 mark for correct answer	Written Observation & Oral	Class work book Worksheet Checklist	10	By Week 8	
Phonics: Oral	<ul style="list-style-type: none">Distinguish between long and short vowels sounds orallyRecognises silent "e" in words.			n/a	Week 9	
Teacher notes <i>Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. In Week 8 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS you should have 1 score (Written phonic activity)</i>						
Reading: Oral	Group Guided Reading Sessions Sight words Assess each learner individually 60-70 sight words - Big Book, Theme	Observation & Oral Written	Rubric Worksheet Class work book	5	Week 7 & 8	
Reading: Comprehension Written	Choose a short reading passage with 60-70 words (DBE Workbook or Reader) Types of questions: <ul style="list-style-type: none">Multiple choice questions & Fill in the missing words and Sequence events in a story 1 mark for correct answer			10	By Week 8	
Teacher notes <i>Learners should be assessed on <u>one oral reading activity</u> in the Group Guided Reading session in Weeks 7 and 8. By Week 8 <u>one written</u> comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. In Week 8 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS you should have 2 scores for Reading (oral reading and written comprehension)</i>						
Writing:	<ul style="list-style-type: none">With support, writes a simple set of instructions e.g. 3-4 instructions	Written	Class work book Worksheet	n/a	Week 9	
Language use:	<ul style="list-style-type: none">Punctuation(capital letters and full stops), Tenses, Plurals, Nouns			10	By Week 8	
Teacher notes <i>In Week 8 language usage skills should be assessed in a written format using a worksheet which will include punctuation, tenses, plurals and nouns. For SASAMS 1 score will be captured for writing. (language usage skills)</i>						
TOTAL SCORE				40		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

ASSESSMENT FOR LEARNING: CHECKLIST

FAL GRADE 3: TERM 2 Checklist						
	Listening & Speaking		Phonics		Writing	Comment
	Demonstrates an understanding of oral vocabulary.	Listens to a non-fiction text and answer comprehension questions orally.	Recognises silent "e" in words	Distinguish between long and short vowels sounds orally	With support, writes a simple set of instructions e.g. (3-4 instructions)	
✓/✗						
Date						
Names of learners						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

ASSESSMENT OF LEARNING: SBA ASSESSMENT SCORESHEET

FAL GRADE 3: TERM 2 Scores using rubrics						
	Listening & Speaking	Phonics	Reading		Language use Writing	Comment
	Oral: Gives a simple oral summary of 3 or 4 sentences of a non-fiction text	Phonics: written: Uses consonant blends (-ng, -rk, -ck, ch-, cl-) Recognises vowel diagraphs (ea, oo, oa) 1 mark for a correct answer	Oral Sight words: 60-70 words	Written Comprehension: written Choose a short reading passage with 70-80 words Types of questions: Multiple choice questions Fill in the missing words Sequence events in a story 1 mark for a correct answer	Language Usage Punctuation, Tenses Plurals Nouns 1 mark for a correct answer	
Date						
Score	5	10	5	10	10	
Names of learners						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

GRADE 3 RUBRIC : Term 2					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Gives a simple oral summary of 3 or 4 sentences of a non-fiction text	Does a short talk on a theme/topic/ non-fiction text after much practice and support.	Does a short talk to present a summary on a theme/topic/ non-fiction text in 1 sentence	Does a short talk to present a summary on a theme/topic/ non-fiction text in 2 sentences	Does a short talk to present a summary on a theme/topic/ non-fiction text in 3 sentences	Does a short talk to present a summary on a theme/topic/ non-fiction text in 4 sentences
READING					
Activity	1	2	3	4	5
Word recognition: sight words: 60-70 words	Reads between 20-29 familiar sight words with teacher	Recognises and reads 40-49 familiar sight words correctly.	Recognises and reads 50-59 familiar sight words sight words correctly.	Recognises and reads 60-69 sight words confidently and correctly.	Recognises and reads more than 70 sight words confidently and correctly.