

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

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																																											
Suggested Theme	Compassion	Compassion	Honesty	Honesty	Solving problems	Solving Problems	Learning new things	Learning new things	Identities	Identities																																																																																																																																											
CAPS Topic	LISTENING AND SPEAKING Done on Mondays Wednesdays and Fridays																																																																																																																																																				
	<ul style="list-style-type: none">Start with a greetingSong/Rhyme (Songs/Rhymes given are only examples – choose a song/rhyme according to the theme you have chosen)Open-ended question (Question with no wrong answer)Vocabulary for the day, and the sight words.																																																																																																																																																				
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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)	compassion, friend, shy, friendly, include, exclude, lonely, alone, fit in, strange, thoughtful, compassionate	invite, thankful, included, excluded, sibling, stranger, classmate, treat, want, need, deserve, decide	honest, honesty, truth, lie, lose, find, belong to, owner, bracelet, sparkle, keep, give back	dishonest, cheat, steal, admit, kneel, knelt, found, guilty, liar, betrayed, betray, trust	windmill, plastic, metal, electricity, suffer, drought, drop out, starve, impressive, impressed, build, determined	mocked, scrap yard, pipe, energy, famous, journalist, afford, article, invention, lightbulb, radio,	know, learn, question, internet, computer, phone, tablet, search, read, watch, video, article	library, librarian, borrow, research, bookstore, expensive, cheap, own, information, ask, usually, resources	identity, gender, race, unique, chameleon, separate, fit in, belong, allowed, comedian, belief, law	illegal, crime, bridge, connection, business, outsider, funny, hang out, size, medium, religion, children
Sight words	always, everything, say, thought, about	strange, know, alone, proud, again	lost, found, beautiful, missing, now	knelt, home, that, looked, fell	difficult, young, enough, bring, easy	finally, began, pump, water, wait	loved, seeds, how, properly, different	waste, what, search, learnt, seen	allowed, child, unfair, only, why	where, who, scared, places, when
Curriculum Coverage Tracking	<ul style="list-style-type: none"> • Listens to short stories, personal recounts or non-fiction texts (e.g. 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 procedural text (instructions, e.g. recipe, experiment, etc.) • Begins to develop understanding and ability to use simple language structures in the context: past tense; countable and uncountable nouns, articles: 'a' and 'the'; prepositions: in/on; demonstrative pronouns: 'Please give me that' • With the teacher's help, gives a simple summary of the non-fiction text 									
Date completed										

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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 Thursday – First Read	Tuesday 2- Second read Thursday 2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read	Tuesday 2- Second read Thursday 2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read	Tuesday 2- Second read Thursday 2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read	Tuesday 2- Second read Thursday 2 – Post reading activity	Tuesday 1 Pre Read Thursday – First Read	Tuesday 2- Second read Thursday 2 – Post reading activity
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction. Answers literal questions about a story. Describes how a story made him/her feel, code switching if necessary. 									
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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	ai <i>mail, rail, main, tail, trail, wail, sail, wait</i>	ay <i>day, clay, pay, pray, way, today, holiday, spray</i>	oi <i>join, soil, oil, spoil, voice, point, noise, avoid</i>	ou <i>house, mouth, bounce, cloud, count, ground, flour, drought</i>	oy <i>enjoy, destroy, boy, toy, employ, ahoy, royal, loyal</i>	str- <i>stripe, straw, strong, string, strip, straight, stroke, stream</i>	tch <i>thatch, catch, patch, match, sketch, fetch, witch, stitch</i>	nch <i>lunch, bunch, munch, punch, stench, bench, drench, pinch</i>	ph/ff <i>pharmacy phrase, phone, trophy</i> <i>off, sniff, huff, toffee, staff</i>	ss/ll <i>kiss, glass, grass, loss cross</i> <i>fall, well, bell, shell, small</i>
	Introduce the sound and words	Introduce the sound and words	Introduce the sound and words	Introduce the sound and words	Introduce the sound and words	Introduce the sound and words	Introduce the sound and words	Introduce the sound and words	Introduce the sound and words	Introduce the sound and words
	Do segmenting and blending	Do segmenting and blending	Do segmenting and blending	Do segmenting and blending	Do segmenting and blending	Do segmenting and blending	Do segmenting and blending	Do segmenting and blending	Do segmenting and blending	Do segmenting and blending
	Do a word game	Do a word game	Do a word game	Do a word game	Do a word game	Do a word game	Do a word game	Do a word game	Do a word game	Do a word game
	Written: Word building and sentence construction	Written: Word building and sentence construction	Written: Word building and sentence construction	Written: Word building and sentence construction	Written: Word building and sentence construction	Written: Word building and sentence construction	Written: Word building and sentence construction	Written: Word building and sentence construction	Written: Word building and sentence construction	Written: Word building and sentence construction
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Distinguishes between different vowel sounds aurally (e.g. 'bird' and 'bed'; 'ship' and 'sheep') Recognises some differences between sound/spelling relationships in home and additional language (e.g. 'thatha' and 'thin') Recognises at least five new vowel digraphs (e.g. 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round) Builds and sounds out words using sounds learnt Distinguishes between different vowel sounds aurally (e.g. 'bad' and 'bed'; 'ship' and 'chip') Recognises some differences between sound/spelling relationships in home and additional language (e.g. 'cat' and 'icici') Recognises three-letter consonant blends at the beginning and end of words (e.g. str-, scr-, -tch, -nch) Recognises consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff') Builds and sounds out words using sounds learnt. 									
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CAPS Topic	WRITING Assist learners to write a paragraph. Twice a week																																																	
Core Concepts, Skills and Values	Day 1: I showed compassion to... I saw that he / she felt ... So, I...	Day 1: Edit the work of the previous week Checklist: <table><tr><td>I used capital letters.</td><td></td></tr><tr><td>I used punctuation</td><td></td></tr><tr><td>I checked my verbs</td><td></td></tr><tr><td>I wrote my pronouns with a capital letter.</td><td></td></tr></table>	I used capital letters.		I used punctuation		I checked my verbs		I wrote my pronouns with a capital letter.		Day 1 I once lied to... I lied about... I said...even though Day 2: I lied because... I felt... In the end	Day 1: Edit the work of the previous week Checklist: <table><tr><td>I used capital letters.</td><td></td></tr><tr><td>I used punctuation</td><td></td></tr><tr><td>I checked my verbs</td><td></td></tr><tr><td>I wrote my pronouns with a capital letter.</td><td></td></tr></table>	I used capital letters.		I used punctuation		I checked my verbs		I wrote my pronouns with a capital letter.		Day 1: The problem was that... I wanted to solve this because... I decided Day 2: First... Then... In the end...	Day 1: Edit the work of the previous week Checklist: <table><tr><td>I used capital letters.</td><td></td></tr><tr><td>I used punctuation</td><td></td></tr><tr><td>I checked my verbs</td><td></td></tr><tr><td>I wrote my pronouns with a capital letter.</td><td></td></tr></table>	I used capital letters.		I used punctuation		I checked my verbs		I wrote my pronouns with a capital letter.		Day1: Questions I want to search on the internet: 1. 2. 3. Day 2: Pictures I want to find on the internet: 1. 2. 3.	Day 1: Edit the work of the previous week Checklist: <table><tr><td>I used capital letters.</td><td></td></tr><tr><td>I used punctuation</td><td></td></tr><tr><td>I checked my verbs</td><td></td></tr><tr><td>I wrote my pronouns with a capital letter.</td><td></td></tr></table>	I used capital letters.		I used punctuation		I checked my verbs		I wrote my pronouns with a capital letter.		Topic: Write a letter to a friend telling them about your identity, and asking about their identity. Day 1: Dear _____, Hi! We have been learning about... Something important about my identity... Day 2: questions (Who, what, when, why, how?) I hope... Love, _____	Day 1: Edit the work of the previous week Checklist: <table><tr><td>I used capital letters.</td><td></td></tr><tr><td>I used punctuation</td><td></td></tr><tr><td>I checked my verbs</td><td></td></tr><tr><td>I wrote my pronouns with a capital letter.</td><td></td></tr></table>	I used capital letters.		I used punctuation		I checked my verbs		I wrote my pronouns with a capital letter.	
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Curriculum Coverage Tracking	<ul style="list-style-type: none">• Uses handwriting skills taught in Home Language• Writes increasingly complex lists with headings.• Writes a paragraph of 4–6 sentences on a familiar topic.• Organises information in a chart, table or bar graph.• With guidance, writes a personal recount of experiences, for example, ‘Yesterday I made a mask. First I Then INext I Finally I’• Uses the writing process (drafting, writing and editing)• 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• Uses past tense with increasing accuracy• Builds own word bank and personal dictionary• Uses children’s dictionaries (monolingual and bilingual)																																																	
Date completed																																																		

CAPS TOPIC	LANGUAGE USE									
	Present tense	Present tense	Past tense	Past tense	Articles: 'a' and 'the'	Countable and uncountable nouns (salt, hours, milk, money, flowers, sugar etc.) (If we can put a number in front , it is countable.)	Uncountable nouns Units of measurement Explain that often, we add units of measurement to make uncountable nouns into countable nouns. For example, we can say: one glass of milk, two glasses of milk	Units of measurement Glass cup jar box kilogram piece packet bottle, teaspoon	Is and are	Revision
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Understands and uses the past tense Understands and uses countable and uncountable nouns (revision) Understands and uses the articles 'a' and 'the'. Revises some of the grammar covered informally in Grades R to 2 									
Date completed										
Extension activities	DBE workbook 2 pages 4,5 and 6 Draw a picture where you help your friend.	DBE workbook pages 7,8,9,10	DBE workbook 2 pages 11,12	DBE workbook 13-14	DBE workbook pages 15-17	DBE workbook 2 pages 18-21	DBE workbook pages 21-23	DBE workbook pages 25-27	DBE workbook pages 28-30 Draw and write about an interesting identity.	DBE workbook pages 31-33
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 on going. 									
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. 									

PROGRAMME OF ASSESSMENT:

FAL : Grade 3 : Term 3						
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">Gives a short oral recount of a personal experience/eventDemonstrates an understanding of oral vocabularyListens to a story and answer comprehension questions orally	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 give a short oral recount etc. For SASAMS there must be 1 score for Listening and Speaking.</i>						
Phonics: Oral	<ul style="list-style-type: none">Recognises vowel digraphs ai, ay, oi, oy, ouRecognises consonant blends /digraphs: str, scr, tch, nch, ll,ss,ff,ph	Observation & Oral	Checklist	n/a	By Week 9	
Phonics: Written	<ul style="list-style-type: none">Spelling: Word list of 15 words and 1-2 sentences dictation		Class work book	15		
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. For SASAMS you should have 1 score (spelling)</i>						
Reading: Oral	Group Guided Reading Sessions <ul style="list-style-type: none">Sight words Assess each learner individually on 60-70 sight words (Big Book, Theme, Reader) 1 mark for a correct answer	Observation & Oral	Class work book	5	By Week 9	
	Group Guided Reading Sessions <ul style="list-style-type: none">Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 60 -70 words and ask questions about the text. 1 mark for a correct answer			5		
Teacher notes <i>During your Group Guided Reading sessions in weeks 7 to 9 :assess every learner on at least 70-80 sight words and oral reading which has 60-70 words (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) The checklist should be used for recording and scoring to be done according to the rubric for oral reading activities. For SASAMS, 2 scores will be captured for Reading (oral reading)</i>						
Writing:	<ul style="list-style-type: none">Writes a personal recount of 5-6 sentences using capital letters and full stopsWrite sentences in the past tense with some accuracy.	Written	Rubric Checklist/Class book	5 n/a	By Week 8	
Teacher notes <i>By Week 8 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS one score will be captured for writing.</i>						
TOTAL SCORE				35		
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 3 Checklist							
✓/✗		Listening & Speaking		Phonics		Writing	Comment
		Demonstrates an understanding of oral vocabulary	Listens to a story and answer comprehension questions orally	Recognises vowel digraphs ai, ay, oi, oy, ou	Recognises consonant blends /digraphs: str, sct, tch, nch, ll, ss, ff, ph	Write sentences in the past tense with some accuracy.	
Date							
Names of learners							
1							
2							
3							
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5							
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15							

ASSESSMENT OF LEARNING: SCORESHEET

FAL GRADE 3: TERM 3 Scores using rubrics						
	Listening & Speaking	Phonics	Reading		Writing	Comment
	Gives a short oral recount of a personal experience/event	Spelling test: Word list of 15 words and 1-2 sentences dictation	Sight words : Assess each learner individually on 60 – 70 sight words	Oral reading: choose a text which has at least 60 -70 words and ask questions about the text.	Writes a personal recount of 5-6 sentences using capital letters and full stops	
Date						
Score	5	15	5	5	5	
Names of learners						
1						
2						
3						
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GRADE 3 RUBRIC : Term 3					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Gives a short oral recount of a personal experience/ event in 4-5 sentences	Using a frame, gives a simple recount of 1 sentence with support	Using a frame, gives a simple recount of 2 sentences on personal news/event	Using a frame, gives a simple recount of 3 sentences on personal news/event	Gives a simple recount of 4 sentences on a personal experience/event	Gives a simple recount of 5 sentences on a personal experience/event
READING					
Activity	1	2	3	4	5
Word recognition: sight words: 70-80 words	Reads between 20-25 familiar sight words with teacher	Recognises and reads 50-59 familiar sight words correctly.	Recognises and reads 60-69 familiar sight words sight words correctly.	Recognises and reads 70-79 sight words confidently and correctly.	Recognises and reads more than 80 sight words confidently and correctly.
WRITING					
Activity	1	2	3	4	5
Writes 5-6 sentences on a familiar topic using capital letters and full stops	Able to copy and 1-2 missing words with support	Able to write 1 sentence on a familiar topic using a frame.	Able to write 2-3 sentences on a familiar topic using capital letters and full stops correctly.	Able to write 5 relevant sentences on a familiar topic using correct grammar, spelling and punctuation.	Able to write more than 6 relevant sentences on a familiar topic using correct grammar, spelling and punctuation.