

2021 Annual Teaching Plan – Term 4: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 3

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Suggested Theme	The importance of education	The importance of education	Feeling calm	Feeling calm	Sadness	Sadness	History	History	CONSOLIDATION AND REVISION	CONSOLIDATION AND REVISION
CAPS Topic	<p style="text-align: center;">LISTENING AND SPEAKING</p> <p style="text-align: center;">Done on Mondays, Wednesdays and Fridays</p> <ul style="list-style-type: none"> • Start with a greeting • Song/Rhyme • Open-ended question (Question with no wrong answer) • Vocabulary for the day, and the sight words. 									
Core Concepts, Skills and Values	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting

Term 4 47 days	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9	Week 10
Song/ Rhyme	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Revise all the songs and rhymes learnt this term.	
	At school I must work before I play	<i>Pretend to read and write</i>	Education is important don't you know?	<i>Clap twice after this line</i>	Let's meditate together	<i>Join hands with the people next to you</i>	We take a deep breath in	<i>Breathe in deeply</i>	When someone you love has gone	-	Cry, cry, it's okay to cry	<i>Put your arm around a friend's shoulder (as if to comfort them)</i>	What do you know about history?	<i>Shrug your shoulders</i>	History history, a time so far	<i>Use your thumbs to point back-wards</i>		
	I must always try my best every day	<i>Hold up your arms, flex your muscles</i>	Education is important don't you know?	<i>Clap twice after this line</i>	Together, together		We let a slow breath out	<i>Breathe out slowly</i>	And you're feeling sad and alone	<i>Wrap your arms around yourself</i>	When you're feeling sad		Things that happened long ago!	<i>Use your thumbs to point backward s</i>	What a mystery you are	-		
	A plan for my future I can see	<i>Hold your hand above your eyes</i>	Education is important	-	Let's meditate together		We take a deep breath in	<i>Breathe in deeply</i>	I'll be there to hold your hand	<i>Hold a friend's hands in both of yours</i>	The tears will help to ease your pain		A time of kings, and queens and royalty	<i>Put your hands on your head to make a crown</i>	You can teach us something new	<i>Put your index finger on your head</i>		
	And I know my success depends on me!	<i>Nod your head and point at yourself</i>	Education is important don't you know?	<i>Clap twice after this line</i>	So we can be calm	<i>Put hands up, palms together in meditati on position (as if you're saying please)</i>	And another slow breath out	<i>Breathe out slowly</i>	To listen and understand	-			A world so different to what we know!	--	There's so much to learn about you	<i>Spread your arms out wide</i>		
			Education is the key to success	<i>Clap twice after this line</i>	Let's hold up our hands		Let's meditate together	<i>Sit with hands pointing up, palms together (as if you're saying please)</i>							History history, a time so far	<i>Use your thumbs to point back-wards</i>		
			Education is the key to success	<i>Clap twice after this line</i>	Let's all say 'Ommm'		'til we all feel calm								Oh how interesting you are!	-		
			Education is the key	-	And close our eyes	<i>Close eyes</i>	That's what it's all about, 'Ommm...'	<i>Close eyes and say 'Ommm'</i>										
			Education is the key	-	Let's all say 'Ommm'	<i>Let your lips and teeth vibrate on the 'mmm' sound</i>												
			Education is the key to success!	<i>Clap twice after this line</i>	And empty our minds	-												
	Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.			

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Suggested Vocabulary The vocabulary taught will depend on the theme that is chosen. (Teach 4 words a day)	education, primary school, secondary school, university, study, subject, pass, fail, graduate, drop out, opportunity, married	lawyer, law, judge, court, classmate, colleague, husband, wife, map, country	calm, meditate, sit, breath, deep breath, in, out, knees, neighbour, fence, peek, mind	exercise, run, hike, stress, diary, nature, calmer, calmest, inference, weird, embarrassed, character Show and tell: short oral presentation.	die, death, alive, funeral, funny, juggle, trick, joke, distract, absent, grief, grieving Show and tell: short oral presentation.	thoughtful, helpful, grateful, thankful, <i>Discuss the ending –ful with learners. Adding the –ful creates an adjective.</i> advice, relieved, sadness, happiness, feel better, heal, remember, memory	ancestor, ancient, human, structure, museum, history, ruins, ticket, tour guide, build, rebuild Formal assessment: Show and tell: short oral presentation..	century, years, international, trade, Egypt, Pyramids, China, beads, dig, carved, ground, underneath	Revision and assessment Oral description: Use pictures and learners describe the object in the picture to their friend/class. The friend/class guess what it is being described/ match the description with the picture.	
Sight words	whole, tiny, life, without, know Teach the sight words using flashcards. Learners copy the sight words into their personal dictionaries. Learners practice reading the sight words at home.	stopped, smart, important, fewer, they	outside, ground, strange, sound, doing	parents, why, weird, calm, tried	could, try, better, maybe, smile	say, anything, worse, listen	waiting, family, great, their, guide	said, beautiful, proud, ancestors, stood	Revision	
Curriculum Coverage Tracking	<ul style="list-style-type: none">Continues to develop an oral (listening and speaking) vocabulary using themes or topics.Follows and gives instructions.Understands and responds to simple questions.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 instruction.Listens to and gives a simple oral recount.Understands and uses language structures in context.Memorises and performs simple poems, action rhymes and songs.Plays language games.Begins to develop understanding and ability to use simple language structures in context: present and past tenses; countable and uncountable nouns, articles: ‘a’ and ‘the’; prepositions; comparative adjectives.									
Date completed										

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	READING – GROUP GUIDED READING AND INDEPENDENT READING Mondays, Tuesdays, Wednesdays, Thursdays , Fridays									
Core Concepts, Skills and Values	<p>Use week 1 to establish whether learners are still in the correct reading group.</p> <p>Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready. (One average, one easier, one more difficult. – DBE workbooks can be used or the EGRA tool.)</p> <p>Group 1: This learner knows no or very few words. The learner does not seem to recognise letter-sound relationships.</p> <p>Group 2: This learner knows just a few common words. He/she does not seem to recognise letter-sound relationships. This learner need a lot of help to read previously unseen words.</p> <p>Group 3: This learner knows some common words. This learner needs help to decode previously unseen words.</p> <p>Group 4: This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p> <p>Group 5: This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.</p> <p>Week 2-10:</p> <ul style="list-style-type: none"> Listen to one group on a day while the rest of the class can do other activities, e.g. independent reading activities; worksheets or work in the DBE workbook. Select text appropriate for the group. First revise the sight words of the week. Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you. 									
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. Continues to build a sight vocabulary from the guided, shared and independent reading. 									
Date completed										
CAPS Topic	READING – SHARED READING Tuesdays and Thursday									
Core Concepts, Skills and Values	Tuesday: Pre Read (Predict) Thursday: First Read (Summarise)	Tuesday: Second Read (Summarise) Thursday: Post Read (Story illustration)	Tuesday: Pre Read (Predict) Thursday: First Read (Make inferences - guess)	Tuesday: Second Read (Make inferences – guess). Thursday: Post Read (Oral recount/Summarise)	Tuesday: Pre Read (Predict) Thursday: First Read (Making inferences)	Tuesday: Second Read (Making inferences) Thursday: Post Read (Written comprehension)	Tuesday: Pre Read (Predict) Thursday: First Read (Visualise)	Tuesday – Second Read (Visualise) Thursday- Post Read (Summarise)	Tuesday: Pre Read Thursday: First Read	Tuesday: Second Read Thursday: Post Read
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster. Answers comprehension questions. Predicts what will happen next in a story or personal recount. Reads a short written text with the teacher, using the title for prediction. Expresses feelings about the story. Retells the story. With the teacher's help, gives a simple summary of the non-fiction text. 									
Date completed										

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CAPS Topic	PHONICS Mondays, Wednesdays , Fridays									
Core Concepts, Skills and Values	Vowel digraph: -ar <i>far, star, bar, chart, car</i> -er <i>her, mother, father, monster</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	Vowel digraph: -ir <i>bird, shirt, dirt, first</i> -or <i>short, port, sort, fork, corn</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	Vowel digraph: -ur <i>hurt, fur, curl, burn, turn</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	spr- <i>sprig, Spring, spray, sprint, sprung, sprout, spree, Sprite</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	str- <i>stream, strike, strong, stretch, strap, street</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	dr- <i>dream, dry, drink, drop, drip, drift</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	Revision Formal Assessment	Revision -tch <i>catch, fetch, watch, match, batch, crutch</i> Monday: Introduce the sound and words Wednesday- Segmenting and blending Friday: After segmenting let the learners write the words in their books.	Revision Suffixes, e.g. <i>lonely, strongly, singing, running, cooked, played</i>	Revision
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Recognises at least five new vowel digraphs (e.g. 'ar' as in 'far', 'er' as in 'her', 'ir' as in 'bird', 'or' as in 'short', 'ur' as in 'hurt'. Recognises the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-eam; cr-eam; scr-eam; str-eam') Builds and sounds out words using sounds learnt. Recognises more complex word families (e.g. '-tch') Recognises and uses some suffixes (e.g. 'es', 'ies', '-ly', '-ing', '-ed') Builds and sounds out words using sounds learnt. 									
Date completed										

[illegible]

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	LANGUAGE USAGE									
	FRIDAYS									
Core Concepts, Skills and Values	Practice putting simple sentences in the past tense. Revise the use of punctuation: capital letters and full stops.	Articles: ‘the’ and ‘a’ Explain: ‘the’ is used with specific nouns; ‘a/an’ is used with general nouns.	Possessive pronouns: my, your, his, her, their, our	Comparative adjectives: small – smaller – smallest, important – more important – most important	Practice putting simple sentences in the future tense. Revise the use of punctuation: capital letters and full stops.	Language game: prepositions	Personal pronouns: he, his, she, her Formal Assessment	Language game: countable and uncountable nouns. Countable nouns, e.g. bird, book, pen Uncountable nouns, e.g. sugar, milk, sand, water	Revision of all taught language structures.	
Curriculum Coverage Tracking	Language structures: <ul style="list-style-type: none">• Uses past tense with increasing accuracy.• Understands and uses the future tense.• Understands and uses comparative adjectives.• Revises some of the grammar covered informally in Grade R to 2.									
Date completed										
Extension activities	DBE workbook 2 pages 34, 35 (Word work), 35 (Let’s Write) Draw and write why education is important.	DBE workbook 2 pages 36, 37, 38-39, 40	DBE workbook 2 pages 41, 42, 43 Draw and write about something that makes you feel calm.	DBE workbook 2 pages 45, 46, 47 Draw and write about what you think the last time you felt sad.	DBE workbook 2 pages 50, 51, 51-53 Draw a portrait of yourself. Write sentences to describe how you look.	DBE workbook 2 pages 54, 55, 56-57, 58 Complete activity cards for phonics/ comprehension/ writing.	DBE workbook 2 pages 61, 62-63, 64-65 Write a story about your granny when she was young.	DBE workbook 2 pages 69. 70. 71-72, 73-75	Complete the activities in the DBE Workbook Complete activity cards for phonics/ comprehension/ writing.	Complete the activities in the DBE Workbook Complete activity cards for phonics/ comprehension/ writing.
Requisite Pre-Knowledge	Knowledge of work done in grade 2. 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

PROGRAMME OF ASSESSMENT:

FAL : Grade 3 : Term 4						
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: Short talk about the picture or photograph / Theme poster in at least 4-5 sentences	Observation & Oral	Rubric	5	Week 5 & 6	
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 7 every learner must be assessed on his /her ability to present a prepared short talk on a familiar picture or photograph etc. 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">Recognises vowel digraphs: ar, er, ir, or, ur,Recognises some suffixes: es, ies, ly, ing, ed	Observation & Written	Class work book/Worksheet	10	By Week 8	
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 written phonics should be assessed in a written format using a worksheet which will include comprehension activities and language usage skills too. For SASAMS you should have 1 score (Written phonic activity)</i>						
Reading: Oral	Group Guided Reading Sessions (Big Book, Theme, Reader) <ul style="list-style-type: none">Sight words Assess each learner individually on 70-80 sight words	Observation & Oral	Rubric	5	Week 6 & 7	
Reading: Comprehension Written	<ul style="list-style-type: none">Choose a reading passage with 80 to 100 words (DBE Workbook or Reader) Types of questions: <ul style="list-style-type: none">Multiple choice questions & Fill in the missing wordsSequence events in a story & Recall, literal questions	Written	Worksheet / Class work book	10	By Week 8	
Teacher notes <i>During your Group Guided Reading sessions in weeks 6 to 7 assess every learner on at least 70-80 words sight words. The checklist should be used for recording and scoring to be done according to the rubric for oral reading activities. By Week 8 one written 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 written phonics, comprehension and language usage skills should be assessed in a written format using a worksheet. For SASAMS you should have 2 scores for Reading (oral reading and written comprehension).</i>						
Writing:	<ul style="list-style-type: none">Writes at least 4-6 sentences on a familiar topic using capital letters and full stops	Written	Rubric	5	By Week 7	
Language use:	<ul style="list-style-type: none">Punctuation (capital letters and full stops)Tenses, Plurals, nouns		Worksheet / Class work book	5	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 written phonics and comprehension activities too. For SASAMS 2 score will be captured for writing. (language usage skills and writing).</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 OF LEARNING: SCORESHEET

FAL GRADE 3: TERM 4 Scores using rubrics								
		Listening & Speaking	Phonics: Written	Reading		Writing	Language use	Comment
				Oral	Written			
		Oral presentation: Short talk about the picture or photograph / Theme poster in 4-5 sentences	Recognises vowel digraphs: ar, er, ir, or, ur, Recognises some suffixes: es, ies, ly, ing, ed	Sight words Assess each learner individually on 70-80 sight words	Written comprehension Multiple choice questions & Fill in the missing words Sequence events in a story & Recall, literal questions	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, Plurals, Nouns	
Date								
Score		5	10	5	10	5	5	
Names of learners								
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								

RUBRIC EXAMPLES:

THE FOLLOWING RUBRICS ARE JUST EXAMPLES..... THE TEACHER IS ALLOWED TO USE HER OWN

GRADE 3 RUBRIC : Term 4					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Oral presentation: Short talk about the picture or photograph/ Theme poster in 4-5 sentences	With support and practice is able to name 2-3 objects in picture or photograph / poster	Does a prepared talk about a familiar picture or photograph/ Theme poster stating 3 details in incomplete sentences	Does a prepared talk about a familiar picture or photograph/ Theme poster in 3 complete sentences stating 3 details	Does a well prepared talk about a familiar picture or photograph/ Theme poster in 4 complete sentences stating 4 details	Does a well prepared talk about a familiar picture or photograph/ Theme in 5 complete sentences stating 5 or more details
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 4-6 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.