

PSRIP
MANAGEMENT DOCUMENT
TERM 1 2021
GRADE 4

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Introduction: Returning to school during a pandemic

The PSRIP team welcomes new and returning colleagues to this programme. We also offer sincere condolences to colleagues who have lost family or friends to Covid.

In June 2020, the PSRIP training centred around the stories, 'Rupa Gets Ready' and 'Mr Bhatt's Visit', about a school adjusting to social distancing, rotational teaching and at-home learning. At the time, we expected the need for this kind of input to be short lived. Unfortunately, the pandemic continues, and so must our efforts to improve literacy teaching and learning, whatever the circumstances.

As a result, the PSRIP has included some guidelines for Grade 4-6 EFAL learning under pandemic circumstances. These guidelines include some of the latest updates from the DBE.

We wish all teachers, SMT members and district officials a safe and productive term.

And let's use our influence as educators to teach learners the social behaviours that are so important in preventing the spread of this virus.

Our very best wishes

The NECT PSRIP team

Guidelines for Implementing the PSRIP in 2021

Focus on technical reading skills

- The PSRIP Gr 4-6 programme has always included activities and texts for the development of technical reading skills.
- However, because many learners have fallen behind as readers due to lockdowns and rotational teaching, the development of technical reading skills must now be elevated in the IP programme.
- This has been done by strengthening the decoding programme that forms part of the lesson plans and the Reading Worksheets.
- Teachers are asked to please not neglect this aspect of teaching reading, and to move through the programme methodically and systematically.

Ensure that every learner has access to a 'PSRIP Reading Worksheet Pack' and a DBE Workbook.

- The PSRIP distributes a 'Worksheet Pack' to participating teachers.
- This contains 20 copies of the reading worksheets for the term.
- Schools should, wherever possible, please try to duplicate the 'Worksheet Pack' to ensure that every learner can take home a pack of reading worksheets, together with a DBE Workbook, should there be another lockdown, or for use during rotational teaching.
- The PSRIP will distribute a series of WhatsApp PSRIP@Home reading videos, that can be sent home to parents to support at home learning.

Adjust core methodologies for social distancing

Adjust the following core methodologies to comply with social distancing protocols:

1. **Song/Rhyme** – either ask learners to remain seated at their desks, or ensure that they do not touch each other whilst standing to sing.
2. **Question of the Day** – rather than calling learners to line up at the board to write their answers, tell them to answer from their desks, whilst you document their answers.
3. **Small Group Discussions** – this involves 3-4 learners holding a discussion. Either ensure that learners can sit in socially distanced groups, preferably outside, or else change the activity to have learners working in pairs. This should not involve them moving from their places in class.

4. **Post-Read: Dramatise the story:** This methodology is used infrequently in the intermediate phase. If it does occur, replace it with a different post-read activity, such as a written comprehension.

Work through the SLP in a systematic fashion, do not skip themes.

At the end of January 2021, the DBE released the following guidelines for school attendance:

- Grade 6 to attend school daily
- Grades 4-5 to attend school on a rotational basis

This makes it impossible to standardise curriculum coverage and assessment across schools, since rotational teaching has many forms, depending on the circumstances of each school.

- The PSRIP technical reading programme is carefully structured as an accumulative, incremental programme. It is important that this be followed systematically, in order to help learners improve decoding skills and oral reading fluency.
- In addition, the PSRIP theme vocabulary programme is also accumulative, meaning that theme words taught in a previous theme may appear in a current theme, in order to revise and consolidate learners' understanding of such words.
- All themes include all components of language as prescribed by CAPS, which means that regardless of the theme, learners acquire Listening & Speaking, Reading & Viewing, Writing & Presenting and LSC skills.

As a result, the PSRIP team requests that teachers DO NOT skip themes during the course of the year.

- Teachers must please track the curriculum coverage of every rotational group using the tracker in this document.
- All groups must work through the PSRIP themes systematically.
- The PSRIP has provided sample Term 1 Assessment Tasks and Tools in this document.
- These should be adjusted to ensure that learners are only assessed on work that has been taught.

Orientation to the use of a Structured Learning Programme (SLP)

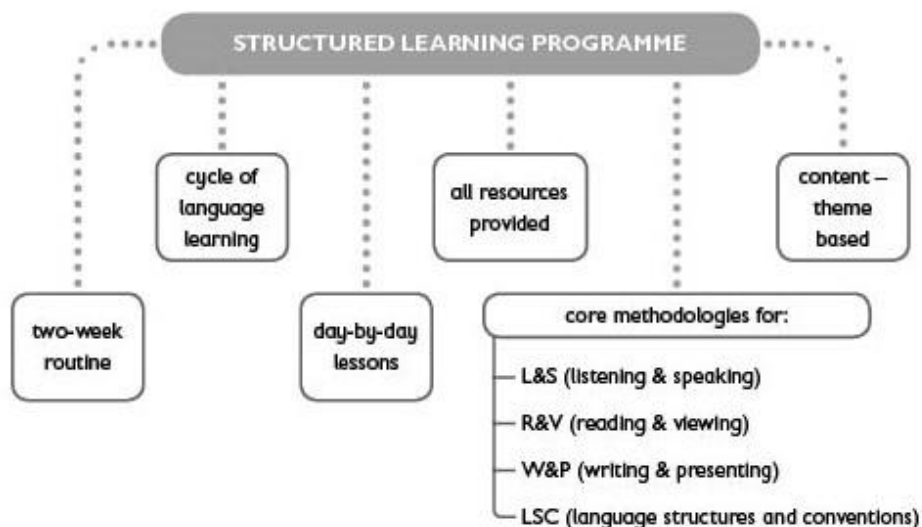
This structured learning programme is designed to teach EFAL at intermediate phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

As per policy, the programme is text-based, communicative, integrated and process orientated. In addition, the programme is designed to support the development of technical reading skills and comprehension skills in a structured, explicit manner.

It is important to fully understand the concepts embedded in this approach as follows:

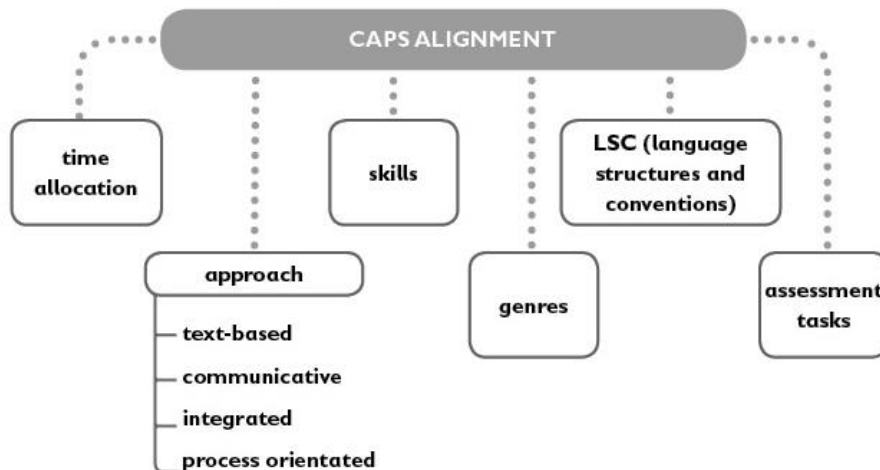
Structured learning programme

A structured learning programme provides day-by-day lesson plans, together with all the required resources. This is sometimes referred to as a ‘structured pedagogical programme’ or as ‘direct instruction’. For this IP EFAL programme, a routine has been designed to effectively teach each component of language in a 10 hour cycle, that extends across two weeks. Within this routine, selected pedagogies, or ‘core methodologies’ have been included to teach different aspects of literacy and language. This allows both the teacher and learners to master the routine and activities, and to ultimately engage with them in a confident, expert manner. Once teachers and learners are familiar with the routine and activities, energy can be focused on the content. Content is developed around a theme, and each theme runs for two-weeks, as per the cycle routine.



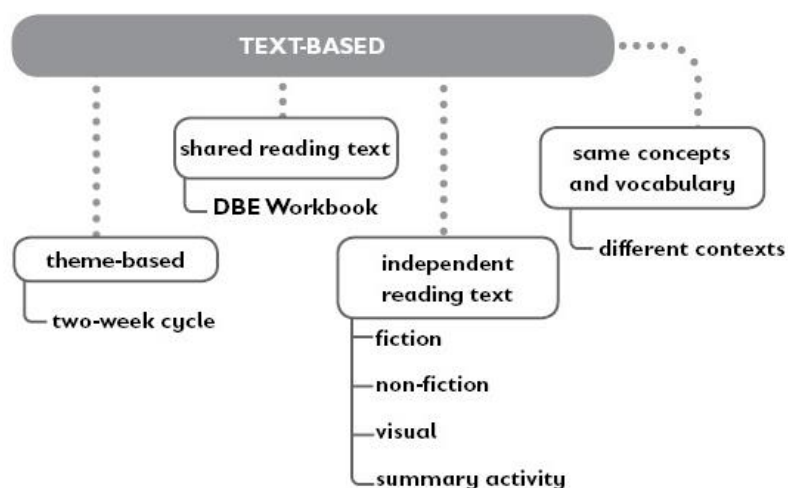
CAPS (Curriculum Assessment Policy Statement) aligned

The programme complies with policy in terms of time allocations, the approach to teaching, the specific skills and genres to be taught, the language structures and conventions to be taught, and the assessment tasks to be implemented.



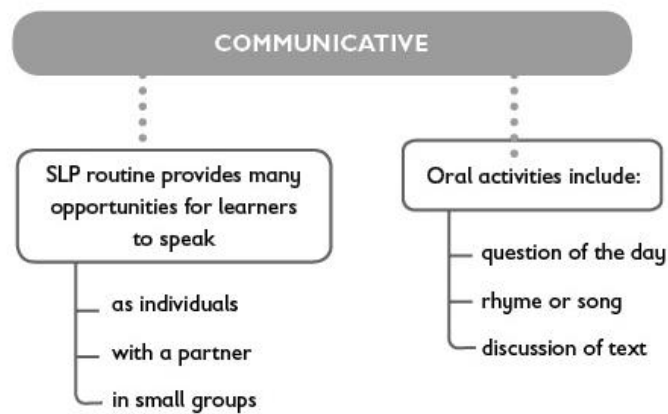
Text-based

A text-based approach relies on the continual use and production of texts. In this programme, learners critically engage with a series of theme-based texts in every cycle. The Shared Reading Text is selected from the **DBE Workbook**, and a variety of independent reading texts are provided in the **Reading Worksheets**. The independent reading texts always include a fiction text, a non-fiction text, a visual text, and summary activity. This gives learners multiple opportunities to engage with texts of different genres in every cycle. Learners also see the same concepts and vocabulary presented in different contexts.



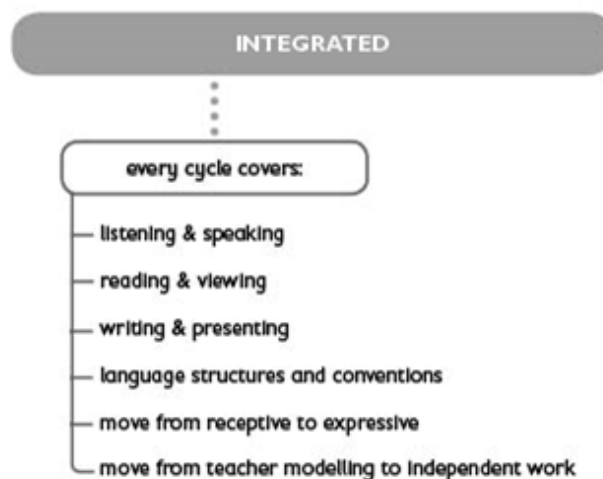
Communicative

The communicative approach relies on learners having many opportunities to hear, practice and produce the targeted language, for social or practical purposes. The routine of this programme includes many opportunities for learners to use new language and vocabulary as individuals, with partners, and in small groups.



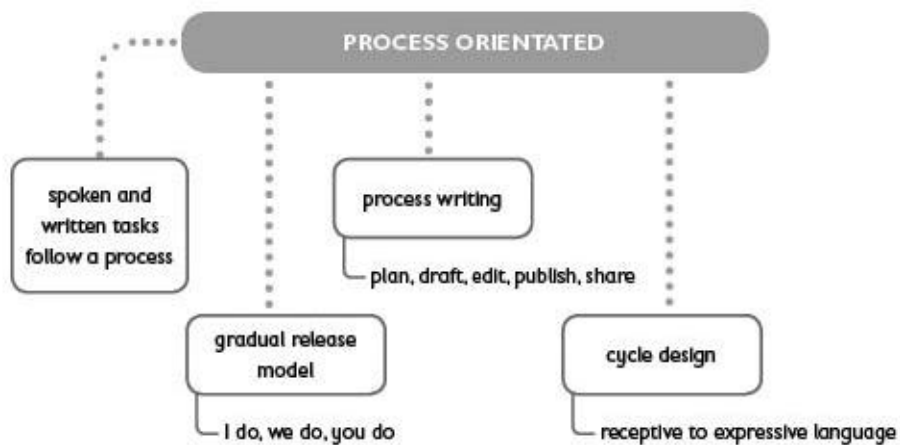
Integrated

The two-week cycle includes an integrated approach to language development by routinely covering all components of language development, moving from the receptive skills of listening and reading, to the expressive skills of writing and speaking. Another aspect of integrated learning that is accounted for is that all lessons move from the teacher first modelling good practice, to learners practicing the skills with a partner or in a group, to finally working independently.



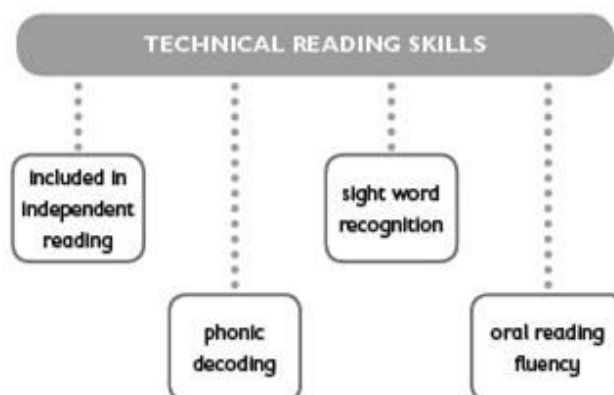
Process orientated

In this programme, the production of spoken and written language is process orientated, and often includes the use of the gradual release method (I do, we do, you do). In terms of writing, process writing is used to produce a text for every cycle. The more significant speaking and writing tasks happen towards the end of the cycle, once learners have had the opportunity to hear and read theme related language.



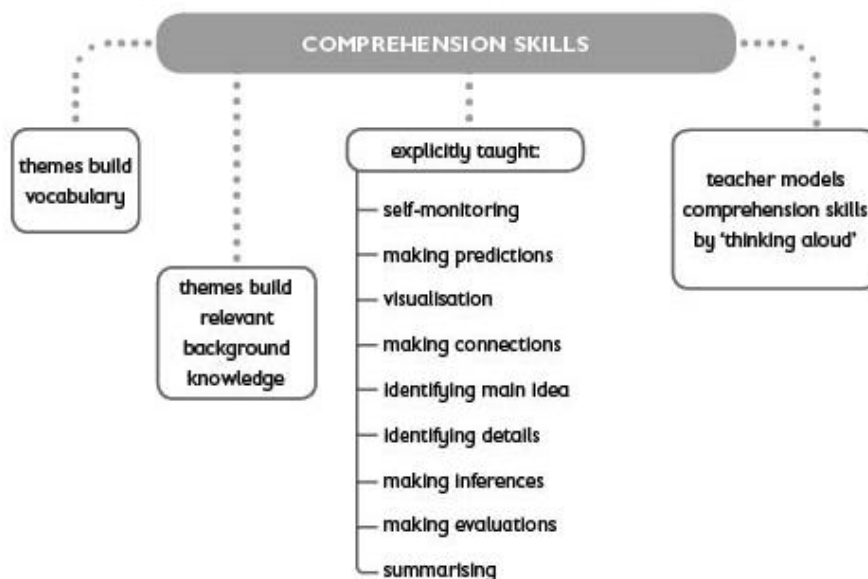
Support technical reading skills

This programme acknowledges that many learners in the intermediate phase have not yet achieved proficiency in terms of reading skills. Because of this, a decoding programme is included as part of the independent reading. This programme focuses on developing phonics, sight word recognition, and oral reading fluency.



Support reading comprehension skills

Research has shown that vocabulary and background knowledge are key factors in reading comprehension. Because of this, themes include a wide range of content and concepts. Related vocabulary is explicitly taught and then used in context. Vocabulary from previous themes is reused where appropriate, and learners are encouraged to build and use a personal dictionary. Another key factor that is addressed in this programme is that comprehension skills should be explicitly taught. This is done in every cycle, and during shared reading, the teacher models the use of the comprehension skill by 'thinking aloud'.



At first the implementation of this SLP may feel a little overwhelming. It is important to remember that the same routine is followed every two weeks, and the same activities are done every two weeks. Once this is mastered, it becomes easy to focus on the content of the cycle, and to really engage with learners in a meaningful way.

Term 1 Learning Outcomes

This term, learners should achieve the following outcomes in EFAL:

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
1. Say or sing 4 new rhymes or songs					
2. Discuss the listening text using a conversation frame					
3. Orally summarise the text that has been read					
4. Talk about their writing					
VOCABULARY					
Learners should be able to understand and use some of the following vocabulary:					
rescue	accident	first aid	bandage	wound	balcony
railing	neck brace	observation	paramedic	extinguish	firefighter
caught	alight	smother	lungs	infection	common
rise	rush	arrogant	grateful	popular	miserable
unique	squeak	roar	culture	lonely	trapped
strength	weakness	convince	heart sore	stray	elderly
senior	company	wander	adverb	sunblock	suitcase
toiletries	pack	passenger	jolt	visit	section
services	website	chronological	outing	schedule	depart
arrive	prepared	luggage	departure	concentrate	depot
dragon	scale	scratchy	spike	sharp	fireplace
chimney	nightmare	terrified	relieved	festival	ancestors
wisdom	wealth	power	imagination	claw	prey
heavy	light				
READING: Phonic Decoding					
Learners should be able to decode the following words, as well as other phonic words:					
rat	dam	ram	man	van	rag
can	jug	jam	fox	box	cup
pack	shock	sock	shack	shoe	ship
blue	black	blush	car	sharp	shark

Sight & High Frequency Word Recognition					
Learners should be able to read the following words by sight:					
do	me	what	dad	big	when
it's	see	looked	who	very	kind
don't	come	will	into	eat	care
children	full	want	get	just	now
came	island	got	their	people	clothes
your	put	could	house	by	day
made	lizard	teeth	bite		
COMPREHENSION					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Make predictions about a text by skimming and scanning a text and identifying key words 2. Monitor their own understanding of a text 3. Recall details from a text 4. Identify the main idea in a text 5. Sequence events from a story 6. Visualise, make connections, make inferences, make evaluations, and wonder about the text 7. Summarise and retell the text 8. Use sentence starters to answer comprehension questions in writing 9. Engage with and understand visual texts including bar graphs, pie charts, timetables and diagrams 					
LANGUAGE STRUCTURES AND CONVENTIONS					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Recall and use new vocabulary in the correct context 2. Understand and be able to use determiners, adverbs, direct speech and alliteration 3. Practice the identification and use of theme vocabulary, adjectives, antonyms, proper nouns, comparative adjectives, adjectives, verbs, plurals, possession, negative form, superlative adjectives, rhyming words, future tense, alliteration, and synonyms 					
WRITING					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Record new vocabulary together with own definitions in their personal dictionaries 2. Plan, draft, edit, publish and present their writing 3. Use their plans to complete 3 paragraphs 4. Know the format, register and style to write, <ul style="list-style-type: none"> • Story • Poster advertisement • Set of instructions • SMS • Haiku poem 					

Term 1 2021 ATP / PSRIP alignment

The table below shows the Revised 2021 DBE ATP on the left and the PSRIP programme on the right.

Please also note that whilst the PSRIP is compliant in terms of all Listening & Speaking, Reading & Viewing, and Writing & Presenting activities, not all ATP listed Language Structures & Conventions are explicitly taught in the PSRIP. This would require more time than the one hour per cycle allocated to LSC. Only one LSC is explicitly taught per cycle, but in independent reading cycles, learners are required to identify and use additional LSC in context. Finally, teachers are encouraged to incidentally revise and teach LSC in context as they teach reading and writing lessons.

	DBE ATP WEEK 1	PSRIP WEEK 1: ORIENTATION
	<ul style="list-style-type: none"> • Baseline assessment • Orientation 	<ul style="list-style-type: none"> • Week 1: Orientation <i>Please note that at the start of the orientation programme, a Phonics and Sight Words Review activity is included.</i> <i>Please use some time every day to revise the phonic sounds, phonic words and sight words included in this activity.</i>
	DBE ATP WEEK 2	PSRIP WEEK 2: ORIENTATION
L&S	<ul style="list-style-type: none"> • Listens to story • Answers simple questions • Gives a simple personal recount 	<ul style="list-style-type: none"> • Week 2: Orientation <i>The focus of the orientation programme is to teach learners the routines and procedures of the programme, and to establish and practice using class rules. However, the orientation also includes activities related to:</i> <ul style="list-style-type: none"> - Answering simple questions - Giving a simple recount - Reading a story - Writing a personal recount - Creating a personal dictionary
R&V	<ul style="list-style-type: none"> • Reads a story • Does comprehension activity on the text (oral or written) 	
W&P	<ul style="list-style-type: none"> • Writes about the story • Writes a simple personal recount using a frame • Creates a personal dictionary 	
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Countable nouns • Uncountable nouns • Determiners • Simple past tense • Synonyms 	<i>LSC is not covered in the orientation weeks.</i>

	DBE ATP WEEKS 3-4	PSRIP WEEKS 7-8: TAKING A TRIP
L&S	<ul style="list-style-type: none"> • Listens to and discusses an instructional text • Listening comprehension 	<ul style="list-style-type: none"> • Week 7 Listening: A bus ride to granny's house • Week 7 Speaking: A bus ride to granny's house
R&V	<ul style="list-style-type: none"> • Reads instructional text • Reading comprehension 	<ul style="list-style-type: none"> • Week 7 Shared Reading: Going visiting • Week 7 Teach the Genre: How to go on a bus trip • Week 7-8 Worksheet: Instructions – Car Safety
W&P	<ul style="list-style-type: none"> • Writes instructions 	<ul style="list-style-type: none"> • Week 8 Process Writing: Instructions
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Working with words and sentences • Forms of verb 'to be' • Present progressive tense • Adjectives • Common countable nouns • Personal pronouns • Vocabulary from texts • Theme vocabulary 	<ul style="list-style-type: none"> • Week 7: Theme vocabulary • Week 8: Theme vocabulary • Week 7 LSC: Determiners • Week 7-8 Worksheet: Determiners, adverbs, plurals, negative form
	DBE ATP WEEKS 5-6	PSRIP WEEKS 5-6: WE ALL MATTER
L&S	<ul style="list-style-type: none"> • Listens to a story, folklore, myth or legend • Listening comprehension • Listens to and gives oral message/s • Practices one daily Listening and Speaking activity 	<ul style="list-style-type: none"> • Week 5 Listening: We all have our strengths • Week 5 Speaking: We all have our strengths • Week 5 Oral: Everyone is different • Weeks 5-6 Oral: Question of the day
R&V	<ul style="list-style-type: none"> • Reads a story, folklore, myth or legend • Reading comprehension • Reads aloud • Reflects on texts • Retells story or main ideas 	<ul style="list-style-type: none"> • Week 5 Shared Reading: The big lion and the tiny mouse • Week 5 Teach the Genre: A tale of two friends • Weeks 5-6 Worksheet: A lonely old lady
W&P	<ul style="list-style-type: none"> • Writes a message or SMS • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 6 Process Writing: Story which includes an SMS • Weeks 5-6 Oral: Theme vocabulary
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Working with words and sentences • Subject verb concord • Regular form of present and past tense verbs • Adverbs of frequency • Prepositions that show position • Connecting words: and, then, before • Adjectives • Compound words 	<ul style="list-style-type: none"> • Week 5: Theme vocabulary • Week 6: Theme vocabulary • Week 5 LSC: Adverbs • Weeks 5-6 Worksheets: Antonyms, comparative adjectives

	DBE ATP WEEKS 7-8	PSRIP WEEKS 3-4 ACCIDENTS
L&S	<ul style="list-style-type: none"> • Listens to information text 	<ul style="list-style-type: none"> • Week 3 Listening: 12 year old boy survives 3 storey fall • Week 3 Speaking: 12 year old boy survives 3 storey fall
R&V	<ul style="list-style-type: none"> • Reads information text with visuals • Reads a visual text 	<ul style="list-style-type: none"> • Week 3 Shared Reading: Schoolgirls save boy's life • Week 3 Teach the Genre: Keep your children safe by watching them all the time: 1, 2 EYES ON YOU! • Week 3-4 Worksheet: People killed in car accidents per year in Sunny Village
W&P	<ul style="list-style-type: none"> • Summarises information text with support • Designs a visual text • Records words and their meanings in a personal dictionary 	<ul style="list-style-type: none"> • Week 4 Process Writing: Poster advertisement • Weeks 3-4 Worksheet: Summary – What to do if there is a fire • Weeks 3-4 Oral: Theme vocabulary
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Working with words and sentences • Command form • Negative forms • Countable nouns • Present perfect tense • Uses must, should, have 	<ul style="list-style-type: none"> • Week 3: Theme vocabulary • Week 4: Theme vocabulary • Week 3 LSC: Direct speech • Week 3-4 Worksheet: Direct speech, adjectives, antonyms, prefix 'un', past tense, proper nouns
	DBE ATP WEEKS 9-10	PSRIP WEEKS 9-10 DRAGONS
L&S	<ul style="list-style-type: none"> • Listens to a song /simple poem • Listening comprehension • Practices one daily Listening and Speaking activity 	<ul style="list-style-type: none"> • Week 9 Listening: Buhle's bad dream • Week 9 Speaking: Buhle's bad dream • Week 9-10 Oral: Song/Rhyme
R&V	<ul style="list-style-type: none"> • Reads a simple poem/s • Reading comprehension 	<ul style="list-style-type: none"> • Week 9 Shared Reading: Belinda's pet dragon • Week 9 Teach the Genre: 3 x haiku poems about dragons • Week 9-10 Worksheet: Poem – There's a dragon in my garden
W&P	<ul style="list-style-type: none"> • Writes sentences that rhyme or simple poem with frame • Uses alliteration 	<ul style="list-style-type: none"> • Week 10 Process Writing: Haiku • Weeks 9 LSC: Alliteration
LSC	<ul style="list-style-type: none"> • Spelling and punctuation • Working with words and sentences • Forms of the verb 'to be' • Simple present tense • Present progressive tense • Adjectives • Common nouns • Personal pronouns • Determiners • Rhyming words 	<ul style="list-style-type: none"> • Week 9: Theme vocabulary • Week 10: Theme vocabulary • Week 9-10 Worksheet: superlative adjectives, punctuation, direct speech, rhyming words, synonyms, future tense, alliteration

Term 1 Curriculum Tracker & Textbook Activities

Weeks 1-2 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 1 3 DAYS	Standardised Baseline Assessment and Orientation to be conducted during the first 3 days of the term in Week 1 – Day 1 to 3. Data is captured so that competency is determined and learning gaps identified. This information should be used to inform subsequent teaching and learning activities.			

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 2	<p>Listens to story</p> <p>Choose from contemporary realistic fiction/traditional stories/personal accounts/adventure/real life stories</p> <p>Text from the textbook or Teacher's Resource File</p> <p>Answers simple questions</p> <ul style="list-style-type: none"> Retells the story in the right sequence Names characters in the story correctly Expresses feelings about the story <p>[LISTENING COMPREHENSION]</p> <p>Gives a simple personal recount</p> <ul style="list-style-type: none"> Selects from own experience Selects appropriate topic Stays on topic Tells event in sequence 	<p>Reads a story</p> <p>Text from the textbook or reader/s or Teacher's Resource File</p> <ul style="list-style-type: none"> Pre-reading: predicts from title and pictures Uses reading strategies, e.g. making predictions, uses phonic and contextual clues Answers questions about the text Explains the story line and identifies the main characters Retells the story in sequence Expresses feelings about the story <p>Does comprehension activity on the text (oral or written)</p> <ul style="list-style-type: none"> Discusses new vocabulary from the read text Spells ten words from read text Uses a dictionary to revise alphabetical order <p>[READING COMPREHENSION]</p>	<p>Writes about the story</p> <ul style="list-style-type: none"> Writes sentences about the story (e.g. summary or own ending) Writes sentences to expresses opinions or feelings about the story) Uses punctuation correctly <p>Writes a simple personal recount using a frame, (e.g. yesterday.....Then I.....)</p> <p>From the textbook or Teacher's Resource File</p> <ul style="list-style-type: none"> Uses the frame Selects from own experience Selects appropriate topic Stays on topic Tells event in sequence <p>[WRITING: STORY]</p> <p>Creates a personal dictionary</p> <ul style="list-style-type: none"> Labels pages with letters of alphabet Enters 5 words and meanings (drawing / sentence using the word/ explanation of word) 	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> Uses the dictionary to check spelling and meanings of words Punctuates correctly: full stop, capital and small letters <p>Working with words and sentences</p> <ul style="list-style-type: none"> Understands and uses countable nouns (e.g. book – books) Understands and uses uncountable nouns (e.g. chalk) Begins to use determiners such as one, two, etc. and first, second, last. Builds on understanding and use of simple past <p>Vocabulary in context</p> <ul style="list-style-type: none"> Synonyms (words that are similar in meaning, e.g. soft/gentle) <p>[LS&C ACTIVITIES]</p>

Weeks 3-4 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 3-4 is aligned to Weeks 7-8 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 7-8	<p>Listens to information text, e.g. a poster advertising an event</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Identifies specific details Interprets the information given Relates to personal experience 	<p>Reads information text with visuals, e.g. charts/tables/diagrams/ mind-maps /maps /pictures</p> <p>Text from the textbook or Teacher's Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading: predicting from title and pictures/visuals Uses reading strategies, e.g. skimming Asks and answers questions Discusses main idea and specific details Interprets the information in the visuals <p>Reads a visual text, e.g. a poster advertising an event</p> <ul style="list-style-type: none"> Pre-reading: discusses pictures Interprets the information Discusses the purpose of the text Discusses some of the language used Identifies and discusses design features such as colour and different sizes or kinds of print (font) <p>[READING COMPREHENSION]</p>	<p>Summarises information text with support</p> <ul style="list-style-type: none"> Fills in missing words in a written summary or in a chart/table/mind-map Uses appropriate vocabulary Uses some new words from the read text <p>[SUMMARY: INFORMATION TEXT]</p> <p>Designs a visual text, e.g. a poster advertising an event</p> <ul style="list-style-type: none"> Selects appropriate information Uses the correct format Uses design features such as colour and different sizes or kinds of print (font) <p>[WRITING: VISUAL TEXT]</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Uses drawings or sentences using the words or explanations to show the meaning, etc. <p>[PERSONAL DICTIONARY]</p>	<p>Spelling</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Uses the dictionary to check spelling and meanings of words Words starting with a k sound and followed by a, u or o: use a c to spell the word, e.g. can, cot, cut Add s to form most plurals <p>Working with words and sentences</p> <ul style="list-style-type: none"> Uses the command form. Understands and uses negative forms Revises common nouns: countable nouns e.g. book – books Present perfect tense (e.g. 'I have finished.') Begins to use 'must', 'should' and 'have to' to show obligation. <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>[LS&C ACTIVITIES]</p>

Term 1 Tracker

Week 3: Accidents		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral activities <ul style="list-style-type: none"> • Introduce theme: Accidents • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: 12 year old boy survives three story fall • Genre: Newspaper article • Three read • Model comprehension skill: Making connections • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: 12 year old boy survives three story fall • Genre: Newspaper article • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /r/ /a/ 	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 20: Schoolgirls save boys life • Genre: Newspaper article • Discuss and predict 	
Wednesday	Activity 1: Oral activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 20: Schoolgirls save boys life • Genre: Newspaper article • Model comprehension skill: I wonder / Search the text • Oral comprehension 	

Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 20: Schoolgirls save boys life • Genre: Newspaper article • Model comprehension skill: Search the text • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 20: Schoolgirls save boys life • Genre: Newspaper article • Teach: I wonder / Search the text 	
Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 20: Schoolgirls save boys life • Genre: Newspaper article • Written comprehension • Comprehension strategy: Search the text 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Advertisement in the form of a poster • Sample text: Keep your children safe by watching them all the time: 1, 2 EYES ON YOU! 	

WEEK 3 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 3		
Textbook	Supplementary Reading Activity: Reads information text, e.g. factual recount/news report	Date Completed
SUCCESSFUL OXFORD Oxford	Having a good time, 18	
STUDY & MASTER Cambridge	My mother, 14	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Two equals two times the fun, 7	
VIA AFRICA Via Africa	Mrs Makoe brings books to school, 18	
HEAD START Oxford	Shark fright, 17	
SOLUTIONS FOR ALL Macmillan Education	Can girls play sport? 2	
PLATINUM Pearson	Three women, seven mountains, 13	
TOP CLASS Shuter & Shooter	Maths champion, 8	

Week 4: Accidents

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Advertisement in the form of a poster • Topic: Design a poster to advertise a product or service to keep people safe • Planning Strategy: Mind map 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 1 	
Tuesday	Activity 1: Oral activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Direct speech • Use plan to draft advertisement 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 	
Thursday	Activity 1: Oral activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit advertisement using checklist • Publish and share advertisement 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 4 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Conclusion 	

WEEK 4 TEXTBOOK ACTIVITIES: WRITING

Week 4		
Textbook	Supplementary Writing Activity: Writes a poster/advertisement.	Date Completed
SUCCESSFUL OXFORD Oxford	-	
STUDY & MASTER Cambridge	Make a notice for an art exhibition, 110	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Design a poster, 135	
VIA AFRICA Via Africa	Design a poster, 107	
HEAD START Oxford	Write a notice, 105	
SOLUTIONS FOR ALL Macmillan Education	Make a poster, 128	
PLATINUM Pearson	Design a poster, 63	
TOP CLASS Shuter & Shooter	Design a poster, 86	

WEEK 4 TEXTBOOK ACTIVITIES: LSC

Week 4		
Textbook	Supplementary LSC Activity: Direct Speech	Date Completed
SUCCESSFUL OXFORD Oxford	Work as a class, change this play dialogue, 154 Complete the sentences, 179	
STUDY & MASTER Cambridge	Direct speech, 101	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Direct speech, find the speech marks in the story, 121	
VIA AFRICA Via Africa	Work with words and sentences, 137	
HEAD START Oxford	Saying commands, 34 Work in pairs. Read the speech, 43	
SOLUTIONS FOR ALL Macmillan Education	Direct Speech, 161	
PLATINUM Pearson	Direct Speech, 94 Direct Speech, 170	
TOP CLASS Shuter & Shooter	Direct speech, 75	

Theme Reflection: Accidents

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 5-6 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 5-6	<p>Listens to a story e.g. folklore (myth or legend) Choose from contemporary realistic fiction / traditional stories/ personal accounts / adventure / real life stories</p> <p>Text from the textbook or Teacher’s Resource File</p> <ul style="list-style-type: none"> • Predicts what will happen next • Answers simple questions • Retells the story in the right sequence • Names characters in the story correctly • Identifies characters from oral descriptions • Expresses feelings about the story <p>[LISTENING COMPREHENSION]</p> <p>Listens to and gives oral message/s</p> <ul style="list-style-type: none"> • Identifies main idea and specific details • Identifies who the message is addressed to and who it is from • Selects appropriate content for messages <p>Practice Listening and Speaking (choose one for daily practice)</p> <ul style="list-style-type: none"> • Performs a simple rhyme, poem or song • Responds physically to instructions • Plays a simple language game 	<p>Reads a story e.g. folklore (myth or legend) from the textbook or reader/s or Teacher’s Resource File</p> <ul style="list-style-type: none"> • Pre-reading: predicts from title and pictures • Uses reading strategies, e.g. making predictions, uses phonic and contextual clues • Explains the story line and identifies the main characters • Retells the story in sequence • Expresses feelings about the story • Answers questions about the text <p>[READING COMPREHENSION]</p> <p>Practice reading</p> <ul style="list-style-type: none"> • Reads aloud with appropriate pronunciation and expression <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> • Retells story or main ideas <p>[READING FOR ENJOYMENT]</p>	<p>Writes a message / An SMS</p> <ul style="list-style-type: none"> • Chooses appropriate content • Uses correct format • Addresses text to a person • Ends with own name <p>[WRITING: MESSAGE/ SMS]</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> • Uses drawings or sentences using the words or explanations to show the meaning, etc. 	<p>Spelling</p> <ul style="list-style-type: none"> • Breaks long words into smaller chunks, e.g. be-cause; sen-ten-ce • Words starting with a k sound and followed by e or i: use a k to spell the word • Shortening words, e.g. television - telly, telephone – phone • Uses abbreviations correctly: • acronyms, initialisation, truncation <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Builds on use of subject verb concord, e.g. There is one book/There are two books ... • Uses regular forms of the verb, e.g. walk, walked • Uses adverbs of frequency (e.g. ‘She hardly ever visits me.’) • Builds on use of prepositions that show position (on, under, above) • Uses connecting words to show addition (and) and sequence (then, before) • Uses different types of adjectives including those relating to age e.g. old, young <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Compound words, e.g. playground <p>[LS&C ACTIVITIES]</p>

Week 5: We all matter

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: We all matter • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: We all have our strengths • Genre: Story • Three read • Model comprehension skill: Visualise / Evaluate • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: We all have our strengths • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /c/ /u/ and /x/ 	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 44: The big lion and the tiny mouse • Genre: Story • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 44: The big lion and the tiny mouse • Genre: Story • Model comprehension skill: Visualise • Oral comprehension 	

Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 44: The big lion and the tiny mouse • Genre: Story • Model comprehension skill: Visualise • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 44: The big lion and the tiny mouse • Genre: Story • Teach: Visualise 	
Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 44: The big lion and the tiny mouse • Genre: Story • Written comprehension • Comprehension strategy: Visualise / Evaluate 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Narrative essay (Story) in which a character receives an SMS • Sample text: A tale of two friends 	

WEEK 5 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 5		
Textbook	Supplementary Reading Activity: Reads a story	Date Completed
SUCCESSFUL OXFORD Oxford	The Ugly Duckling, 28	
STUDY & MASTER Cambridge	Tasneem gets lot, 27	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Vuyo and his family tree, 26	
VIA AFRICA Via Africa	At the store, 25	
HEAD START Oxford	The noisy neighbour, 24	
SOLUTIONS FOR ALL Macmillan Education	What grows in Ms Tabole's garden? 27	
PLATINUM Pearson	A river adventure, 22	
TOP CLASS Shuter & Shooter	Phindi wins friends, 14	

Week 6: We all matter

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Story (narrative essay) and SMS • Topic: Write a story about a person who helps another person. Include an SMS in the story. • Planning Strategy: Write a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Adverbs • Use plan to draft story (narrative essay) 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit story (narrative essay) using checklist • Publish and share story (narrative essay) 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 6 • Group 5 	
Friday	Activity 3 <ul style="list-style-type: none"> • Conclusion 	

WEEK 6 TEXTBOOK ACTIVITIES: WRITING

Week 6		
Textbook	Supplementary LSC Activity: Writes a story, writes an SMS	Date Completed
SUCCESSFUL OXFORD Oxford	Write about the ugly duckling, 32	
STUDY & MASTER Cambridge	Write about what you think will happen next in the story, 30	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write an opinion, 34 Write a description, 34	
VIA AFRICA Via Africa	Write an opinion, 31 Write a description, 32	
HEAD START Oxford	Write and ending to the story, 28 Write descriptions, 29	
SOLUTIONS FOR ALL Macmillan Education	Write a book review about a book you have read, 163	
PLATINUM Pearson	Write about, 'Family quarrels', 7	
TOP CLASS Shuter & Shooter	Write to express opinion, 17 Write a description, 17	

WEEK 6 TEXTBOOK ACTIVITIES: LSC

Week 6		
Textbook	Supplementary LSC Activity: Adverbs	Date Completed
SUCCESSFUL OXFORD Oxford	Adverbs of manner, 100 Adverbs of place, 191 Adverbs of manner, 194	
STUDY & MASTER Cambridge	Adverbs, 33 Adverbs of manner, 88 Adverbs, 115 Adverbs of place, 140	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Adverbs ending in 'ly', 33 Adverbs add extra information, 91 Adverbs of manner and place, 104 Adverbs, 145	
VIA AFRICA Via Africa	Adverbs of manner, 32	
HEAD START Oxford	Adverbs of manner, 28 Write sentences using adverbs, 78	
SOLUTIONS FOR ALL Macmillan Education	Adverbs, 89 Adverbs, 161	
PLATINUM Pearson	Adverbs, 72 Adverbs, 81	

Theme Reflection: We all matter

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 7-8 CAPS / ATP Reference

Please note that the PSRIP programme for Weeks 7-8 is aligned to Weeks 3-4 of CAPS / the ATP.

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 3-4	<p>Listens to and discusses an instructional text, e.g. recipe</p> <ul style="list-style-type: none"> • Introductory activities: prediction • Recalls procedure • Identifies the features of instructional text • Gives clear instructions, e.g. on how to make a cup of tea • Makes notes and applies instructions read • Asks questions to clarify • Comments on clarity of instructions <p>[LISTENING COMPREHENSION]</p>	<p>Reads instructional text</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> • Pre-reading: predicting from title and pictures • Uses reading strategies, e.g. prediction, contextual clues • Discusses specific details of text • Discusses sequence of instructions <p>[READING COMPREHENSION]</p>	<p>Writes instructions e.g. how to make a cup of tea</p> <ul style="list-style-type: none"> • Lists materials and ingredients • Uses correct specific details • Uses correct sequence • Uses the command form of the verb • Uses correct structure and format • Records words and their meanings in a personal dictionary <p>Uses the writing process</p> <ul style="list-style-type: none"> • Planning / pre-writing, • Drafting, • Revising, • Editing, • Proofreading, and • Presenting <p>[WRITING: INSTRUCTIONS]</p>	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> • Spells familiar words correctly, using a personal dictionary • Uses the dictionary to check spelling and meanings of words • Punctuates correctly: question mark, exclamation mark <p>Working with words and sentences</p> <ul style="list-style-type: none"> • Uses forms of the verb ‘to be’, e.g. be/ been/ being; am/ is/ are; was/ were • Present progressive tense (e.g. ‘He is reading.’); • Builds on use of adjectives (before nouns), e.g. The small dog • Revises common nouns: countable nouns e.g. book – books • Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them <p>Vocabulary in context</p> <ul style="list-style-type: none"> • Words taken from shared or individually read texts • Words belonging to the same lexical field, e.g. ‘cat’ and ‘dog’ belong to the • lexical field ‘animals’ <p>[LS&C ACTIVITIES]</p>

Week 7: Taking a trip

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Taking a trip • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: A bus ride to Granny's house • Genre: Story • Three read • Model comprehension skill: Make inferences • Oral comprehension 	
Tuesday	Activity 1: Speaking Activity <ul style="list-style-type: none"> • Re-read Text: A bus ride to Granny's house • Genre: Story • Group discussions to respond to text 	
Tuesday	Activity 2: Phonics Review <ul style="list-style-type: none"> • Word find with /ck/ /o/and /sh/ 	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 56: Going visiting • Genre: Information text • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 56: Going visiting • Genre: Information text • Model comprehension skill: Make inferences • Oral comprehension • Introduce the LSC in context 	
Thursday	Activity 1: Shared Reading: Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 56: Going visiting • Genre: Information text • Model comprehension skill: Make inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 56: Going visiting • Genre: Information text • Teach: Make inferences 	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 56: Going visiting • Genre: Information text • Oral recount • Comprehension strategy: Summarise 	
Friday	Activity 2: Teach the Genre <ul style="list-style-type: none"> • Instructions (procedural text) • Sample text: How to go on a bus trip 	

WEEK 7 TEXTBOOK ACTIVITIES: READING & VIEWING

Week 7		
Textbook	Supplementary Reading Activity: Reads procedural texts	Date Completed
SUCCESSFUL OXFORD Oxford	Read a recipe, 40	
STUDY & MASTER Cambridge	Read how to make an ankle shaker, 39	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Read a school time table, 38	
VIA AFRICA Via Africa	Read a recipe, 36	
HEAD START Oxford	Read how to play party games, 32	
SOLUTIONS FOR ALL Macmillan Education	Read how to plant a vegetable garden, 39	
PLATINUM Pearson	Read a cake recipe, 35	
TOP CLASS Shuter & Shooter	Read instructions to make a parachute, 23	

Week 8: Taking a trip

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Instructions (procedural text) • Topic: Instructions • Planning Strategy: Make a list 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Determiners • Use plan to write draft of instructions 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit instructions using checklist • Publish and share instructions 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 8 • Group 5 	
Friday	Activity 3: <ul style="list-style-type: none"> • Conclusion 	

WEEK 8 TEXTBOOK ACTIVITIES: WRITING

Week 8		
Textbook	Supplementary LSC Activity:	Date Completed
	Writes simple instructions using a frame. Write a list with headings.	
SUCCESSFUL OXFORD Oxford	Write and present instructions, 42	
STUDY & MASTER Cambridge	Make a list of six things you can use to make musical instruments, 38	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write school rules, 42	
VIA AFRICA Via Africa	Write a list with headings, 38	
HEAD START Oxford	Write a list, 36	
SOLUTIONS FOR ALL Macmillan Education	Write instructions for planting vegetable seeds, 45	
PLATINUM Pearson	Write a recipe, 35	
TOP CLASS Shuter & Shooter	Write instructions on how to make something easy, 24	

WEEK 8 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 8		
Textbook	Supplementary LSC Activity:	Date Completed
	Determiners	
SUCCESSFUL OXFORD Oxford	Language determiners and comparatives, 116	
STUDY & MASTER Cambridge	Determiners, 11	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Numeral determiners, 9	
VIA AFRICA Via Africa	Numeral determiners, 11	
HEAD START Oxford	Give instructions, 35	
SOLUTIONS FOR ALL Macmillan Education	Plurals, 62	
PLATINUM Pearson	Countable nouns, 3 Countable and uncountable nouns, 62	
TOP CLASS Shuter & Shooter	Using 'a' and 'the' with nouns, 52 Uncountable nouns, 53	

Theme Reflection: Taking a trip

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Weeks 9-10 CAPS / ATP Reference

SKILLS	LISTENING AND SPEAKING (ORAL)	READING & VIEWING	WRITING & PRESENTING	LANGUAGE STRUCTURES & CONVENTIONS
WEEK 9-10	<p>Listens to a song /simple poem</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Recalls main idea Discusses central idea Relates to own experience Identifies rhyme and rhythm Identifies words which begin with the same sound Expresses feelings stimulated by the text Performs song/selected lines <p>[LISTENING COMPREHENSION]</p>	<p>Reads a simple poem/s</p> <p>Text from the textbook or Teacher’s Resource File (TRF)</p> <ul style="list-style-type: none"> Pre-reading predicts from title and pictures Uses reading strategies, e.g. prediction, looks at pictures carefully, uses contextual clues Answers questions about text Identifies rhythm and rhyme Breaks up words into syllables Expresses feelings stimulated by the text 	<p>Writes sentences that rhyme or simple poem with frame</p> <ul style="list-style-type: none"> Writes pairs of sentences of the same length that rhyme Uses appropriate rhythm and rhyme Uses knowledge of syllables to develop the rhythm <p>Practices writing</p> <ul style="list-style-type: none"> Writes words that begin with the same sound, e.g. Naughty Nomsa <p>[WRITING: RHYMING SENTENCES]</p> <p>Records words and their meanings in a personal dictionary</p> <ul style="list-style-type: none"> Uses drawings or sentences using the words or explanations to show the meaning, etc. <p>[PERSONAL DICTIONARY]</p>	<p>Spelling and punctuation</p> <ul style="list-style-type: none"> Spells familiar words correctly, using a personal dictionary Uses the dictionary to check spelling and meanings of words <p>Working with words and sentences</p> <ul style="list-style-type: none"> Uses forms of the verb ‘to be’, e.g. be / been/ being / am/ is/ are; was/ were Builds on understanding and use of simple present tense Present progressive tense (e.g. ‘He is reading.’) Builds on use of adjectives (before nouns), e.g. The small dog Revises common nouns: countable nouns e.g. book – books Revises use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them Begins to use determiners such as one, two, etc. and first, second, last. <p>Word meaning rhymes</p> <p>Vocabulary in context</p> <p>Words taken from shared or individually read texts</p> <p>[LS&C ACTIVITIES]</p>
	<p>Practices Listening and Speaking (choose one for daily practice)</p> <ul style="list-style-type: none"> Performs a simple rhyme, poem or song Responds physically to instructions Plays a simple language game 	<p>[READING COMPREHENSION]</p> <p>Practices reading</p> <ul style="list-style-type: none"> Reads aloud with appropriate pronunciation, rhythm and expression <p>[READ ALOUD]</p> <p>Reflects on texts read during independent/pair reading</p> <ul style="list-style-type: none"> Expresses emotional response to texts read. <p>[READING FOR ENJOYMENT]</p>		

Week 9: Dragons

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Introduce theme: Dragons • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: Listening Activity <ul style="list-style-type: none"> • Listening Text: Buhle's bad dream! • Genre: Story • Three read • Model comprehension skill: Visualise / Evaluate • Oral comprehension 	
Tuesday	Activity 1: SPEAKING <ul style="list-style-type: none"> • Re-read Text: Buhle's bad dream! • Genre: Story • Small group discussions to respond to text 	
Tuesday	Activity 2 Phonics Review Word find with /bl/ and /ar/	
Tuesday	Activity 3: Shared Reading: Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 64: Belinda's pet dragon • Genre: Poem • Discuss and predict 	
Wednesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: Shared Reading: First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 64: Belinda's pet dragon • Genre: Poem • Model comprehension skill: Visualise / Evaluate • Oral comprehension 	
Thursday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • DBE Workbook 1 page 64: Belinda's pet dragon • Genre: Poem • Model comprehension skill: Visualise / Evaluate • Oral comprehension 	
Thursday	Activity 2: Teach the Comprehension Strategy <ul style="list-style-type: none"> • DBE Workbook 1 page 64: Belinda's pet dragon • Genre: Poem • Teach: Visualise / Evaluate 	

Friday	Activity 1: Shared Reading: Post-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 64: Belinda's pet dragon • Genre: Poem • Complete text illustration • Comprehension strategy: Visualise / Evaluate 	
Friday	Activity 2: Writing: Teach the genre <ul style="list-style-type: none"> • Poem (Haiku) • Sample text: Dragon Haikus 	

WEEK 9 SUPPLEMENTARY TEXTBOOK ACTIVITIES: READING & VIEWING

Week 9		
Textbook	Supplementary Reading Activity: Reads a simple poem/s.	Date Completed
SUCCESSFUL OXFORD Oxford	Did you really?, 52	
STUDY & MASTER Cambridge	Fishes evening song, 48	
INTERACTIVE ENGLISH St Mary's Interactive Learning	My promise, 47	
VIA AFRICA Via Africa	Sailing home, 44	
HEAD START Oxford	The owl and the pussycat, 40	
SOLUTIONS FOR ALL Macmillan Education	Tiggy the naughty cat, 50	
PLATINUM Pearson	I love my house, 40	
TOP CLASS Shuter & Shooter	My favourite foods, 31	

Week 10: Dragons

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Writing: Planning <ul style="list-style-type: none"> • Genre: Poem • Topic: Visualise a dragon in your mind! Write a poem (Haiku) about the dragon you see. • Planning Strategy: Use a mind-map 	
Monday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 1 	
Tuesday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 2 	
Wednesday	Activity 1: LSC & Writing: Drafting <ul style="list-style-type: none"> • LSC: Alliteration • Visualise a dragon in your mind! Write a poem (Haiku) about the dragon you see. 	
Wednesday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 3 	
Thursday	Activity 1: Oral Activities <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 4 	
Friday	Activity 1: Writing: Editing and Publishing <ul style="list-style-type: none"> • Edit poem using checklist • Publish and share poem 	
Friday	Activity 2: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet Week 10 • Group 5 	
Friday	Activity 3 <ul style="list-style-type: none"> • Conclusion 	

WEEK 10 SUPPLEMENTARY TEXTBOOK ACTIVITIES: WRITING

Week 10		
Textbook	Writing Activity:	Date Completed
	Writes sentences that rhyme or simple poem with frame	
SUCCESSFUL OXFORD Oxford	Write and present sentences that rhyme, 54	
STUDY & MASTER Cambridge	Write the words from the poem that start with the same letter, 49	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write rhyming sentences, 52	
VIA AFRICA Via Africa	Do a word puzzle and write sentences that rhyme, 46	
HEAD START Oxford	Write rhyming words, 42	
SOLUTIONS FOR ALL Macmillan Education	Write rhyming sentences, 56	
PLATINUM Pearson	Write a poem that rhymes, 43	
TOP CLASS Shuter & Shooter	Rhyming words, 33 Write a poem, 35	

WEEK 10 SUPPLEMENTARY TEXTBOOK ACTIVITIES: LSC

Week 10		
Textbook	Supplementary LSC Activity:	Date Completed
	Alliteration, syllables	
SUCCESSFUL OXFORD Oxford	Rhyming poems, 130	
STUDY & MASTER Cambridge	Syllables, 29	
INTERACTIVE ENGLISH St Mary's Interactive Learning	Write same sound names, 53	
VIA AFRICA Via Africa	Words with same sound, 48	
HEAD START Oxford	Syllables and rhyme, 44 Find rhyming words, 45	
SOLUTIONS FOR ALL Macmillan Education	Rhyming, 48	
PLATINUM Pearson	Rhyming poems, 39	
TOP CLASS Shuter & Shooter	Syllables, 32 Alliteration, 34	

Theme Reflection: Dragons

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend or further support some learners?	
5. In which area / activity? How will you do this?	
SMT Comment	
SMT name and signature	Date

Term 1 2021 Programme of Formal Assessment

1. There are three formal assessment tasks for Grade 4 Term 1 2021.
2. Please complete these tasks as detailed below.

GRADE 4 TERM 1 2021 PROGRAMME OF FORMAL ASSESSMENT						
TASK	ACTIVITY	MARKS	WEEK	DAY	LESSON	DATE COMPLETED
1	Read aloud (see rubric below)	20	Commence with this task in Term 1 and conclude in Term 2 when the mark will be recorded. Listen to individual learners read aloud throughout the term during group guided reading lessons.			
2	Writes a descriptive / narrative essay: 3 paragraphs (see rubric below)	20	6	Mon, Wed, Fri	Writing	
3	Response to text (see assessment task and memorandum below)	40	8	Mon - Fri	Group Guided Reading	
Total		80				

Term 1 Assessment Tasks, Tools & Memoranda

TASK 1 READ ALOUD				
MARKS	Maximum total of 20			
OBJECTIVE	Demonstrates oral reading fluency			
IMPLEMENTATION	<ul style="list-style-type: none"> Listen to individual learners read aloud throughout Term 1 Do this during Group Guided Reading 			
ACTIVITY	<ol style="list-style-type: none"> During Group Guided Reading, settle the group to read a text silently. Next, listen to each learner read aloud from DBE Workbook 1, page 36, The Hare and the Tortoise. Explain that the learner will have 1 minute to read. Instruct the learner to read this text out loud to you. Time the learner. Take note of the number and type of errors made. When 1 minute is up, instruct the learner to stop reading and assess using the rubric below. 			
	1-2	3-4	5-6	7-8
FLUENCY	The learner reads less than 70 words correctly in a minute.	The learner reads 70 - 90 words correctly in a minute.	The learner reads 90 - 110 words correctly in a minute.	The learner reads 110 words or more correctly in a minute.
	1	2	3	4
DECODING SKILLS	The learner struggles to decode phonetically regular words and common sight words independently.	The learner decodes some phonetically regular words and common sight words independently.	The learner comfortably decodes many phonetically regular words and common sight words independently.	The learner comfortably decodes most phonetically regular words and common sight words independently.
	1	2	3	4
VOLUME & EXPRESSION	The learner reads in a quiet voice. The reading does not sound natural like talking to a friend.	The learner reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	The learner reads with volume and expression. Sometimes the learner slips into expressionless reading and does not sound like they are talking to a friend.	The learner reads with varied volume and expression. The learner sounds like they are talking to a friend with their voice matching the interpretation of the passage.

	1	2	3	4
PHRASING	The learner reads word-by-word in a monotone voice.	The learner reads in two or three word phrases, not adhering to punctuation, stress and intonation.	The learner reads with a mixture of run-on sentences, mid-sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	The learner reads with good phrasing; adhering to punctuation, stress and intonation.

TASK 2 NARRATIVE ESSAY					
MARKS	Maximum total of 20				
OBJECTIVE	Writes a narrative essay of 3 paragraphs				
IMPLEMENTATION	<ul style="list-style-type: none"> In Week 6 the process writing task requires learners to write a narrative essay of 3 paragraphs 				
ACTIVITY	<ol style="list-style-type: none"> Write a narrative essay about a person who helps another person. Work through the process writing lessons as per the lesson plan. Collect learners' essays at the end of the week for formal assessment. 				
CONTENT	1	2	3	4	5
	The learner's response is irrelevant to the topic.	The learner's response is not totally relevant to the topic.	The learner's response is relevant to the topic.	The learner's response is interesting and relevant to the topic.	The learner's response is interesting and exceeds expectations.
STRUCTURE	1	2	3	4	5
	The essay is not organised into 3 paragraphs. There is no connection in the ideas presented.	The essay has attempted to use paragraphs. But many ideas seem to be missing. The ideas are not connected.	The essay has 3 paragraphs, but they are not fully developed. The ideas are not totally connected.	The essay is organised and has 3 paragraphs. The ideas are connected, and the essay flows well.	The essay is well organised and has used 3 paragraphs. The ideas are well connected, and the essay flows very well.
PLANNING	1	2	3	4	5
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner attempts to use their plan.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.

EDITING / LSC	1	2	3	4	5
	The learner has not used adverbs. The learner does not edit their own work.	The learner has only used 1 adverb. The learner attempts to edit their own work, but there are many errors remaining.	The learner uses 2 adverbs. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner uses 2 adverbs. The learner edits their own work and mostly corrects their grammar, spelling and punctuation.	The learner uses 2 or more adverbs. The learner successfully edits their own work to correct grammar, spelling and punctuation.

TASK 3 RESPONDS TO TEXT	
MARKS	Maximum total of 40
OBJECTIVE	<ul style="list-style-type: none"> • Literary/Non- literary text (15 marks) • Visual text (10 marks) • Language Structures and Conventions (15 marks)
IMPLEMENTATION	<ul style="list-style-type: none"> • These assessments do not have to be written in one session. • The assessments can be administered during group guided reading time in Week 8.
ACTIVITY	<ol style="list-style-type: none"> 1. Hand out the assessment tasks to learners. 2. Read through the texts and papers once and explain what is required of learners. 3. Collect the assessments after each session and mark them using the memorandum provided.

TERM 1 TASK 3 RESPONDS TO TEXTS

QUESTION 1: READING COMPREHENSION

NAME: _____

Instructions:

- *Read the story below twice.*
- *Answer the questions that follow.*



Kgabo's new dog

Kgabo had a big dog that he loved very much. Kgabo's dog, Lulu, was his best friend. Every day, Kgabo would take Lulu on a long walk, give him good food, and play with him for hours. Kgabo's dog was very well loved and cared for.

One day, Kgabo saw a dog on the side of the road. The dog was very dirty and it looked hungry. 'Oh no!' Kgabo thought, 'this poor dog must not have a home!'

Kgabo thought that there must be many dogs that do not have homes. This made Kgabo feel very heartsore. Kgabo felt so sad for the stray dog. He decided to take the dog home with him.

When Kgabo got home, his mother shouted, 'Kgabo! No! You can't just bring new pets home without asking!'

But Kgabo convinced her to let him keep the new dog. Kgabo named the new dog Zami.

Zami was soon part of the family. Zami loved her new family and was an excellent watchdog! Kgabo wished he could help all the stray dogs in the world!

QUESTIONS:

- 1. Who was Lulu? (1)**

Lulu was _____

- 2. What do you see when you visualise Lulu? (Think of the size of the dog, the colour of the fur, the shape of the ears, the length of the tail.) (3)**

I see a _____ dog that has _____

3. What three things did Kgabo do with Lulu every day? (3)

Every day, Kgabo _____

4. If you have a dog, why do you think it is important to walk your dog every day? (2)

I think it is important to walk your dog every day because _____

5. Why did Kgabo think the dog on the side of the road did not have a home? (1)

Kgabo thought the dog did not have a home because it was _____

6. Put the following statements in the right order: (5)

_____ Kgabo's mother was angry with him.

_____ Kgabo was walking Lulu and saw a stray dog.

_____ Zami was very happy in her new home.

_____ Kgabo took the stray dog home.

_____ Lulu was loved and cared for by Kgabo.

15 MARKS

TERM 1 TASK 3 RESPONDS TO TEXTS

QUESTION 2: VISUAL COMPREHENSION

NAME: _____

Reasons why people buy a dog

Number of owners	10		X		
	9		X		
	8	X	X		
	7	X	X		
	6	X	X		
	5	X	X	X	
	4	X	X	X	
	3	X	X	X	
	2	X	X	X	X
	1	X	X	X	X
		friend	watch dog	cute	guide dog (blind)

QUESTIONS:

1. How many people own a dog because it is cute? _____ (2)
2. Why do most people own a dog?
Most people own a dog because _____ (2)
3. Why do fewest people own a dog?
Fewest people own a dog because _____ (2)
4. How many dogs are there altogether? _____ (2)
5. Why would you buy a dog?
I would buy a dog because _____ (2)

10 MARKS

TERM 1 TASK 3 RESPONDS TO TEXTS

QUESTION 3: LANGUAGE IN CONTEXT

NAME: _____

Instructions:

- Read the story below twice.
- Answer the questions that follow.

	<i>Being Kind to Strangers</i>
1	It was a boiling hot day, and Ms Zwane really felt like a Coke.
2	When school was finished, Ms Zwane drove her tiny red car to the shops to buy an ice cold Coke.
3	When she got out of the car, she saw a car guard standing nearby.
4	She waved and smiled at the man.
5	The man smiled back at Ms Zwane, but she could see on his face that he was in a lot of pain.
6	Ms Zwane looked at the man's leg and saw that it was badly injured, 'Are you okay?' she asked the man.
7	The man shook his head, 'No. First, I have a bad injury on my leg. But I don't have enough money for transport to get to the hospital,' said the car guard.
8	Ms Zwane was finished work for the day, so she decided to help the car guard. She smiled warmly at him, 'I will give you a lift to the hospital... but first, let me buy us both a Coke.'

QUESTIONS:

1. Find an example of the following parts of speech:

- a. common noun (paragraph 1) _____ (2)
- b. proper noun (paragraph 1) _____ (2)
- c. adjective (paragraph 2) _____ (2)
- d. adverb (paragraph 8) _____ (2)
- e. determiner (paragraph 7) _____ (2)

2. Rewrite the following sentence in the present tense.

'She waved and smiled at the man.' (2)

3. Rewrite the following sentence in the negative form. Use one of the words in brackets.

The man greeted Ms Zwane. (didn't, can't) (1)

4. Rewrite this sentence and fill in all the punctuation marks. (2)

ms zwane will take you to the hospital in durban

MARKS 15

TERM 1 TASK 3 RESPONDS TO TEXTS MEMORANDA

QUESTION 1: READING COMPREHENSION MEMORANDUM

1. Lulu was Kgabo's dog / Lulu was Kgabo's best friend. (1)
2. I see a big/ large dog that has dark brown/ light brown / black fur, pointy/ floppy ears and a long / wagging / short tail. (Any 3 points about the dog.) (3)
3. Every day, Kgabo would take Lulu on a long walk, give him good food, and play with him. (3 facts) (3)
4. I think it is important to walk your dog every day because animals need exercise / dogs get bored / they will be naughty and break things, bark or become aggressive / angry if they do not go for a walk. (2 points) (2)
5. Kgabo thought the dog did not have a home because it was dirty and thin/ looked hungry. (1)
6. Put the following statements in the right order: (5)
 - 4 Kgabo's mother was angry with him.
 - 2 Kgabo was walking Lulu and saw a stray dog.
 - 5 Zami was very happy in her new home.
 - 3 Kgabo took the stray dog home.
 - 1 Lulu was loved and cared for by Kgabo.

15 MARKS

QUESTION 2: VISUAL COMPREHENSION MEMORANDUM

1. How many people own a dog because it is cute? **5** (2)
2. *Most people own a dog because they need a watch dog.* (2)
3. *Fewest people own a dog because they need a guide dog / they are blind.* (2)
4. How many dogs are there altogether? **25** (2)
5. *I would buy a dog because (own answer)* (2)

10 MARKS

QUESTION 3: LANGUAGE IN CONTEXT MEMORANDUM

1. Find an example of the following parts of speech:
 - a. common noun (paragraph 1) **day** (2)
 - b. proper noun (paragraph 1) **Ms Zwane / Coke** (2)
 - c. adjective (paragraph 2) **tiny / red / ice cold** (2)
 - d. adverb (paragraph 8) **warmly** (2)
 - e. determiner (paragraph 7) **First** (2)
2. 'She waves and smiles at the man.' (2)
3. The man didn't greeted Ms Zwane. (1)
4. Ms Zwane will take you to the hospital in Durban. (2 marks - ½ mark each)

MARKS 15

Term 1 Reading Worksheet Memoranda

WEEKS 1 & 2 MEMORANDUM

DECODABLE TEXT: THE HEN IS ILL

1. Who is ill?
My little pet hen is ill.
2. How will the vet test my hen?
The vet will test my hen with a pin.
3. What did the vet give my ill hen?
The vet gave my ill hen pills in a tin.

WEEKS 3 & 4 MEMORANDUM

DECODABLE TEXT: AN ACCIDENT!

1. Where did the man go?
The man went to the dam.
2. What happened at the dam?
At the dam, the man had an accident with his little van.
3. Who came to rescue the man and his van?
A paramedic came to rescue the man and his van.

GROUP GUIDED READING TEXT: LINDIWE'S DIARY

1. What happened to Lindiwe last weekend?
Last weekend there was a fire in the field next to Lindiwe's house.
2. How did the firefighters put the fire out?
The firefighters used wet sacks to smother the fire.
3. Why do you think the fire started?
I think the fire started because someone threw a cigarette into the field.
4. How would you feel if there was a fire close to your house?
If there was a fire, I would feel very scared. (or own answer)
5. Rewrite the sentence below and put punctuation marks to show Lindiwe's direct speech:
Our house nearly burned down exclaimed Lindiwe
'Our house nearly burned down!' exclaimed Lindiwe.
6. Think of an adjective to describe the firefighters.
The brave firefighters saved Lindiwe's house.

FICTION TEXT: AN ACCIDENT AT NETBALL

1. What did Phumzile love about Netball?
Phumzile loved to run up and down the court, pass the ball and shoot.
2. Why do you think Phumzile was not angry with the girl from the other team?
I think Phumzile was not angry because she knows that the girl did not do it on purpose. (or own answer)
3. What can you infer (work out from the story) about Phumzile's injury?
Phumzile's injury was sore because there was blood.
4. What is an antonym (opposite) for love?
An antonym for love is hate.

NON-FICTION TEXT: WHAT TO DO IF THERE IS A FIRE

1. What must you do if your clothes catch on fire?
You must stop, drop, and roll.
2. What can you infer (work out) about the safety tips saying you should try to be as low as possible if there is a fire?
I can infer that smoke rises and is bad for your lungs, so being low is safer for you.
3. Add the prefix 'un'; to change the meaning of the word safe.
The opposite of safe is unsafe.
4. Change this sentence to the past tense: Fires kill many people.
Fires killed many people.

VISUAL TEXT: PEOPLE KILLED IN CAR ACCIDENTS IN SUNNY VILLAGE PER YEAR

1. How many people from Sunny Village died in car accidents in 2013?
In 2013 11 people were killed in Sunny Village.
2. In which year did the most people die from car accidents?
Most people died from car accidents in 2016.
3. In which year did the fewest people die in car accidents?
Fewest people died in car accidents in 2014.
4. How many people died in car accidents altogether from 2012 – 2016?
Altogether, 51 people died in car accidents from 2012 to 2016.
5. Write the following sentence adding the capital letters for the proper nouns: I live near pretoria, one of the capital cities in south africa.
I live near Pretoria, one of the capital cities in South Africa.

SUMMARY: WHAT TO DO IF THERE IS A FIRE

Summary: The four most important things to do in a fire

1. *If your clothes catch on fire, you must stop, drop, and roll.*
2. *If there is a lot of smoke, you must go low, so you do not choke.*
3. *If you cannot breathe, put your shirt over your mouth.*
4. *Call for help as soon as you can.*

WEEKS 5 & 6 MEMORANDUM

DECODABLE TEXT: THE MISERABLE CHILDREN

1. Who are miserable?
The children are miserable.
2. Is the dad a kind man?
No, the man is not a kind man.
3. Who rescues the children?
Mum rescues the children.

NON-FICTION TEXT: THE WASTE PICKERS

1. Why did Ayanda become a 'waste picker?' (Give two reasons)
Ayanda became a 'waste picker' because he was sick and he lost his job.
2. What does Ayanda do each day?
Ayanda goes through rubbish and pick out the materials that can be recycled.
3. Do you think the life of a 'waste picker' is easy? (Give a reason for your answer)
I think the life of a waste picker is easy / not easy because... (See learners' answers)
4. Name 4 things that can be recycled.
Four things that can be recycled are paper, plastic, tin and glass.
5. Antonyms are words that are opposite in meaning. An example is good-bad. Find antonyms, in the above text, for the words below:
 - *found-lost*
 - *after-before*
 - *clean-dirty*

FICTION TEXT: A LONELY OLD LADY

1. How many children did the old lady have?
The old lady had three children.
2. Why was the old lady lonely?
The old lady was lonely because her children moved away from the village to the big city.
3. What surprise present did the children bring her?
The surprise present that the children brought her was a cell phone.

4. Find adjectives (describing words) that tell us more about:
 - *the lonely old lady*
 - *the big city*
 - *the special surprise*

NON-FICTION TEXT: NATIONAL HERITAGE DAY

1. On what date is National Heritage Day?
National Heritage Day is on the 24th of September.
2. What do many South Africans do on National Heritage Day?
On National Heritage Day, many people have braais together.
4. What cultural heritage do you celebrate on National Heritage Day?
The cultural Heritage I ... (See learners' answers)
5. Verbs are action words. List 4 different verbs from the story.
Celebrate, braai, dancing, cooking etc.

VISUAL TEXT: LANGUAGES SPOKEN IN SOUTH AFRICA

1. Which is the biggest Language group in South Africa?
The biggest language group in South Africa is Zulu.
2. Do more people speak English or isiXhosa as a first language?
More people speak isiXhosa as a first language.
3. Which three groups of language speakers are the same size?
The three groups are Sesotho, Setswana and English.
4. We change words when we compare things, e.g.: big. bigger, biggest.
Do the same using the word "small".
small, smaller, smallest

SUMMARY: NATIONAL HERITAGE DAY

Summary: What is National Heritage Day?

1. *National Heritage Day is on the 24th of September.*
2. *We celebrate our different cultures on National Heritage Day.*
3. *Many South Africans also have braais on National Heritage Day.*
4. *South Africa is known as the 'Rainbow Nation'.*

WEEKS 7 & 8 MEMORANDUM

DECODABLE TEXT: MUM AND DAD GO ON A TRIP

1. When will I go on a trip?
I want to go on a trip now.
2. How will I go on a trip?
I will go on a ship.
3. What will I pack for my trip?
I will pack my shoes, socks and clothes for the trip.

FICTION TEXT: THINGO'S BUS JOURNEY

1. What had Thingo never done before?
Thingo had never been on a bus trip without an adult before.
2. How long is the bus journey from King Williams Town to Johannesburg?
The bus journey from King Williams Town to Johannesburg is 14 hours long.
3. Why was Thingo nervous about the bus trip? What can you infer?
I can infer that Thingo was nervous because she was scared something bad would happen. (or own answer)
4. Complete the sentence below filling in the correct determiners: a few/ some/ first/ enough
This was Thingo's first trip without an adult. She had packed a few books to read and some food for her journey. (Can be any combination which makes sense)
5. Change the words in brackets into adverbs:
Thingo sat nervously on the bus. The bus drove slowly. She happily greeted her Gogo in Johannesburg.

FICTION TEXT: SCHOOL OUTING

1. What was Kamo excited to see?
Kamo was excited to see a big male lion and the baby cubs.
2. Why do you think dad wrote his number on Kamo's arm? What can you infer?
By writing his number on Kamo's arm, I can infer that Kamo's dad is worried that Kamo might get lost and won't know how to contact him. (See learners' answers)
3. What is your favourite African wild animal?
My favourite African wild animal... (See learners' answers)
4. Complete each sentence by using one of these determiners: a, an, the, some, few, many
 - a. There were many people at the Lion Park.
 - b. Kamo packed an apple for his trip.
 - c. I want to see the littlest cub in the pride.
 - d. The class had such a good time seeing the lions, they want to go back in a few weeks.

NON-FICTION TEXT: CAR SAFETY

1. What must you always wear in a car?
You must always wear a seatbelt.
2. Why do you think you must not distract the driver?
I think you should not distract the driver because they need to focus on the road so they do not crash.
3. Arms and legs are the plural forms of arm and leg. What are the plural forms of foot and tooth?
The plural of foot is feet.
The plural of tooth is teeth.
(Write a sentence for each of these plural words) – See learners' answers.
4. Rewrite the following sentence with an apostrophe to show possession:
Do not bump the driver's seat.

VISUAL TEXT: GREYHOUND BUS SCHEDULE

1. If you are leaving from Johannesburg, where can you go?
From Johannesburg you can go to Durban or Cape Town.
2. Which bus would you choose to buy a ticket for and why?
The bus I would buy a ticket for is... because... (See learners' answers).
3. Write the sentence below in the negative form?
I will not travel to Cape Town in winter.
4. What time does the bus leave from Harrismith to Umzimkulu?
The bus from Harrismith to Umzimkulu at 14:30.

SUMMARY: SCHOOL OUTING

Summary: Things Kamo must pack for a school outing

1. *A bottle of cold water.*
2. *A hat and sunblock.*
3. *Some food.*
4. *Parent's contact information.*

WEEKS 9 & 10 MEMORANDA

DECODABLE TEXT: WHO LIKES SHARKS?

1. Where does the sad little dragon sit?
The sad little dragon sits on sharp rocks.
2. What does the sad little dragon want to see?
The sad little dragon wants to see the sharks.
3. What kind of teeth do the sharks have?
The sharks have sharp teeth.

NON-FICTION TEXT: THE BIGGEST LIZARDS ON EARTH

1. What is the heaviest lizard on Earth?
The heaviest lizard on Earth is a Komodo Dragon.
2. Where do you find the heaviest lizards on Earth?
You find the heaviest lizards on Earth on the Indonesian Islands.
3. What do you think is the most interesting thing about a Komodo Dragon?
I think the most interesting thing about Komodo Dragons is... (See learners' answers).
4. Close your eyes and think about Komodo Dragons. What do you visualise?
I visualise... (See learners' answers).
5. Change the words in brackets into the correct comparative adjectives.
Komodo dragons are the largest and heaviest lizards on Earth.
6. Punctuate the sentence below to show direct speech:
"I never want to go to Indonesia as I am terrified of Komodo Dragons!" squealed Zintle.

FICTION TEXT: THERE'S A DRAGON IN MY GARDEN

1. Where is the dragon?
The dragon is in the garden.
2. Which do think is the scariest: a Komodo dragon, a snake or a shark? Give a reason for your answer.
I think a... is the scariest because ... (See learners' answers).
3. Find the word in the poem that means a small outside room for tools.
A small outside room for tools is a shed.
4. Find two words in the poem that rhyme. Write them down.
Two words in the poem that rhyme are shed and dead.

NON-FICTION TEXT: CHINESE NEW YEAR

1. In Chinese culture, what are dragons a symbol of?
In Chinese culture, dragons are a symbol of wisdom, power and wealth.

2. What do you visualize when you imagine people doing a Dragon Dance?
When I visualize people doing a Dragon Dance, I imagine... (See learners' answers).
3. Write the following sentences in the future tense:
Chinese people will decorate their homes. They will do the dragon dance.
4. Alliteration is when two or more words following each other start with the same sound. An example could be "Anathi's amazing apples". Find an example of alliteration in the above text.
An example of alliteration from the text is ... (See learners' answers).

VISUAL TEXT: THE KOMODO DRAGON

1. What do you think the Komodo Dragon uses to kill its prey?
I think the Komodo Dragon uses its sharp teeth and its sharp claws to kill its prey.
2. What do you now know about a Komodo Dragon's eyesight?
I now know that a Komodo Dragon's eyesight is good.
3. Where can Komodo Dragons be found?
Komodo Dragons can be found in Indonesia.
4. Write down a synonym for the underlined word in the following sentence:
The Komodo Dragon has a strong sense of smell.
Weak.

SUMMARY: THE KOMODO DRAGON

Summary: Facts about Komodo Dragons

1. *Komodo Dragons are found in Indonesia.*
2. *Their sharp claws and teeth make them dangerous.*
3. *They can grow to be 3m long and are the heaviest lizards on Earth.*
4. *They catch their prey using their sharp claws and teeth.*