

**PSRIP**  
**MANAGEMENT DOCUMENT**  
**TERM 2 2021**  
**GRADE 1**

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# Introduction

Welcome colleagues,

We hope that Term 1 proceeded smoothly despite the pandemic restrictions, and that your learners made good progress. We also hope that the routine and core methodologies are feeling more familiar to you at this stage.

We also hope that this term, you are able to pay more attention to the development of learners' executive function and comprehension skills.

Wishing you a healthy, safe and productive term.

**The NECT PSRIP team**

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

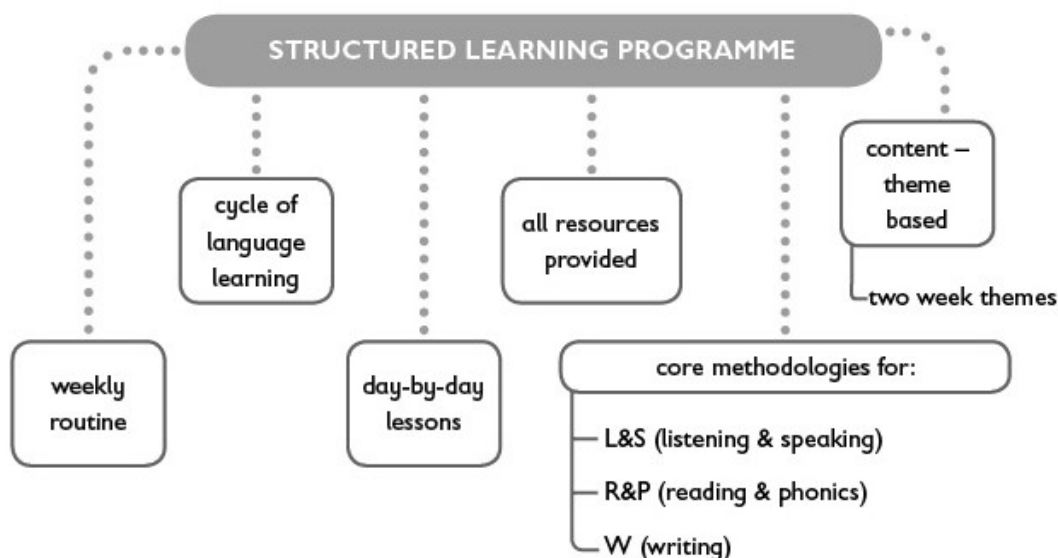
This structured learning programme is designed to teach EFAL at foundation phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

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:

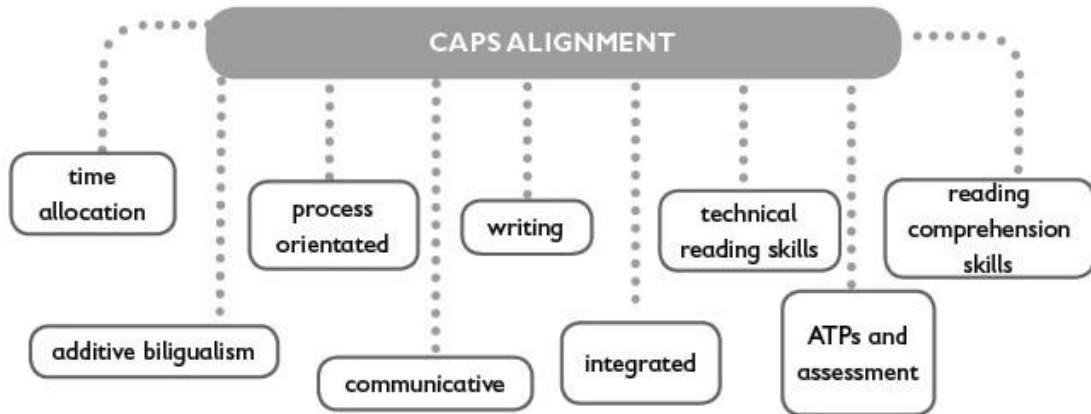
## Structured learning programme

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 FP EFAL programme, a routine has been designed to effectively teach each component of language in a 3 or 4 hour weekly cycle. 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.



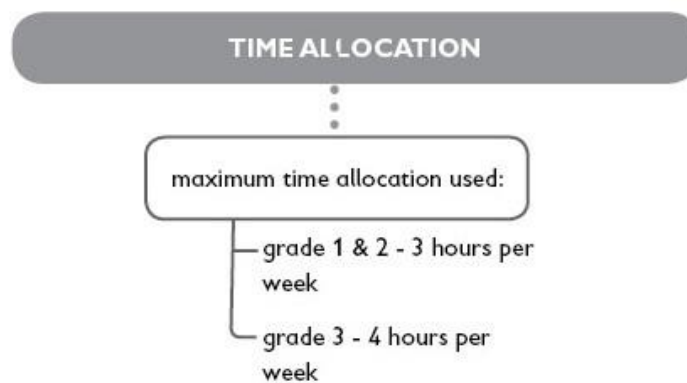
## CAPS (Curriculum Assessment Policy Statement) aligned

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



## Time allocation

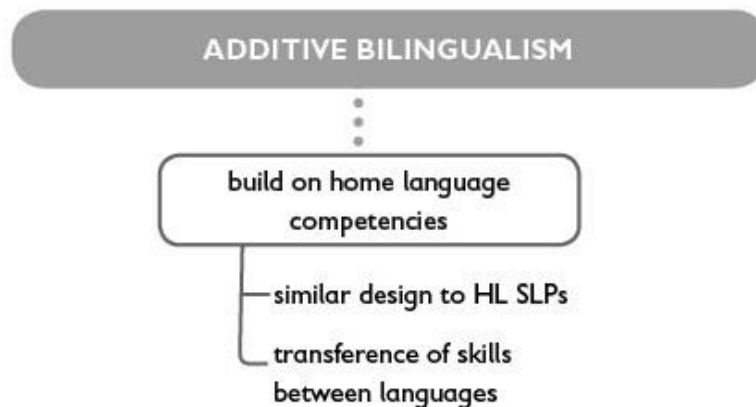
The PSRIP uses the maximum time allocation for FAL. This means that for Grades 1 and 2, the programme is designed for 3 hours per week. For Grade 3, the programme is designed for 4 hours per week.



## Additive bilingualism

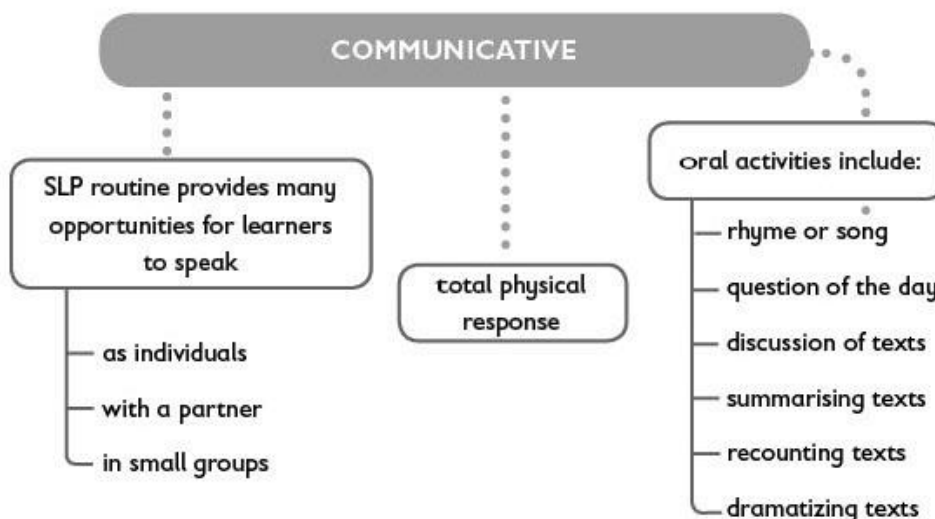
The programme depends on learners developing strong home language literacy competencies. It is designed to build on home language competencies.

*Note: The NECT FP HL SLP of 2021 is designed to cover the same themes, content and concepts, and to use the same 'core methodologies', thereby facilitating the transference of skills between languages.*



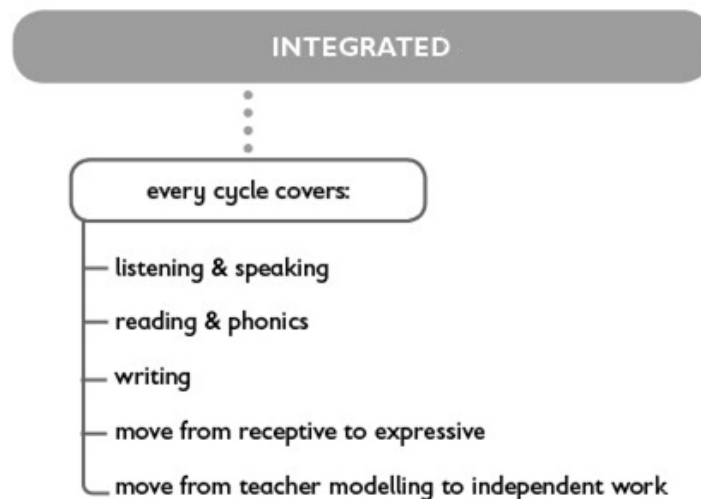
## Communicative

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. Many of the oral activities require the use of total physical response – learners must listen, think, perform a movement or action, and respond orally.



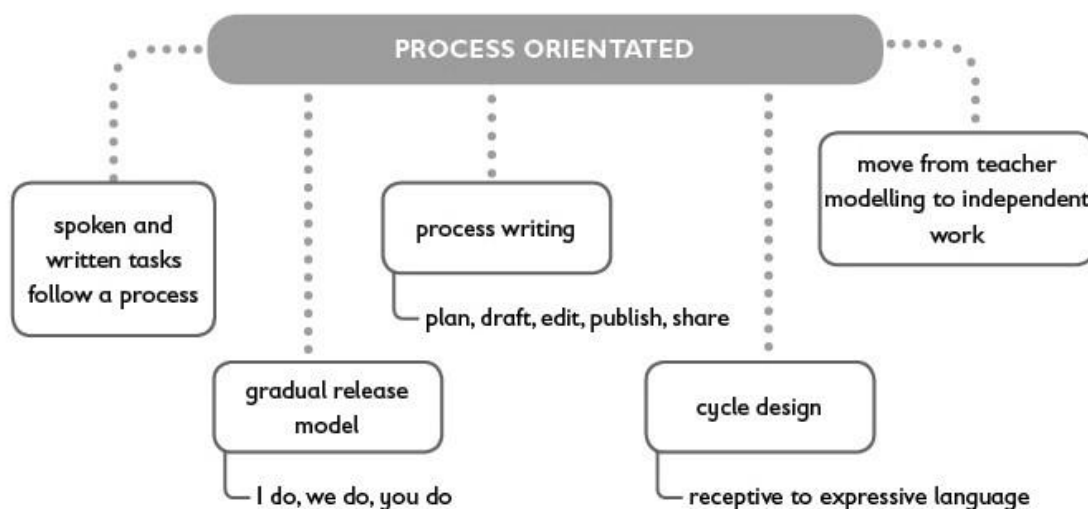
## Integrated

The weekly 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.



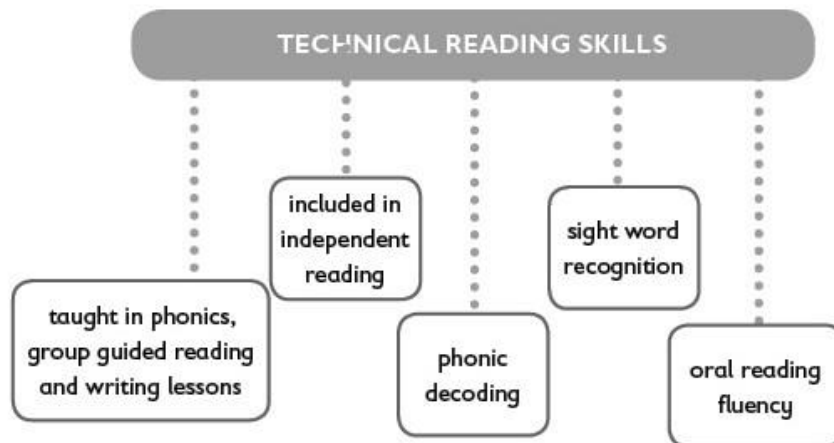
## Process orientated

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 introduced from Grade 1, with learners initially planning and drafting. By Grade 3, learners implement the full process writing cycle. The more significant speaking and writing tasks happen towards the end of the cycle, once learners have had the opportunity to hear, read and learn theme related language.



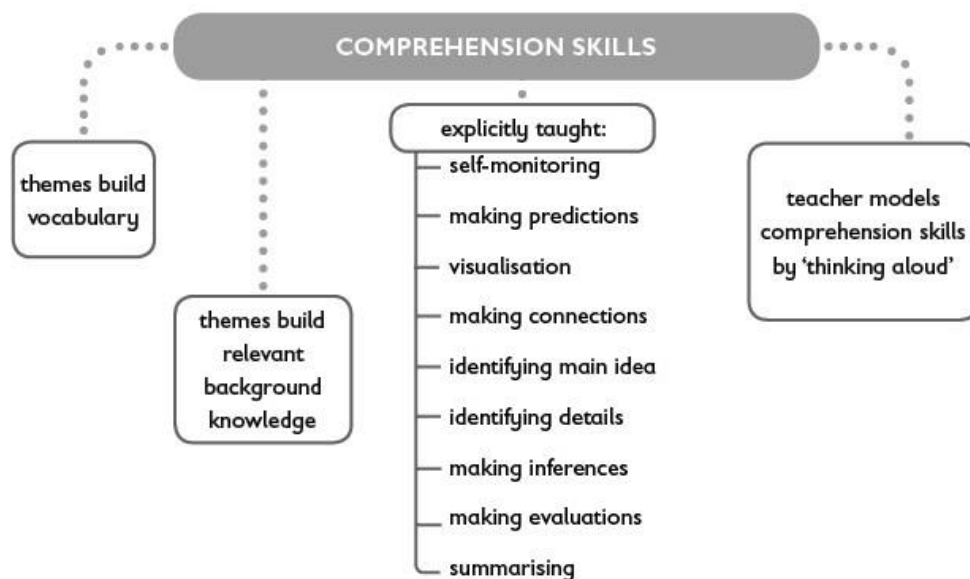
## Technical reading skills

This programme includes a highly structured approach to teaching technical reading skills through phonemic awareness, phonic decoding, word recognition and the development of oral reading fluency. These skills are taught during phonics lessons, group guided reading sessions, and in writing lessons. From Grade 2, decodable and independent reading texts are included as part of the reading worksheets.



## Reading comprehension skills

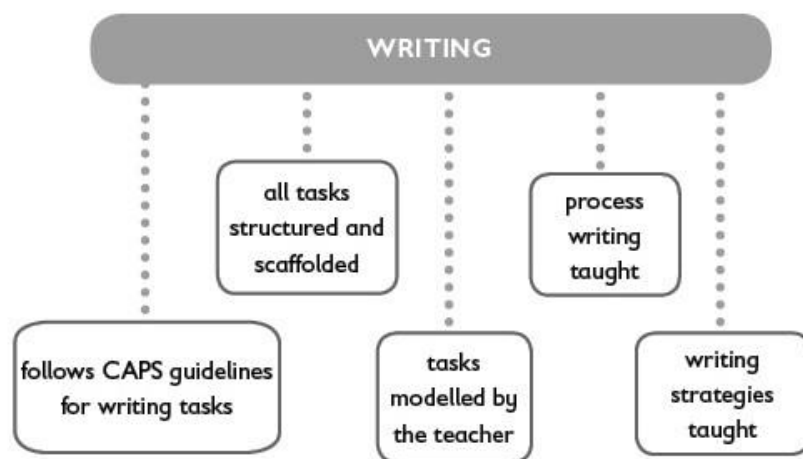
Research has shown that vocabulary and background knowledge are key factors in reading comprehension. Because of this, themes include a wide range of content and concepts. Related vocabulary is explicitly taught and then used in context. Vocabulary from previous themes is reused where appropriate, and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





## Writing

The programme follows the CAPS guidelines for writing tasks to take learners through the stages of emergent writing. All writing tasks are carefully structured and scaffolded for maximum support. The tasks are also explicitly modelled by the teacher. The same approach is taken to process writing from Grade 1 to Grade 3, so that as learners move through the grades, their understanding of process writing develops. Learners are also taught to use a series of 'writing strategies' to provide them with additional support in any writing task. Teachers are encouraged to extend writing tasks for learners who are capable of moving beyond the SLP tasks.



## Conclusion

At first the implementation of this SLP may feel a little overwhelming. It is important to remember that the same routine is followed every week, and the same activities are done every week. 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 2 Learning Outcomes

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

LEARNING OUTCOMES					
<b>LISTENING &amp; SPEAKING</b>					
Learners should be able to:					
1. Say or sing 10 new rhymes or songs					
2. Answer the question of the day					
3. Discuss the shared reading story					
4. Help to summarise the shared reading story					
5. Recount part of the shared reading story					
6. Dramatise the shared reading story					
7. Talk about their writing					
<b>Vocabulary</b>					
Learners should be able to understand and use some of the following theme vocabulary:					
friend	friends	talk	play	alone	meet
shy	friendly	tripped	laugh	joke	joking
share	give	kind	unkind	park	playground
home	slide	mean	nice	argue	argument
talent	drama	maths	sports	ground	fun
tell	secret	jealous	proud	race	trophy
apologise	sorry	card	draw	raised	bed
seed	grow	wheat	plant	sunshine	soil
water	rain	help	cut	grind	bake
meal	flour	bread	pap	share	work
alone	together	garden	tomatoes	carrots	cabbage
spinach	bed	worm	seedling	dig	replant
stripes	spots	leopard	zebra	fur	soft
lion	rabbit	claw	sharp	teeth	scary
skin	rough	elephant	snake	bushy	tail
long	short	milk	cow	feed	chicken
horse	carrot	farmer	sheep	peep	snort

chick	pig	maize	field	lost	cry
goat	horn	sheep	tractor	score	win
ball	kick	practise	catch	field	street
day	night	high	low	fence	flew
team	team mate	cricket	netball	surprised	scared
flying	air	throw	hit	duck	tins
stack	tower	topple	rule	point	goal
house	grass	sticks	bricks	afraid	wolf
chase	blow	character	first	second	third
down	up	huff	puff	story	door
knock	yell	nest	strong	reed	rock
snake	tail	scary	slithering	mice	mouse
whiskers	squeak	destroy	destroyed	swallow	gulp
whack	smack	warn	warning		

**READING & VIEWING**

**Phonemic Awareness and Phonics**

Learners should be able to identify and say the following sounds:

i	n	m	d	o	g
c	k	e			

**Phonic Decoding**

Learners should be able to decode the following words:

it	sit	pit	sip	pip	pin
tin	nip	map	mat	min	man
mad	dad	dam	dim	sad	mop
pot	on	gap	got	pig	dig
cat	cop	cot	cap	kin	kit
kid	set	net	pet	met	pen
den					

**Sight & High Frequency Word Recognition**

Learners should be able to read the following words by sight:

my	very	good	friend	they	are
and	love	there	little	red	hen
saw	didn't	that	worm	see	some
pretty	birds	can	small	pig	cow
do	want	with	me	what	game
should	today	think	three	pigs	funny
read	all	about	mice		

**Comprehension**

Learners should be able to:

1. Make predictions about a text after doing a 'picture walk'
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

**WRITING**

Learners should be able to:

1. Plan and draft their own writing
2. Be able to draw a relevant picture to show meaning
3. Use taught phonics and word recognition to write partial or complete words as labels
4. Use a writing frame to draft or complete short sentences

## Term 2 2021 ATP / PSRIP alignment

The DBE ATP for Grade 1 2021 is largely unchanged.

For this reason, the Grade 1 PSRIP SLP can be used as is for the 10 weeks of Term 2 2021.

Week	DBE ATP Theme	PSRIP Theme	PSRIP Big Book Story
1	Friends	Friends	The 'A' friends
2			Andani feels proud
3	Growing things	Growing things	The little red hen
4			Khwezi finds a worm
5	Animals	Animals	How the zebra got its stripes
6			A farm visit
7	Sports and games	Sports and games	Jabu's big kick
8			Let's play Bhathi
9	The three little pigs	The three little pigs	The three little pigs
10			The three little mice

# Term 2 Tracker

Week 1: Friends		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The 'A' friends</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /a/ /s/ /t/ /p/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The 'A' friends</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /i/</li> <li>• Introduce new words</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The 'A' friends</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /p/ /i/</li> </ul>	

Thursday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song</li> <li>Theme Vocabulary</li> <li>Question of the Day</li> <li>Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two	
	<ul style="list-style-type: none"> <li>Big Book: The 'A' friends</li> </ul>	
Thursday	Activity 3: Writing	
	<ul style="list-style-type: none"> <li>My friend is...</li> </ul>	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song</li> <li>Theme Vocabulary</li> <li>Question of the Day</li> <li>Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> <li>Big Book: The 'A' friends</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>Segmenting and blending /i/</li> </ul>	

<b>Week 2: Friends</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song</li> <li>Theme Vocabulary</li> <li>Question of the Day</li> <li>Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> <li>Big Book: Andani feels proud</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>Review past sounds /i/ /p/ /t/ /s/</li> <li>Review past words</li> <li>Build a word with past sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song</li> <li>Theme Vocabulary</li> <li>Question of the Day</li> <li>Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One	
	<ul style="list-style-type: none"> <li>Big Book: Andani feels proud</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>Introduce new sound /n/</li> <li>Introduce new words</li> </ul>	

Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Andani feels proud</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /i/ /n/</li> </ul>	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Andani feels proud</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• We like to...</li> </ul>	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Andani feels proud</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /n/</li> </ul>	



### Theme Reflection: Friends

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

### Week 3: Growing things

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>Greeting</li> <li>Rhyme / Song</li> <li>Theme Vocabulary</li> <li>Question of the Day</li> <li>Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>Big Book: The little red hen</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>Review past sounds /n/ /i/ /t/ /s/</li> <li>Review past words</li> <li>Build a word with past sounds</li> </ul>	

Tuesday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2:	Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The little red hen</li> </ul>	
Tuesday	Activity 3:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /m/</li> <li>• Introduce new words</li> </ul>	
Wednesday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2:	Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The little red hen</li> </ul>	
Wednesday	Activity 3:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /n/ /m/</li> </ul>	
Thursday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2:	Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: The little red hen</li> </ul>	
Thursday	Activity 3:	Writing <ul style="list-style-type: none"> <li>• I want to grow...</li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> <li>• Big Book: The little red hen</li> </ul>	
Friday	Activity 3:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /m/</li> </ul>	

### Week 4: Growing things

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Khwezi finds a worm</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /n/ /a/ /t/ /i/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Khwezi finds a worm</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /d/</li> <li>• Introduce new words</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Khwezi finds a worm</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /m/ /d/</li> </ul>	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Khwezi finds a worm</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• My garden is full of...</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Khwezi finds a worm</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /d/</li> </ul>	

### Theme Reflection: Growing things

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Week 5: Animals

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: How the zebra got its stripes</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /d/ /a/ /m/ /s/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: How the zebra got its stripes</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /o/</li> <li>• Introduce new words</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: How the zebra got its stripes</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /d/ /o/</li> </ul>	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: How the zebra got its stripes</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• I want to see...</li> </ul>	

Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> <li>• Big Book: How the zebra got its stripes</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Segmenting and blending /o/</li> </ul>	

### Week 6: Animals

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> <li>• Big Book: A farm visit</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Review past sounds /d/ /o/ /p/ /t/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One	
	<ul style="list-style-type: none"> <li>• Big Book: A farm visit</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Introduce new sound /g/</li> </ul>	
Wednesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story	
	<ul style="list-style-type: none"> <li>• Big Book: A farm visit</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Differentiating new sounds /o/ /g/</li> </ul>	

Thursday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two	
	<ul style="list-style-type: none"> <li>• Big Book: A farm visit</li> </ul>	
Thursday	Activity 3: Writing	
	<ul style="list-style-type: none"> <li>• My favourite animal is...</li> </ul>	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> <li>• Big Book: A farm visit</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Segmenting and blending /g/</li> </ul>	

### Theme Reflection: Animals

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

## Week 7: Sports and games

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Jabu's big kick</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /d/ /o/ /g/ /t/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Jabu's big kick</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /c/</li> <li>• Introduce new words</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Jabu's big kick</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sound /g/ /c/</li> </ul>	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Jabu's big kick</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• I want to play...</li> </ul>	



Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> <li>• Big Book: Jabu's big kick</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Segmenting and blending /c/</li> </ul>	

### Week 8: Sports and games

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> <li>• Big Book: Let's play Bhathi</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Review past sounds /p/ /a/ /t/ /n</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One	
	<ul style="list-style-type: none"> <li>• Big Book: Let's play Bhathi</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Introduce new sound /k/</li> <li>• Introduce new words</li> </ul>	
Wednesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story	
	<ul style="list-style-type: none"> <li>• Big Book: Let's play Bhathi</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Differentiating new sounds /o/ /k/</li> </ul>	

Thursday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2:	Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Let's play Bhathi</li> </ul>	
Thursday	Activity 3:	Writing <ul style="list-style-type: none"> <li>• I play...</li> </ul>	
Friday	Activity 1:	Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2:	Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Let's play Bhathi</li> </ul>	
Friday	Activity 3:	Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /k/</li> </ul>	

### Theme Reflection: Sports and games

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

### Week 9: The three little pigs

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The three little pigs</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Review past sounds /g/ /p/ /a/ /i/</li> <li>• Review past words</li> <li>• Build a word with past sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The three little pigs</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /e/</li> <li>• Introduce new words</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The three little pigs</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /k/ and /e/</li> </ul>	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: The three little pigs</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• I want to build...</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Act out the story) <ul style="list-style-type: none"> <li>• Big Book: The three little pigs</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Segmenting and blending /e/</li> </ul>	

<b>Week 10: The three little pigs</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: The three little mice</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: The three little mice</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: The three little mice</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	

Thursday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two	
	<ul style="list-style-type: none"> <li>• Big Book: The three little mice</li> </ul>	
Thursday	Activity 3: Writing	
	<ul style="list-style-type: none"> <li>• The three little...and the big bad...</li> </ul>	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Act out the story)	
	<ul style="list-style-type: none"> <li>• Big Book: The three little mice</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Revise sounds and words previously taught</li> </ul>	

### Theme Reflection: The three little pigs

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?	
<b>SMT Comment</b>	
<b>SMT name and signature</b>	<b>Date</b>

# Term 2 Programme of Assessment

As per the 2021 ATP, please complete the following assessments **for learning** and **of learning**.

ASSESSMENT FOR LEARNING: CHECKLIST										
Mark with ✓ or ✗		Listening & Speaking			Phonics			Reading		Writing
Learners' Names		Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells	Sings simple songs and does action rhymes	Expresses self in simple ways by using short phrases and vocabulary taught.	Segments oral sentences into individual words.	Identify different initial sounds in words	Identifies some rhyming words in stories, songs and rhymes	Demonstrates understanding of the oral vocabulary in the story by point to objects in the illustrations	Answers simple oral questions about a story (that is told or read) or a non-fiction text)	Copies a caption for a picture that he/she has drawn and reads back what has been written
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**ASSESSMENT FOR LEARNING: CHECKLIST**

Mark with ✓ or ✘		Listening & Speaking			Phonics			Reading		Writing
Learners' Names		Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells	Sings simple songs and does action rhymes	Expresses self in simple ways by using short phrases and vocabulary taught.	Segments oral sentences into individual words.	Identify different initial sounds in words	Identifies some rhyming words in stories, songs and rhymes	Demonstrates understanding of the oral vocabulary in the story by point to objects in the illustrations	Answers simple oral questions about a story (that is told or read) or a non-fiction text)	Copies a caption for a picture that he/she has drawn and reads back what has been written
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**ASSESSMENT FOR LEARNING: CHECKLIST**

Mark with ✓ or ✘		Listening & Speaking			Phonics			Reading		Writing
Learners' Names		Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells	Sings simple songs and does action rhymes	Expresses self in simple ways by using short phrases and vocabulary taught.	Segments oral sentences into individual words.	Identify different initial sounds in words	Identifies some rhyming words in stories, songs and rhymes	Demonstrates understanding of the oral vocabulary in the story by point to objects in the illustrations	Answers simple oral questions about a story (that is told or read) or a non-fiction text)	Copies a caption for a picture that he/she has drawn and reads back what has been written
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**ASSESSMENT FOR LEARNING: CHECKLIST**

Mark with ✓ or ✘		Listening & Speaking			Phonics			Reading		Writing
Learners' Names		Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells	Sings simple songs and does action rhymes	Expresses self in simple ways by using short phrases and vocabulary taught.	Segments oral sentences into individual words.	Identify different initial sounds in words	Identifies some rhyming words in stories, songs and rhymes	Demonstrates understanding of the oral vocabulary in the story by point to objects in the illustrations	Answers simple oral questions about a story (that is told or read) or a non-fiction text)	Copies a caption for a picture that he/she has drawn and reads back what has been written
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading			Comment
		Responds to simple questions and responds to oral instructions	Points to and names some objects in the classroom or in a picture in response to teacher's instructions	Total	Claps out the syllables in familiar words	Listens to and responds to a story that is told or read	Joins in choruses after repeated readings of a text	
<b>Date</b>								
<b>Score</b>		<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading				Comment
		Responds to simple questions and responds to oral instructions	Points to and names some objects in the classroom or in a picture in response to teacher's instructions	Total	Claps out the syllables in familiar words	Listens to and responds to a story that is told or read	Joins in choruses after repeated readings of a text	Total	
<b>Date</b>									
<b>Score</b>		<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading				Comment
		Responds to simple questions and responds to oral instructions	Points to and names some objects in the classroom or in a picture in response to teacher's instructions	Total	Claps out the syllables in familiar words	Listens to and responds to a story that is told or read	Joins in choruses after repeated readings of a text	Total	
<b>Date</b>									
<b>Score</b>		<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading				Comment
		Responds to simple questions and responds to oral instructions	Points to and names some objects in the classroom or in a picture in response to teacher's instructions	Total	Claps out the syllables in familiar words	Listens to and responds to a story that is told or read	Joins in choruses after repeated readings of a text	Total	
<b>Date</b>									
<b>Score</b>		<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>	
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## Term 2 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
<b>OBJECTIVE</b>	<ol style="list-style-type: none"> <li>1. Responds to simple questions and oral instructions</li> <li>2. Points to and names some objects in the classroom or in a picture</li> </ol>			
<b>IMPLEMENTATION</b>	<ol style="list-style-type: none"> <li>1. Week 7 or 8 when the learners are settled and writing.</li> <li>2. Week 7 or 8 when the learners are settled and writing.</li> </ol>			
<b>ACTIVITY 1</b>	<ol style="list-style-type: none"> <li>1. Settle the class to complete a written activity.</li> <li>2. Then, call individual learners to your desk.</li> <li>3. First, ask the learner to answer 2 simple questions, for example: What is your name?</li> <li>4. Next, ask the learner to respond to 2 simple instructions, for example: stand up.</li> </ol>			
1	2	3	4	5
Learner is unable to respond to instructions without prompting from teacher	Learner expresses much hesitation in responding to instructions due to language proficiency	Learner is able to respond to 2 instructions	Learner is able to respond to 3 simple questions and oral instructions confidently	Learner is able to respond to 4 simple questions and oral instructions confidently without hesitation
<b>ACTIVITY 2</b>	<ol style="list-style-type: none"> <li>1. Settle the class to complete a written activity.</li> <li>2. Then, call individual learners to your desk.</li> <li>3. Show learners a picture from a recent big book story.</li> <li>4. Ask learners to point to 5 objects in the picture or classroom.</li> <li>5. Ask learners to name 5 objects that you point to in the picture or the classroom.</li> </ol>			
1	2	3	4	5
Learner is able to point to and name 1-2 objects with support	Learner is able to point to and name 3-4 objects correctly	Learner is able to point to and name 5-6 objects correctly	Learner is able to point to and name 7-8 objects correctly	Learner is able to point to and name 9-10 objects correctly

READING & PHONICS RUBRIC				
<b>OBJECTIVE</b>	<ol style="list-style-type: none"> <li>1. Clap out the syllables in 4 familiar words</li> <li>2. Listens and responds to a story that is told or read</li> <li>3. Joins in choruses after repeated readings of a text</li> </ol>			
<b>IMPLEMENTATION</b>	<ol style="list-style-type: none"> <li>1. Week 7 Phonics</li> <li>2. Week 7 Shared Reading</li> <li>3. Week 8 Shared Reading</li> </ol>			
<b>ACTIVITY 1</b>	<ol style="list-style-type: none"> <li>1. During week 7 phonics lessons, go around the room and spend a few minutes with different groups of learners.</li> <li>2. Ask each learner to clap out 4 words into syllables.</li> <li>3. Listen carefully as learners respond.</li> </ol>			
1	2	3	4	5
Unable to clap out syllables without the support of the teacher	Attempts to clap out syllables for 1 of 4 words, but misses syllables	Attempts to clap out the syllables for 2 of 4 words, but misses 1 syllable	Able to independently and correctly clap out syllables for 3 of 4 words	Claps out the syllables for 4 words independently, correctly and confidently
<b>ACTIVITY 2</b>	<ol style="list-style-type: none"> <li>1. During week 7 shared reading, take note of how learners engage with and listen to the story.</li> <li>2. Then ask different learners a simple recall question about the text after each read.</li> <li>3. Listen carefully as learners respond.</li> </ol>			
1	2	3	4	5
Needs support from the teacher to respond to a story	Attempts to listen to the teacher and responds to half of the story	Able to listen to and respond to the story but the teacher has to use gestures for better understanding	Listens to and responds accurately to a story	Listens to and responds accurately to a story and joins in the reading or telling
<b>ACTIVITY 3</b>	<ol style="list-style-type: none"> <li>1. During week 8 shared reading, encourage learners to join in as you read 'choruses' or repeated phrases in the story.</li> <li>2. Take note of how successfully learners are able to do this.</li> </ol>			
1	2	3	4	5
Needs teacher support and prompting to join in choruses	Attempts to join in choruses as taught by the teacher	Able to join in choruses as taught by the teacher	Joins in choruses after repeated readings independently and with rhythm	Joins in choruses after repeated readings independently bring own gestures

**DBE EFAL ATP 2021 Grade 1 Term 2**



# 2021 Annual Teaching Plan – Term 2: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 1

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																										
<b>Suggested Theme</b>	Friends	Friends	Growing things	Growing things	Animals	Animals	Sports and Games	Sports and Games	The three little pigs	The three little pigs																																																																																																																										
<b>CAPS Topic</b>	<b>LISTENING AND SPEAKING</b>																																																																																																																																			
	<ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/rhyme</li> <li>An open-ended question (question with no wrong answer)</li> <li>Vocabulary of the day and sight words</li> </ul>																																																																																																																																			
<b>Core Concepts, Skills and Values</b>	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting																																																																																																																										
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<b>Suggested Vocabulary (Teach 4 words a day)</b>	friend, friends, talk, play, alone, meet, shy, friendly, tripped, laugh, joke, joking, share, give , kind, unkind, park, playground, home , slide	mean, nice, argue, argument, talent, drama, maths, sports, ground, fun, tell, secret, jealous, proud, race, trophy, apologise, sorry, card, draw	seed, grow, wheat, plant, sunshine, soil, water, rain, help, cut, grind, bake, meal, flour, bread, pap, share, work, alone, together	garden, tomatoes, carrots, cabbage, spinach, bed, worm, seedling, dig, replant, raised, bed	stripes. spots, leopard, zebra, fur, soft, lion, rabbit, claw, sharp, teeth, scary, skin, rough, elephant, snake, bushy, tail, long, short	short, milk, cow, feed, chicken, horse, carrot, farmer, sheep, peep, snort, chick, pig, maize, lost, cry, goat, horn, sheep, tractor	ball, kick, practise, catch, field, street, day, night, high, low. fence, flew, team, teammate, cricket, netball, surprised, scared, flying, air	throw, hit, duck, tins, stack, tower, topple, rule, point, goal, score, win	house, grass, sticks, bricks, afraid, wolf, chase, blow, character, first, second, third, down, up, huff, puff, story, door, knock, yell	nest, strong, reed, rock, snake, tail, scary, slithering, mice, mouse, whiskers, squeak, destroy, destroyed, swallow, gulp, whack, smack, warn, warning										
<b>Sight words</b>	my, very, good , friend	they, are, and , love	there, little ,red, hen	saw, didn't , that, worm	see, some, pretty, birds	can small, pig, cow	do, want, with, me	what, game, should, today	think, three, pigs, funny	read, all , about mice										
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Begins to develop an oral (listening and speaking) vocabulary using themes.</li> <li>• Responds to simple greetings and farewells, using phrases.</li> <li>• Makes simple requests.</li> <li>• Points to objects in the classroom or in a picture in response to teacher's instructions.</li> <li>• Names some objects in a picture or in the classroom in response to teacher's questions.</li> <li>• Responds physically to simple oral instructions.</li> <li>• Responds to simple questions.</li> <li>• Understands and begins to use some simple language structures in context: simple present tense.</li> <li>• Sing simple songs/action rhymes and does the actions.</li> <li>• Plays language games.</li> </ul>																			
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<b>CAPS Topic</b>	<b>READING</b> <b>In grade 1 we do Shared Reading only.</b> <b>Let learners make predictions ( pre read) visualise, make inferences ( make a good guess) , make connections</b>									
<b>Core Concepts, Skills and Values</b>	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity	Monday: Pre read activity
	Tuesday: First read	Tuesday: First read	Tuesday: First read	Tuesday: First read	Tuesday: First read (Visualise)	Tuesday: First read	Tuesday: First read	Tuesday: First read	Tuesday: First read	Tuesday: First read
	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration	Wednesday: Story illustration
	Thursday: Second read	Thursday: Second read	Thursday: Second read	Thursday: Second read	Thursday: Second read (Inferences)	Thursday: Second read	Thursday: Second read	Thursday: Second read	Thursday: Second read	Thursday: Second read
	Friday: Post read activity (Learners recount a part of the story they liked most.)	Friday: Post read activity	Friday: Post read activity (Learners recount a part of the story they liked most.)	Friday: Post read activity (Learners recount a part of the story they liked most.)	Friday: Post read activity (Learners recount a part of the story.)	Friday: Post read activity (Recount one thing you remember from the story.)	Friday: Post read activity (Recount/Act out a part of the story.)	Friday: Post read activity (Recount/Act out the story.)	Friday: Post read activity: (Recount/Act out the story)	Friday: Post read activity (Recount the story)
<b>Curriculum Coverage Tracking</b>	<b>Emergent Literacy</b> <ul style="list-style-type: none"> <li>Recognises some common words in our everyday environment.</li> <li>Develops emergent literacy, for example, concepts of print through the Shared Reading activity.</li> </ul> <b>Shared Reading</b> <ul style="list-style-type: none"> <li>Listens to the story or non-fiction text while following the teacher and looking at the pictures.</li> <li>Talks about the pictures using Home Language where necessary.</li> <li>Identifies objects in the pictures.</li> <li>Answers some simple questions with the support of the pictures.</li> <li>Learns some oral vocabulary.</li> <li>After repeated readings, joins in the choruses where appropriate.</li> <li>Acts out the story using some of the dialogue.</li> <li>Draws a picture capturing the story.</li> </ul>									
<b>Date completed</b>										

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>PHONICS</b>									
<b>Core Concepts, Skills and Values</b>	<p>Do revision of sounds taught in term 1 on the first two days</p> <p style="text-align: center;"><b>i</b></p> <p><i>it, sit, pit, tip, sip, pip</i></p> <p>Remind learners that we have learned the sounds <i>p</i> and <i>i</i>..... Learners differentiate between the two sounds.</p> <p>Segments oral sentences into individual words.</p>	<p>Do revision of sounds taught</p> <p style="text-align: center;"><b>n</b></p> <p><i>nap, nip, nit, pin, tin, sin</i></p> <p>Differentiate between <i>i</i> and <i>n</i></p> <p>Segments oral sentences into individual words.</p>	<p>Review past sounds and words.</p> <p style="text-align: center;"><b>m</b></p> <p><i>mat, man, mam, mop, met, men</i></p> <p>Differentiate between <i>m</i> and <i>n</i></p> <p>Segments oral sentences into individual words.</p>	<p>Review past sounds and words</p> <p style="text-align: center;"><b>h</b></p> <p><i>hut, hen, his, hat, has, hit, ham</i></p> <p>Differentiate between <i>d</i> and <i>h</i></p> <p>Claps out syllables in familiar words, e.g. sight words.</p>	<p>Review past sounds and words</p> <p style="text-align: center;"><b>o</b></p> <p><i>on, mop, top, pot, not, dot, cot</i></p> <p>Differentiate between <i>d</i> and <i>o</i></p> <p>Claps out syllables in familiar words, e.g. sight words.</p>	<p>Review past sounds and words</p> <p style="text-align: center;"><b>b</b></p> <p><i>bed, bat, beg, bin, bun</i></p> <p>Differentiate between <i>b</i> and <i>h</i></p> <p>Identifies rhyming words.</p>	<p>Review past sounds and words</p> <p style="text-align: center;"><b>c</b></p> <p><i>cat, cop, cot, cap, can</i></p> <p>Differentiate between <i>c</i> and <i>o</i></p> <p>Identifies rhyming words.</p>	<p>Review past sounds and words</p> <p style="text-align: center;"><b>k</b></p> <p><i>kin, kit, kid</i></p> <p>Differentiate between <i>o</i> and <i>k</i></p> <p>Identify different initial sounds, e.g. names of peers/objects.</p>	<p>Review past sounds and words</p> <p style="text-align: center;"><b>e</b></p> <p><i>set, net, pet, met, get ten, pen, men</i></p> <p>Differentiate between <i>k</i> and <i>e</i></p> <p>Identify different initial sounds, e.g. names of peers/objects.</p>	<p>Review past sounds and words</p> <p>Revision (<i>a, s, t, p, i, n, d, f, k, c, e, o</i>)</p> <p>Show learners how to build CVC words with sounds taught f-i-n c-a-t s-i-t</p> <p>Differentiate between <i>d</i> and <i>f</i></p> <p>Segmenting and blending of words.</p>
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Segments oral sentences into individual words by clapping on each word.</li> <li>Claps out the syllables in familiar words.</li> <li>With the teacher's help, identifies some rhyming words in stories, songs and rhymes.</li> <li>Begins to identify different initial sounds in words.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>WRITING</b> <b>Remember to model the writing on the board first.....</b>									
<b>Core Concepts, Skills and Values</b>	<p>My friend is.....</p> <p>Learners draw themselves with their best friend.</p>	<p>We like to.....</p> <p>Learners draw something they like to do with their friends.</p>	<p>I want to grow.....</p> <p>Learners draw something they would like to grow</p>	<p>My garden is full of.....</p> <p>Learners draw their garden.</p>	<p>I want to see.....</p> <p>Learners draw a wild animal that they would like to see.</p>	<p>My favourite animal is...</p> <p>Learners draw their favourite animal.</p>	<p>I want to play.....</p> <p>Learners draw a sport they like to play.</p>	<p>I play games with.....</p> <p>Learners draw with who they would like to play games.</p>	<p>I want to build.....</p> <p>Learners draw the house they want to build.</p>	<p>The three little.....and the big bad .....</p>
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>With the help of the teacher, writes a caption for his/her drawing and reads back what is written.</li> </ul>									
<b>Date completed</b>										



<b>Extension activities</b>	DBE Workbook 1 pages 49, 50 and 51 Draw a picture of your best friend	DBE Workbook 1 pages 52, 53, 54 Draw a picture of how you feel when you spend time with friends.	DBE Workbook 1 pages 54, 55, 56 Draw a picture of something that grows.	DBE Workbook pages 58 and 59 Draw something you want to grow at home.	DBE Workbook pages 60 and 61 Draw your favourite wild animal.	DBE Workbook pages 62, 63 and 64 Draw your favourite farm animal.	DBE Workbook pages 65 and 66 Draw a sport you like to play.	DBE Workbook pages 68, 69 and 70. Draw a sport you like to play.	DBE Workbook pages 70, 72 and 73. Draw a picture of the three little pigs.	DBE workbook pages 74,75 and 76. Draw a picture of three little mice.
<b>Requisite Pre-Knowledge</b>	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.
<b>Resources (other than textbook) to enhance learning</b>	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>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.</li> <li>This must be done informally and ongoing.</li> </ul>									

## ASSESSMENT: TERM 2

### PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> <li>Responds to simple questions and responds to oral instructions.</li> <li>Points to and name some objects in the classroom or in a picture in response to teacher's instructions.</li> </ul>	Observation/ practical and Oral	Rubric	10	By week 9	
	<ul style="list-style-type: none"> <li>Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells.</li> <li>Sings songs and does action rhymes.</li> <li>Expresses self in simple ways by using short phrases &amp; vocabulary taught.</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics Oral	<ul style="list-style-type: none"> <li>Claps out the syllables in familiar words.</li> </ul>	Observation/ practical & Oral	Rubric	5	By week 9	
	<ul style="list-style-type: none"> <li>Segments oral sentences into individual words</li> <li>Identifies some rhyming words in stories, songs and rhymes</li> <li>Identify different initial sounds in words</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading Oral	<ul style="list-style-type: none"> <li>Listens and responds to a story that is told and read</li> <li>Joins in choruses after repeated readings of a text</li> </ul>	Observation & Oral	Rubric	10	By week 9	
	<ul style="list-style-type: none"> <li>Answers simple oral questions about a story / non -fiction text.</li> <li>Demonstrates understanding of the vocabulary in the story by pointing to objects in pictures in response to the teacher's instructions</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none"> <li>Copies a caption for a picture that he/she has drawn and reads back what is written</li> </ul>	Written	Classwork book	n/a	By week 9	
<b>Teacher notes:</b> Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						

**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

Mark with x or √	LISTENING AND SPEAKING			PHONICS			READING		WRITING		COMMENT
	Demonstrates understanding of the oral vocabulary taught during the term, e.g. responding to simple greetings and farewells	Sings simple songs and does action rhymes	Expresses self in simple ways by using short phrases and vocabulary taught.	Segments oral sentences into individual words.	Identify different initial sounds in words	Identifies some rhyming words in stories, songs and rhymes	Demonstrates understanding of the oral vocabulary in the story by point to objects in the illustrations	Answers simple oral questions about a story (that is told or read) or a non-fiction text)	Copies a caption for a picture that he/she has drawn and reads back what is written		
<b>Learner's names</b>											

**ASSESSMENT OF LEARNING: SCORESHEET**

	LISTENING AND SPEAKING			PHONICS	READING			Comment
	Responds to simple questions and responds to oral instructions.	Points to and name some objects in the classroom or in a picture in response to teacher's instructions.	<b>Total for Listening and Speaking</b>	Claps out the syllables in familiar words.	Listens and responds to a story that is told and read	Joins in choruses after repeated readings of a text	<b>Total for Reading and Phonics</b>	
<b>DATE</b>								
<b>SCORE</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>	
<b>NAMES OF LEARNERS</b>								
1								
2								
3								
4								
5								

## RUBRIC EXAMPLES:

GRADE 1 RUBRIC : Term 2					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Responds to simple questions and oral instructions	Learner is unable to respond to instructions without prompting from teacher	Learner expresses much hesitation in responding to instructions due to language proficiency	Learner is able to respond to 2 instructions.	Learner is able to respond to 3 simple questions and oral instructions confidently	Learner is able to respond to 4 simple questions and oral instructions confidently without hesitation
Activity	1	2	3	4	5
Points to and names some objects in the classroom or in a picture	Learner is able to point to 1-2 objects in classroom with support	Learner is able to point to and name 3-4 objects in the classroom or in a picture correctly	Learner is able to point to and name 5-6 objects in the classroom or in a picture correctly	Learner is able to point to and name 7-8 objects in the classroom or in a picture correctly	Learner is able to point to and name 9-10 objects in the classroom or in a picture correctly
PHONICS					
Activity	1	2	3	4	5
Claps out the syllables in familiar words (4 words)	Unable to clap out the syllables without the support of the teacher.	Attempts to clap out the syllables for 1 of 4 words as taught by the teacher but misses 2 -3 syllables	Attempts to clap out the syllables for 2 of 4 words as taught by the teacher but misses one syllable.	Able to clap out the syllables for 3 of words as taught by the teacher independently.	Claps out the syllables for 4 words independently and confidently.
READING					
Activity	1	2	3	4	5
Listens and respond to a story that is told and read	Needs support from the teacher to respond to a story.	Attempts to listen to the teacher and responds to half of the story told and read.	Able to listen and respond to the story read and told but teacher has to use gestures for better understanding.	Listens and responds to a story told by the teacher accurately.	Listens and responds to a story that is told by the teacher accurately and joins in the reading as it is read and told.
Activity	1	2	3	4	5
Joins in choruses after repeated readings of a text	Needs teacher support and prompted to join in choruses prompting by the teacher.	Attempts to join in choruses as taught by the teacher.	Able to join in choruses as taught by the teacher.	Joins in choruses after repeated readings of the text independently with rhythm.	Joins in choruses after repeated readings independently bringing own gestures.