

**PSRIP
MANAGEMENT DOCUMENT
TERM 3 2021
GRADE 1**

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Introduction

Dear colleagues,

As we enter the second half of 2021, we acknowledge the impact that the Covid-19 Pandemic has had on education. Rotational teaching continues, with many Foundation Phase learners only attending school once or twice per week.

We would like to stress that whilst it is important to work through the language themes systematically, and to complete all components of language in an integrated manner, it is very important to ensure that our children learn to read. The **Revised Routine for Rotational Teaching** included in this document is designed to help teachers who only see their learners for one or two days per week. The emphasis in this revised routine is on phonics and reading.

Please do your best to ensure that your learners have as much practice with phonics and reading as possible. This may include sending home the **Reading Worksheets**, the **DBE Workbooks**, and/or any other **Reading Books** with instructions for learners to practice phonic decoding and reading of sentences and passages.

It is also critical to remember the social and economic impact that Covid has had on communities. We must remember that **stress affects our children's abilities to learn**. As much as possible, classrooms need to be safe spaces, where children can talk about their experiences and feelings, as a way of processing their stress and anxiety. Start or end every day by checking in with your learners, ask them how they are doing. Just by listening to your learners, you are offering valuable and important support.

We would also like to acknowledge the additional stress that Covid has put you, our educators under. Thank you for your bravery and commitment to your learners.

Wishing you a wonderful term ahead,

The PSRIP team

Grade 1-3 EFAL Revised Routine for Rotational Teaching

- This revised routine is designed for schools that have implemented rotational teaching due to Covid.
- The routine assumes that learners only have ONE HOUR of EFAL per week.
- The revised routine is not ideal, but aim to cover the main components required for the acquisition of literacy and language, as per CAPS.
- The homework activities must be clearly explained to learners and then closely monitored.

GRADE 1-3 EFAL REVISED ROUTINE

WEEK	Activity 1	Activity 2	Homework: Activity 3
WEEK 1	Oral Activities: 1.1 Teach vocabulary (week 1 words) 1.2 Sing the song 1.3 Do the week 1 questions of the day (x2)	Phonics: 2.1. Do the phonics activities using the sound and words for the week Decoding: 2.2. Paired reading with teacher support (Grades 2-3)	Learners must take their Reading Worksheet home. Reading (Gr 2-3): 3.1. Practice reading the worksheet aloud
WEEK	Activity 2	Activity 4	Homework: Activity 5
WEEK 2	Phonics: 2.1. Do the phonics activities using the sound and words for the week Decoding: 2.2. Paired reading with teacher support (Grades 2-3)	Shared Reading: 4.1. Pre-Read 4.2. First Read (Note: For Grade 1, only do the first story for the theme)	Writing: 5.1. Illustrate the big book story 5.2. Complete 1-2 sentences using a writing frame

Activity 1.1

Teach Vocabulary

1. Use the methodology 'PATS' to teach new vocabulary.
2. PATS is an acronym for Point, Act, Tell and Say.
3. It is not always possible to do all four actions for each theme word – just do what is appropriate.
 - a. P - POINT to a picture or real item, if possible.
 - b. A - ACT out the theme word, if possible.
 - c. T - TELL learners what the theme word means. This could either be code-switching, where you give the meaning of the word in the home language, or it could be a simple explanation of the word.
 - d. S - SAY the word in a sentence, and have the learners repeat the word after you.
4. Once you have taught the theme vocabulary for the week, display the words and illustrations on the display board.

Activity 1.2

Sing the Song or Rhyme

1. The specific song, rhyme or finger play which you are to do with the learners is listed in the lesson plan.
2. Teach learners the words, action and tune as follows:
 - a. Sing or say the song or rhyme, and then explain the meaning of it to learners, using code-switching if necessary.
 - b. Sing or say the first line, and then let learners repeat after you.
 - c. Sing or say the second line, and then let learners repeat after you.
 - d. Sing or say the first two lines together, and then let learners repeat after you.
 - e. Continue on in this manner until you have taught learners the whole song or rhyme.
3. Always include appropriate actions with the song or rhyme.

Activity 1.3

Question of the Day

- Prepare two 'questions of the day' for this activity – use the Monday and Wednesday questions from Week 1 of the theme.
- Divide the class into 4-6 groups. Give two groups a chance to answer a 'question of the day'.

Modelling:

1. Read the question out loud to the learners.
2. Point to and read the options from which learners may choose.
3. Explain which option you prefer.
4. Write your vote in the correct column by drawing an X.

Learners:

1. Give learners a few seconds to think about which option they will choose.
2. Call a group to come up to the chalkboard to write their answers onto the graph.
3. Learners line up at the chalkboard.
4. Learners draw their cross on the graph.
5. Once learners have added their response, they return quietly to their seats.
6. As learners answer on the graph, you should repeat their answers so that they hear their choices articulated, with the vocabulary words repeated many times. For example, encourage dialogue, such as:

*Teacher: Pretty, who do **you** have the most fun with?*

Pretty: I have the most fun with my teacher.

*Teacher: **She** has the most fun with her teacher.*

7. Once learners have added their response, they return quietly to their seats.

Discussing the question of the day:

1. Together with the learners count aloud the number of crosses in each column.
2. Write the total number at the bottom of each column.
3. Ask learners to identify which fruit was liked the most.
4. Ask individual learners the questions provided in the weekly lesson plans. You can help learners here by using modelling to answer the questions before you ask the learners. For example if the question is "Who do you have the most fun with?" You could say:
 - I have the most fun with my friends.

- I see that 6 learners have the most fun with their friends.
- If you have the most fun with your friends, raise your hand. (*Instruct learners to raise their hands*)
- Peter, who do you have the most fun with? (*Ask individual learners*)

Activity 2.1

Phonics

Teach the sound and words for the week by completing the following activities:

INTRODUCE THE SOUND AND WORDS

1. Say the sound and hold up the flashcard for learners to see. For example: **sh**
2. Say the sound and instruct learners to repeat the sound. Do this three times.
3. Say each word loudly and clearly as you show the flashcard. For example: **shop, ship, shed**
4. Ask learners to repeat each word after you.
5. Stick up the flashcards on the Phonics Display Board.

SEGMENTING AND BLENDING (I DO)

1. Say the word, for example: **ship**
2. Segment the word into the individual sounds: **/sh/ - /i/ - /p/**
3. Say the beginning sound of the word: **/sh/**
4. Say the middle sound of the word: **/i/**
5. Say the end sound of the word: **/p/**
6. Write the word on the board: **ship**
7. Model pointing and blending the sounds to make a word: **/sh/ - /i/ - /p/ = ship**
8. Remind learners that in English, when **s** and **h** are together in a word they must be read together as one sound: **/sh/**
9. Repeat this with the word **shut**

SEGMENTING AND BLENDING (WE DO)

1. Say the word **shell**
2. Ask learners: What is the first sound in the word? **/sh/**
3. Ask learners: What is the middle sound in the word? **/e/**
4. Ask learners: What is the last sound in the word? **/ll/**
5. Ask learners to segment the word into each individual sound: **/sh/ - /e/ - /ll/**
6. Write the word: **shell**
7. Instruct learners to blend the sounds in the word with you: **/sh/ - /e/ - /ll/ = shell**
8. Repeat this with the word **shock**

SEGMENTING AND BLENDING (YOU DO)

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **sh- words**.
3. Instruct learners to write the numbers 1-8.
4. *Make sure the flashcard words are covered. Learners must **not** copy the words from the board.*
5. Say each of the following words. Instruct learners to write the word in their books.

ship	shop	shut	shed	shell	shack	shock	shall
------	------	------	------	-------	-------	-------	-------

6. Uncover the Phonics Display Board. Instruct learners to check their words against the flashcard words on the Phonics Display Board.
7. Instruct learners to practise reading the phonic words for **homework**.

BEGINNING SOUND

1. Model isolating the beginning sound for learners. Say:
 - /c/ - ash (cash)
 - /f/ - ash (flash)
2. Say another two words that begin with different sounds, like: mash and bash.
3. Ask learners to identify the word that begin /b/ - (bash).
4. Repeat with different pairs of words.

LETTER SWAP

1. Say the word: rash
2. Identify the beginning sound. /r/ - ash. Ask what is left (-ash).
3. Swap the first sound and ask learners what word this makes. /tr/ -ash = trash
4. Do this orally and in writing.
5. Ask learners to think of other words that end the same (rhyme).

INFORMAL ASSESSMENT

1. Instruct learners to take out their exercise books.
2. Instruct learners to write the heading: **-ash words**.
3. Instruct learners to write numbers 1-4 and to write down the following words as you say them:

cash	flash	rash	trash
------	-------	------	-------

WORD FIND

Write the table from the lesson plan on the chalkboard. For example:

sh	i	p
o	d	a
-ck	e	m

MODEL

1. Remind learners of the sound of the week: **/sh/**
2. Review all of the sounds and blends on the chalkboard.
3. Explain that learners will have three minutes to make as many words as they can using the sounds and blends above.
4. Show learners how to make a word using the target sound, like: **/sh/ - /e/ - /d/**
5. Remind learners they can make a word using any of the sounds – they do not need to use **/sh/**.
6. Show learners how to make another word, like: **/p/ - /i/ - /ck/**
7. Remind learners they can make words using the target sound, like **shed**, or words without the target sound, like **pick**.
4. Tell learners to open their exercise books and write the heading: **sh words**.
5. Instruct learners to begin writing.
6. Give learners 3 minutes to find and build as many words as they can.
7. Allow learners to correct their own work. Show learners how to build these words (and others):

Activity 2.2

Paired Reading with Teacher Support (Grades 2-3)

1. Settle the class in mixed-ability pairs.
2. Every learner must have their exercise books and decodable Reading Worksheet.
3. **Icons remind the learners of what to do on each day:**
 - a. The mouth reminds learners to sound out words.
 - b. The eye reminds learners that they must read these words by sight.
 - c. The single child reminds learners to read on their own.
 - d. The two children remind learners to read with a partner.
 - e. The hand holding a pen reminds learners that they must draw or write.
4. Tell learners to support each other as they take turns to:
 - a. Sound out and read the phonic words
 - b. Sound out and read the sight words
 - c. Read the texts alone
 - d. Read the texts together
5. Explain that if one partner is 'stuck', the other partner must be patient. They must not just say the word, they must rather help their partner to sound out the word.
6. Briefly remind learners of the phonic sounds and words for the week.
7. Then, finally, read the sight words with learners, focussing on:
 - a. Saying all the sounds in the word
 - b. Blending the sounds together (and explaining if the sounds are pronounced in an irregular way)
 - c. Reading the word
 - d. Pointing out any significant sounds or sound patterns in the word
8. Tell the learners to work in pairs and to start reading.
9. As learners read, call different learners who need assistance to come and work with you. Work with these learners to build their decoding skills, by mastering sounds, blending and segmenting, and finally, oral reading fluency.

Activity 3.1

Homework: Practice reading the worksheet aloud (Grades 2-3)

1. Tell learners to take home their reading worksheets.
2. Remind learners to care for these worksheets properly.
3. Explain that they must practice sounding out and reading the words and texts aloud.
4. If possible, they must read to an adult or older sibling who can help them if they get stuck.
5. Tell learners that this is very important homework.
6. *In addition, send home any other reading materials that you have available, including the DBE Workbook.*

Activity 4.1

Shared Reading: Pre-Read

In the Pre-Read, we build comprehension skills by getting learners to think about the story before it is read.

1. Tell learners that today they will look at the pictures in the story, and think about the story.
2. Tell learners that, based on what they see, they will make predictions about the story. This means they will use the pictures to try and guess what the story is about.
3. Explain to learners that they must not think of each picture on its own. They must think about how the pictures relate to each other. They must connect all the pictures to each other to try and work out what the entire story is about.
4. Show learners the cover of the story and read the title aloud.
5. Ask learners: What do you think will happen in this story?
6. Next, look at each picture in the story, and as you look, ask learners:
 - a. What do you see in this picture?
 - b. What do you think is happening here?
 - c. What do you think might happen next?
7. If learners forget to connect the different pictures, prompt them to do this. For example: 'Can you remember what this boy was doing in the last picture? What is he doing now? What do you think is happening?'
8. When you get to the last picture, ask learners: How do you think this story will end (if appropriate)?

9. Thank learners for their predictions.

Activity 4.2

Shared Reading: First Read

In the First Read, we first build comprehension skills by reading and explaining the story to learners. We also model how to think about the story. Before reading, tell the class what you are going to do. Say something like: *'Class, it is time for Shared Reading. Remember, whenever we read or listen to a story, it is important to always think about the story. Today, I am going to show you how I think about the story. I am going to do this by (for example) visualising what happens in the story. This means that as I read, I will make a movie of the story in my mind.'*

1. Read each page of the story fluently and clearly. As you read, use gestures, actions and facial expressions, and change tone of voice (expression) to enhance meaning.
2. Where necessary, stop and explain a word or phrase to learners.
3. At the same time, during the First Read, we also focus on modelling and teaching a comprehension strategy to learners.
4. At the end of each page you will see two coloured blocks, labelled First Read and Second Read.
5. Once you have read the page to learners, pause and show that you are thinking by saying what is in the block. By doing this, you are modelling how to *think about the story*. It is important that you understand what you are saying – if it does not make sense to you, it will not make sense to your learners.
6. On the last page of the story, there are a few questions in the First and Second Read blocks.
7. Ask different learners to answer the questions.
8. Show learners that there can be more than one correct answer to a question, and that learners may have different opinions.

Activity 5.1

Homework: Writing: Illustrate the Shared Reading Text

1. Explain to learners that whilst they are at home, they must also do some writing.
2. Explain that for the first activity, they must illustrate and label the shared reading text.
 - a. This means that they must draw a picture showing something that happened in the story.
 - b. Then, they must label 1-3 things in the picture.

Activity 5.2

Homework: Writing: Write Sentences

1. For the second writing task, learners must complete a number of sentences using a writing frame.
 - a. Use the writing frame in the lesson plan to give you ideas of what to do – you may have to adapt this.
 - b. Then, write the writing frame on the chalkboard for learners to copy down into their exercise books.
 - For Grade 1 learners, make them complete 1 short sentence.
 - For Grade 2 learners, make them complete 2 short sentences.
 - For Grade 3 learners, make them complete 3 sentences.
2. Remind learners of the writing strategies they can use to complete the sentences. For example: count the words in each sentence, and draw a line for each word.

Term 3 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 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					
Vocabulary					
Learners should be able to understand and use some of the following theme vocabulary:					
taxi	passenger	town	street	bus stop	school
clinic	important	drive	driver	drove	hurry
petrol	full	empty	petrol station	walk	by foot
path	sidewalk	safe	safer	unsafe	home
together	alone	shop	shebeen	warn	warning
passage	dark	night	light	day	worried
fast	faster	run	work	help	class
classmate	giant	beetroot	stuck	pull	frustrated
ground	dirty	sweaty	call	family	strong
clever	right	wrong	team	teamwork	mess
messy	messier	clean	job	problem	scrub
carpet	fix	broken	paint	wall	pile
papers	box	recycle	gather	idea	group
queue	clothing	blue	red	purple	wear
boots	orange	green	dress	pants	skirt
uniform	jersey	shirt	cold	warm	rain
puddle	wet	dry	T-shirt	choose	pink
white	dinosaur	car	plain	buy	disagree

argue	shopping	frustrated	boy	girl	front
back	koki pen	draw	mirror	colourful	book
fun	read	parents	page	turn	title
page number	character	picture	words	interesting	gift
in love	dream	carry	newspaper	comics	Bible
difficult	story	phone	app	download	bored
boring	search	exciting	aloud	share	silent
noise	data	free	language	airtime	body
helmet	bike	bicycle	crash	broken	bone
rock	hurt	head	fall	protect	wash
seatbelt	sick	healthy	sleep	tired	awake
brain	uncomfortable	secret	tell	trust	brave
kiss	lips	hug	food	fruit	vegetable
many	ignore	listen	feeling	shout	greet
high five	window	underneath			

READING & VIEWING

Phonemic Awareness and Phonics

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

/-ck/	/b/	/h/	/u/	/r/	/f/
/ff/	/l/	/ll/			

Phonic Decoding

Learners should be able to decode the following words:

sick	pick	pack	sack	sock	mock
bit	bat	bed	back	sob	mob
hit	hat	hot	hop	hen	hack
sun	bun	gun	bug	hug	dug
rat	rip	rag	rock	rub	red
fat	fit	fig	fed	fin	far
this	fun	book	ruff	cuff	buff
huff	puff	lip	lap	lot	lad
lick	lock	ball	call	fall	pill
kill	hill				

Sight & High Frequency Word Recognition

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

drives	taxi	around	all	together	friend
shop	sister	help	here	please	dog
they	work	pull	beetroot	up	down
boots	in	what	buy	two	shirts
this	fun	book	reads	wants	for
books	wear	ride	helmet	ride	tell
mother	father	feel			

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 3 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 3 2021.

Week	DBE ATP Theme	PSRIP Theme	PSRIP Big Book Story
1	All around town	All around town	Lucky's Taxi
2			Stay safe Lesego!
3	Working together	Working together	The Giant Beetroot
4			Rendani's fresh, clean classroom
5	Clothes	All about clothes	Kenewang's new boots
6			Bohlale's new t-shirt
7	Reading is fun	Reading is fun	Bohlale's new book
8			Rendani reads
9	Keeping our bodies healthy and safe	Keeping our bodies healthy and safe	Bohlale's helmet
10			Lesego feels uncomfortable

Term 3 Tracker

Week 1: All around town		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> Big Book: Lucky's Taxi 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> Review past sounds /e/ /c/ /k/ Review past words Build a word with past sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> Big Book: Lucky's Taxi 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> Introduce new sound /ck/ Introduce new words 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> Big Book: Lucky's Taxi 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> Differentiating new sounds /g/ /ck/ 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> Big Book: Lucky's Taxi 	

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

Week 2: All around town

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> Big Book: Stay safe Lesego! 	
Monday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Review past sounds /e/ /k/ /c/ ck/ Review past words Build a word with past sounds 	
Tuesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One	
	<ul style="list-style-type: none"> Big Book: Stay safe Lesego! 	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Introduce new sound /b/ Introduce new words 	
Wednesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story	
	<ul style="list-style-type: none"> Big Book: Stay safe Lesego! 	

Wednesday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Differentiating new sounds /ck/ /b/ 	
Thursday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two	
	<ul style="list-style-type: none"> Big Book: Stay safe Lesege! 	
Thursday	Activity 3: Writing	
	<ul style="list-style-type: none"> I feel safe 	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> Greeting Rhyme / Song Theme Vocabulary Question of the Day Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> Big Book: Stay safe Lesege! 	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> Segmenting and blending /b/ 	

Theme Reflection: All around town

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

Week 3: Working together

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: The Giant Beetroot 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Review past sounds /e/ /k/ /ck/ /b/ • Review past words • Build a word with past sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: The Giant Beetroot 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound /h/ • Introduce new words 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: The Giant Beetroot 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating new sounds /b/ /h/ 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: The Giant Beetroot 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • I work well with 	

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

Week 4: Working together

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Rendani's fresh, clean classroom 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Review past sounds /e/ /ck/ /b/ /h/ • Review past words • Build a word with past sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Rendani's fresh, clean classroom 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound /u/ • Introduce new words 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Rendani's fresh, clean classroom 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating new sounds /h//u/ 	

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

Theme Reflection: Working together

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

Week 5: All about clothes

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Kenewang's new boots 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Review past sounds /ck/ /b/ /h/ /u/ • Review past words • Build a word with past sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Kenewang's new boots 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound /r/ • Introduce new words 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Kenewang's new boots 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating new sounds /u/ /r/ 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Kenewang's new boots 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • I love to wear 	

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

Week 6: All about clothes

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

Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Bohlale's new T-shirt 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • I want to buy at the clothing shop! 	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Bohlale's new T-shirt 	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /f/ 	

Theme Reflection: All about clothes

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

Week 7: Reading is fun!

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Bohlale's new book 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Review past sounds /ck/ /b/ /h/ /u/ /r/ /f/ • Review past words • Build a word with past sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Bohlale's new book 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revise past words taught in Term 3 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Bohlale's new book 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Formal or informal assessment of Term 3 phonics 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Bohlale's new book 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • I want to read a story about 	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> • Big Book: Bohlale's new book 	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Formal or informal assessment 	

Week 8: Reading is fun!

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

Thursday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two	
	<ul style="list-style-type: none"> • Big Book: Rendani reads 	
Thursday	Activity 3: Writing	
	<ul style="list-style-type: none"> • I like to read with 	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Friday	Activity 2: Shared Reading: Post-Read (Act out the story)	
	<ul style="list-style-type: none"> • Big Book: Rendani reads 	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> • Segmenting and blending /ff/ 	

Theme Reflection: Reading is fun!

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

Week 9: Keeping our bodies healthy and safe

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Bohlale's helmet 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Review past sounds /ff/ /f/ /r/ /u/ • Review past words • Build a word with past sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Bohlale's helmet 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound /l/ • Introduce new words 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Bohlale's helmet 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating new sounds /ff/ and /l/ 	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Bohlale's helmet 	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> • My body is healthy when I 	

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

Week 10: Keeping our bodies healthy and safe

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Lesego feels uncomfortable 	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Review past sounds /r/ /f/ /ff/ /l/ • Review past words • Build a word with past sounds 	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Lesego feels uncomfortable 	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce new sound /ll/ • Introduce new words 	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> • Greeting • Rhyme / Song • Theme Vocabulary • Question of the Day • Practise Sight Words 	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> • Big Book: Lesego feels uncomfortable 	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Differentiating new sounds /ff/ and /ll/ 	

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

Theme Reflection: Keeping our bodies healthy and safe

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

Tracker for Group Guided Reading

Please ensure that you do the following:

TERM 3 READING GROUPS

1. In the first two weeks of school, sort learners into group guided reading groups using the guidance given in the orientation programme.
2. Assign learners to same-ability groups and fill their names in on the table that follows.
3. Space has been allocated for 8 groups for teachers who have very large classes.
4. Ideally, try to have 5 groups, with no more than 8 learners per group.
5. There are 2 copies of table called TERM 3 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

TERM 3 GROUP GUIDED READING TRACKER

1. Please write the group names in this table.
2. In the first column, list all the texts that you have access to. This includes sound and word cards, the DBE Workbook stories, and any graded readers that you may have.
3. As each group starts a new text, write the start date in this table.
4. Allow groups to progress at their own pace.

Term 3 Reading Groups

Date	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Group number and name								
Reading day								
Group members' names								

Date								
Group number and name	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8
Reading day								
Group members' names								

Term 3 Group Guided Reading Tracker

Text	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8

Text	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Group 8

Term 3 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		Responds to simple greetings and farewells	Sings songs and does action rhymes	Responds to simple questions and responds to oral instructions	Begins to identify different initial sounds in words and responds to a story that is told and read	Joins in choruses after repeated readings of a text	Listens and responds to a story that is told	Identifies and names people, objects and animals in illustrations (Big Book, Poster)	Writes a simple list with a heading (3-5 words on a Topic)
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									

ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking			Phonics	Reading			Writing
	Responds to simple greetings and farewells	Sings songs and does action rhymes	Responds to simple questions and responds to oral instructions		Begins to identify different initial sounds in words and responds to a story that is told and read	Joins in choruses after repeated readings of a text	Listens and responds to a story that is told	
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								

ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking			Phonics	Reading			Writing
	Responds to simple greetings and farewells	Sings songs and does action rhymes	Responds to simple questions and responds to oral instructions		Joins in choruses after repeated readings of a text	Listens and responds to a story that is told	Identifies and names people, objects and animals in illustrations (Big Book, Poster)	
28.								
29.								
30.								
31.								
32.								
33.								
34.								
35.								
36.								
37.								
38.								
39.								
40.								
41.								
42.								

ASSESSMENT FOR LEARNING: CHECKLIST

Learners' Names	Listening & Speaking			Phonics	Reading			Writing
	Responds to simple greetings and farewells	Sings songs and does action rhymes	Responds to simple questions and responds to oral instructions		Joins in choruses after repeated readings of a text	Listens and responds to a story that is told	Identifies and names people, objects and animals in illustrations (Big Book, Poster)	
43.								
44.								
45.								
46.								
47.								
48.								
49.								
50.								
51.								
52.								
53.								
54.								
55.								
56.								
57.								

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners	Listening & Speaking			Phonics & Reading				Comment
	Identifies a person, animal, or object from a simple oral description.	Demonstrates understanding of basic naming objects in the classroom	Total	Recognise plurals in words orally	Acts out the story using some of the dialogue	Answers simple questions related to the story	Total	
Date								
Score	5	5	10	5	5	5	15	
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking		Phonics & Reading				Comment
		Identifies a person, animal, or object from a simple oral description.	Demonstrates understanding of basic naming objects in the classroom	Total	Recognise plurals in words orally	Acts out the story using some of the dialogue	Answers simple questions related to the story	
Date								
Score		5	5	10	5	5	5	15
15.								
16.								
17.								
18.								
19.								
20.								
21.								
22.								
23.								
24.								
25.								
26.								
27.								
28.								
29.								

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking			Phonics & Reading				Comment	
		Identifies a person, animal, or object from a simple oral description.	Demonstrates understanding of basic naming objects in the classroom	Total	Recognise plurals in words orally	Acts out the story using some of the dialogue	Answers simple questions related to the story	Total		
Date										
Score		5	5	10	5	5	5	15		
30.										
31.										
32.										
33.										
34.										
35.										
36.										
37.										
38.										
39.										
40.										
41.										
42.										
43.										
44.										

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners	Listening & Speaking		Phonics & Reading				Comment
	Identifies a person, animal, or object from a simple oral description.	Demonstrates understanding of basic naming objects in the classroom	Total	Recognise plurals in words orally	Acts out the story using some of the dialogue	Answers simple questions related to the story	
Date							
Score	5	5	10	5	5	5	15
45.							
46.							
47.							
48.							
49.							
50.							
51.							
52.							
53.							
54.							
55.							
56.							

Term 3 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	<ol style="list-style-type: none"> 1. Identifies a person, animal, or object from a simple oral description. 2. Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom (posters, or in a picture in response to teacher's instructions, etc.) 			
IMPLEMENTATION	<ol style="list-style-type: none"> 1. Week 7 or 8 when the learners are settled and writing. 2. Week 7 or 8 when the learners are settled and writing. 			
ACTIVITY 1	<ol style="list-style-type: none"> 1. Settle the class to complete a written activity. 2. Then, call individual learners to your desk. 3. Read out 4 or more simple descriptions of a person, animal or object. For example: This animal is big and grey, has two very large ears and a trunk. 4. After you have read each description, ask the learner to identify each item 			
1	2	3	4	5
The learner is unable to identify a person, animal or object without support from the teacher	The learner can only identify 1 of the 4 items independently	The learner can only identify 2 of the 4 items independently	The learner can only identify 3 of the 4 items independently	The learner can only identify all of the items independently
ACTIVITY 2	<ol style="list-style-type: none"> 1. Settle the class to complete a written activity. 2. Then, call individual learners to your desk. 3. Show learners a picture from a recent big book story. 4. Ask learners to point to 5 objects in the picture or classroom. 5. Ask learners to name 5 objects that you point to in the picture or the classroom. 			
1	2	3	4	5
Learner is unable to point to and name objects without support	Learner is able to point to and name 1 of the 4 objects without any support from the teacher	Learner is able to point to and name 2 of the 4 objects without any support from the teacher	Learner is able to point to and name 3 of the 4 objects without any support from the teacher	Learner is able to point to and name all of the objects independently and confidently

READING & PHONICS RUBRIC				
OBJECTIVE	<ol style="list-style-type: none"> 1. Recognise plurals in words (s and es) orally. 2. Answers simple questions related to a story that is read or told 3. Acts out the story using some of the dialogue 			
IMPLEMENTATION	<ol style="list-style-type: none"> 1. Week 7 Phonics 2. Week 7 Shared Reading 3. Week 8 Shared Reading 			
ACTIVITY 1	<ol style="list-style-type: none"> 1. During week 7 phonics lessons, ask learners to write a short spelling test. 2. Tell learners to write numbers 1-5 in their books. 3. Call out 5 words ending in s or es, for example: cats, books, cakes, etc. 4. Collect the learners' books and mark the tests. 			
1	2	3	4	5
Unable to recognise plurals in words orally	Recognises plurals in words orally by identifying at least 2	Recognises plurals in words orally by identifying at least 3	Recognises plurals in words orally by identifying at least 4	Recognises plurals in words orally by identifying at least 5
ACTIVITY 2	<ol style="list-style-type: none"> 1. During week 7 shared reading, take note of how learners engage with and listen to the story. 2. Then ask different learners a simple recall question about the text after each read. 3. Listen carefully as learners respond. 			
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
ACTIVITY 3	<ol style="list-style-type: none"> 1. During any post-reading activity (Fridays), divide the class into groups. 2. Give each group pages from a Big Book story to practice and act out. 3. Then, go around the room and spend a few minutes watching different groups of learners act out their dialogue. 4. Use the rubric and take note of how well they are able to do this. 			
1	2	3	4	5
Needs teacher support and prompting to finish the dialogue	Is able to act out the story but cannot read the dialogue fluently	Able to act out the story and reads 1 short dialogue, with pausing and hesitation	Is able to act out the story and recite the dialogue	Is able to act out the story and confidently recite the dialogue

DBE EFAL ATP 2021 Grade 1 Term 3

2021 Annual Teaching Plan – Term 3: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 1

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Suggested Theme	All around town	All around town	Working together	Working together	Clothes	Clothes	Reading is fun	Reading is fun	Keeping our bodies healthy and safe	Keeping our bodies healthy and safe	
CAPS Topic	<ul style="list-style-type: none"> Start with a greeting Song/rhyme An open-ended question (question with no wrong answer) Vocabulary of the day and sight words 										
Core Concepts, Skills and Values	<p>Greeting</p> <p>Greeting</p> <p>Greeting</p> <p>Greeting</p> <p>Greeting</p> <p>Greeting</p> <p>Greeting</p> <p>Greeting</p> <p>Greeting</p> <p>Greeting</p> <p>Greeting</p>										
Song/ Rhyme	<p>Lyrics</p> <p>We'll be going into town on the bus</p> <p>We'll be going into town</p> <p>We'll be going into town</p> <p>We'll be going into town</p> <p>There are so many places we will see</p> <p>There are so many places we will see</p> <p>There are so many places we will see</p> <p>The wheels of the bus...</p>	<p>Lyrics</p> <p>Turn left, turn right</p> <p>Go up go down</p> <p>Turn left turn right</p> <p>Come see our town</p> <p>Turn left turn right</p> <p>Go up go down</p> <p>Turn left turn right</p> <p>To the library in town</p>	<p>Actions</p> <p>Turn body to face left, then turn to face right</p> <p>Stand up then squat down</p> <p>Turn body to face left, then turn to face right</p> <p>Put your hands on your eyes, Open your eyes wide</p> <p>Put your hands on your eyes, Open your eyes wide</p>	<p>Lyrics</p> <p>If we work together</p> <p>If we try our best</p> <p>We will get it done</p> <p>And we can rest.</p>	<p>Lyrics</p> <p>Children with a white shirt</p> <p>Children with a white shirt</p> <p>Please stand up</p> <p>Please stand up</p> <p>Clap your hands and turn around</p> <p>Then sit down</p> <p>Then sit down</p>	<p>Lyrics</p> <p>I am special and I'm one of a kind</p> <p>Another one like me you'll never find!</p> <p>You be you, and I'll be me</p> <p>That's the way it should be!</p>	<p>Lyrics</p> <p>Stories are such fun</p> <p>This I know is true</p> <p>To the library I'll run</p> <p>For a book to read with you!</p>	<p>Lyrics</p> <p>I can learn some words by sight</p> <p>Practice 'til I get them right</p> <p>I can sound some words out</p> <p>Think of what the story is about!</p>	<p>Lyrics</p> <p>Ride ride bike</p> <p>All around the town</p> <p>Don't forget to wear your helmet</p> <p>So you're safe if you fall down!</p>	<p>Lyrics</p> <p>I may be young</p> <p>I may be small</p> <p>But this is my body</p> <p>I am in charge of it all</p> <p>If someone does something I don't like</p> <p>I must tell someone, it's my right!</p>	<p>Actions</p> <p>Point to yourself</p> <p>Pinch your fingers together</p> <p>Point to yourself</p> <p>Point to yourself</p> <p>Wave your index finger</p> <p>Point to yourself</p>

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Question of the day	Adapt the question to be related to your theme and vocabulary taught for the week.	Adapt the question to suit your theme.	Adapt the question to be related to your theme and vocabulary taught for the week.	Adapt the question to be related to your theme and vocabulary taught for the week.	Adapt the question to relate to your theme. Which animal do you like? A zebra with stripes or a leopard with spots?	Adapt the question to relate to your theme.	Adapt the question to relate to your theme.	Adapt the question to relate to your theme.	Adapt the question to be related to your theme and vocabulary taught for the week.	Adapt the question to be related to your theme and vocabulary taught.
Suggested Vocabulary (Teach 4 words a day)	taxi, passenger, town, street, bus stop, school, clinic, important, drive, driver, drove, hurry, petrol, full, empty, petrol station, walk, by foot, sidewalk	safe, safer, unsafe, home, together, alone, shop, shebeen, warn, warning, passage, between, dark, night, light, day, worried, fast, faster, run	work, help, class, classmate, giant, beetroot, stuck, pull, frustrated, ground, dirty, sweaty, call, family, strong, clever, right, wrong, team, teamwork	mess, messy, messier, clean, job, problem, scrub, carpet, fix, broken, paint, wall, pile, papers, box, recycle, gather, idea, group, queue	clothing, blue, red, purple, wear, boots, orange, green, dress, pants, skirt, uniform, jersey, shirt, cold, warm, rain, puddle, wet, dry	T-shirt, choose, pink, white, dinosaur, car, plain, buy, disagree, argue, shopping, frustrated, boy, girl, front, back, koki pen, draw, mirror, colourful	book, fun, read, parents, cover, story, title, author, page, turn (like to turn a page), title, page number, character, picture, words, interesting, gift, in love, dream, carry	newspaper, comics, Bible, difficult, story, phone, app, download, bored, boring, search, exciting, aloud, share, silent, noise, data, free, language, airtime	body, helmet, bike, bicycle, crash, broken, bone, rock, hurt, head, fall, protect, wash, seatbelt, sick, healthy, sleep, tired, awake, brain	uncomfortable, secret, tell, trust, brave, kiss, lips, hug, food, fruit, vegetable, many, ignore, listen, feeling, shout, greet, high five, window, underneath
Sight words	drives, taxi, around, all	together, friend, shop, sister	help, here, please, dog	they, work, pull, beetroot	up, down, boots, in	what, buy, two, shirts	this, fun, book	read, wants, for, books	wear, ride, helmet, ride	tell, mother, father, feel
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Begins to develop an oral (listening and speaking) vocabulary using themes. Responds to simple greetings and farewells, using phrases. Makes simple requests. Points to objects in the classroom or in a picture in response to teacher's instructions. Names some objects in a picture or in the classroom in response to teacher's questions. Responds physically to simple oral instructions. Responds to simple questions asked by the teacher. Understands and begins to use some simple language structures in context: few adjectives. Identifies a person, animal or object from a simple oral description. Sings simple songs/action rhymes and does actions. Plays language games. 									
Date completed										

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
READING										
In grade 1 we do Shared Reading only.										
Core Concepts, Skills and Values	Let learners make predictions (pre read) visualise, make inferences (make a good guess) , make connections									
	Monday: Pre read activity Tuesday: First read Wednesday: Story illustration Thursday: Second read Friday: Post read activity (Learners recount a part of the story they liked most.)	Pre read First Read Wednesday- Draw the story Thursday: Second read Friday- Post read activity	Pre read activity First read Wednesday: Story illustration Second read Post read activity (Learners recount a part of the story they liked most.)	Pre read activity First read (Visualise) Learners illustrate the story on Wednesday Second read (Inferences) Post read activity (Learners recount/act out a part of the story.)	Pre read activity First read Learners illustrate the story on Wednesday. Second read Post read activity: (Recount one thing you remember from the story.)	Pre read activity First read Learners illustrate the story on Wednesday. Second read Post read activity- recount/act out a part of the story	Pre read activity First read Learners illustrate the story on Wednesday. Second read Post read activity (Recount/act out the story.)	Pre Read – Prediction First Read- Wednesday: Story illustration Second read Post read activity: (Recount the story)	Pre Read – Prediction First Read- Wednesday: Story illustration Second read Post read activity: (Recount the story)	Pre Read – Prediction First Read- Wednesday: Story illustration Second read Post read activity: (Recount the story)
Curriculum Coverage Tracking	<ul style="list-style-type: none"> • Listens to short stories or non-fiction texts told or read from a Big Book or illustrated poster • Answers simple literal questions about a story with short answers. • Names some of the things in the picture in response to questions from the teacher. • Begins to develop understanding and ability to use simple language structures in the context: few adjectives such as 'big, small, little'; prepositions such as 'in, on'; and adverbs such as 'quickly, slowly' • Listens to the story or non-fiction text while following the teacher and looking at the pictures. • Talks about the pictures using home language where necessary • Identifies objects in the pictures. • Learns some oral vocabulary. • After repeated readings, joins in choruses where appropriate • Acts out the story using some of the dialogue • Draws a picture capturing the main idea of the story 									
Date completed										

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
CAPS Topic	PHONICS										
Core Concepts, Skills and Values	Do revision of sounds taught in term 2 on the first two days ck <i>sick, pack, sock, kick, sack, mock</i> Introduce the new sound and word Rhyming words, e.g. pack/sack; sick/kick; sock/mock.	g <i>gap, gas, gel, got, gun, gum, gem</i> Introduce the sound and words Differentiate between <i>ck</i> and <i>g</i> Clap out syllables in familiar words, e.g. e.g. sight words/ words from the story.	d <i>dad, dot, dim, dog, dry, darn, dig</i> Introduce the sound and words Clap out syllables in familiar words, e.g. sight words/ words from the story.	u <i>sun, bun, gun, hug, bug</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>u</i> and <i>g</i> Rhyming words, e.g. sun/gun/bun; hug/bug.	r <i>red, rat, rod, rip, rag, rock, rub</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>r</i> and <i>n</i>	f <i>fat, fit, fig, fed, fin, far</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>r</i> and <i>f</i>	l <i>lip lap, lot, lad, lid, lick lock</i> Introduce the sound and words Do segmenting and blending Differentiate between <i>l</i> and <i>f</i>	Plurals –s e.g. <i>books, dogs, socks, hugs, rats, figs, cats</i> Explain the function of the –s Introduce words and their plurals	Plurals –es e.g. <i>boxes, dishes, dresses, brushes, watches, glasses</i> Explain the function of the –es Introduce words and their plurals	Review past sounds and words. Revision ll <i>ball, call, fall, pill, kill, Hill</i> Introduce the sound and words Do segmenting and blending	Review past sounds and words.
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Claps out the syllables in familiar words. With the teacher's help, identifies some rhyming words in stories, songs and rhymes. Begins to identify different initial sounds in words. Recognises plurals ('s' and 'es') aurally. 										
Date completed											
CAPS Topic	WRITING										
Core Concepts, Skills and Values	I like to go..... Draw about a place you like to go in town.	I go to town. Learners draw themselves going to town.	I work well with,.... Learners draw the person they like working with.	My friend and I..... Learners draw about a time they worked together with their friend.	I love to wear.... Learners draw something they love to wear. Help learners to draw list of clothing they like to wear.	I want to buy.....at the clothing shop! Learners draw something new they would like if they went to the clothing shop. Help learners to draw list.	I want to read a story about..... Learners draw about a story they want to read.	I like to read with.... Learners draw the person they like reading with.	My body is healthy when... Learners draw what they do to keep their bodies healthy. Make a list, e.g. healthy food.	I trust..... Learners draw someone they can't trust.	

Curriculum Coverage Tracking	<ul style="list-style-type: none"> With the help of the teacher writes a caption for his/her drawing and reads back what is written With the help of the teacher writes simple lists with headings. 									
	Date completed	DBE Workbook 2 pages 2 and 3	DBE Workbook 2 pages 4-5	DBE Workbook 2 pages 6, 7 and 8	DBE Workbook 2 pages 8,9	DBE Workbook2 pages 10, 11 and 12	DBE Workbook 2 pages 13 and 14	DBE Workbook 2 Pages 15, 16, 17, 21.	DBE Workbook 2 Pages 19, 20 and 21.	DBE Workbook 2 Pages 21,22 and 23
Extension activities	Draw an interesting place in your town.	Draw yourself going to town.	Draw yourself working together with your friend..	Draw a picture of something you do to help your family at home.	Draw a picture of your favourite clothes	Draw a picture of clothes that you still want to buy.	Draw a book that you still want to read.	Draw yourself reading a book.	Draw a picture of something that is safe.	Draw a picture of something that is unsafe.
Requisite Pre-Knowledge	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.
Resources (other than textbook) to enhance learning	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
Assessment for learning (Informal Assessment)	<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. This must be done informally and ongoing. 									

ASSESSMENT: TERM 3

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"> Identifies a person, animal or object from a simple oral description. Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom (posters, or in a picture in response to teacher's instructions, etc.) 	Observation/ practical and Oral	Rubric	10	By week 9	
	<ul style="list-style-type: none"> Responds to simple greetings and farewells Responds to simple questions and to oral instructions Sings songs and does action rhymes 		Checklist	n/a		
Teacher notes: 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"> Recognise plurals in words (s and es) orally. 	Observation/ practical & Oral	Rubric	5	By week 9	
	<ul style="list-style-type: none"> Begins to identify different initial sounds in words. 		Checklist	n/a		
Teacher notes: 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"> Answers simple questions related to a story that is read or told Acts out the story using some of the dialogue 	Observation & Oral	Rubric	10		
	<ul style="list-style-type: none"> Listens and responds to a story that is told or read Joins in choruses after repeated readings of a text. Identifies and names people, objects and animals in illustrations 		Checklist	n/a	By week 9	
Teacher notes: 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 to the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none"> Writes a simple list with a heading (3-5 words on a Topic) 	Written	Classwork book	n/a	By week 9	
Teacher notes: 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.						
TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7						

ASSESSMENT FOR LEARNING: CHECKLIST TO USE

Mark with x or ✓	LISTENING AND SPEAKING			PHONICS	READING			WRITING	COMMENT
	Responds to simple greetings and farewells	Sings songs and does action rhymes	Responds to simple questions and responds to oral instructions		Begins to identify different initial sounds in words and responds to a story that is told and read	Joins in choruses after repeated readings of a text	Listens and responds to a story that is told		
Learner's names									

ASSESSMENT OF LEARNING: SCORESHEET

DATE	LISTENING AND SPEAKING			READING			WRITING	COMMENT
	Identifies a person, animal or object from a simple oral description. 5	Demonstrates understanding of basic oral vocabulary by pointing to and naming objects in the classroom 5	Total for Listening and Speaking 10	Recognise plurals in words orally 5	Acts out the story using some of the dialogue 5	Answers simple questions related to the story 5		
SCORE	5	5	10	5	5	5	15	
NAMES OF LEARNERS								
1								
2								
3								
4								
5								

RUBRIC EXAMPLES:

GRADE 1 RUBRIC : Term 3					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Identifies a person, animal or object from a simple oral description. (At least 4 items)	The learner is unable to identify a person, animal or object without support from the teacher.	The learner can only identify 1 of the 4 items independently.	The learner can only identify 2 of the 4 items independently.	The learner can only identify 3 of the given items from an oral description.	The learner can identify all items from the given oral description with confidence.
Activity Demonstrates understanding of basic oral vocabulary by pointing to objects. (At least 4 objects)	Learner is unable to point to objects without support.	Learner is able to point to 1 of the 4 objects without any support from the teacher.	Learner is able to point to 2 of the 4 objects without any support from the teacher.	Learner is able to point to 3 of the 4 objects without any support from the teacher.	Learner points to all the objects independently and confidently.
PHONICS					
Activity Recognise plurals in words orally (s and es) (At least 5 words)	1 Unable to recognise plurals in words orally	2 Recognise plurals in words orally by identifying at least 2	3 Recognise plurals in words orally by identifying at least 3	4 Recognise plurals in words orally by identifying at least 4	5 Recognise plurals in words orally by identifying at least 5
READING					
Activity Answers simple oral questions about a story (At least 2-3 questions)	1 Unable to respond to oral question about a story without support.	2 Answers 1 simple oral questions about a story	3 Answers 2 simple oral questions about a story	4 Answers 3 simple oral questions about a story	5 Answers more than 3 simple oral questions about a story
Activity Acts out parts of the story using some of the dialogue	1 Needs support to speak in FAL	2 Is able to act out the story but cannot read the dialogue fluently	3 Is able to act out the story and reads 1 short dialogue	4 Is able to act out the story and using the 1 dialogue of the main character that the learner has memorised	5 Very good at acting out parts of the story, and using some of the dialogue