

**PSRIP
MANAGEMENT DOCUMENT
TERM 4 2021
GRADE 3**

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Introduction

Dear EFAL teachers,

It is important to remember that prior to the Covid pandemic, reading had already been identified as one of the biggest challenges facing South African education.

The impact of school closures and rotational teaching is yet to be measured, but will no doubt prove to be significant.

Because of this, we urge every foundation phase teacher to do their utmost to ensure that learners:

- **Know the letter-sound relationships** (phonics) **for all the sounds in the programme**
- **Can segment and blend sounds to read and write words**
- **Can read many words with automaticity** (by sight)
- **Can read decodable texts** (the reading worksheets) **with reasonable fluency and accuracy**
- **Listen to as many of the big book stories as possible** (pre-read, first-read, second-read)
- **Know as many of the theme vocabulary words as possible**

We also urge you to please try your best to engage parents and guardians to assist in this matter.

Wishing you a productive and successful term – you can do this!

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 4 Learning Outcomes

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

LEARNING OUTCOMES					
LISTENING & SPEAKING					
Learners should be able to:					
<ol style="list-style-type: none"> 1. Say or sing 8 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:					
education	primary school	secondary	university	study	subject
pass	fail	graduate	drop out	opportunity	married
lawyer	law	judge	court	classmate	colleague
husband	wife	Tanzania	Zimbabwe	map	country
calm	meditate	sit	breath	deep breath	in
out	knees	neighbour	fence	peek	mind
mind	exercise	run	hike	stress	diary
nature	calmer	calmest	inference	weird	embarrassed
character	die	death	alive	funeral	funny
juggle	trick	joke	distract	absent	grief
grieving	thoughtful	helpful	grateful	thankful	advice
relieved	sadness	happiness	feel better	heal	remember
memory	ancestor	ancient	human	structure	museum
history	ruins	ticket	tour guide	build	rebuild
structure	century	years	international	trade	Egypt
Pyramids	China	beads	dig	carved	ground
underneath					

READING & VIEWING					
Phonemic Awareness and Phonics					
Learners should be able to identify and say the following sounds:					
au	igh	aw	spr-	kn	oy
ead	wr				
Phonic Decoding					
Learners should be able to decode the following words:					
maul	haunt	fraud	pause	cause	launch
laundry	author	night	sight	right	fight
light	bright	fright	frighten	yawn	dawn
prawn	lawn	hawk	law	awful	crawl
sprig	Spring	spray	sprint	sprung	sprout
spree	Sprite	knock	knife	knew	kneel
wrap	write	wrote	wrong	boy	joy
enjoy	toy	annoy	coy	oyster	employ
dead	head	bread	spread	dread	lead
read	instead				
Sight & High Frequency Word Recognition					
Learners should be able to read the following words by sight:					
whole	tiny	life	without	know	stopped
smart	important	fewer	they	outside	ground
strange	sound	doing	parents	why	weird
calm	tried	could	try	better	maybe
smile	say	anything	you're	worse	listen
waiting	family	great	their	guide	said
beautiful	proud	ancestors	stood		

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. Use process writing to plan, draft, edit, publish and share own writing
2. Use a writing frame to complete 4-6 sentences of own writing

Term 4 2021 ATP / PSRIP alignment

Week	DBE ATP Theme	PSRIP Theme	PSRIP Big Book Story
1	The importance of education	The importance of education	A life without limits
2			
3	Feeling calm	Feeling calm	Zandile learns to meditate
4			
5	Sadness	Sadness	Bantu feels sad
6			
7	History	History	Shamiso's big trip
8			
9	Consolidation and revision	Consolidation and revision	
10			

Week 1: The importance of education

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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /au/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: A life without limits 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • Dear _____, • Hi! We have been learning about... • Education is important because... • I think... 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /au/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: A life without limits 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • 2 questions (Who, what, when, why, how?) • I want to know... • Love, _____ 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /au/ 	
Friday	Activity 3: Language Use <ul style="list-style-type: none"> • Using joining words 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 1 • Group 5 	

Week 2: The importance of education		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /igh/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: A life without limits 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • Editing 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /igh/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 2 • Group 3 	

Thursday	Activity 1: Shared Reading: Post Read (Summarise)	
	<ul style="list-style-type: none"> • Big Book: A life without limits 	
Thursday	Activity 2: Writing	
	<ul style="list-style-type: none"> • Publishing & Sharing 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 2 • Group 4 	
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: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Word Find /igh/ 	
Friday	Activity 3: Language Use	
	<ul style="list-style-type: none"> • Articles 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 2 • Group 5 	

Theme Reflection: The importance of education

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: Feeling calm

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 	
aMonday	Activity 2: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /aw/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Zandile learns to meditate 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • I want to learn how to... • I want to learn this because... • And... 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /aw/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Zandile learns to meditate 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • I think I could learn by... • Or maybe... • I think I will need... • I feel...about learning something new! 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /aw/ 	
Friday	Activity 3: Language Use <ul style="list-style-type: none"> • You and you're 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 3 • Group 5 	

Week 4: Feeling calm		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /spr-/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Zandile learns to meditate 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • Editing 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /spr-/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 4 • Group 3 	

Thursday	Activity 1: Shared Reading: Post-Read (Summarise and visualise)	
	<ul style="list-style-type: none"> • Big Book: Zandile learns to meditate 	
Thursday	Activity 2: Writing	
	Publishing and sharing	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 4 • Group 4 	
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: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Word Find /spr-/ 	
Friday	Activity 3: Language Use	
	<ul style="list-style-type: none"> • Comparative adjectives 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 4 • Group 5 	

Theme Reflection: Feeling calm

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: Sadness

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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /kn/ and /wr/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Bantu feels sad 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • When I felt sad...helped me feel better. • I felt sad because...(2-3 sentences) 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /kn/ and /wr/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Bantu feels sad 	
Thursday	Activity 2: Writing <ul style="list-style-type: none"> • I felt a little bit better because... • He / she... • I felt... 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Word Find /kn/ and /wr/ 	
Friday	Activity 3: Language Use <ul style="list-style-type: none"> • Contractions 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 5 • Group 5 	

Week 6: Sadness		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce the sound and word /oy/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Bantu feels sad 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • Editing 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /oy/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 6 • Group 3 	

Thursday	Activity 1: Shared Reading: Post-Read (Written comprehension)	
	<ul style="list-style-type: none"> • Big Book: Bantu feels sad 	
Thursday	Activity 2: Writing	
	<ul style="list-style-type: none"> • Publishing and sharing 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 6 • Group 4 	
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: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Word find /oy/ 	
Friday	Activity 3: Language Use	
	<ul style="list-style-type: none"> • Contractions 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 6 • Group 5 	

Theme Reflection: Sadness

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: History

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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Revision and assessment 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 1 	
Tuesday	Activity 1: Shared Reading: Pre-Read <ul style="list-style-type: none"> • Big Book: Shamiso's big trip 	
Tuesday	Activity 2: Writing Things I have learned about history: <ol style="list-style-type: none"> 1. 2. 3. 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Informal or formal assessment 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 3 	
Thursday	Activity 1: Shared Reading: Read One <ul style="list-style-type: none"> • Big Book: Shamiso's big trip 	
Thursday	Activity 2: Writing Things I have learned about history: <ol style="list-style-type: none"> 1. 2. 3. 	
Thursday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 7 • Group 4 	

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: Phonemic Awareness and Phonics <ul style="list-style-type: none"> • Revision or assessment 	
Friday	Activity 3: Language Use <ul style="list-style-type: none"> • Personal pronouns 	
Friday	Activity 4: Group Guided Reading <ul style="list-style-type: none"> • A Class: Worksheet 7 • Group 5 	

Week 8: History		
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Introduce sound and words /ead/ 	
Monday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 1 	
Tuesday	Activity 1: Shared Reading: Read Two <ul style="list-style-type: none"> • Big Book: Shamiso's big trip 	
Tuesday	Activity 2: Writing <ul style="list-style-type: none"> • Editing 	
Tuesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 2 	
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: Phonemic Awareness & Phonics <ul style="list-style-type: none"> • Segmenting and blending /ead/ 	
Wednesday	Activity 3: Group Guided Reading <ul style="list-style-type: none"> • Class: Worksheet 8 • Group 3 	

Thursday	Activity 1: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> • Big Book: Shamiso's big trip 	
Thursday	Activity 2: Writing	
	<ul style="list-style-type: none"> • Publishing and sharing 	
Thursday	Activity 3: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 8 • Group 4 	
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: Phonemic Awareness and Phonics	
	<ul style="list-style-type: none"> • Word Find /ead/ 	
Friday	Activity 3: Language Use	
	<ul style="list-style-type: none"> • Contractions with 'not' 	
Friday	Activity 4: Group Guided Reading	
	<ul style="list-style-type: none"> • Class: Worksheet 8 • Group 5 	

Theme Reflection: History

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 4 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 4 READING GROUPS. This means that you can update your tables if you make many changes to your reading groups during the term.

TERM 4 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 4 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 4 Programme of Assessment

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

ASSESSMENT OF LEARNING: CHECKLIST

Mark with ✓ or ✕	Listening & Speaking	Phonics	Reading		Writing	Language use	Comments
Learners' Names	Oral presentation: short talk about the picture or photograph / Theme poster in 4 – 5 sentences	Recognises vowel diagraphs: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed	Written comprehension: multiple choice questions & fill in the missing words. Sequence events in a story & recall literal questions	Sight words assess each learner individually on 70-80 sight words	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, plurals, nouns	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

ASSESSMENT OF LEARNING: CHECKLIST

Mark with ✓ or ✕	Listening & Speaking	Phonics	Reading		Writing	Language use	Comments
Learners' Names	Oral presentation: short talk about the picture or photograph / Theme poster in 4 – 5 sentences	Recognises vowel diagraphs: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed	Written comprehension: multiple choice questions & fill in the missing words. Sequence events in a story & recall literal questions	Sight words assess each learner individually on 70-80 sight words	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, plurals, nouns	
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							

ASSESSMENT OF LEARNING: CHECKLIST

Mark with ✓ or ✕	Learners' Names	Listening & Speaking	Phonics	Reading		Writing	Language use	Comments
27.	Oral presentation: short talk about the picture or photograph / Theme poster in 4 – 5 sentences	Recognises vowel diagrams: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed	Written comprehension: multiple choice questions & fill in the missing words. Sequence events in a story & recall literal questions	Sight words assess each learner individually on 70-80 sight words	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, plurals, nouns		
28.								
29.								
30.								
31.								
32.								
33.								
34.								
35.								
36.								
37.								
38.								
39.								
40.								

ASSESSMENT OF LEARNING: CHECKLIST

Mark with ✓ or ✕	Listening & Speaking	Phonics	Reading		Writing	Language use	Comments
Learners' Names	Oral presentation: short talk about the picture or photograph / Theme poster in 4 – 5 sentences	Recognises vowel diagraphs: ar, er, ir, or, ur Recognises some suffixes: es, ies, ly, ing, ed	Written comprehension: multiple choice questions & fill in the missing words. Sequence events in a story & recall literal questions	Sight words assess each learner individually on 70-80 sight words	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, plurals, nouns	
41.							
42.							
43.							
44.							
45.							
46.							
47.							
48.							
49.							
50.							
51.							
52.							

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Reading		Writing	Language Use
		Gives a simple recount in 4-5 sentences on personal news	Written activity: Write word with vowel diagraphs and suffixes	Choose short reading passage of 70 - 80 words	Written comprehension	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	Punctuation, tenses, plurals, nouns
Date							
Score	5	5	10	5	10	5	5
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		Writing	Language Use
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Date							
Score	5	10	5	10	5	5	5
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							
26.							
27.							
28.							

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Reading		Writing	Language Use
		Gives a simple recount in 4-5 sentences on personal news	Written activity: Write word with vowel diagraphs and suffixes	Choose short reading passage of 70 - 80 words	Written comprehension	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	Punctuation, tenses, plurals, nouns
Date							
Score		5	10	5	10	5	5
29.							
30.							
31.							
32.							
33.							
34.							
35.							
36.							
37.							
38.							
39.							
40.							
41.							
42.							

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners	Listening & Speaking	Phonics	Reading		Writing	Language Use
			Choose short reading passage of 70 - 80 words	Written comprehension		
Date						
Score	5	10	5	10	5	5
43.						
44.						
45.						
46.						
47.						
48.						
49.						
50.						
51.						
52.						
53.						
54.						
55.						
56.						

ASSESSMENT OF LEARNING: SCORESHEET

Names of Learners		Listening & Speaking	Phonics	Reading		Writing	Language Use
		Gives a simple recount in 4-5 sentences on personal news	Written activity: Write word with vowel diagraphs and suffixes	Choose short reading passage of 70 - 80 words	Written comprehension	Writes 3 sentences on a familiar topic/picture using capital letters and full stops	Punctuation, tenses, plurals, nouns
Date							
Score		5	10	5	10	5	5
57.							
58.							
59.							
60.							

Term 4 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
OBJECTIVE	Using a frame, gives a simple recount of at least 3 to 4 sentences on personal news.			
IMPLEMENTATION	Week 5 or 6 during group guided reading			
ACTIVITY	<ol style="list-style-type: none"> 1. Settle the class to complete an independent reading activity. 2. Then, call individual learners from a reading group to your desk. 3. Ask learners to recount some personal news. 			
1	2	3	4	5
Using a frame, gives a simple recount of 1 sentence, with support.	Is able to give a simple recount in 2 sentences but not in FAL.	Is able to give a simple recount in 3 sentences in FAL.	Is able to give a simple recount in 4 sentences fluently in FAL.	Is able to give a simple recount in more than 4 sentences fluently using correct vocabulary in FAL.

READING RUBRIC				
OBJECTIVE	Word recognition: 70-80 sight words			
IMPLEMENTATION	Week 7 or 8 during group guided reading			
ACTIVITY	<ol style="list-style-type: none"> 1. Settle the class to complete an independent reading activity. 2. Then, call individual learners from a reading group to your desk. 3. Select an appropriate text with 70 words or more from a graded reader or the DBE Workbook. 4. Ask learners to read aloud from the text. 			
1	2	3	4	5
Reads up to 20 – 25 familiar sight words with teacher.	Recognises and reads 50 - 59 sight words correctly.	Recognises and reads 60 - 69 sight words correctly.	Recognises and reads 70 - 79 sight words correctly.	Recognises and reads 70 or more sight words correctly.

WRITING RUBRIC				
OBJECTIVE	Write at least 4 – 6 sentences on a familiar topic/picture using capital letters and full stops.			
IMPLEMENTATION	Week 8 during writing lessons.			
ACTIVITY	1. Teach the writing lesson as usual. 2. At the end of the week collect learners’ books for assessment.			
1	2	3	4	5
Able to copy 1-2 sentences, but there is missing words	Writes two short simple sentences with some errors.	Writes 3 short simple sentences using a frame.	Writes 4 short simple sentences using capital letters and full stops.	Writes 5 short simple sentences, using capital letters and full stops.

DBE EFAL ATP 2021 Grade 3 Term 4

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

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

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																		
<p style="text-align: center;">Song/ Rhyme</p>	<table border="1"> <tr> <th>Lyrics</th> <th>Actions</th> </tr> <tr> <td>At school I must work before I play</td> <td>Pretend to read and write</td> </tr> <tr> <td>I must always try my best every day</td> <td>Hold up your arms, flex your muscles</td> </tr> <tr> <td>A plan for my future I can see</td> <td>Hold your hand above your eyes</td> </tr> <tr> <td>And I know my success depends on me!</td> <td>Nod your head and point at yourself</td> </tr> </table>	Lyrics	Actions	At school I must work before I play	Pretend to read and write	I must always try my best every day	Hold up your arms, flex your muscles	A plan for my future I can see	Hold your hand above your eyes	And I know my success depends on me!	Nod your head and point at yourself	<table border="1"> <tr> <th>Lyrics</th> <th>Actions</th> </tr> <tr> <td>Education is important don't you know?</td> <td>Clap twice after this line</td> </tr> <tr> <td>Education is important don't you know?</td> <td>Clap twice after this line</td> </tr> <tr> <td>Education is important</td> <td>-</td> </tr> <tr> <td>Education is important</td> <td>-</td> </tr> <tr> <td>Education is important don't you know?</td> <td>Clap twice after this line</td> </tr> <tr> <td>Education is the key to success</td> <td>Clap twice after this line</td> </tr> <tr> <td>Education is the key to success</td> <td>Clap twice after this line</td> </tr> <tr> <td>Education is the key</td> <td>-</td> </tr> <tr> <td>Education is the key</td> <td>-</td> </tr> <tr> <td>Education is the key to success!</td> <td>Clap twice after this line</td> </tr> </table>	Lyrics	Actions	Education is important don't you know?	Clap twice after this line	Education is important don't you know?	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Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Suggested Vocabulary The vocabulary taught will depend on the theme that is chosen. (Teach 4 words a day)	education, primary school, secondary school, university, study, subject, pass, fail, graduate, drop out, opportunity, married	lawyer, law, judge, court, classmate, colleague, husband, wife, map, country	calm, meditate, sit, breath, deep breath, in, out, knees, neighbour, fence, peek, mind	exercise, run, hike, stress, diary, nature, calmer, calmest, inference, weird, embarrassed, character Show and tell: short oral presentation.	die, death, alive, funeral, funny, juggle, trick, joke, distract, absent, grief, grieving Show and tell: short oral presentation.	thoughtful, helpful, grateful, thankful, <i>Discuss the ending -ful with learners. Adding the -ful creates an adjective.</i> advice, relieved, sadness, happiness, feel better, heal, remember, memory	ancestor, ancient, human, structure, museum, history, ruins, ticket, tour guide, build, rebuild Formal assessment: Show and tell: short oral presentation... waiting, family, great, their, guide	century, years, international, trade, Egypt, Pyramids, China, beads, dig, carved, ground, underneath	Revision and assessment Oral description: Use pictures and learners describe the object in the picture to their friend/class. The friend/class guess what it is being described/ match the description with the picture.	
Sight words	whole, tiny, life, without, know Teach the sight words using flashcards. Learners copy the sight words into their personal dictionaries. Learners practice reading the sight words at home.	stopped, smart, important, fewer, they	outside, ground, strange, sound, doing	parents, why, weird, calm, tried	could, try, better, maybe, smile	say, anything, worse, listen	said, beautiful, proud, ancestors, stood			
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Continues to develop an oral (listening and speaking) vocabulary using themes or topics. Follows and gives instructions. Understands and responds to simple questions. Asks for clarification. Responds to and makes requests. Participates in a short conversation on a familiar topic. Identifies an object from a simple oral description. Talks about objects in a picture or photograph in response to teacher's instruction. Listens to and gives a simple oral recount. Understands and uses language structures in context. Memorises and performs simple poems, action rhymes and songs. Plays language games. Begins to develop understanding and ability to use simple language structures in context: present and past tenses; countable and uncountable nouns, articles: 'a' and 'the'; prepositions; comparative adjectives. 									
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Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	READING – GROUP GUIDED READING AND INDEPENDENT READING									
Core Concepts, Skills and Values	Mondays, Tuesdays, Wednesdays, Thursdays, Fridays									
Curriculum Coverage Tracking	<p>Use week 1 to establish whether learners are still in the correct reading group.</p> <p>Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready. (One average, one easier, one more difficult. – DBE workbooks can be used or the EGRA tool.)</p> <p>Group 1: This learner knows no or very few words. The learner does not seem to recognise letter-sound relationships.</p> <p>Group 2: This learner knows just a few common words. He/she does not seem to recognise letter-sound relationships. This learner need a lot of help to read previously unseen words.</p> <p>Group 3: This learner knows some common words. This learner needs help to decode previously unseen words.</p> <p>Group 4: This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p> <p>Group 5: This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.</p> <p>Week 2-10:</p> <ul style="list-style-type: none"> Listen to one group on a day while the rest of the class can do other activities, e.g. independent reading activities; worksheets or work in the DBE workbook. Select text appropriate for the group. First revise the sight words of the week. Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you. Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher. Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words). Reads with increasing fluency and expression. Shows an understanding of punctuation when reading aloud. Continues to build a sight vocabulary from the guided, shared and independent reading. 									
Date completed										
CAPS Topic	READING – SHARED READING Tuesdays and Thursday									
Core Concepts, Skills and Values	<p>Tuesday: Pre Read (Predict)</p> <p>Thursday: First Read (Summarise)</p>	<p>Tuesday: Second Read (Summarise)</p> <p>Thursday: Post Read (Story illustration)</p>	<p>Tuesday: Pre Read (Predict)</p> <p>Thursday: First Read (Make inferences - guess)</p>	<p>Tuesday: Second Read (Make inferences – guess)</p> <p>Thursday: Post Read (Oral recount/Summarise)</p>	<p>Tuesday: Pre Read (Predict)</p> <p>Thursday: First Read (Making inferences)</p>	<p>Tuesday: Second Read (Making inferences)</p> <p>Thursday: Post Read (Written comprehension)</p>	<p>Tuesday: Pre Read (Predict)</p> <p>Thursday: First Read (Visualise)</p>	<p>Tuesday: Second Read (Visualise)</p> <p>Thursday: Post Read (Summarise)</p>	<p>Tuesday: Pre Read</p> <p>Thursday: First Read</p>	<p>Tuesday: Second Read</p> <p>Thursday: Post Read</p>
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster. Answers comprehension questions. Predicts what will happen next in a story or personal recount. Reads a short written text with the teacher, using the title for prediction. Expresses feelings about the story. Retells the story. With the teacher's help, gives a simple summary of the non-fiction text. 									
Date completed										

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
PHONICS Monday, Wednesday, Friday										
Core Concepts, Skills and Values	<p>Vowel digraph: -ar far, star, bar, chart, car</p> <p>-er her, mother, father, monster</p> <p>Vowel digraph: -ir bird, shirt, dirt, first</p> <p>-or short, port, sort, fork, corn</p> <p>spr- sprig, Spring, spray, sprint, sprung, sprout, spree, Sprite</p> <p>str- stream, strike, strong, stretch, strap, street</p> <p>dr- dream, dry, drink, drop, drip, drift</p> <p>Revision Formal Assessment</p>	<p>Vowel digraph: -ur hurt, fur, curl, burn, turn</p> <p>Monday: Introduce the sound and words</p> <p>Wednesday- Segmenting and blending</p> <p>Friday: After segmenting let the learners write the words in their books.</p>	<p>Monday: Introduce the sound and words</p> <p>Wednesday- Segmenting and blending</p> <p>Friday: After segmenting let the learners write the words in their books.</p>	<p>Monday: Introduce the sound and words</p> <p>Wednesday- Segmenting and blending</p> <p>Friday: After segmenting let the learners write the words in their books.</p>	<p>Monday: Introduce the sound and words</p> <p>Wednesday- Segmenting and blending</p> <p>Friday: After segmenting let the learners write the words in their books.</p>	<p>Monday: Introduce the sound and words</p> <p>Wednesday- Segmenting and blending</p> <p>Friday: After segmenting let the learners write the words in their books.</p>	<p>Monday: Introduce the sound and words</p> <p>Wednesday- Segmenting and blending</p> <p>Friday: After segmenting let the learners write the words in their books.</p>	<p>Monday: Introduce the sound and words</p> <p>Wednesday- Segmenting and blending</p> <p>Friday: After segmenting let the learners write the words in their books.</p>	<p>Revision -tch catch, fetch, watch, match, batch, crutch</p> <p>Revision Suffixes, e.g. lonely, strongly, singing, running, cooked, played</p>	<p>Revision</p>
Curriculum Coverage Tracking	<ul style="list-style-type: none"> Recognises at least five new vowel digraphs (e.g. 'ar' as in 'far', 'er' as in 'her', 'ir' as in 'bird', 'or' as in 'short', 'ur' as in 'hurt'). Recognises the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-eam; cr-eam; scr-eam; str-eam') Builds and sounds out words using sounds learnt. Recognises more complex word families (e.g. '-tch') Recognises and uses some suffixes (e.g. 'es', 'ies', '-y', '-ing', '-ed') Builds and sounds out words using sounds learnt. 									
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Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																
WRITING Tuesdays and Thursdays																										
Core Concepts, Skills and Values	<p>Planning and Drafting Tuesday: Shared Writing with the teacher: Write a letter to a friend telling them why education is important.</p> <p>Thursday: Adding sentences to the paragraph. Explain the conclusion – sentence – summarises feelings about learning something new.</p>	<p>Tuesday: Edit Learners read their writing to their partner. Help their partner look for and fix mistakes. Read the checklist and make sure all items have been completed.</p> <table border="1"> <tr> <td>I used capital letters.</td> <td></td> </tr> <tr> <td>I used punctuation (.!?)</td> <td></td> </tr> <tr> <td>I read my sentences out loud.</td> <td></td> </tr> <tr> <td>I checked my spelling (I circled words I need help with)</td> <td></td> </tr> </table> <p>Thursday: Write the letter in the classwork book.</p>	I used capital letters.		I used punctuation (.!?)		I read my sentences out loud.		I checked my spelling (I circled words I need help with)		<p>Planning and Drafting Tuesday: Shared Writing: Write a paragraph about something new you would like to learn.</p> <p>Thursday: Adding sentences to the paragraph. Explain the conclusion – sentence – summarises feelings about learning something new.</p>	<p>Tuesday: Edit Learners read their writing to their partner. Help their partner look for and fix mistakes. Read the checklist and make sure all items have been completed.</p> <table border="1"> <tr> <td>I used capital letters.</td> <td></td> </tr> <tr> <td>I used punctuation (.!?)</td> <td></td> </tr> <tr> <td>I read my sentences out loud.</td> <td></td> </tr> <tr> <td>I checked my spelling (I circled words I need help with)</td> <td></td> </tr> </table> <p>Thursday: Publish and share paragraphs and read it to their partners.</p>	I used capital letters.		I used punctuation (.!?)		I read my sentences out loud.		I checked my spelling (I circled words I need help with)		<p>Planning and Drafting Tuesday: Write a paragraph about a time you felt sad. Learners write the topic sentence. Then add the supporting sentences.</p> <p>Thursday: Learners add a conclusion sentence.</p>	<p>Tuesday: Edit Write a paragraph about a time you felt sad, but someone made you feel better. Use the checklist.</p> <p>Thursday: Publish and share Formal Assessment: Written</p>	<p>Tuesday: Write a list with headings of interesting facts learnt about history.</p> <p>Thursday: Complete the graph in the classwork book.</p>	<p>Tuesday: Edit Thursday: Publish and share</p> <p>Written: Complete the graph in the DBE Workbook.</p>	<p>Tuesday: Shared Writing: What are we going to do this holiday?</p> <p>Thursday: Copy/Write at least 3 sentences in the classwork book.</p>	<p>Revision</p>
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Curriculum Coverage Tracking	<p>Writing skills:</p> <ul style="list-style-type: none"> • Uses handwriting skills taught in Home Language. • Writes increasingly complex lists with headings. • Writes a paragraph of 6-8 sentences on a familiar topic. • Organises information in a chart, table or bar graph. • Writes a personal recount of experiences. • Together with the teacher, writes a simple story and copies it (Shared Writing). • Uses the writing process (drafting, writing, editing and publishing). • Uses punctuation already taught in Home Language (, ? ! " ") 																									
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Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
LANGUAGE USAGE										
FRIDAYS										
Core Concepts, Skills and Values	Practice putting simple sentences in the past tense. Revise the use of punctuation: capital letters and full stops.	Articles: 'the' and 'a' Explain: 'the' is used with specific nouns; 'a/an' is used with general nouns.	Possessive pronouns: my, your, his, her, their, our	Comparative adjectives: small – smaller – smallest, important – more important	Practice putting simple sentences in the future tense. Revise the use of punctuation: capital letters and full stops.	Language game: prepositions	Personal pronouns: he, his, she, her Formal Assessment	Language game: countable and uncountable nouns. Countable nouns, e.g. bird, book, pen Uncountable nouns, e.g. sugar, milk, sand, water	Revision of all taught language structures.	Revision of all taught language structures.
Curriculum Coverage Tracking	Language structures: <ul style="list-style-type: none"> • Uses past tense with increasing accuracy. • Understands and uses the future tense. • Understands and uses comparative adjectives. • Revises some of the grammar covered informally in Grade R to 2. 									
Date completed										
Extension activities	DBE workbook 2 pages 34, 35 (Word work), 35 (Let's Write) Draw and write why education is important.	DBE workbook 2 pages 36, 37, 38-39, 40	DBE workbook 2 pages 41, 42, 43 Draw and write about something that makes you feel calm.	DBE workbook 2 pages 45, 46, 47 Draw and write about what you think the last time you felt sad.	DBE workbook 2 pages 50, 51, 51-53 Draw a portrait of yourself. Write sentences to describe how you look.	DBE workbook 2 pages 54, 55, 56-57, 58 Complete activity cards for phonics/ comprehension/ writing.	DBE workbook 2 pages 61, 62-63, 64-65 Write a story about your granny when she was young.	DBE workbook 2 pages 69, 70, 71-72, 73-75 Complete activity cards for phonics/ comprehension/ writing.	Complete the activities in the DBE Workbook Complete activity cards for phonics/ comprehension/ writing.	Complete the activities in the DBE Workbook Complete activity cards for phonics/ comprehension/ writing.
Requisite Pre-Knowledge	Knowledge of work done in grade 2. Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									
Resources (other than textbook) to enhance learning	Big books Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia									
Assessment for learning (Informal Assessment)	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Languages. • Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. • This must be done informally and ongoing. 									
Assessment of learning (SBA Formal Assessment)	<ul style="list-style-type: none"> • The activities must be observed and assessed during daily lesson activities in Languages. • Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. • Rubrics, checklists and writing activities can be used. • Assessment can only take place if the concepts have been taught and learners had enough time to practice. 									

ASSESSMENT

PROGRAMME OF ASSESSMENT:

FAL : Grade 3 : Term 4						
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none"> Oral presentation: Short talk about the picture or photograph / Theme poster in at least 4-5 sentences 	Observation & Oral	Rubric	5	Week 5 & 6	
Teacher notes These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 7 every learner must be assessed on his /her ability to present a prepared short talk on a familiar picture or photograph etc. For SASAMS there must be 1 score for Listening and Speaking.						
Phonics: Written	Word level and sentence level <ul style="list-style-type: none"> Recognises vowel digraphs: ai, er, ir, or, ur, Recognises some suffixes: es, ies, ly, ing, ed 	Observation & Written	Class work book/Worksheet	10	By Week 8	
Teacher notes Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. In Week 8 written phonics should be assessed in a written format using a worksheet which will include comprehension activities and language usage skills too. For SASAMS you should have 1 score (Written phonic activity)						
Reading: Oral	Group Guided Reading Sessions (Big Book, Theme, Reader) <ul style="list-style-type: none"> Sight words Assess each learner individually on 70-80 sight words 	Observation & Oral	Rubric	5	Week 6 & 7	
Reading: Comprehension on Written	<ul style="list-style-type: none"> Choose a reading passage with 80 to 100 words (DBE Workbook or Reader) Types of questions: <ul style="list-style-type: none"> Multiple choice questions & Fill in the missing words Sequence events in a story & Recall, literal questions 	Written	Worksheet / Class work book	10	By Week 8	
Teacher notes During your Group Guided Reading sessions in weeks 6 to 7 assess every learner on at least 70-80 words sight words The checklist should be used for recording and scoring to be done according to the rubric for oral reading activities. By Week 8 one written comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. In Week 8 written phonics, comprehension and language usage skills should be assessed in a written format using a worksheet. For SASAMS you should have 2 scores for Reading (oral reading and written comprehension).						
Writing: Language use:	<ul style="list-style-type: none"> Writes at least 4-6 sentences on a familiar topic using capital letters and full stops Punctuation (capital letters and full stops) Tenses, Plurals, nouns 	Written	Rubric Worksheet / Class work book	5 5	By Week 7 By Week 8	
Teacher notes In Week 8 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS 2 score will be captured for writing. (language usage skills and writing).						
TOTAL SCORE					40	
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

ASSESSMENT OF LEARNING: SCORESHEET

FAL GRADE 3: TERM 4 Scores using rubrics												
Names of learners	Date	Score	Listening & Speaking		Phonics: Written		Oral	Reading		Writing	Language use	Comment
			5	10	5	10		5	10			
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												

RUBRIC EXAMPLES:

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

GRADE 3 RUBRIC : Term 4					
LISTENING AND SPEAKING					
Activity	1	2	3	4	5
Oral presentation: Short talk about the picture or photograph/ Theme poster in 4-5 sentences	With support and practice is able to name 2-3 objects in picture or photograph / poster	Does a prepared talk about a familiar picture or photograph/ Theme poster stating 3 details in incomplete sentences	Does a prepared talk about a familiar picture or photograph/ Theme poster in 3 complete sentences stating 3 details	Does a well prepared talk about a familiar picture or photograph/ Theme poster in 4 complete sentences stating 4 details	Does a well prepared talk about a familiar picture or photograph/ Theme in 5 complete sentences stating 5 or more details
READING					
Activity	1	2	3	4	5
Word recognition: sight words: 70-80 words	Reads between 20-25 familiar sight words with teacher	Recognises and reads 50-59 familiar sight words correctly.	Recognises and reads 60-69 familiar sight words sight words correctly.	Recognises and reads 70-79 sight words confidently and correctly.	Recognises and reads more than 80 sight words confidently and correctly.
WRITING					
Activity	1	2	3	4	5
Writes 4-6 sentences on a familiar topic using capital letters and full stops	Able to copy and 1-2 missing words with support	Able to write 1 sentence on a familiar topic using a frame.	Able to write 2-3 sentences on a familiar topic using capital letters and full stops correctly.	Able to write 5 relevant sentences on a familiar topic using correct grammar, spelling and punctuation.	Able to write more than 6 relevant sentences on a familiar topic using correct grammar, spelling and punctuation.