

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

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# Introduction

Welcome to the PSRIP EFAL 2021 programme!

For those of you who are new to the programme, we hope that your learners make good progress and that you enjoy using this structured learning programme. We also hope that the routine and core methodologies soon become familiar to you, thereby making the implementation of this programme easier.

Please remember that classroom culture is a very important aspect of language learning. Learners need to feel safe, secure and comfortable in order to try new language out.

Also remember that you will only be given the programme resources once. Please look after these resources.

One of the main lessons that 2020 taught us all is to be more flexible. As a result, the PSRIP has removed all Formal Assessment Tasks from the lesson plans, and has inserted them into this management document.

This means that any changes to assessment that are required can be made quickly and easily. It also means that all assessment information is now found in one place, the management document.

Please be aware that this management document is now an integral part of the PSRIP programme. It includes:

## **1. Orientation to the use of a SLP**

- This gives a brief explanation of the approach.

## **2. Learning Outcomes**

- At a glance, teachers, managers and officials can see the learning outcomes that should be achieved each term.

### **3. ATP / PSRIP alignment**

- This section presents a table showing a summarised version of the National ATP for the year.
- It also shows how the PSRIP is aligned to the ATP.
- Please note that the official DBE ATP is included at the end of this document.

### **4. Tracker**

- Please use the tracker part of this document to keep careful and accurate notes about your curriculum coverage.
- This is particularly important if rotational teaching continues due to the global pandemic.
- It is important to cover all lessons in the foundation phase, in order to build the foundational literacy skills required.
- Please do not feel pressurised to skip lessons – work through the SLP consistently and in the correct sequence.

### **5. Programme of Assessment**

- This lists the assessment for learning required for the term, together with a checklist that can be used to record learners' progress.
- It also lists the assessment of learning required for the term, together with a scorecard that can be used to record learners' scores.
- This programme is strictly aligned to the DBE assessment requirements.

### **6. Assessment Tasks and Rubrics**

- This section includes any tasks and rubrics required to implement the Term 1 assessment programme.

We hope you enjoy using the PSRIP programme, and that you soon see the benefits of using a SLP.

Wishing you a healthy, safe and productive year ahead.

**The NECT PSRIP team**

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

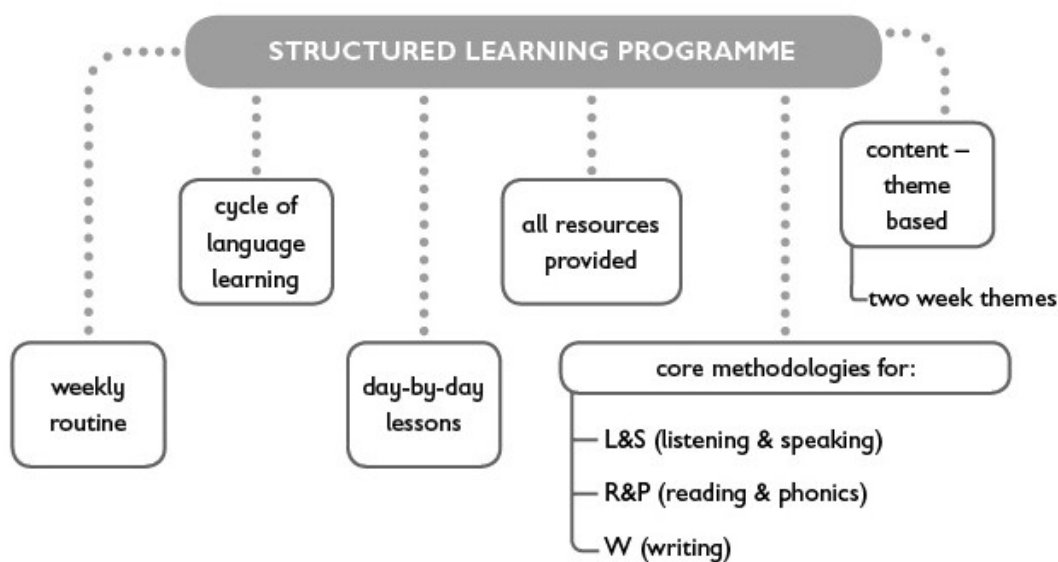
This structured learning programme is designed to teach EFAL at foundation phase level, in a South African context. The programme is CAPS aligned, and assessment tasks are aligned to the CAPS Section 4 revisions of 2019.

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

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

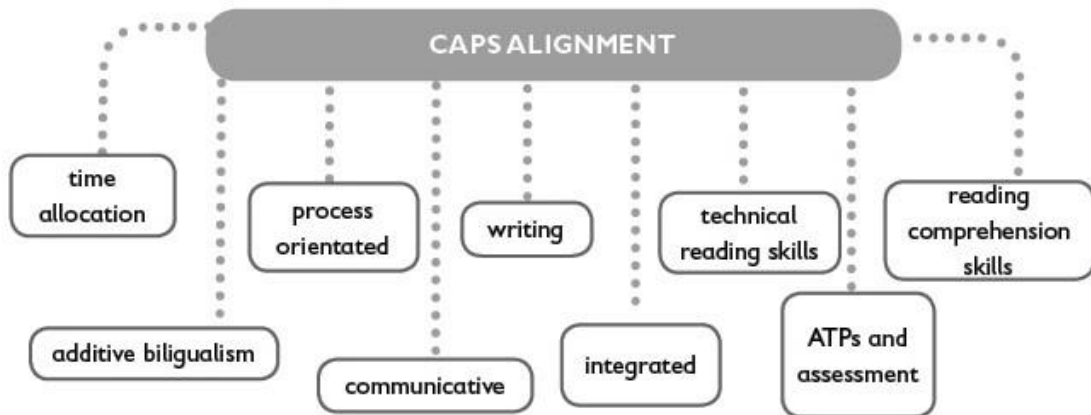
## Structured learning programme

A structured learning programme provides day-by-day lesson plans, together with all the required resources. This is sometimes referred to as a 'structured pedagogical programme' or as 'direct instruction'. For this FP EFAL programme, a routine has been designed to effectively teach each component of language in a 3 or 4 hour weekly cycle. Within this routine, selected pedagogies, or 'core methodologies' have been included to teach different aspects of literacy and language. This allows both the teacher and learners to master the routine and activities, and to ultimately engage with them in a confident, expert manner. Once teachers and learners are familiar with the routine and activities, energy can be focused on the content. Content is developed around a theme, and each theme runs for two weeks.



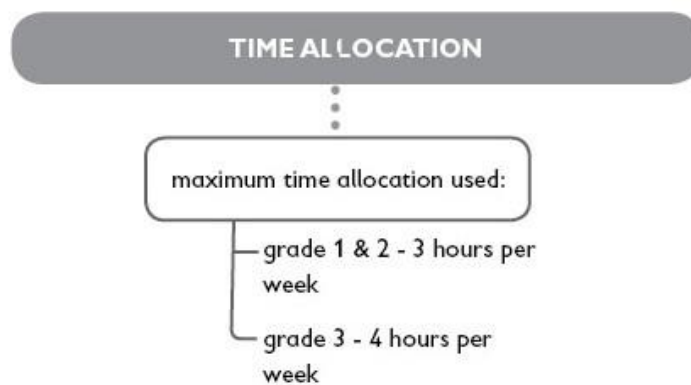
## CAPS (Curriculum Assessment Policy Statement) aligned

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



## Time allocation

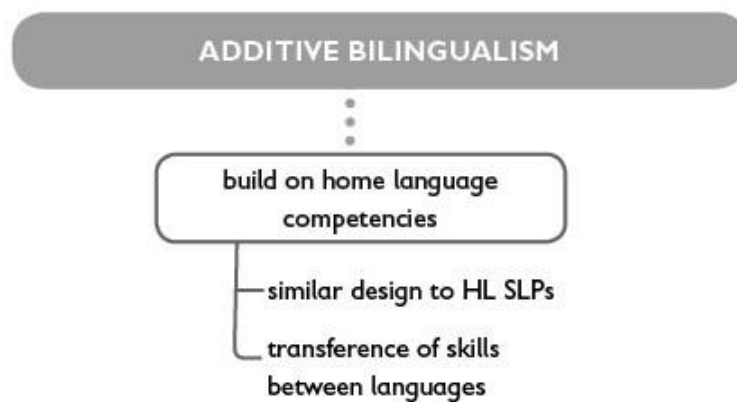
The PSRIP uses the maximum time allocation for FAL. This means that for Grades 1 and 2, the programme is designed for 3 hours per week. For Grade 3, the programme is designed for 4 hours per week.



## Additive bilingualism

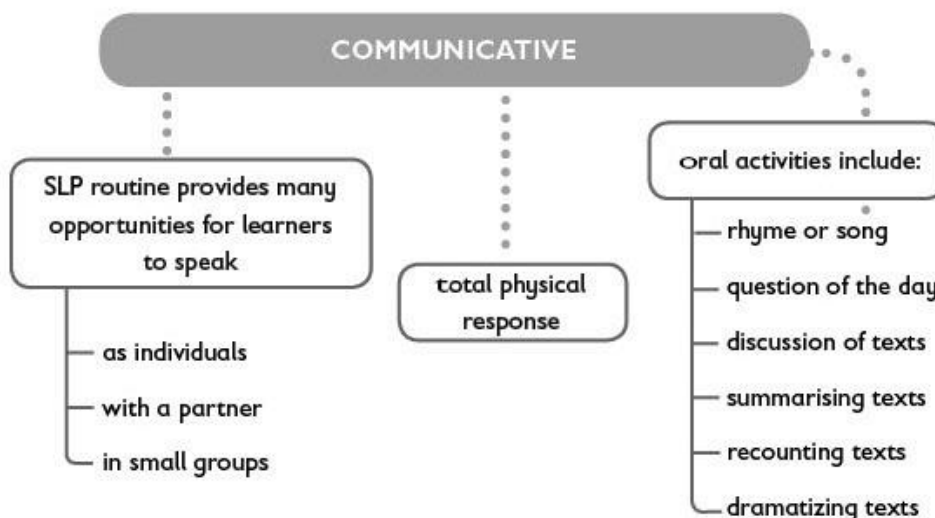
The programme depends on learners developing strong home language literacy competencies. It is designed to build on home language competencies.

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



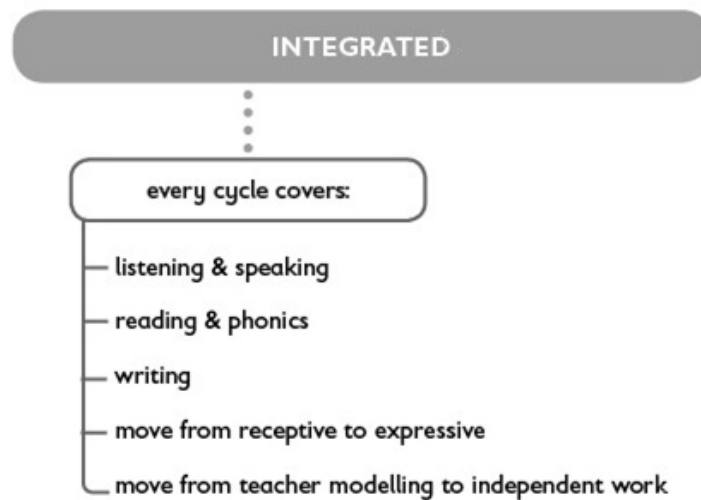
## Communicative

The communicative approach relies on learners having many opportunities to hear, practice and produce the targeted language, for social or practical purposes. The routine of this programme includes many opportunities for learners to use new language and vocabulary as individuals, with partners, and in small groups. Many of the oral activities require the use of total physical response – learners must listen, think, perform a movement or action, and respond orally.



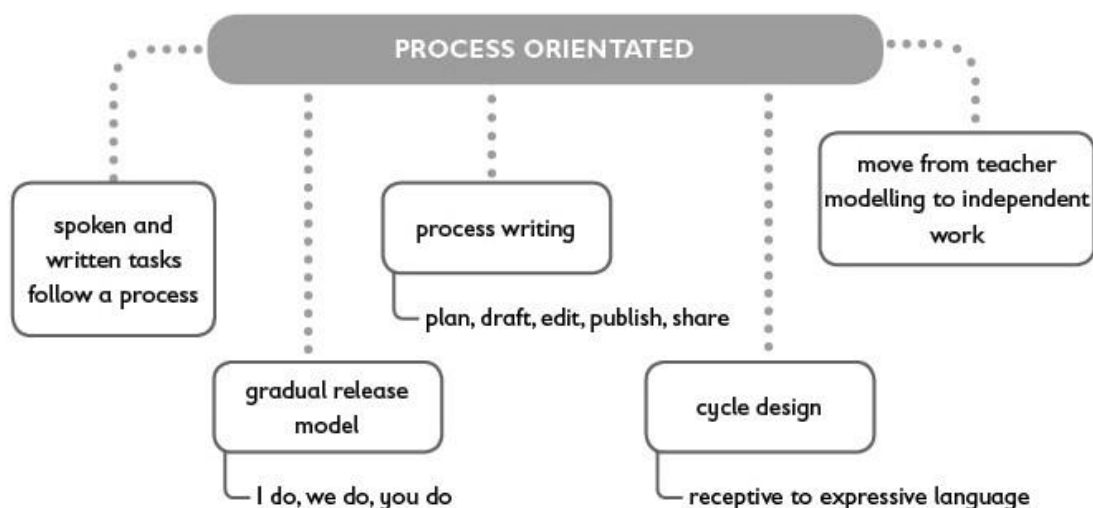
## Integrated

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



## Process orientated

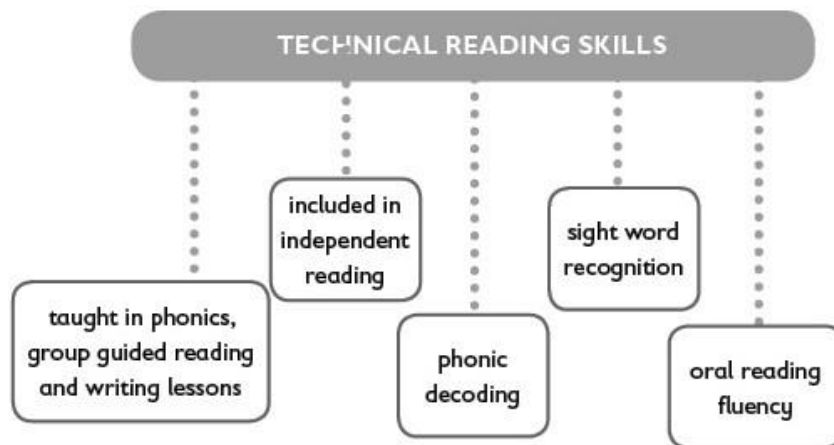
In this programme, the production of spoken and written language is process orientated, and often includes the use of the gradual release method (I do, we do, you do). In terms of writing, process writing is introduced from Grade 1, with learners initially planning and drafting. By Grade 3, learners implement the full process writing cycle. The more significant speaking and writing tasks happen towards the end of the cycle, once learners have had the opportunity to hear, read and learn theme related language.





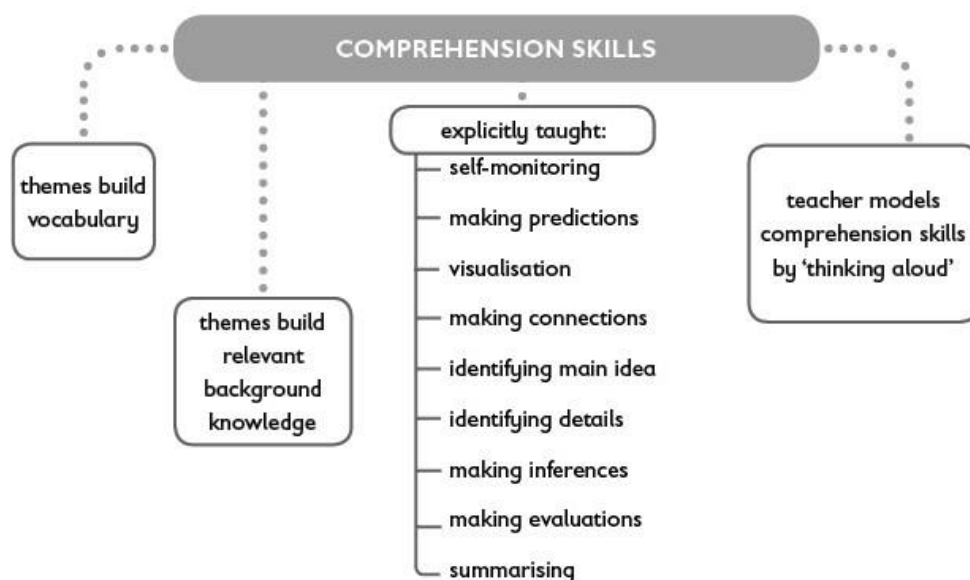
## Technical reading skills

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



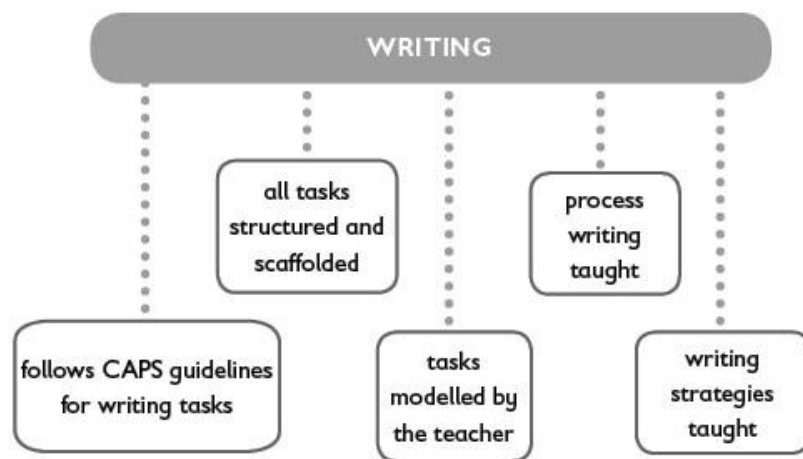
## Reading comprehension skills

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



## Writing

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



## Conclusion

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

# Term 1 Learning Outcomes

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

LEARNING OUTCOMES					
<b>LISTENING &amp; SPEAKING</b>					
Learners should be able to:					
1. Say or sing 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					
<b>Vocabulary</b>					
Learners should be able to understand and use some of the following theme vocabulary:					
happy	sad	feel	today	backpack	bag
carry	school	favourite	draw	listen	story
excited	friend	teacher	dog	classroom	read
write	sing	scared	first	uniform	shoes
stationery	pencil	pen	book	learn	teach
maths	letters	taxi	bus	drive	walk
desk	sit	front	back	big	small
baby	friend	grandmother	grandfather	grandparents	wait
help	clean	dirty	backyard	climb	game
skip	rope	little	big	born	new
younger	older	sibling	doll	hold	held
wrap	blanket	nappy	neck	strong	weak
family	home	brother	sister	dry	wet
ball	kick	throw	bounce	hot	cold
outside	inside	playground	slide	swings	down
run	pond	swim	jump	tree	sun
shade	sit	season	temperature	Summer	Winter

Spring	flowers	leaves	grow	bucket	splash
sad	mad	embarrassed	feeling	late	miss
bus	grumpy	mood	silly	bad	good
wear	uniform	wrong	swimming	costume	mistake
forget	bag	calm	excited	scared	love
hate	confused	corrected	shorten	annoyed	long
short	polite	rude	worried	quickly	slowly
wait	syllable	name	clap	count	

### READING & VIEWING

#### Phonemic Awareness and Phonics

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

a	s	t	p		
---	---	---	---	--	--

#### Phonic Decoding

Learners should be able to decode the following words:

ant	apple	axe	snake	snail	sand
sun	tap	tiger	pat	sap	tap
pap	pencil				

#### Sight & High Frequency Word Recognition

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

I	like	to	play	all	day
at	school	mom	dad	and	my
have	a	big	family	we	in
the	sun	do	you	hot	run
am	sad	he	said	is	so
happy	she				

**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

# Term 1 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 1 2021.

Week	DBE ATP Theme	PSRIP Theme	PSRIP Big Book Story
1	Orientation / This is me	Orientation	DBE WB 1 page 2 (See ATP)
2	Orientation / My birthday		DBE WB 1 page 8 (See ATP)
3	We go to school	We go to school	Ben goes to school
4			Olwethu's first day
5	My family	My family	Bongi waits
6			Tseko's new baby
7	We play outside	We play outside	A very hot day
8			Spring Day splashes
9	We have feelings	We have feelings	Dan has a bad week
10			My name is Buhlebendalo

# Term 1 Tracker

Week 3: We go to school		
Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Ben goes to school</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Ben goes to school</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Environmental sounds – making sound patterns</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Ben goes to school</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Ben goes to school</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• How I feel at school today</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Ben goes to school</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Environmental sounds – making sound patterns</li> </ul>	

### Week 4: We go to school

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Olwethu's first day</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Olwethu's first day</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Environmental sounds – making a sound pattern</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Olwethu's first day</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	



Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Olwethu's first day</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• Part of the school day I like best</li> </ul>	
Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Olwethu's first day</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Environmental sounds – making sound patterns</li> </ul>	

### Theme Reflection: We go to school

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

## Week 5: My family

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Bongani waits</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Bongani waits</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Environmental sounds – making sound patterns</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Bongani waits</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Bongani waits</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• My family is...</li> </ul>	

Friday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story) <ul style="list-style-type: none"> <li>• Big Book: Bongzi waits</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Environmental sounds – making sound patterns</li> </ul>	

<b>Week 6: My family</b>		
<b>Day</b>	<b>CAPS content, concepts, skills</b>	<b>Date completed</b>
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Tseko's new baby</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Tseko's new baby</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /a/</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Tseko's new baby</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	

Thursday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two	
	<ul style="list-style-type: none"> <li>• Big Book: Tseko's new baby</li> </ul>	
Thursday	Activity 3: Writing	
	<ul style="list-style-type: none"> <li>• My family is...</li> </ul>	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Recount the story)	
	<ul style="list-style-type: none"> <li>• Big Book: Tseko's new baby</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Revise new sound /a/</li> </ul>	

### Theme Reflection: My family

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

## Week 7: We play outside

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: A very hot day</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: A very hot day</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /s/</li> <li>• Introduce a rhyme</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: A very hot day</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sound /a/ and /s/</li> </ul>	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: A very hot day</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• I like to...</li> </ul>	

Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Dramatise)	
	<ul style="list-style-type: none"> <li>• Big Book: A very hot day</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Revise the new sound /s/</li> <li>• Revise the song</li> </ul>	

### Week 8: We play outside

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read	
	<ul style="list-style-type: none"> <li>• Big Book: Spring day splashes</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One	
	<ul style="list-style-type: none"> <li>• Big Book: Spring day splashes</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Introduce new sound /t/</li> <li>• Introduce new words</li> </ul>	
Wednesday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story	
	<ul style="list-style-type: none"> <li>• Big Book: Spring day splashes</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Differentiating new sounds /t/ and /s/</li> </ul>	

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

### Theme Reflection: We play outside

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

## Week 9: We have feelings

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: Dan has a bad week</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: Dan has a bad week</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Introduce new sound /p/</li> <li>• Introduce new words</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: Dan has a bad week</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating new sounds /p/ and /s/</li> </ul>	
Thursday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two <ul style="list-style-type: none"> <li>• Big Book: Dan has a bad week</li> </ul>	
Thursday	Activity 3: Writing <ul style="list-style-type: none"> <li>• I felt grumpy when...</li> </ul>	



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

### Week 10: We have feelings

Day	CAPS content, concepts, skills	Date completed
Monday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Monday	Activity 2: Shared Reading: Pre-Read <ul style="list-style-type: none"> <li>• Big Book: My name is Buhlebendalo</li> </ul>	
Monday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	
Tuesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Tuesday	Activity 2: Shared Reading: Read One <ul style="list-style-type: none"> <li>• Big Book: My name is Buhlebendalo</li> </ul>	
Tuesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Environmental sounds – making sound patterns</li> </ul>	
Wednesday	Activity 1: Daily Activities <ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Wednesday	Activity 2: Shared Reading: Illustrate the Story <ul style="list-style-type: none"> <li>• Big Book: My name is Buhlebendalo</li> </ul>	
Wednesday	Activity 3: Phonemic Awareness & Phonics <ul style="list-style-type: none"> <li>• Differentiating environmental sounds</li> </ul>	

Thursday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Thursday	Activity 2: Shared Reading: Read Two	
	<ul style="list-style-type: none"> <li>• Big Book: My name is Buhlebendalo</li> </ul>	
Thursday	Activity 3: Writing	
	<ul style="list-style-type: none"> <li>• I felt scared when...</li> </ul>	
Friday	Activity 1: Daily Activities	
	<ul style="list-style-type: none"> <li>• Greeting</li> <li>• Rhyme / Song</li> <li>• Theme Vocabulary</li> <li>• Question of the Day</li> <li>• Practise Sight Words</li> </ul>	
Friday	Activity 2: Shared Reading: Post-Read (Act out the story)	
	<ul style="list-style-type: none"> <li>• Big Book: A surprise for Dineo</li> </ul>	
Friday	Activity 3: Phonemic Awareness & Phonics	
	<ul style="list-style-type: none"> <li>• Segment and blend /p/</li> </ul>	

### Theme Reflection: We have feelings

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

# Term 1 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		Comment
Learners' Names		Can respond to a simple greeting	Makes simple requests	Sing a song and do the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs, poems or rhymes	Joins in choruses after repeated readings of a text	Identifies people, animals and illustrations in a big book	Draws a picture about a story that is told or read	Copies a caption for a picture	
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**ASSESSMENT FOR LEARNING: CHECKLIST**

Mark with ✓ or ✗		Listening & Speaking			Phonics		Reading		Writing		Comment
Learners' Names		Can respond to a simple greeting	Makes simple requests	Sing a song and do the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs,	Joins in choruses after repeated readings of a text	Identifies people, animals and illustrations in a big book	Draws a picture about a story that is told or read	Copies a caption for a picture	
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**ASSESSMENT FOR LEARNING: CHECKLIST**

Mark with ✓ or ✘		Listening & Speaking			Phonics		Reading		Writing		Comment
Learners' Names		Can respond to a simple greeting	Makes simple requests	Sing a song and do the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs, poems or rhymes	Joins in choruses after repeated readings of a text	Identifies people, animals and illustrations in a big book	Draws a picture about a story that is told or read	Copies a caption for a picture	
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**ASSESSMENT FOR LEARNING: CHECKLIST**

Mark with ✓ or ✘		Listening & Speaking			Phonics		Reading		Writing		Comment
Learners' Names		Can respond to a simple greeting	Makes simple requests	Sing a song and do the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs, poems or rhymes	Joins in choruses after repeated readings of a text	Identifies people, animals and illustrations in a big book	Draws a picture about a story that is told or read	Copies a caption for a picture	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading			Comment
		Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sounds	Listens to and answers questions related to a story	Total	
<b>Date</b>								
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>14</b>	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading			Comment
		Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sounds	Listens to and answers questions related to a story	Total	
<b>Date</b>								
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>14</b>	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading			Comment
		Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sounds	Listens to and answers questions related to a story	Total	
<b>Date</b>								
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>14</b>	
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**ASSESSMENT OF LEARNING: SCORESHEET**

Names of Learners		Listening & Speaking			Phonics & Reading			Comment
		Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sounds	Listens to and answers questions related to a story	Total	
<b>Date</b>								
<b>Score</b>		<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>14</b>	
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## Term 1 Assessment of Learning Tasks and Rubrics

LISTENING & SPEAKING RUBRIC				
<b>OBJECTIVE</b>	<ol style="list-style-type: none"> <li>1. Learner identifies and names items in a familiar picture.</li> <li>2. Learners respond to a simple question.</li> </ol>			
<b>IMPLEMENTATION</b>	<ol style="list-style-type: none"> <li>1. Week 7 or 8 when the learners are settled and writing.</li> <li>2. Week 7 or 8 Oral: Daily question.</li> </ol>			
<b>ACTIVITY 1</b>	<ol style="list-style-type: none"> <li>1. Settle the class to complete a written activity.</li> <li>2. Then, call individual learners to your desk.</li> <li>3. Use a picture from the big book story for the week.</li> <li>4. First, ask the learner to point to 2 items that you name.</li> <li>5. Next, ask the learner to name 2 items that you point to.</li> </ol>			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
<b>ACTIVITY 2</b>	<ol style="list-style-type: none"> <li>1. Complete this during the oral daily question activity.</li> <li>2. Follow the routine of calling one group per day to answer a theme-related question.</li> <li>3. Listen carefully as each learner answers the question.</li> </ol>			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.

<b>READING &amp; PHONICS RUBRIC</b>				
<b>OBJECTIVE</b>	1. Learner reproduces sound patterns using environmental sounds. 2. Learner listens to and answers questions related to a story.			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 phonics 2. Week 7 or 8 Shared Reading			
<b>ACTIVITY 1</b>	1. Go around the room during phonics and complete this activity with small groups of learners. 2. Tell learners to listen as you make a 'sound pattern', for example: clap clap click click stamp click. 3. Then, ask the learners to repeat the sound pattern. 4. Listen and watch carefully. 5. Do 2 sound patterns with each group.			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
	The learner cannot correctly reproduce the sound patterns, both in terms of sounds and rhythm.	The learner can correctly reproduce only one sound pattern, or the struggles with the rhythm on both sound patterns.	The learner can correctly reproduce both sound patterns, but struggles with the rhythm on occasion.	The learner can correctly reproduce both sound patterns, with the correct rhythm.
<b>ACTIVITY 2</b>	1. Once you have read the big book story to learners, ask individual learners a basic recall question about the story. 2. Listen carefully to the answers.			
	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.

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

**ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 1****Revised National Teaching Plan****GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:**

Please note the following:

1. The CAPS document for terms 1-4 (2020) has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. The first few weeks must be used to teach sounds / concepts that were not addressed in the previous year.
6. Learners will be at different levels. All schools will not be the same, If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. The topics/themes and vocabulary for FAL are only suggestions and not compulsory. Teachers should use themes applicable to the school context. Choose your vocabulary according to your theme.
9. Whenever group work is done, social distancing is to be adhered to.

**Guidelines for assessment: Baseline assessment:**

- Should be done during the first 10 days of returning to school.
- Baseline activities should not be a stand-alone but be integrated with the teaching and learning process.
- Should be done informally and mostly through observation.
- The assessment activities will focus on previous grade content.
- The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.

**School Based Assessment:**

- Assessment takes place on a continuous basis in the Foundation Phase.
- A bigger focus should be on formative assessment.
- Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)  
Rubrics are only suggestions.
- Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

**These are exceptional times. We would like to thank you for trying your utmost to prepare our learners.**

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

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Suggested Theme</b>	<b>ORIENTATION</b> This is me	<b>ORIENTATION/</b> My birthday	<b>ORIENTATION</b> We go to school	We go to school	<b>My Family</b> DBE workbook page 12-13 (Family at home inside their house)	My Family	We play outside	We play outside	We have feelings	We have feelings
<b>CAPS Topic</b>	<p><b>LISTENING AND SPEAKING</b></p> <ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/rhyme</li> <li>Then you do an open-ended question (question with no wrong answer)</li> <li>Vocabulary of the day and sight words</li> </ul>									
<b>Core Concepts, Skills and Values</b>	Greet the learners and let them greet the friend next to them.	Greeting Teach learners a routine and procedure to move to the carpet and back to their tables. Rhyme: Come to the carpet, come to the carpet Quiet as a mouse, quiet as a mouse	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting.	Greeting	Greeting

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																							
<p><b>Song/ Rhyme</b></p> <p>Grade 1 learners must get use to the class routine.</p> <p>Teach learners a routine and procedure to hand out their DBE Workbooks and open to the correct page. Then teach them a routine and procedure to collect and hand in DBE Workbooks/ other books.</p> <p>Song: Head and shoulders DBE WB 1 pg 4 Divide learners into 5 groups. Ask group 1: How do you feel? I feel happy. I feel sad.</p>	<p><i>Happy birthday to you</i></p>	<p><i>If you are happy and you know it.....</i></p>	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Look who came to school today,</td> <td>Clap your hands</td> </tr> <tr> <td>School today, school today!</td> <td>Clap your hands</td> </tr> <tr> <td>Look who came to school today!</td> <td>Clap your hands</td> </tr> <tr> <td>(child's name) did!</td> <td>Point to a child</td> </tr> </tbody> </table>	Lyrics	Actions	Look who came to school today,	Clap your hands	School today, school today!	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Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Suggested Vocabulary</b>  <b>(Teach 4 words a day from week 3 onwards)</b>	Teach learners the theme words: I, feel, happy, sad  Teach the word "same" in different ways, e.g. teacher holds up 1 finger and asks the learners to do the same; teacher draws a simple shape on the board and asks learners to draw the same shape in their books.  Teach the word "different" in many ways, e.g. teacher holds up 2 fingers and asks the learners to hold up a different number of fingers.	Teach learners: six, seven, eight years old  Teach them the word "more" in different ways, e.g. using different number of learners  Teach the word "fewer" in different ways.	happy, sad, feel, today, backpack, bag, carry, school, favourite, draw, listen, story, excited, friend, teacher, dog, classroom, read, write, sing	scared, first, uniform, shoes, stationery, pencil, pen, book, learn, teach, maths, letters, taxi, bus, drive, walk, desk, sit, front, back	big, small, family, home, brother, sister, baby, friend, grandmother, grandfather, grandparents, wait, help, clean, dirty, backyard, climb, game, skip, rope	little, big, born, new, younger, older, sibling, doll, hold, held, wrap, blanket, nappy, neck, strong, weak	ball, kick, throw, bounce, hot, cold, outside, inside, playground, slide, swings, down, run, pond, swim, jump, tree, sun, shade, sit	season, temperature, Summer, Winter, Spring, flowers, leaves, grow, bucket, splash, dry, wet	sad, mad, embarrassed, feeling, late, miss, bus, grumpy, mood, silly, bad, good, wear, uniform, wrong, swimming costume, mistake, forget, bag, calm	excited, scared, love, hate, confused, corrected (verb), shorten, annoyed, long, short, polite, rude, worried, quickly, slowly, wait, syllable, name, clap, count
<b>Sight words</b>			I, like, to, play	all, day, at, school	Mom, Dad, and, my	Have, a big, family	we, in, the, sun	do, you, hot, run	am, sad, he, said	is, so, happy, she
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Begins to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Responds to simple greetings and farewells using phrases.</li> <li>Points to objects in the classroom or in a picture in response to teacher's instructions.</li> <li>Names some objects in a picture or in the classroom in response to teacher's questions.</li> <li>Responds physically to simple oral instructions.</li> <li>Responds to simple questions.</li> <li>Understands and begins to use some simple language structures in context, e.g. plural forms of countable nouns.</li> <li>Sings simple songs and does actions with guidance.</li> <li>Joins in action rhymes and songs, doing the actions.</li> <li>Plays language games.</li> </ul>									
<b>Date completed</b>										

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING</b> <b>In grade 1 we do Shared Reading only.</b>									
<b>Core Concepts, Skills and Values</b>	Tell learners to look at the picture: DBE WB 1 pg 2 Second-Read: read the story to learners: The girls and boys are at the playground. Mary says 'hello'. Peter says 'hello'. The girls feel happy. The boys feel happy. They like the playground. Ask: Who says 'hello'? Mary says hello. / Peter says hello. Ask: Who feels happy? The girls feel happy. / the boys feel happy.	DBE WB 1 pg 8 First-Read: read this story to learners, explaining each sentence with code-switching: It is Tuli's birthday. She is six years old. The children sing 'happy birthday to you'. The girls eat the pink cake. The boys eat the pink cake. They feel happy.	Shared reading  Pre read activity  First read  Learners illustrate the story on Wednesday.  Second read	Shared reading  Pre read activity  First read  Learners illustrate the story on Wednesday.  Second read (Learners recount a part of the story they liked most.)	Shared reading  Pre read activity  First read (Visualise)  Learners illustrate the story on Wednesday  Second read (Inferences) At the end, learners recount a part of the story.	Shared reading  Pre read activity  First read  Learners illustrate the story on Wednesday.  Second read (Recount one thing you remember from the story.)	Shared reading  Pre read activity  First read  Learners illustrate the story on Wednesday.  Second read	Shared reading  Pre read activity  First read (Visualise)  Learners illustrate the story on Wednesday.  Second read (Recount the story.)	Shared reading  Pre Read – Prediction  First Read- Make connection  Illustrate the story  Second read – making connections  Recount the story	Shared reading  Pre Read – Prediction  First Read- Make inferences  Illustrate the story  Second read
<b>Curriculum Coverage Tracking</b>	<p><b>Emergent Literacy</b></p> <ul style="list-style-type: none"> <li>Recognises some common words in our everyday environment.</li> <li>Develops emergent literacy, for example, concepts of print through the Shared Reading activity.</li> </ul> <p><b>Shared Reading</b></p> <ul style="list-style-type: none"> <li>Listens to the story or non-fiction text while following the teacher and looking at the pictures.</li> <li>Talks about the pictures using Home Language where necessary.</li> <li>Identifies objects in the pictures.</li> <li>Answers some simple questions with the support of the pictures.</li> <li>Learns some oral vocabulary.</li> <li>After repeated readings, joins in the choruses where appropriate.</li> <li>Draws a picture capturing the story.</li> </ul>									
<b>Date completed</b>										

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>PHONICS</b>									
<b>Core Concepts, Skills and Values</b>	1. Teach an ATTENTION GETTER, e.g.: 1-2-3 EYES ON ME, 1-2 EYES ON YOU!  2. Instruct learners to talk to their neighbours.  3. When they hear '1-2-3 EYES ON ME' they must stop talking.  4. They must say '1-2 EYES ON YOU.'  5. They must sit quietly in their seats with their eyes on the teacher.	Another attention getter: When they hear 'IF YOU CAN HEAR ME CLAP ONCE' they must stop talking.  They must clap once.	Environmental sounds. Make two sounds, learners decide whether it's the same or different. (e.g. clap, whistle, click, tap)	Environmental sounds. Make two sounds, learners decide whether it's the same or different. (e.g. clap, whistle, click, tap)	Environmental sounds. Make two sounds, learners decide whether it's the same or different. (e.g. clap, whistle, click, tap)	<p style="text-align: center;"><b>a</b></p> <i>ant, apple, axe, animal</i>  INTRODUCE /a/ SONG  <i>/a/, /a/ ants on my arm</i> <i>/a/, /a/ ants on my arm</i> <i>/a/, /a/ ants on my arm</i> Causing me alarm!  Environmental sounds	<p style="text-align: center;"><b>s</b></p> <i>snake, snail, sand, sun</i>  INTRODUCE /s/ SONG  <i>/s/, /s/ Sammy snake</i> <i>/s/, /s/ Sammy snake</i> <i>/s/, /s/ Sammy snake</i> Slithering softly and slowly  Revision of a and s sound	<p style="text-align: center;"><b>t</b></p> <i>tap, tiger, tortoise not, spot, got, dot</i>  Learners differentiate between t and s.  <b>Segmenting and blending:</b> First the teacher illustrates how to segment the word tap, then the learners do it. Do this with several words like tap, sat, mat,	<p style="text-align: center;"><b>p</b></p> <i>path, power, pap, pencil map, clap, cap</i>  Rhyming words: pat, sat, tap  Differentiate between s and p. Segmenting and blending words, e.g. pat, sap, tap, Environmental sounds	Environmental sounds (clap, whistle, stamp, click)  Make sound patterns and learners must copy the teacher  Rhyming words. .
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Segments oral sentences into individual words by clapping on each word.</li> <li>With the teacher's help, identifies some rhyming words in stories, songs and rhymes.</li> <li>Begins to identify different initial sounds in words.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>WRITING</b> Remember to model the writing on the board first.....									
<b>Core Concepts, Skills and Values</b>	Tell learners to turn to DBE WB 1 pg 5 Tell them to draw themselves and write their names	Draw your family	I feel.....  (Learners draw about how do they feel at school.)	I like.....  (Learners draw something they like at school.)	My family is .....  (Learners draw their family.)	My family is.....  Learners draw something they like to do with their family.	I like to.....  Learners draw something they like doing outside.	I like to play....  Learners draw a place they like to be outside.	I felt grumpy when.....  Learners draw of a time when they felt grumpy.	I felt scared when.....  Learners draw of a time when they felt scared.
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>With the help of the teacher, writes a caption for his/her drawing and reads back what is written.</li> </ul>									
<b>Date completed</b>										



<b>Extension activities</b>			DBE workbook pages 3, 5, 6. Draw a picture of your school.	DBE workbook pages 4, 6, 7. Draw a picture of what is inside your bag.	DBE workbook pages 13, 14 Draw a picture of how you feel when you are with your family.	DBE workbook page 16, 17 and 20. Draw something you like doing outside.	DBE workbook 22, 23, 24. Draw something you wear when you play outside.	DBE workbook pages 25, 26 and 27 Draw a picture of a time when you felt real mad.	DBE workbook pages 28, 29, 31 Draw a picture of a time when you felt excited.
<b>Requisite Pre-Knowledge</b>		Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.	Learners are familiar with the topic.
<b>Resources (other than textbook) to enhance learning</b>		Big books Flash cards DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1	Big books Flash cards Pictures Posters Readers DBE Workbook 1
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> <li>Use a checklist for assessment for learning (Informal Assessment)</li> </ul>								

## ASSESSMENT: TERM 1

### PROGRAMME OF ASSESSMENT:

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> <li>Points to and name some objects in the classroom or in a picture in response to teacher's instructions</li> <li>Responds to a simple question</li> </ul>	Observation/ practical and Oral	Rubric	7	By week 9	
	<ul style="list-style-type: none"> <li>Responds to simple greetings</li> <li>Sings simple songs and does action rhymes</li> <li>Make simple requests</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics	Reproduces sound patterns using environmental sounds	Observation/ practical & Oral	Rubric	7	By week 9	
Oral	<ul style="list-style-type: none"> <li>Begins to identify different initial sounds in words.</li> <li>Identifies some rhyming words in stories, songs, poems and rhymes.</li> </ul>		Checklist	n/a		
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading Oral	<ul style="list-style-type: none"> <li>Answers simple oral questions about a story</li> <li>Joins in choruses after repeated readings of a text</li> <li>Identifies people, animals and objects in the illustrations ( Big Book/ Poster)</li> </ul>	Observation & Oral	Rubric / Checklist	7	By week 9	
<b>Teacher notes:</b> Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none"> <li>Draws a picture for a story that is told</li> <li>Copies a caption for a picture</li> </ul>	Written	Classwork book	n/a	By week 9	
<b>Teacher notes:</b> Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						


**ASSESSMENT FOR LEARNING: CHECKLIST TO USE**

Mark with x or ✓	LISTENING AND SPEAKING			PHONICS		READING		WRITING		COMMENT
	Can respond to a simple greeting	Make simple requests	Sing a song and do the actions	Begins to identify initial sounds in words	Identifies some rhyming words in stories, songs, poems or rhymes	Joins in choruses after repeated readings of a text	Identifies people, animals and objects in the illustrations (Big Book/ Poster_	Draws a picture about a story that is told or read	Copies a caption for a picture	
<b>Learner's names</b>										

**ASSESSMENT OF LEARNING: SCORESHEET**

DATE	LISTENING AND SPEAKING			PHONICS	READING	Total	Comment
	Identifies and names items in a familiar picture	Responds to simple questions	Total	Reproduces sound patterns using environmental sound patterns	Listens to and answers questions related to a story		
<b>SCORE</b>	<b>7</b>	<b>7</b>	<b>14</b>	<b>7</b>	<b>7</b>	<b>14</b>	
<b>NAMES OF LEARNERS</b>							
1							
2							
3							
4							
5							

**RUBRIC EXAMPLES:**

<b>LISTENING &amp; SPEAKING RUBRIC</b>				
<b>OBJECTIVE</b>	1. Learner identifies and names items in a familiar picture. 2. Learners respond to a simple question.			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 when the learners are settled and writing. 2. Week 7 or 8 Oral: Daily question.			
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Settle the class to complete a written activity. Then, call individual learners to your desk. Use a picture from the big book story for the week, or from the DBE Workbook. First, ask the learner to point to 2 items that you name. Next, ask the learner to name 2 items that you point to.	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
<b>ACTIVITY 2</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Complete this during the oral daily question activity. Follow the routine of calling one group per day to answer a theme-related question. Listen carefully as each learner answers the question.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
<b>CALCULATION</b>				
<ul style="list-style-type: none"> <li>Add each learner's totals out of 7 for the two activities, to get a total out of 14.</li> <li>Divide by 2 to get a rating from 1-7 to record on the report.</li> </ul>				

<b>READING &amp; PHONICS RUBRIC</b>				
<b>OBJECTIVE</b>	1. Learner reproduces sound patterns using environmental sounds. 2. Learner listens to and answers questions related to a story.			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 phonics 2. Week 7 or 8 Shared Reading			
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Go around the room during phonics and complete this activity with small groups of learners. Tell learners to listen as you make a 'sound pattern', for example: clap clap click click stamp click. Then, ask the learners to repeat the sound pattern. Listen and watch carefully. Do 2 sound patterns with each group.	The learner cannot correctly reproduce the sound patterns, both in terms of sounds and rhythm.	The learner can correctly reproduce only one sound pattern, or the struggles with the rhythm on both sound patterns.	The learner can correctly reproduce both sound patterns, but struggles with the rhythm on occasion.	The learner can correctly reproduce both sound patterns, with the correct rhythm.
<b>ACTIVITY 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<b>MARKS</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>7</b>
Once you have read the big book story to learners, ask individual learners a basic recall question about the story. Listen carefully to the answers.	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
<b>CALCULATION</b>				
<ul style="list-style-type: none"> <li>Add each learner's totals out of 7 for the two activities, to get a total out of 14.</li> <li>Divide by 2 to get a rating from 1-7 to record on the report.</li> </ul>				

### OVERVIEW OF FOUNDATION PHASE PHONICS

	GRADE 1		GRADE 2		GRADE 3	
	THEME	PHONICS	THEME	PHONICS	THEME	PHONICS
T1 WK 1	We go to school	Environmental sounds	CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT j,w, r, at words/ an words		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT	Revision of oo oa ee br dr fl sl cl pl gr tr
T1 WK 2		Environmental sounds				
T1 WK 3		Environmental sounds				
T1 WK 4						
T1 WK 5						
T1 WK 6		My family				
T1 WK 7	We play outside	s	Celebrating birthdays	e	What is friendship?	-sh
T1 WK 8		t		i		-ch
T1 WK 9	We have feelings	p	Getting around	o	Determination	-th
T1 WK 10		revision		u		wh
T2 WK 1	Friends	i	Helping our friends	Revise: e i an	Me and my siblings	u-e
T2 WK 2		n		Revise o/u / at		oo
T2 WK 3	Growing things	m	Setting goals	y	Practice makes perfect!	ea
T2 WK 4		h		s		oa
T2 WK 5	Animals	o	We have feelings!	long /short	Families caring for each other	ng/nk
T2 WK 6		b		long /short		ch/cl
T2 WK 7	Sports and games	c	Making mistakes	ed	Bullying	a-e
T2 WK 8		k		ing		i-e
T2 WK 9	The three little pigs	e	Being safe and responsible	Revision	We are writers	o-e
T2 WK 10		revision		Revision		u-e
T2 WK 11						Revision
T3 WK 1	All around town	ck	Traditions	sp	Compassion	ai
T3 WK 2		g		sh-		ay
T3 WK 3	Working together	d	Community	-sh	Honesty	oi
T3 WK 4		u		th		ou
T3 WK 5	All about clothes	r	Creative thinking	Word families	Solving problems	oy
T3 WK 6		f		ch, ed		str
T3 WK 7	Reading is fun	l	Healthy eating	th	Learning new things	tch
T3 WK 8		plurals s		sl-ing		nch
T3 WK 9	Keeping our bodies healthy and safe	plurals es	Worried and afraid	oo	Identities	ph/ff
T3 WK 10		Revision		ch-ed		ss/ll
T3 WK 11				Revision		
T4 WK 1	Problem solving	j	Solving problems	fl-	The power of education	ar /er
T4 WK 2		v		sl-		ir/or
T4 WK 3	We grow and change	w	Historical figures	cl	Calm and relaxed	ur
T4 WK 4		x		br		spr
T4 WK 5	Our living history	y	Bullying & appearance	oo	Grief	str
T4 WK 6		Revision		ee		dr
T4 WK 7	Science is fun!	Plurals -s and -es	Using technology for good	Revision	History	Revision
T4 WK 8		Plurals -s and -es		Assessment		-tch
T4 WK 9	PREPARATION FOR 2022	Revision		Revision		Suffixes
T4 WK 10		Revision		Revision		Revision