









TERM 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Me			At school		Healthy habits		Weather		
<p>Listening & Speaking W: 25%</p> <p>LISTEN BETTER lesson</p> <p>Free by howardbwigglebottom</p> <p>Resource URL https://www.youtube.com/watch?v=HH0rQiwKtSs</p> <p>Minion's Classroom Rules(Short) Free By S T</p> <p>Resource URL https://www.youtube.com/watch?v=3fFGuWvGqiAb</p>	<ul style="list-style-type: none"> Appropriate listening behaviour Listen to instructions (classroom routine) and stories, etc. Share personal details 	<ul style="list-style-type: none"> Appropriate listening behaviour Sing songs with movement Listen for enjoyment Listen to instructions (classroom routine) and stories, etc. Share personal details 	<ul style="list-style-type: none"> Appropriate listening behaviour Listen for enjoyment Listen with interest to stories, rhymes and songs. Listen to instructions 	<ul style="list-style-type: none"> Appropriate listening behaviour Share personal experiences at the school Sing songs with movement Listen with interest to stories, rhymes and songs. Listen for enjoyment Listen to instructions and stories, etc. 	<ul style="list-style-type: none"> Appropriate listening behaviour Share personal experiences on the sports field. Listen with interest to stories, rhymes and songs. Listen to instructions 	<ul style="list-style-type: none"> Arrange pictures in logical sequence and discuss Discuss pictures on posters and in books. Suitable listening behaviour/ respect/ take turns Take part in discussions, share and take turns to talk. 	<ul style="list-style-type: none"> Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. Suitable listening behaviour/ respect/ take turns 	<ul style="list-style-type: none"> Sing songs with movement Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. Suitable listening behaviour/ respect/ take turns 	<ul style="list-style-type: none"> Share personal experiences of a hot summers day. Sing songs with movement Arrange pictures in logical sequence and discuss Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary. Suitable listening behaviour/ respect/ take turns 	<ul style="list-style-type: none"> Appropriate listening behaviour Share personal experiences Arrange pictures in logical sequence and discuss Classify objects by using correct vocabulary
<p>Phonics Phonics W:20%</p> <p>Free Word Families for Kindergarten 1st Grade ESL Teaching ... https://www.youtube.com/watch?v=Y5g_O6y3F1Q</p> <p>Letter S Song (Animated) Free by Have Fun Teaching Resource URL https://www.youtube.com/watch?v=8oRsEQD2nl</p> <p>Phonics Letter- T Alphabet Songs For Children Learning Videos For Toddlers by Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=4PhbUhrI4KE</p> <p>Phonics Letter- O Alphabet Songs For Children Learning Videos For Toddlers by Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=rpvtKnqu7-4</p> <p>Phonics Letter- M Alphabet Songs For Children Phonics Letters For Toddlers Videos For Kids Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=xUOc-UwTVBA</p>	<p>Auditory perception-Auditory synthesis-Synthesis of word parts</p> <ul style="list-style-type: none"> Command: Which word do you hear if I say: Book + case = bookcase Hand + bag = handbag <p>Teaching methodology:</p> <ul style="list-style-type: none"> Pictures Blocks  Hand signs  Verbal commands Sounds: s, a, t, i 	<p>Auditory perception-Auditory synthesis-Synthesis of word parts</p> <ul style="list-style-type: none"> Command: Which word do you hear if I say: Book + case = bookcase Hand + bag = handbag <p>Teaching methodology:</p> <ul style="list-style-type: none"> Pictures Blocks  Hand signs  Verbal commands Sounds: p, n, ck, e 	<p>Auditory perception-Auditory analysis of word parts</p> <ul style="list-style-type: none"> Command: Say "bookcase" Say it again but this time without the "case" Say "handbag". Say it again but this time without the "bag" <p>Teaching methodology:</p> <ul style="list-style-type: none"> Pictures Blocks  Hand signs  Verbal commands Sounds:h, r, m, d 	<p>Auditory perception-Auditory analysis of word parts</p> <ul style="list-style-type: none"> Command: Say "bookcase" Say it again but this time without the "case" Say "handbag". Say it again but this time without the "bag" <p>Teaching methodology:</p> <ul style="list-style-type: none"> Pictures Blocks  Hand signs  Verbal commands Sounds:g, o, u, l 	<p>Auditory perception- Replacement of word parts at the end of words</p> <ul style="list-style-type: none"> Command: Say "bookcase" Say it again but this time replace "case" with shelf. Which word do we get now? <i>Bookshelf</i> Say "handbag". Say it again but this time without the "bag" <p>Replacement of word parts at the beginning of words:</p> <p>Say the word "handbag". Say it again but replace the "hand" with "shopping". Which word do we get? <i>Shopping bag</i></p> <ul style="list-style-type: none"> Sounds:f, b, ai, j 	<p>Auditory perception- Replacement of word parts at the end of words</p> <ul style="list-style-type: none"> Command: Say "bookcase" Say it again but this time replace "case" with shelf. Which word do we get now? <i>Bookshelf</i> Say "handbag". Say it again but this time without the "bag" <p>Replacement of word parts at the beginning of words:</p> <p>Say the word "handbag". Say it again but replace the "hand" with "shopping". Which word do we get? <i>Shopping bag</i></p> <ul style="list-style-type: none"> Sounds: oa, ie, ee, or Wordbuilding Build words with sounds learnt e.g. sat, pat, tin, pin Combination of sounds Dividing words into sound segments Sound replacement 	<p>Auditory perception-Sythesis of sound segments:</p> <ul style="list-style-type: none"> Which word do you hear if I say: classroom? <i>classroom</i> Which word do you hear if I say: kitchen? <i>Kitchen</i> Which word do you hear if I say: li-brary? <i>Library</i> <p>Teaching Methodology:</p> <ul style="list-style-type: none"> Blocks Hand signs Verbal commands <ul style="list-style-type: none"> Sounds: z. w. ng, v Wordbuilding: Build words with sounds learnt 	<p>Auditory perception-Sythesis of sound segments:</p> <ul style="list-style-type: none"> Which word do you hear if I say: classroom? <i>classroom</i> Which word do you hear if I say: kitchen? <i>Kitchen</i> Which word do you hear if I say: li-brary? <i>Library</i> <p>Teaching Methodology:</p> <ul style="list-style-type: none"> Blocks Hand signs Verbal commands <ul style="list-style-type: none"> Sounds: oo, y, x, ch Wordbuilding: Build words with sounds learnt 	<p>Auditory perception-Analysis of sound segments at the beginning and end of words:</p> <ul style="list-style-type: none"> Clap sound segments e.g. c-a-t cat Take away of sound segments e.g Say "cat" without the "c" at <ul style="list-style-type: none"> Sound: sh, th, Wordbuilding: Build words with sounds learnt 	<p>Auditory perception-Analysis of sound segments at the beginning and end of words:</p> <ul style="list-style-type: none"> Clap sound segments e.g. c-a-t cat Take away of sound segments e.g Say "cat" without the "c" at <ul style="list-style-type: none"> Sound: Revise sounds learnt Wordbuilding: Build words with sounds learnt

<p>Phonics Letter- O Alphabet Songs For Children Learning Videos For Toddlers by Kids Tv Free By Kids TV - Nursery Rhymes And Baby Songs Resource URL https://www.youtube.com/watch?v=rpvtKnqu7-4</p>										
<p>Reading W:25% Shared Reading</p>	<p>Emergent reading skills:</p> <ul style="list-style-type: none"> • Recognise own name that those of at least 10 classmates • Hold the book and turn the pages correctly • Predicts the story by making use of the pictures; read picture books 	<p>Emergent reading skills:</p> <ul style="list-style-type: none"> • Recognise own name that those of at least 10 classmates • Hold the book and turn the pages correctly • Discuss how to handle a book and the care of books • Predicts the story by making use of the pictures; read picture books 	<p>Emergent reading skills:</p> <ul style="list-style-type: none"> • Recognise own name that those of at least 10 classmates • Hold the book and turn the pages correctly • Discuss how to handle a book and the care of books • Predicts the story by making use of the pictures; read picture books • Interpret pictures to create own story; "read" pictures 	<p>Emergent reading skills:</p> <ul style="list-style-type: none"> • Recognise own name that those of at least 10 classmates • Hold the book and turn the pages correctly • Discuss how to handle a book and the care of books • Predicts the story by making use of the pictures; read picture books • Interpret pictures to create own story; "read" pictures 	<p>Emergent reading skills:</p> <p>Vocabulary building</p> <ul style="list-style-type: none"> • Repeat the story several times so that learners can get acquainted with the vocabulary in the story • Read etiquettes and under scripts of objects in the classroom <p>Make use of visual cues:</p> <ul style="list-style-type: none"> • Reflects on the end of the story by discussion what could lead to it • Make use of pictures to understand the sequence of happenings in the story and to determine how the happenings influenced each other 	<p>Emergent reading skills:</p> <p>Vocabulary building</p> <ul style="list-style-type: none"> • Repeat the story several times so that learners can get acquainted with the vocabulary in the story • Read etiquettes and under scripts of objects in the classroom <p>Make use of visual cues:</p> <ul style="list-style-type: none"> • Reflects on the end of the story by discussion what could lead to it • Make use of pictures to understand the sequence of happenings in the story and to determine how the happenings influenced each other 	<p>Emergent reading skills:</p> <p>Vocabulary building</p> <ul style="list-style-type: none"> • Collect and read brands of products and other words/printed texts in the environment • Recognise learners' names in the classroom <p>Make use of visual cues:</p> <ul style="list-style-type: none"> • Reflects on the end of the story by discussion what could lead to it <p>Build basic skills of understanding:</p> <ul style="list-style-type: none"> • Builds understanding by asking questions on the story. Learners to answer in full sentences. 	<p>Emergent reading skills:</p> <p>Vocabulary building</p> <ul style="list-style-type: none"> • Collect and read brands of products and other words/printed texts in the environment • Recognise learners' names in the classroom <p>Make use of visual cues:</p> <ul style="list-style-type: none"> • Reflects on the end of the story by discussion what could lead to it <p>Build basic skills of understanding:</p> <ul style="list-style-type: none"> • Builds understanding by asking questions on the story. Learners to answer in full sentences. 	<p>Emergent reading skills:</p> <p>Vocabulary building</p> <ul style="list-style-type: none"> • Collect and read brands of products and other words/printed texts in the environment • Recognise learners' names in the classroom • Interpret pictures to create own story; "read" pictures 	<p>Emergent reading skills:</p> <p>Vocabulary building</p> <ul style="list-style-type: none"> • Collect and read brands of products and other words/printed texts in the environment • Recognise learners' names in the classroom • Interpret pictures to create own story; "read" pictures
<p>Group Guided Reading What Is Guided Reading? Reading Lessons Free by How cast Resource URL https://www.youtube.com/watch?v=yw6CyBjkPqw</p> <p>ds vocabulary - Clothes - clothing - Learn English for kids - English educational video Free By English Singing Resource URL https://www.youtube.com/watch?v=Q_EwuVHD65U</p> <p>Kids vocabulary - Feel (Feelings or Emotions) - Are you happy? - English video for kids Free By English for anyone I Resource URL https://www.youtube.com/watch?v=g3J8dirGgOw</p>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • Concept of books: cover page, title, front page, back page • Read aloud from own book in groups with teacher • Make use of sentence strips and flashcards to introduce new sentences to learners 	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • Concept of books: cover page, title, front page, back page • Direction: read from front to back, left to right and from top to bottom • Read aloud from own book in groups with teacher • Make use of sentence strips and flashcards to introduce new sentences to learners • Begins to build sight words 	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • Concept of books: cover page, title, front page, back page • Direction: read from front to back, left to right and from top to bottom • Read aloud from own book in groups with teacher • Make use of sentence strips and flashcards to introduce new sentences to learners • Begins to build sight words 	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • Concept of books: cover page, title, front page, back page • Direction: read from front to back, left to right and from top to bottom • Read aloud from own book in groups with teacher • Make use of sentence strips and flashcards to introduce new sentences to learners • Begins to build sight vocabulary • Make use of sentence strips and flashcards to consolidate words 	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • Concept of books: cover page, title, front page, back page • Direction: read from front to back, left to right and from top to bottom • Punctuation: Capital letters and full stops • Read aloud from own book in groups with teacher • Make use of sentence strips and flashcards to introduce new sentences to learners • Begins to build sight vocabulary • Make use of sentence strips and flashcards to consolidate words 	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • Concept of books: cover page, title, front page, back page • Direction: read from front to back, left to right and from top to bottom • Punctuation: Capital letters and full stops • Read aloud from own book in groups with teacher • Make use of sentence strips and flashcards to introduce new sentences to learners • Begins to build sight vocabulary • Make use of sentence strips and flashcards to consolidate words 	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • Concept of books: cover page, title, front page, back page • Direction: read from front to back, left to right and from top to bottom • Punctuation: Capital letters, full stops and question marks • Read aloud from own book in groups with teacher • Builds basic basic skills for understanding • Learners start to monitor themselves • Reading fluency • Make use of sentence strips and flashcards to introduce new sentences to learners • Begins to build sight vocabulary • Make use of sentence strips and flashcards to consolidate words 	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • Concept of books: cover page, title, front page, back page • Direction: read from front to back, left to right and from top to bottom • Punctuation: Capital letters, full stops and question marks • Read aloud from own book in groups with teacher • Builds basic basic skills for understanding • Learners start to monitor themselves • Reading fluency • Make use of sentence strips and flashcards to introduce new sentences to learners • Begins to build sight vocabulary • Make use of sentence strips and flashcards to consolidate words 	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • Concept of books: cover page, title, front page, back page • Direction: read from front to back, left to right and from top to bottom • Punctuation: Capital letters, full stops, commas and question marks • Read aloud from own book in groups with teacher • Builds basic basic skills for understanding • Learners start to monitor themselves • Reading fluency • Make use of sentence strips and flashcards to introduce new sentences to learners • Begins to build sight vocabulary 	<ul style="list-style-type: none"> • Read aloud from own book in groups with teacher • Begins to build sight vocabulary

Informal assessment; remediation	<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.
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. By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics. Teachers could choose from SBA guidelines on formal assessment model. <p>https://drive.google.com/open?id=1vbctW2SUYC9jTL_VP1io8Q0YWVC5M_0CBo-FiphTuzU</p> <p>https://drive.google.com/open?id=17ue7rZ47cwAZB8qYLFiONtMUJant2QRrM2Oz8nLXHV4</p> <p>https://drive.google.com/open?id=1IMbVXrS59cPdf8k5jb7CuuanRkX3orwMS1HrqumZfuA</p> <p>https://drive.google.com/open?id=1nQdRnD-wgss5XgHIQee0uLLSagf97f53mMz5FomRmY</p>

TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	My family		Safety at home		My body		Keeping my body safe			
Listening & Speaking W: 25% Free By FreddieVilleVideos Resource URL https://www.youtube.com/watch?v=fuZktwZKYNE	<ul style="list-style-type: none"> Appropriate listening behaviour- listen to peers that tells stories about their families. Talk about personal experiences – My family Listen to instructions – Teacher give more than one command to learners to act on. Join in choruses and rhymes (Poems and rhymes on the family) 	<ul style="list-style-type: none"> Appropriate listening behaviour- listen to the stories of their peers on their families Talk about personal experiences- things they as a family likes to do together Listen to instructions – teacher gives more than one command for learners to act on. Join in choruses of songs and rhymes (poems and rhymes of the family) Recite poems and rhymes Identify/recognise parts of a whole 	<ul style="list-style-type: none"> Appropriate listening behaviour- teacher speaks on safety at home (bathroom and kitchen) Listen to instructions – safety rules in the house Convey messages – tell Mom and Dad how to ensure safety at home Recite poems and rhymes (Safety) 	<ul style="list-style-type: none"> Appropriate listening behaviour- Teacher speaks about safety at home during thunderstorms outside and inside the home Listen to more than one instruction at a time Listen with comprehension and answer questions and draw pictures on safety in the kitchen. Recite poems and rhymes (safety) 	<ul style="list-style-type: none"> Appropriate listening behaviour- listen to as story about: My body Listen with comprehension and answer questions and draw pictures (Answers questions about “My body”) Join in choruses of songs, stories and rhymes (My body) Identify/recognise parts of a whole 	<ul style="list-style-type: none"> Describe objects by using correct vocabulary (senses and for what to use it for) Understand and use vocabulary of subjects (vocabulary on senses) Recite poems and rhymes (Songs and rhymes on “My body”) Identify/recognise parts of a whole 	<ul style="list-style-type: none"> Appropriate listening behaviour Listen to facts about “My body” (Bones in my body and parts of my body that helps me to breath) Fit flashcards of bones in the body and body parts that helps you to breath on a poster Participate in class discussions Reading comprehension 	<ul style="list-style-type: none"> Appropriate listening behaviour Talk about personal experiences Describe objects by using correct vocabulary Listen to stories and identify main idea (listen to story on how to keep your body safe) Sequence pictures Participate in class discussions Understand and use vocabulary of subjects Join in choruses of songs, stories and rhymes Recite poems and rhymes 	<ul style="list-style-type: none"> Talk about personal experiences (Yes and No feelings) Describe objects by using correct vocabulary Listen to stories and identify main idea (case studies of yes and no feelings) Sequence pictures Participate in class discussions Reading comprehension Understand and use vocabulary of subjects 	<ul style="list-style-type: none"> Describe objects by using correct vocabulary – I keep my body healthy Listen to stories and identify main idea Sequence pictures (how can we purify water) Participate in class discussions on how to purify water Reading comprehension Understand and use vocabulary of subjects Recite poems and rhymes Identify/recognise parts of a whole
Phonics W:20% Phonics How to teach reading with phonics - 2/12 - CVCs (3 Letter Words ...) https://www.youtube.com/watch?v=LvabblvDcc Free Word Families for Kindergarten 1st Grade ESL Teaching ... https://www.youtube.com/watch?v=Y5g_O6y3F1Q	Auditory Perception – Auditory analysis – replace sound parts at beginning of words <ul style="list-style-type: none"> Say <i>water</i>. Take away <i>wa</i> and put <i>la</i> in it’s place. Which word do you get? <i>later</i> Replace sound parts at end of words <ul style="list-style-type: none"> Say the word <i>kitchen</i>. Take <i>-chen</i> away and replace it with <i>-ten</i>. What word do you get? <i>Kitten</i> Phonics: qu, ou, oi	Auditory Perception – Auditory analysis – replace sound parts at beginning of words <ul style="list-style-type: none"> Say <i>water</i>. Take away <i>wa</i> and put <i>la</i> in it’s place. Which word do you get? <i>later</i> Replace sound parts at end of words <ul style="list-style-type: none"> Say the word <i>kitchen</i>. Take <i>-chen</i> away and replace it with <i>-ten</i>. What word do you get? <i>Kitten</i> Phonics: ue, er, ar	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words <ul style="list-style-type: none"> Which sound do you hear at the beginning of the word? <i>bed</i> Which sound do you hear at the end of the word? <i>pen</i> Phonics: Alternatives - oa, s, f	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words <ul style="list-style-type: none"> Which sound do you hear at the beginning of the word? <i>bed</i> Which sound do you hear at the end of the word? <i>pen</i> Phonics: Alternatives - ai, j ie	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words <ul style="list-style-type: none"> Which sound do you hear at the beginning of the word? <i>bed</i> Which sound do you hear at the end of the word? <i>pen</i> Phonics: Alternatives: ee, or, ou	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words <ul style="list-style-type: none"> Which sound do you hear at the beginning of the word? <i>bed</i> Which sound do you hear at the end of the word? <i>pen</i> Phonics: Alternatives – oi, ue, er	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words <ul style="list-style-type: none"> Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) <i>bed</i> 	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words <ul style="list-style-type: none"> Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) <i>bed</i> 	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words <ul style="list-style-type: none"> Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) <i>bed</i> 	Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words <ul style="list-style-type: none"> Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) <i>bed</i> Phonics: Revise all the sounds learnt

	<p>Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> • Auditory distinction between initial and ending sounds • Identify letter-sound relationship • Combination of sounds • Dividing words into sound segments • Sound replacement • Word building: two-word families • Build words consisting of an initial sound and rhyme sound and identify rhyme sound • Sound families • Read words in sentences and text • Sound: b f 	<p>Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> • Auditory distinction between initial and ending sounds • Identify letter-sound relationship • Combination of sounds • Dividing words into sound segments • Sound replacement • Word building: two-word families • Build words consisting of an initial sound and rhyme sound and identify rhyme sound • Sound families • Read words in sentences and text • Sound: t i 	<p>Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> • Auditory distinction between initial and ending sounds • Identify letter-sound relationship • Combination of sounds • Dividing words into sound segments • Sound replacement • Word building: two-word families • Build words consisting of an initial sound and rhyme sound and identify rhyme sound • Sound families • Read words in sentences and text • Sound: p y 	<p>Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> • Auditory distinction between initial and ending sounds • Identify letter-sound relationship • Combination of sounds • Dividing words into sound segments • Sound replacement • Word building: two-word families • Build words consisting of an initial sound and rhyme sound and identify rhyme sound • Sound families • Read words in sentences and text 	<p>Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> • Auditory distinction between initial and ending sounds • Identify letter-sound relationship • Combination of sounds • Dividing words into sound segments • Sound replacement • Word building: two-word families • Build words consisting of an initial sound and rhyme sound and identify rhyme sound • Sound families • Read words in sentences and text 	<p>Phonics: Tricky words group 1: I, the, he, she, me, we, be, was, to, do, are, all</p> <p>Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> • Auditory distinction between initial and ending sounds • Identify letter-sound relationship • Combination of sounds • Dividing words into sound segments • Sound replacement • Word building: two-word families • Build words consisting of an initial sound and rhyme sound and identify rhyme sound • Sound families • Read words in sentences and text 	<p>Phonics: Tricky words group 2: you, your, come, some, said, here</p> <p>Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> • Auditory distinction between initial and ending sounds • Identify letter-sound relationship • Combination of sounds • Dividing words into sound segments • Sound replacement • Word building: two-word families • Build words consisting of an initial sound and rhyme sound and identify rhyme sound • Sound families • Read words in sentences and text 	<p>Phonics: Tricky words group 2: there, they, go, no, so, my</p> <p>Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> • Auditory distinction between initial and ending sounds • Identify letter-sound relationship • Combination of sounds • Dividing words into sound segments • Sound replacement • Word building: two-word families • Build words consisting of an initial sound and rhyme sound and identify rhyme sound • Sound families • Read words in sentences and text 	<p>Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> • Auditory distinction between initial and ending sounds • Identify letter-sound relationship • Combination of sounds • Dividing words into sound segments • Sound replacement • Word building: two-word families • Build words consisting of an initial sound and rhyme sound and identify rhyme sound • Sound families • Read words in sentences and text 	
<p>Reading W:25% Shared Reading</p> <p>Teaching with Shared Reading of a Big Book Free By Bill Barnes</p> <p>Resource URL https://www.youtube.com/watch?v=Lu3QH9AJn0s</p>	<p>Vocabulary development:</p> <ul style="list-style-type: none"> • Vocabulary in different contexts • Focus on the words in the pictures before concentrating on the text <p>Story skills:</p> <ul style="list-style-type: none"> • Learners make use of their imagination and use cues from pictures to make up their own stories <p>Interpret:</p> <ul style="list-style-type: none"> • Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher 	<p>Think about your thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> • Think deeply • What does the character think? • Make inferences • Make inferences by using cues • Think about an example <p>Make connections:</p> <ul style="list-style-type: none"> • Ask questions like: Have you felt like this before? • Who of you have had an experience like this? <p>Decision making skills:</p> <ul style="list-style-type: none"> • Think about why a character acted the way he did? <ul style="list-style-type: none"> • Read Big Book and enlarged text as a whole class with teacher • Use pictures to predict what story is about • Use pictures to create own story • Use clues and pictures for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions 	<p>Vocabulary development:</p> <ul style="list-style-type: none"> • Vocabulary in different contexts • Focus on the words in the pictures before concentrating on the text <p>Story skills:</p> <ul style="list-style-type: none"> • Learners make use of their imagination and use cues from pictures to make up their own stories <p>Interpret:</p> <p>Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher</p> <ul style="list-style-type: none"> • Read Big Book and enlarged text as a whole class with teacher • Use pictures to predict what story is about • Use pictures to create own story • Use clues and pictures for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions 	<p>Think about your thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> • Think deeply • What does the character think? • Make inferences • Make inferences by using cues • Think about an example <p>Make connections:</p> <ul style="list-style-type: none"> • Ask questions like: Have you felt like this before? • Who of you have had an experience like this? <p>Decision making skills:</p> <ul style="list-style-type: none"> • Think about why a character acted the way he did? <p>Sequence of events:</p> <ul style="list-style-type: none"> • Look at the pictures and try and remember what happened in the story • Give the sequence of events and highlights of the story <ul style="list-style-type: none"> • Read Big Book and enlarged text as a whole class with teacher • Use pictures to predict what story is about 	<p>Vocabulary development:</p> <ul style="list-style-type: none"> • Vocabulary in different contexts • Focus on the words in the pictures before concentrating on the text <p>Story skills:</p> <ul style="list-style-type: none"> • Learners make use of their imagination and use cues from pictures to make up their own stories <p>Interpret:</p> <p>Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher</p> <ul style="list-style-type: none"> • Read Big Book and enlarged text as a whole class with teacher • Use pictures to predict what story is about • Use pictures to create own story • Use clues and pictures for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions 	<p>Think about your thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> • Think deeply • What does the character think? • Make inferences • Make inferences by using cues • Think about an example <p>Make connections:</p> <ul style="list-style-type: none"> • Ask questions like: Have you felt like this before? • Who of you have had an experience like this? <p>Decision making skills:</p> <ul style="list-style-type: none"> • Think about why a character acted the way he did? <ul style="list-style-type: none"> • Read Big Book and enlarged text as a whole class with teacher • Use pictures to predict what story is about • Use pictures to create own story • Use clues and pictures for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions 	<p>Decision making skills:</p> <ul style="list-style-type: none"> • Think about why a character acted the way he did? <p>Think about text:</p> <ul style="list-style-type: none"> • Form own opinions on the text <p>Consolidation of vocabulary:</p> <ul style="list-style-type: none"> • Make use of emotion words in full sentences • Synonyms and antonyms <ul style="list-style-type: none"> • Read Big Book and enlarged text as a whole class with teacher • Use pictures to predict what story is about • Use pictures to create own story • Use clues and pictures for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions • Discuss capital letters and full stops 	<p>Vocabulary development:</p> <ul style="list-style-type: none"> • Vocabulary in different contexts • Focus on the words in the pictures before concentrating on the text <p>Story skills:</p> <ul style="list-style-type: none"> • Learners make use of their imagination and use cues from pictures to make up their own stories <p>Interpret:</p> <p>Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher</p> <ul style="list-style-type: none"> • Read Big Book and enlarged text as a whole class with teacher • Use pictures to predict what story is about • Use pictures to create own story • Use clues and pictures for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions 	<p>Think about your thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> • Think deeply • What does the character think? • Make inferences • Make inferences by using cues • Think about an example <p>Make connections:</p> <ul style="list-style-type: none"> • Ask questions like: Have you felt like this before? • Who of you have had an experience like this? <p>Decision making skills:</p> <ul style="list-style-type: none"> • Think about why a character acted the way he did? <ul style="list-style-type: none"> • Read Big Book and enlarged text as a whole class with teacher • Use pictures to predict what story is about • Use pictures to create own story • Use clues and pictures for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions • Discuss capital letters and full stops 	<p>Vocabulary development:</p> <ul style="list-style-type: none"> • Vocabulary in different contexts • Focus on the words in the pictures before concentrating on the text <p>Story skills:</p> <ul style="list-style-type: none"> • Learners make use of their imagination and use cues from pictures to make up their own stories <p>Interpret:</p> <p>Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher</p> <ul style="list-style-type: none"> • Read Big Book and enlarged text as a whole class with teacher • Use pictures to predict what story is about • Use pictures to create own story • Use clues and pictures for understanding • Discuss story, characters, main idea • Ask questions about story, also higher-order questions • Discuss capital letters and full stops




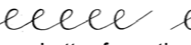


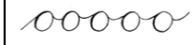
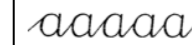

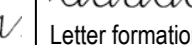
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<p>Group Guided Reading</p> <p>What Is Guided Reading? Reading Lessons Free by Howcast Resource URL https://www.youtube.com/watch?v=yw6CyBjkPqw</p>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • E.g. Punctuation: capital letters, full stops, commas and question marks <p>Read aloud from own book or reading chart with teacher</p> <ul style="list-style-type: none"> • Build basic comprehension skills – place events in sequence • Learners monitor themselves in word recognition and comprehension skills • Reading fluency and punctuation <p>Make use of sentence strips and flashcards to teach new words and sentences to learners.</p> <p>Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</p>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • E.g. Punctuation: capital letters, full stops, commas and question marks <p>Read aloud from own book or reading chart with teacher</p> <ul style="list-style-type: none"> • Build basic comprehension skills – place events in sequence • Learners monitor themselves in word recognition and comprehension skills • Reading fluency and punctuation <p>Make use of sentence strips and flashcards to teach new words and sentences to learners.</p> <p>Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</p>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • E.g. Punctuation: capital letters, full stops, commas and question marks <p>Read aloud from own book or reading chart with teacher</p> <ul style="list-style-type: none"> • Build basic comprehension skills – place events in sequence • Learners monitor themselves in word recognition and comprehension skills • Reading fluency and punctuation <p>Make use of sentence strips and flashcards to teach new words and sentences to learners.</p> <p>Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</p>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • E.g. 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Punctuation: capital letters, full stops, commas and question marks <p>Read aloud from own book or reading chart with teacher</p> <ul style="list-style-type: none"> • Build basic comprehension skills – place events in sequence • Learners monitor themselves in word recognition and comprehension skills • Reading fluency and punctuation <p>Make use of sentence strips and flashcards to teach new words and sentences to learners.</p> <p>Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</p>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • E.g. Punctuation: capital letters, full stops, commas and question marks <p>Read aloud from own book or reading chart with teacher</p> <ul style="list-style-type: none"> • Build basic comprehension skills – place events in sequence • Learners monitor themselves in word recognition and comprehension skills • Reading fluency and punctuation <p>Make use of sentence strips and flashcards to teach new words and sentences to learners.</p> <p>Sight words: • Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</p>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> • E.g. Punctuation: capital letters, full stops, commas and question marks <p>Read aloud from own book or reading chart with teacher</p> <ul style="list-style-type: none"> • Build basic comprehension skills – place events in sequence • Learners monitor themselves in word recognition and comprehension skills • Reading fluency and punctuation <p>Make use of sentence strips and flashcards to teach new words and sentences to learners.</p> <p>Sight words: Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</p> <ul style="list-style-type: none"> • Use phonic knowledge, sight words and clues during reading • Learners monitor themselves in word recognition and comprehension skills • Build sight vocabulary during all reading • Read aloud to a peer from prepared text for reading fluency • Reread known texts 			
<p>Writing: W:20% Writing</p> <p>Kids vocabulary - Body - parts of the body - Learn English for kids - English educational video Free By English Singing Resource URL https://www.youtube.com/watch?v=SUt8q0EKbms</p>	<ul style="list-style-type: none"> • Draw pictures to convey a message with simple captions • Write words with sounds taught and draw a picture next to the word • Write own news sentence and draw • Compile word lists according to instructions 	<ul style="list-style-type: none"> • Draw pictures to convey a message with simple captions • Write words with sounds taught and draw a picture next to the word • Write own news sentence • Compile word lists according to instructions 	<ul style="list-style-type: none"> • Draw pictures to convey a message with simple captions • Write words with learned sounds and draw a picture • Write own news sentence and draw a picture • Compile word lists according to instructions 	<ul style="list-style-type: none"> • Draw pictures to convey a message with simple captions- Create a security sign for your home and write under scripts • Write words with sounds taught • Write own news sentence and draw a picture 	<ul style="list-style-type: none"> • Draw pictures to convey a message with simple captions – • Write words with sounds taught and draw pictures • Write own news sentence and draw a picture • Compile word lists according to instructions 	<ul style="list-style-type: none"> • Draw pictures to convey a message with simple captions – My body is special • Write words with sounds taught • Write own news sentence and draw a picture • Compile word lists according to instructions - senses 	<ul style="list-style-type: none"> • Draw pictures to convey a message with simple captions • Write words with sounds taught • Write own news sentence • Compile word lists according to instructions Contribute ideas to the writing of a class story 	<ul style="list-style-type: none"> • Draw pictures to convey a message with simple captions • Write words with sounds taught • Write own news sentence • Compile word lists according to instructions Contribute ideas to the writing of a class story 	<ul style="list-style-type: none"> • Draw pictures to convey a message with simple captions • Write words with sounds taught • Write own news sentence • Compile word lists according to instructions Contribute ideas to the writing of a class story 	<ul style="list-style-type: none"> • Draw pictures to convey a message with simple captions • Write words with learned sounds. Test for consolidation • Write own news sentence • Compile word lists according to instructions

Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation	<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. 									
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. By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics. Teachers could choose from SBA guidelines on formal assessment model. <p>https://drive.google.com/open?id=1vbctW2SUYC9jTL_VP1io8Q0YWVC5M_0CBo-FiphTuzU</p> <p>https://drive.google.com/open?id=17ue7rZ47cwAZB8qYLFiONtVMUaNI2QRrM2Oz8nLXHV4</p> <p>https://drive.google.com/open?id=1IMbVXrS59cPdf8k5jb7CuuanRkX3onwMS1HrqumZfuA</p> <p>https://drive.google.com/open?id=1nQdRnD-wgss5XgHIQee0uLLSAgf97t53mMz5FomRmY</p>									

TERM 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	My community		Pets	Manners and responsibilities	Plants and seeds		Food			
Listening & Speaking W: 25% Follow Me Kids Songs Super Simple Songs Free By Super Simple Songs - Kids Songs Resource URL https://www.youtube.com/watch?v=hW2DDGX7Tcc Rhyming Words for Kids Kindergarten and First Grade Classroom Video Free By Homeschool Pop Resource URL https://www.youtube.com/watch?v=-IYFpLZA618	<ul style="list-style-type: none"> Take part in discussions and answers questions – places in the community Talks about personal experiences – Which places in the picture have you visited (Places in the community) Understand and use vocabulary of subjects – Buildings in my community – purpose of every building 	<ul style="list-style-type: none"> Listen to instructions and respond appropriately Appropriate listening behaviour Listen to story with interest and enjoyment – draw picture with caption Role-play with appropriate vocabulary 	<ul style="list-style-type: none"> Talk about personal experiences – How do I care for my pet? Listen to story with interest and enjoyment – draw picture with caption – Johan’s pet. Sequence pictures with captions Role-play with appropriate vocabulary 	<ul style="list-style-type: none"> Takes part in discussions, ask questions and answers questions – Good and bad manners Talk about personal experiences – Good manners Recite and do actions Understand and use vocabulary of subjects – vocabulary on good and bad manners Listen to story with interest and enjoyment – draw picture with caption – Pietie Please and Thank you 	<ul style="list-style-type: none"> Listen to more than one instruction at a time and respond appropriately Understand and use vocabulary of plants Place the flashcard on the picture – We need plants for ... Participate in discussions, questions and answer questions – Why do we need plants? (Shelter, shadow, food, flowers, etc.) 	<ul style="list-style-type: none"> Understand and use vocabulary of subjects – parts of a plant Listen to details and answer open-ended questions Ask questions on parts of plants Identify differences and similarities using correct vocabulary 	<ul style="list-style-type: none"> Talk about personal experiences – food I like/do not like Listen to details and answer open-ended questions – healthy and unhealthy food Identify differences and similarities using correct vocabulary – food pyramid 	<ul style="list-style-type: none"> Understand and use vocabulary of subjects Listen to details and answer open-ended questions – Where does different foods come from? Identify differences and similarities using correct vocabulary Use and extend vocabulary – From where do we get different kinds of food. 	<ul style="list-style-type: none"> Listen to instructions and respond appropriately Talk about personal experiences – Create your own menu Understand and use vocabulary of subjects Use and extend dictionary 	<ul style="list-style-type: none"> Appropriate listening behaviour Understand and use vocabulary of subjects Listen to details and answer open-ended questions Identify differences and similarities using correct vocabulary

<p>Phonics W:20% Phonics Topic Phonics letter l Free by Johanna Vega Resource URL https://www.youtube.com/watch?v=yrQWi-nV2hU</p> <p>Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch?v=Lu3QH9AJn0s</p>	<ul style="list-style-type: none"> Revise single sounds Build three-letter words with single consonants and short vowels Recognise and use double sounds e.g. book, tree, moon Sound: Tricky words group 3: one, by, only, old, like, have 	<ul style="list-style-type: none"> Revise double sounds Recognise and use double sounds e.g. book, tree, moon. Build three-letter words with single consonants and short vowels Sound: Tricky words group 3: live, give, little, down, what, when 	<ul style="list-style-type: none"> Double consonants: ll ss Build three-letter words with single consonants and short vowels Sound: Tricky words group 4: why, where, who, which, any, many 	<ul style="list-style-type: none"> Double consonants: ll ss Build three-letter words with single consonants and short vowels Sound: Tricky words group 4: more, before, other, were, because, want 	<ul style="list-style-type: none"> Revise all double sounds Recognise and use double consonants Build three-letter words with single consonants and short vowels Read words taught in sentences and text Sound: Tricky words group 5: saw, put, could, should, would 	<ul style="list-style-type: none"> Revise all double sounds Recognise and use double consonants Read words taught in sentences and text Group words into sound families Read words taught in sentences and text Sound: Tricky words group 5: right, two, four, goes, does, made 	<ul style="list-style-type: none"> Revise all double sounds Recognise and use double consonants Group words into sound families Read words taught in sentences and text Sound: Tricky words group 6: once, upon, always, also, of, eight 	<ul style="list-style-type: none"> Revise all double sounds Recognise and use double consonants Identify letter-sound relationship Group words into sound families Read words taught in sentences and text Sound: Tricky words group 6: love, cover, after, every, mother, father 	<ul style="list-style-type: none"> Revise all double sounds Recognise and use double consonants Identify letter-sound relationship Group words into sound families Read words taught in sentences and text Sound: Revise tricky words 	<ul style="list-style-type: none"> Revise all double sounds Recognise and use double consonants Identify letter-sound relationship Group words into sound families Read words taught in sentences and text Sound: Revise tricky words
<p>Reading W:25% Shared Reading</p>	<p>Vocabulary building:</p> <ul style="list-style-type: none"> Listen to vocabulary in different contexts. Focus on the words in pictures before focussing on the words in the text – Places in our community and people in the community <p>Story skills:</p> <ul style="list-style-type: none"> Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community <p>Interpret:</p> <ul style="list-style-type: none"> Interpret pictures to create own story by “reading” the pictures. Read Big Book and enlarged text as a whole class with teacher 	<p>Re-think thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> Think deeper What do you think does the character think? Make inferences by using cues Think on examples <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? <p>Decision making skills:</p> <ul style="list-style-type: none"> Why do you think the character acted the way he did? 	<p>Read Big Book and enlarged text as a whole class with teacher</p> <p>Vocabulary building:</p> <ul style="list-style-type: none"> Listen to vocabulary in different contexts.(We care for our pets) <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? <p>Problemsolving:</p> <ul style="list-style-type: none"> Cobus does not know how to care for his pet. Help him. <p>Summarise:</p> <ul style="list-style-type: none"> Explain in 5 sentences how to care for your pet. 	<p>Read Big Book and enlarged text as a whole class with teacher</p> <p>Vocabulary building:</p> <ul style="list-style-type: none"> Listen to vocabulary in different contexts.e.g. Chris forgets his manners <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? <p>Problemsolving:</p> <ul style="list-style-type: none"> Case studies – how will you help children who have bad manners? <p>Summarise:</p> <ul style="list-style-type: none"> List words that will demonstrate good manners 	<p>Read Big Book and enlarged text as a whole class with teacher</p> <p>Vocabulary building:</p> <ul style="list-style-type: none"> Listen to vocabulary in different contexts. Focus on the words in pictures before focussing on the words in the text – Why do we need plants? <p>Interpret information from posters, pictures and tables:</p> <ul style="list-style-type: none"> E.g. Why do we need plants? 	<p>Understand the connection between cause and effect:</p> <ul style="list-style-type: none"> Caring for my plants (How?) <p>Make inferences:</p> <ul style="list-style-type: none"> I think that because..... 	<p>Vocabulary building:</p> <ul style="list-style-type: none"> Listen to vocabulary in different contexts. Focus on the words in pictures before focussing on the words in the text – Places in our community and people in the community <p>Story skills:</p> <ul style="list-style-type: none"> Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community <p>Interpret:</p> <ul style="list-style-type: none"> Interpret pictures to create own story by “reading” the pictures. Read Big Book and enlarged text as a whole class with teacher 	<p>Re-think thoughts and feelings and make inferences:</p> <ul style="list-style-type: none"> Think deeper What do you think does the character think? Make inferences by using cues Think on examples <p>Make connections:</p> <ul style="list-style-type: none"> Ask questions to connect the story with real life experiences e.g. Who of you have felt like that? <p>Decision making skills:</p> <ul style="list-style-type: none"> Why do you think the character acted the way he did? <ul style="list-style-type: none"> Read Big Book and enlarged text as a whole class with teacher Discuss sequence and background from story Use book cover to predict what story is about Recognise the connection between cause and effect Ask questions about story, also higher-order questions Give own opinion of story Interpret information from posters, pictures and tables 	<p>Decision making skills:</p> <ul style="list-style-type: none"> Why do you think the character acted the way he did? <p>Summarise:</p> <ul style="list-style-type: none"> Make a summary of healthy and unhealthy food 	<p>Read Big Book and enlarged text as a whole class with teacher</p> <p>Understand the connection between cause and effect:</p> <ul style="list-style-type: none"> What will happen if I do not store food properly? Ask questions about story, also higher-order questions

<p align="center">- Group Guided Reading</p> <p>What Is Guided Reading? Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v=yw6CyBjkPqW</p>	<p>Read aloud from own book or reading chart with teacher</p> <p>Use structural-analytical decoding skills</p> <ul style="list-style-type: none"> Break up words in word parts Add word parts together Recognise smaller words within a word <p>Make use of contextual cues:</p> <ul style="list-style-type: none"> Make use of pictures to make sense of a story Predicts the story by making use of cues Make use of the storyline to predict words Look at words around a specific word, to enable you to read an unknown word <p>Use phonic knowledge, sight words and clues during reading</p> <p>Use word recognition and comprehension skills during the reading lesson:</p> <ul style="list-style-type: none"> Sound words to understand Use beginning sounds as a cue Use general letter patterns e.g. -ow, -ew Use know parts of the words to read the whole word Make use of combining sounds to understand words e.g. bl-ock 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style="list-style-type: none"> Build sight vocabulary during all reading
<p>Writing: W:20% Writing</p> <p>Learn English Punctuation for Kids: Period, Exclamation Mark, Question Mark Free By Kids Academy Resource URL https://www.youtube.com/watch?v=mPnSYcxkiKU</p>	<ul style="list-style-type: none"> Write sentence with sounds taught – Phonic activity cards Write at least 2 sentences on own news – Holiday news <p>Use capital letters and full stops in names</p>	<ul style="list-style-type: none"> Write sentence with sounds taught- Phonic activity cards, consolidation test Write at least 2 sentences on own news – People in my community 	<ul style="list-style-type: none"> Write sentence with sounds taught- Phonic activity cards Write at least 2 sentences on own news – How do I care for my pet? 	<ul style="list-style-type: none"> Write sentence with sounds taught – double sounds and sight words Write captions: Parts of the plant Use capital letters and full stops in names 	<ul style="list-style-type: none"> Write sentence with sounds taught <p>Write a poem and draw:</p> <ul style="list-style-type: none"> Learners help teacher to find rhyme words Learners write the poem with the teacher 	<ul style="list-style-type: none"> Write sentences with sounds taught- Phonic activity cards, consolidation test Write at least 2 sentences on own news/shared writing and use past tense I grew my own plant 	<ul style="list-style-type: none"> Write sentences with sounds taught- Phonic activity cards, consolidation test Write at least 2 sentences on own news/shared writing and use past tense– Where do we get different kinds of food? 	<ul style="list-style-type: none"> Write sentences with sounds taught- Phonic activity cards, consolidation test <p>Write a message:</p> <ul style="list-style-type: none"> Make a list with your classmate on all the healthy food to pack in for school 	<ul style="list-style-type: none"> Write sentences with sounds taught- Phonic activity cards, consolidation test Use capital letters and full stops in names 	<ul style="list-style-type: none"> Write sentences with sounds taught- Phonic activity cards, consolidation test Write at least 2 sentences on own news/shared writing and use past tense We make fruit salad

	<ul style="list-style-type: none"> Holiday news Phonic tasks <p>Contribute ideas to the writing of a class story</p> <ul style="list-style-type: none"> Different careers <p>Write caption/ short sentence and illustrate for reading corner</p> <p>Create own dictionary</p>	<p>Write a simple message in a card</p> <ul style="list-style-type: none"> Write a thank you card for the police <p>Use capital letters and full stops in names</p>	<ul style="list-style-type: none"> Use capital letters and full stops in names Make use of nouns, pronouns in writing (with help of teacher) 	<ul style="list-style-type: none"> Make use of nouns, pronouns in writing (with help of teacher) 	<ul style="list-style-type: none"> Contribute ideas to the writing of a class story Write caption/ short sentence and illustrate for reading corner Create own dictionary 	<ul style="list-style-type: none"> Write the steps and draw next to it Use capital letters and full stops in names Make use of nouns, pronouns in writing (with help of teacher) Contribute ideas to the writing of a class story Write caption/ short sentence and illustrate for reading corner Create own dictionary 	<ul style="list-style-type: none"> Use capital letters and full stops in names Make use of nouns, pronouns in writing (with help of teacher) 	<ul style="list-style-type: none"> Give reasons for choosing those foods Use capital letters and full stops in names Make use of nouns, pronouns in writing (with help of teacher) 	<ul style="list-style-type: none"> Make use of nouns, pronouns in writing (with help of teacher) Contribute ideas to the writing of a class story How can we preserve food How can we keep food fresh? 	<ul style="list-style-type: none"> Write down the recipe step by step Use capital letters and full stops in names Make use of nouns, pronouns in writing (with help of teacher) Contribute ideas to the writing of a class story Create own dictionary
Handwriting W:10% Handwriting	<p>Develop fine motor skills by:</p> <ul style="list-style-type: none"> Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges Pattern work:  Letter formation: u, t Number: 6 	<p>Develop fine motor skills by:</p> <ul style="list-style-type: none"> Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges Pattern work:  Letter formation: y Number: 6 	<p>Develop fine motor skills by:</p> <ul style="list-style-type: none"> Do different finger exercises before writing. Hold pencil and crayon correctly Practice with sponges. Pattern work:  Letter formation: e, Number: 7 	<ul style="list-style-type: none"> Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work:  Letter formation: e, c Number: 7 	<ul style="list-style-type: none"> Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work:  Letter formation: g, e Number: 8 	<ul style="list-style-type: none"> Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work:  Letter formation: p, b Number: 9 	<ul style="list-style-type: none"> Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work:  Letter formation: o, a, d Number: 0 	<ul style="list-style-type: none"> Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work:  Letter formation: g, q, z Number: 0 1 2 3 4 5 	<ul style="list-style-type: none"> Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work:  Letter formation: k, x, z Number: 0 1 2 3 4 5 6 7 8 9 	<ul style="list-style-type: none"> Develop fine motor skills doing different finger exercises before writing. Hold pencil and crayon correctly Pattern work:  Letter formation: g, q, z Number: 0 1 2 3 4 5 6 7 8 9
Requisite pre-knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
Resources (other than textbook) to enhance learning	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
Informal assessment; remediation	<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. 									
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. By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics. Teachers could choose from SBA guidelines on formal assessment model. <p>https://drive.google.com/open?id=1vbctW2SUYC9jTL_VP1io8Q0YWVC5M_0CBo-FiphTuzU</p> <p>https://drive.google.com/open?id=17ue7rZ47cwAZB8qYLFiONtvMUaNt2QRrM2Oz8nLXHV4</p> <p>https://drive.google.com/open?id=1IMbVXrS59cPdf8k5jb7CuuanRkX3onwMS1HrqumZfuA</p> <p>https://drive.google.com/open?id=1nQdRnD-wgss5XqHlQee0uLLSAgf97t53mMz5FomRmY</p>									

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TERM 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
THEME	Houses		Picture maps		Water		The sky at night			
<p>Listening & Speaking W: 25%</p> <p>Rhyming Words for Kids Kindergarten and First Grade Classroom Video Free By Homeschool Pop Resource URL https://www.youtube.com/watch?v=-iYFpIzA618</p> <p>ds vocabulary - Clothes - clothing - Learn English for kids - English educational video Free By English Singing Resource URL https://www.youtube.com/watch?v=Q_EwuVHD5U</p>	<p>Use simple strategies to find information:</p> <ul style="list-style-type: none"> Look at the pictures on houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences. <p>Take part in group discussions and give feedback.</p>	<p>Classify information by making use of individual pictures:</p> <ul style="list-style-type: none"> Use the pictures and sort it according to building materials and houses. Give feedback to the group <p>Appropriate listening behaviour</p> <p>Listen to stories and give an opinion</p>	<p>Listen with enjoyment and respond to riddles and jokes/ use imaginative language:</p> <ul style="list-style-type: none"> Teacher ask riddles and learners find the location on the map. Learners make up their own riddles and ask each other to solve. <p>Group discussions and feedback</p>	<p>Listen to stories and give opinion</p> <p>Group discussions and feedback</p> <p>Gain information through simple strategies:</p> <ul style="list-style-type: none"> Make use of words indicating position to explain a simple route to a classmate. The classmate follows the instructions. <p>Classify information</p>	<p>Listen to stories and give an opinion</p> <p>Listen with enjoyment and respond to riddles and jokes/ use imaginative language</p> <ul style="list-style-type: none"> Poem about water <p>Group discussions and feedback</p> <p>Gain information through simple strategies</p> <p>Classify information</p> <ul style="list-style-type: none"> Make use of pictures to discuss the different uses of water. <p>Tell a known story with a beginning, middle and end.</p>	<p>Appropriate listening behaviour</p> <p>Talk about personal experiences and feelings</p> <ul style="list-style-type: none"> How can we save water? <p>Listen to stories and give opinion</p> <p>Tell well-known story with intonation</p> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> Teacher reads a story on water Learners answers questions 	<p>Listen to stories and give opinion</p> <p>Group discussions and feedback</p> <p>Gain information through simple strategies</p> <p>Use terms: sentence, capital letter, full stop</p> <p>Listen to instructions and announcements and respond appropriately</p> <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> Answers questions on the story 	<p>Talk about personal experiences and feelings</p> <ul style="list-style-type: none"> Differences between day and night Careers on people working in the day and those working in the night <p>Answer closed and open-ended questions</p> <ul style="list-style-type: none"> Answers questions on the story <p>Tell a known story with a beginning, middle and end.</p>	<p>Appropriate listening behaviour</p> <p>Listen to stories and give opinion</p> <ul style="list-style-type: none"> Story on planets in the universe Learners listens to a song and sing along <p>Listen to instructions and announcements and respond appropriately</p> <p>Answer closed and open-ended questions:</p> <ul style="list-style-type: none"> Planets in the universe 	<p>Talk about personal experiences and feelings:</p> <ul style="list-style-type: none"> Full moon, half moon, crescent moon <p>Listen to stories and give opinion:</p> <ul style="list-style-type: none"> Discussions on sun and moon Poem about stars <p>Tell a known story with a beginning, middle and end.</p>
<p>Phonics W:20% Phonics</p> <p>Kids vocabulary - Toy - toy vocab - Learn English for kids - English educational video Free By English Singing Resource URL https://www.youtube.com/watch?v=RjRbX4UTOG8</p>	<p>Revise single and double sounds</p> <p>Form words with sounds taught</p> <p>Read words taught in sentences and text</p> <p>Learn how to spell 10 words per week from phonic lessons</p>	<ul style="list-style-type: none"> Revise single and double sounds Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons 	<ul style="list-style-type: none"> Form words with sounds taught Group words into sound families Recognise plurals (-s, -es) Read words taught in sentences and text Learn how to spell 10 words per week from phonic lessons
<p>Reading W:25% Shared Reading</p> <p>Teaching with Shared Reading of a Big Book Free By Bill Barnes Resource URL https://www.youtube.com/watch?v=Lu3QH9AJn0s</p>	<p>Vocabulary building:</p> <ul style="list-style-type: none"> Vocabulary in different contexts Focus on words in pictures before learner focus on text – different kinds of houses in our country Use Big Book and other enlarged text with teacher <p>Story skills:</p>	<p>Use Big Book and other enlarged text with teacher:</p> <ul style="list-style-type: none"> Goldilocks and the three bears <p>Identify initial event / problem that sets the story in motion</p> <ul style="list-style-type: none"> Goldilocks and the three bears <p>Discuss logical sequence of story</p>	<p>Vocabulary building:</p> <ul style="list-style-type: none"> Vocabulary in different contexts Focus on words in pictures before learner focus on text <p>Story skills:</p> <ul style="list-style-type: none"> Make use of imagination by using clues and pictures in book to make up their own story – discuss different kinds of houses and building 	<p>Use Big Book and other enlarged text with teacher</p> <p>Identify initial event / problem that sets the story in motion</p> <p>Discuss logical sequence of story</p> <p>Recognise cause and effect in story</p>	<p>Use Big Book and other enlarged text with teacher</p> <p>Identify initial event / problem that sets the story in motion</p> <p>Discuss logical sequence of story</p> <p>Recognise cause and effect in story</p>	<ul style="list-style-type: none"> Use Big Book and other enlarged text with teacher Identify initial event / problem that sets the story in motion Discuss logical sequence of story Recognise cause and effect in story 	<p>Use Big Book and other enlarged text with teacher</p> <p>Predict story based on cover</p> <p>Use clues and pictures in book for understanding</p> <p>Answer open-ended questions based on text</p>	<p>Use Big Book and other enlarged text with teacher</p> <p>Predict story based on cover</p> <p>Use clues and pictures in book for understanding</p> <p>Answer open-ended questions based on text</p>	<p>Predict story based on cover</p> <p>Identify initial event / problem that sets the story in motion</p> <p>Use clues and pictures in book for understanding</p> <p>Discuss logical sequence of story</p>	<p>Predict story based on cover</p> <p>Use clues and pictures in book for understanding</p> <p>Answer open-ended questions based on text</p> <p>Interpret information on posters</p>

Informal assessment; remediation	<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.
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.• By week 9 teachers should be able to complete the checklist and score each learner according to SBA rubrics.• Teachers could choose from SBA guidelines on formal assessment model. <p>https://drive.google.com/open?id=1vbctW2SUYC9jTL_VP1io8Q0YWVC5M_0CBo-FiphTuzU</p> <p>https://drive.google.com/open?id=17ue7rZ47cwAZB8qYLFiONtvMUaNI2QRrM2Oz8nLXHV4</p> <p>https://drive.google.com/open?id=1IMbVXrS59cPdf8k5jb7CuuanRkX3orwMS1HrqumZfuA</p> <p>https://drive.google.com/open?id=1nQdRnD-wgss5XgHIQee0uLLSAgf97t53mMz5FomRmY</p>