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<th>TERM 1</th>
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<td>Command: Say the word &quot;handbag&quot;. Say it again but replace the &quot;hand&quot; with &quot;shopping&quot;. Which word do we get? Shopping bag</td>
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<td>Which word do you hear if I say: class-room? classroom</td>
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<td>Which word do you hear if I say: kit-chen? Kitchen</td>
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<td>Which word do you hear if I say: l-tra-nary? Library</td>
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<td>Sounds: z, w, ng, v</td>
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**Week 2**

**Auditory perception- Synthesis of sound segments**
- Which word do you hear if I say: class-room? classroom
- Which word do you hear if I say: kit-chen? Kitchen
- Which word do you hear if I say: l-tra-nary? Library

**Wordbuilding**
- Build words with sounds learnt
- Build words with sounds learnt

**Week 3**

**Auditory perception- Synthesis of sound segments**
- Which word do you hear if I say: c-a-t
- Which word do you hear if I say: c-a-t
- Which word do you hear if I say: c-a-t

**Wordbuilding**
- Build words with sounds learnt
- Build words with sounds learnt

**Week 4**

**Auditory perception- Synthesis of sound segments**
- Which word do you hear if I say: s-h-o-p
- Which word do you hear if I say: s-h-o-p
- Which word do you hear if I say: s-h-o-p

**Wordbuilding**
- Build words with sounds learnt
- Build words with sounds learnt

**Week 5**

**Auditory perception- Synthesis of sound segments**
- Which word do you hear if I say: s-h-o-p
- Which word do you hear if I say: s-h-o-p
- Which word do you hear if I say: s-h-o-p

**Wordbuilding**
- Build words with sounds learnt
- Build words with sounds learnt
### Reading W: 25%

**Shared Reading**

<table>
<thead>
<tr>
<th>Emerging reading skills</th>
<th>Shared reading skills</th>
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<tbody>
<tr>
<td>Recognise own name that of at least 10 classmates</td>
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<tr>
<td>Hold the book and turn the pages correctly</td>
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<td>Predict the story by making use of the pictures; read picture books</td>
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<tr>
<td>Interpret pictures to create own story; &quot;read&quot; pictures</td>
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### Group Guided Reading

**What Is Guided Reading? | Reading Lessons Free by How cast Resource URL**
https://www.youtube.com/watch?v=5w7E2CpBipg

**ds vocabulary - Clothes - clothing - Learn English for kids - English educational discussion**

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<tr>
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### Develop reading skills:

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<th>Vocabulary building</th>
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<tr>
<td>Repeat the story several times so that learners can get acquainted with it in the vocabulary</td>
<td>Recognise learners' names in the classroom</td>
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<tr>
<td>Read sentences and under scripts; objects in the classroom Make use of visual cues</td>
<td>Recognise learners' names in the classroom</td>
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<td>Reflects on the end of the story by discussion what could lead to it Build basic skills of understanding</td>
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<td>Make use of pictures understanding the sequence of happenings in the story and to determine how the happenings influenced each other</td>
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### Writing: W:20%

- **Writing**
  - Draw pictures to convey a message e.g. a personal experience
  - Copy captions and sentences
  - Class newsletter (teacher writes)

- **Handwriting W:10%**

  **Preparation stage:**
  - Develop the fine motor and eye-hand co-ordination by:
    - Painting of picture – Draw/paint a self portrait
    - Starch work – use large paper – make patterns in the starch with fingers (own choice)
    - Playing with clay – make different shapes/animals, make the letter that your name starts with

  **Develop fine motor skills by:**
  - Scrawl pictures to exercise fingers before writing
  - Play piano on desk while singing a song
  - Write the pattern on a blank paper with a wax crayon
  - Letter formation: p, q, r
  - Write letter in the air, the sand, with wax crayon on paper
  - Write the number: 111

### Handwriting

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<td>Grade R knowledge</td>
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### Resources (other than textbook) to enhance learning

- Reading series eBooks
- Sentence strips
- DBE Workbooks
- Flash cards
- Pictures
- Posters

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**TERM 2**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
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<tr>
<td><strong>THEME</strong></td>
<td><strong>My family</strong></td>
<td><strong>Safety at home</strong></td>
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<td><strong>Keeping my body safe</strong></td>
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<td>Recite poems and rhymes of My family</td>
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<td>Appropriate listening behaviour - listen to peers that tells stories about their families.</td>
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<td>Talk about personal experiences – My family</td>
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<td>Listen to instructions – Teacher give more than one command to learners to act on.</td>
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Word building: Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)

- 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 /

Think about your thoughts and feelings and make inferences:

- Think deeply: What does the character think?
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Vocabulary development:

- Vocabulary in different contexts
- Focus on the words in the pictures before concentrating on the text
- Use pictures to create own stories
- "read" pictures, Read Big Book and enlarged text as a whole class with teacher

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Make decisions:

- Think about why a character acted the way he did?
- Read Big Book and enlarged text as a whole class with teacher
- Use pictures to predict what story is about
- Discuss story, characters, main idea
- Ask questions about story, also higher-order questions

Phonics: Tricky words group 2: you, your, me, we, been, to, do, are, all

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Group Guided Reading

What is Guided Reading? | Reading Lessons Free by Howcast Resource URL
https://www.youtube.com/watch?v=SUt8q0EKbms

- English for kids
- Group Guided Reading
- https://www.youtube.com/watch
  ?v=SUt8q0EKbms

- Body is special
- consolidation games to
- sight
- Sight words: Start building up basic
- instructions
- According to
- Simple captions
- Punctuation:
- E.g. Punctuation: capital letters, full stops, commas and question marks
- Build basic
- comprehension skills – place events in sequence
- Learners monitor
- themselves in word recognition and comprehension skills
- Make use of sentence strips and flashcards to
- teach new words and
to sentences to learners.
- Sight words: Start building up basic
- sight words. Make use
of flashcards and consolidation games to
- teach words and
to consolidate

- Use pictures to create
- ownership
- Describe capital letters and full stops
- 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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- Writing: W.20%

- 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

- 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
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- Writing:
Contribute ideas to the writing of a class story
- The learners help the teacher to write a story on: “How can I show my family that I care?”
- Some learners can illustrate the story
- Put the story up in the class for learners to read

Contribute ideas to the writing of a class story
- Write captions/short sentence and illustrate for reading corner – Learners draw their family and write under script
- Create own dictionary

Use phonics knowledge to write sentences
- Use learners’ names or action words and nouns so that learners can write their own sentences and illustrate it

Develop fine motor skills by:
- Do different finger exercises before writing.
- Hold pencil and crayon correctly
- Practice with sponges
- Pattern work:
  - Letter formation: u, t
- Number: 6 7 8 9
- Form lower case letters correctly (starts and ends correctly) in the correct place
- Form some frequently used capital letters correctly
- Write words with correct spacing
- Copy sentences
  - Continuous fine and gross motor and hand-eye coordination exercises and correct body posture

Develop fine motor skills by:
- Different finger exercises before writing.
- Hold pencil and crayon correctly
- Practice with sponges
- Pattern work:
  - Letter formation: y
- Number: 6
- Form lower case letters correctly (starts and ends correctly) in the correct place
- Form some frequently used capital letters correctly
- Write words with correct spacing
- Copy sentences
  - Continuous fine and gross motor and hand-eye coordination exercises and correct body posture

Develop fine motor skills by:
- Different finger exercises before writing.
- Hold pencil and crayon correctly
- Practice with sponges
- Pattern work:
  - Letter formation: s, f
- Number: 7
- Form lower case letters correctly (starts and ends correctly) in the correct place
- Form some frequently used capital letters correctly
- Write words with correct spacing
- Copy sentences
  - Continuous fine and gross motor and hand-eye coordination exercises and correct body posture

Develop fine motor skills by:
- Different finger exercises before writing.
- Hold pencil and crayon correctly
- Practice with sponges
- Pattern work:
  - Letter formation: c, e
- Number: 8
- Form lower case letters correctly (starts and ends correctly) in the correct place
- Form some frequently used capital letters correctly
- Write words with correct spacing
- Copy sentences
  - Continuous fine and gross motor and hand-eye coordination exercises and correct body posture

Develop fine motor skills by:
- Different finger exercises before writing.
- Hold pencil and crayon correctly
- Practice with sponges
- Pattern work:
  - Letter formation: o
- Number: 9
- Form lower case letters correctly (starts and ends correctly) in the correct place
- Form some frequently used capital letters correctly
- Write words with correct spacing
- Copy sentences
  - Continuous fine and gross motor and hand-eye coordination exercises and correct body posture

Develop fine motor skills by:
- Different finger exercises before writing.
- Hold pencil and crayon correctly
- Practice with sponges
- Pattern work:
  - Letter formation: p, b
- Number: 0
- Form lower case letters correctly (starts and ends correctly) in the correct place
- Form some frequently used capital letters correctly
- Write words with correct spacing
- Copy sentences
  - Continuous fine and gross motor and hand-eye coordination exercises and correct body posture

Develop fine motor skills by:
- Different finger exercises before writing.
- Hold pencil and crayon correctly
- Practice with sponges
- Pattern work:
  - Letter formation: q, g
- Number: 0 1 2 3 4 5 6 7 8 9
- Form lower case letters correctly (starts and ends correctly) in the correct place
- Form some frequently used capital letters correctly
- Write words with correct spacing
- Copy sentences
  - Continuous fine and gross motor and hand-eye coordination exercises and correct body posture

Develop fine motor skills by:
- Different finger exercises before writing.
- Hold pencil and crayon correctly
- Practice with sponges
- Pattern work:
  - Letter formation: a, d
- Number: 0 1 2 3 4 5 6 7 8 9
- Form lower case letters correctly (starts and ends correctly) in the correct place
- Form some frequently used capital letters correctly
- Write words with correct spacing
- Copy sentences
  - Continuous fine and gross motor and hand-eye coordination exercises and correct body posture

Develop fine motor skills by:
- Different finger exercises before writing.
- Hold pencil and crayon correctly
- Practice with sponges
- Pattern work:
  - Letter formation: k, x, z
- Number: 0 1 2 3 4 5 6 7 8 9
- Form lower case letters correctly (starts and ends correctly) in the correct place
- Form some frequently used capital letters correctly
- Write words with correct spacing
- Copy sentences
  - Continuous fine and gross motor and hand-eye coordination exercises and correct body posture

Requisite pre-knowledge
- Grade R knowledge
- Grade R knowledge
- Grade R knowledge
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Informal assessment; remediation

- 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)

- 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.

**TERM 3**

**My community**

<table>
<thead>
<tr>
<th>THEME</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening &amp; Speaking</td>
<td>- Take part in discussions and answers questions – places in the community</td>
<td>- Listen to instructions and respond appropriately</td>
<td>- Talk about personal experiences – How do I care for my pet?</td>
<td>- Takes part in discussions, ask questions and answers questions – Good and bad manners</td>
<td>- Listen to more than one instruction at a time and respond appropriately</td>
<td>- Understand and use vocabulary of subjects – parts of a plant</td>
<td>- Talk about personal experiences – food I like do not like</td>
<td>- Understand and use vocabulary of subjects</td>
<td>- Listen to instructions and respond appropriately</td>
<td>- Appropriate listening behaviour</td>
</tr>
<tr>
<td>W: 25%</td>
<td>Follow Me</td>
<td>Kids Songs</td>
<td>Resource URL</td>
<td>Listening to instructions, questions and answer open-ended questions – Where does different foods come from?</td>
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<tr>
<td></td>
<td>Super Simple Songs Free</td>
<td>By Super Simple Songs - Kids Songs</td>
<td>Resource URL</td>
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<tr>
<td></td>
<td>Rhyming Words for Kids</td>
<td>Kindergarten and First Grade Classroom Video</td>
<td>Free By Homeschool Pop</td>
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<td>Resource URL</td>
<td>Video</td>
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</table>
### Phonics W:20%

**Phonics**
- Topic: Phonics letter l
- YouTube Video: Free by Johanna Vega

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpret:</strong></td>
<td>Vocabulary building</td>
</tr>
<tr>
<td><strong>Vocabulary building:</strong></td>
<td>Learners make use of our community and in the text by thinking thoughts and making up their own experiences.</td>
</tr>
<tr>
<td><strong>Interpret:</strong></td>
<td>Decision making skills: Make inferences: I think that ….. because……</td>
</tr>
<tr>
<td><strong>Vocabulary building:</strong></td>
<td>Ask questions about story, using cues in the pictures.</td>
</tr>
<tr>
<td><strong>Interpret:</strong></td>
<td>Decision making skills: Why do you think the character acted the way he did?</td>
</tr>
<tr>
<td><strong>Vocabulary building:</strong></td>
<td>Caring for my plants (How?)</td>
</tr>
<tr>
<td><strong>Make connections:</strong></td>
<td>Make connections: Ask questions to the story with real life experiences e.g. Who of you have felt like that?</td>
</tr>
<tr>
<td><strong>Interpret:</strong></td>
<td>Discuss sequence and text.</td>
</tr>
</tbody>
</table>

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### Reading W:25%

**Shared Reading**
- 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 our community.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpret:</strong></td>
<td>Interpret pictures to create own story by &quot;reading&quot; the pictures.</td>
</tr>
<tr>
<td><strong>Read Big Book and enlarged text as a whole class with teacher:</strong></td>
<td>Group 3: live, give, little, down, what, when</td>
</tr>
<tr>
<td><strong>Identify letter words:</strong></td>
<td>Double consonants: li, il, group 6: love, cover, before, after, every, mother, father</td>
</tr>
<tr>
<td><strong>Identify letter words:</strong></td>
<td>Double consonants: li, il, group 5: saw, put, could, should, would</td>
</tr>
<tr>
<td><strong>Ask questions about story, also higher-order questions:</strong></td>
<td>Read Big Book and enlarged text as a whole class with teacher</td>
</tr>
<tr>
<td><strong>Ask questions about story, also higher-order questions:</strong></td>
<td>Discuss sequence and text.</td>
</tr>
</tbody>
</table>

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### Decision making skills:
- Why do you think the character acted the way he did?
- What will happen if I do not store food properly?
- Ask questions about story, also higher-order questions.
### Group Guided Reading

- **What is Guided Reading?**
  - **Full stops in names**
  - **intonation**
  - **Read with fluency and understanding**
  - **Build sight vocabulary during all reading**
  - **Build sight vocabulary during all reading**

**Writing: W:20%**

<table>
<thead>
<tr>
<th>Writing</th>
<th>Learn English Punctuation for Kids: Period, Exclamation Mark, Question Mark, Commas, Full Stops and double quotes, consolidation test</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Write sentence with sounds taught</strong></td>
<td>- <strong>Phonic activity cards</strong></td>
</tr>
<tr>
<td>- <strong>Write at least 2 sentences on own news</strong></td>
<td>- <strong>Holiday news</strong></td>
</tr>
<tr>
<td>- <strong>Use capital letters and full stops in names</strong></td>
<td>- <strong>Build sight vocabulary during all reading</strong></td>
</tr>
<tr>
<td>- <strong>Write sentence with sounds taught-Phonic activity cards</strong></td>
<td>- <strong>consolidation test</strong></td>
</tr>
<tr>
<td>- <strong>Write sentence with sounds taught-Phonic activity cards</strong></td>
<td>- <strong>Write a poem and draw:</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Learners help teacher to find their own ideas</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Write at least 2 sentences on own news:</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>How do I care for my pet?</strong></td>
</tr>
<tr>
<td></td>
<td>- <strong>Use capital letters and full stops in names</strong></td>
</tr>
<tr>
<td><strong>Write captions:</strong> Parts of the plant</td>
<td><strong>Write at least 2 sentences on own news/shared writing and use past tense:</strong></td>
</tr>
<tr>
<td>- <strong>Write at least 2 sentences on own news/shared writing and use past tense:</strong> Where do we get different kinds of food?</td>
<td></td>
</tr>
<tr>
<td>- <strong>Write sentences with words taught-Phonic activity cards, consolidation test</strong></td>
<td>- <strong>Consolidation test</strong></td>
</tr>
<tr>
<td>- <strong>Write sentences with sounds taught-Phonic activity cards</strong></td>
<td>- <strong>Write a message:</strong></td>
</tr>
<tr>
<td>- <strong>Write a poem and draw:</strong></td>
<td>- <strong>Make it easy with my classroom on all the healthy food to pack in for school</strong></td>
</tr>
<tr>
<td>- <strong>Write at least 2 sentences on own news/shared writing and use past tense:</strong></td>
<td>- <strong>Use capital letters and full stops in names</strong></td>
</tr>
<tr>
<td>- <strong>Write at least 2 sentences on own news/shared writing and use past tense:</strong></td>
<td>- <strong>Write sentences with sounds taught-Phonic activity cards</strong></td>
</tr>
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</table>

**Use structural-analytical decoding skills**

- **Break up words in words parts**
- **Add word parts together**
- **Recognise smaller words within a word**
- **Make use of contextual cues:**
  - **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**

**Use phonic knowledge, sight words and clues during reading**

- **Read aloud from own book or reading chart with teacher**
- **Use structural-analytical decoding skills**
  - **Break up words in words parts**
  - **Add word parts together**
  - **Recognise smaller words within a word**
- **Make use of contextual cues:**
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Handwriting: W: 10% Handwriting

Develop fine motor skills: by:
- Do different finger exercises before writing.
- Hold pencil and crayon correctly
- Practice with sponges
- Pattern work:
  - Letter formation: u, t
  - Number: 6
- Develop fine motor skills by:
  - Do different finger exercises before writing.
  - Hold pencil and crayon correctly
  - Practice with sponges
  - Pattern work:
    - Letter formation: e, c
    - Number: 6
  - Develop fine motor skills by:
    - Do different finger exercises before writing.
    - Hold pencil and crayon correctly
    - Practice with sponges
    - Pattern work:
      - Letter formation: e, c
      - Number: 7
- Develop fine motor skills doing different finger exercises before writing.
  - Hold pencil and crayon correctly
  - Pattern work:
    - Letter formation: e, c
    - Number: 8
- Develop fine motor skills doing different finger exercises before writing.
  - Hold pencil and crayon correctly
  - Pattern work:
    - Letter formation: o, a, d
    - Number: 9
- 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
  - Number: 6 7 8 9

Requisite pre-knowledge
Grade R knowledge

Resources (other than textbook) to enhance learning
Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters

Informal assessment: remediation
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https://drive.google.com/open?id=1vbxW2SUYNY9JvlVP1eZiI0QYYVC5M0C共青FijnTuzU
https://drive.google.com/open?id=1r7wz7ZG17waAZB9y1LFCa8uAnA4QRM0C0zhkZXHV4
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<table>
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<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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</thead>
<tbody>
<tr>
<td>Houses</td>
<td>Picture maps</td>
<td>Water</td>
<td>The sky at night</td>
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<tr>
<td><strong>Listening &amp; Speaking</strong></td>
<td><strong>Reading &amp; Writing</strong></td>
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<tr>
<td><strong>W: 25%</strong></td>
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<td><strong>Kindergarten and First Grade</strong></td>
<td><strong>Classroom Video</strong></td>
<td><strong>Free BY Homeschool Pop</strong></td>
<td><strong>Resource URL</strong></td>
<td><strong><a href="https://www.youtube.com/watch?v=4yC8AeZaI8">https://www.youtube.com/watch?v=4yC8AeZaI8</a></strong></td>
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<td><strong>Listen and reply:</strong></td>
<td><strong>Listen and repeat:</strong></td>
<td><strong>Listen and understand:</strong></td>
<td><strong>Listen and give:</strong></td>
<td><strong>Listen and follow:</strong></td>
<td><strong>Listen and respond:</strong></td>
<td><strong>Listen and give:</strong></td>
<td><strong>Listen and ask:</strong></td>
<td><strong>Listen and answer:</strong></td>
<td><strong>Listen and give:</strong></td>
<td><strong>Listen and participate:</strong></td>
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<td><strong>W: 25%</strong></td>
<td><strong>Phonics:</strong></td>
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**Term 4**

**Term 4**

**Week 1**

**Week 2**

**Week 3**

**Week 4**

**Week 5**

**Week 6**

**Week 7**

**Week 8**

**Week 9**

**Week 10**

**TERM 4**

**Week 1**

**Week 2**

**Week 3**

**Week 4**

**Week 5**

**Week 6**

**Week 7**

**Week 8**

**Week 9**

**Week 10**

**TERM 4**

**Week 1**

**Week 2**

**Week 3**

**Week 4**

**Week 5**

**Week 6**

**Week 7**

**Week 8**

**Week 9**

**Week 10**

**TERM 4**

**Week 1**

**Week 2**

**Week 3**

**Week 4**

**Week 5**

**Week 6**

**Week 7**

**Week 8**

**Week 9**

**Week 10**

**TERM 4**

**Week 1**

**Week 2**

**Week 3**

**Week 4**

**Week 5**

**Week 6**

**Week 7**

**Week 8**

**Week 9**

**Week 10**

**TERM 4**

**Week 1**

**Week 2**

**Week 3**

**Week 4**

**Week 5**

**Week 6**

**Week 7**

**Week 8**

**Week 9**

**Week 10**
<table>
<thead>
<tr>
<th>Group Guided Reading</th>
<th>Read aloud from own book or reading chart with teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make use of contextual cues:</td>
<td>Use make-up pictures to make sense of a story</td>
</tr>
<tr>
<td>Predict the story by making use of cues</td>
<td></td>
</tr>
<tr>
<td>Make use of the storyline to predict words</td>
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<tr>
<td>Look at words around a specific word, to enable you to read an unknown word</td>
<td></td>
</tr>
<tr>
<td>Use phonic knowledge, sight words and clues during reading</td>
<td></td>
</tr>
<tr>
<td>Use word recognition and comprehension skills during the reading lesson:</td>
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</tr>
<tr>
<td>Sound words to understand</td>
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<tr>
<td>Use beginning sounds as a cue</td>
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<tr>
<td>General letter patterns e.g. -ow, -ew</td>
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</tr>
<tr>
<td>Know parts of the words to read the whole word</td>
<td></td>
</tr>
<tr>
<td>Make use of combining sounds to understand words e.g. bl-ock</td>
<td></td>
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<tr>
<td>Break word up in syllables to be able to read and understand the word</td>
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<tr>
<td>Read with fluency and intonation</td>
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<tr>
<td>Recognise cause and effect in story</td>
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<td>Materials used to build houses</td>
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<tr>
<td>Interpret information on posters</td>
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**What Is Guided Reading? | Reading Lessons Free By Howcast**

Resource URL: [https://www.watch2gether.com/watch/3w6Q5hPd4sw](https://www.watch2gether.com/watch/3w6Q5hPd4sw)
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<tr>
<td>Writing</td>
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<tr>
<th>Writing: W:10%</th>
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</thead>
<tbody>
<tr>
<td>Handwriting</td>
</tr>
<tr>
<td>All work</td>
</tr>
<tr>
<td>between lines</td>
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<tr>
<td>Pattern work:</td>
</tr>
<tr>
<td>Letter formation with words and sentence incorporating:</td>
</tr>
<tr>
<td>U, t</td>
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<tr>
<td>Number: 6</td>
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<tr>
<td>Number: 6</td>
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<tr>
<td>Pattern:</td>
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<tr>
<td>Letter formation with words incorporating: e, t</td>
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<td>Number: 7</td>
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<td>Pattern:</td>
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<td>Letter formation with words incorporating: c, e</td>
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<td>Number: 8</td>
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<table>
<thead>
<tr>
<th>Requisite pre-knowledge</th>
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<tr>
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| Informal assessment; remediation | - 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) | - 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.  
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