

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS section	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%
Topic, concepts, skills and values	<p>REVISION</p> <p>https://wcedportal.co.za/resource/49136</p> <p>Listening and speaking:</p> <p>Consolidation</p> <p>https://wcedportal.co.za/resource/49261</p> <p>https://wcedportal.co.za/resource/78306</p>	<p>MYSELF AND OTHER</p> <p>Listening and speaking:</p> <p>Memorises and performs poems & action rhymes & songs.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Develop an oral vocabulary using themes or topics. My emotions.</p> <p>Follows a shorts sequence of instructions.</p> <ul style="list-style-type: none"> Draw a happy face. <p>Understands and response to simple questions.</p> <p>Listen to simple recounts for example – the teacher telling what she did last week.</p> <p>With help from teacher, gives simple recounts.</p>	<p>MYSELF AND OTHER</p> <p>Listening and speaking:</p> <p>Memorises and performs poems & rhymes & songs.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books .</p> <p>Develop an oral vocabulary using themes or topics . My family</p> <p>Talks about objects in a picture in response to teachers instructions . (What can you see in the picture?)</p> <p>Gives simple instructions.</p> <ul style="list-style-type: none"> “Open the door” “Close the window” <p>Identifies a picture from a simple oral description.</p>	<p>EVERYONE IS SPECIAL</p> <p>Listening and speaking:</p> <p>Memorises and performs poems & rhymes & songs.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books .</p> <p>Develop an oral vocabulary using themes or topics . I can be a hero</p> <p>Identify an object from a simple description.</p> <p>Understands and response to simple questions such as:</p> <ul style="list-style-type: none"> “Which.....?” “What?” “Who...?” <p>Listen to a simple recounts for example - The teacher telling what she did last week.</p>	<p>EVERYONE IS SPECIAL</p> <p>Listening and speaking:</p> <p>Memorises and performs poems & rhymes & songs.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books .</p> <p>Develop an oral vocabulary using themes or topics . My friends</p> <p>Make simple requests and statements .</p> <ul style="list-style-type: none"> I am hungry I feel thirsty <p>Act out story, using dialogue.</p> <p>Talks about objects in a picture in response to teacher instructions . (What can you see in the picture?)</p>	<p>EVERYONE IS SPECIAL</p> <p>Listening and speaking:</p> <p>Memorises and performs poems & rhymes & songs.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books .</p> <p>Develop an oral vocabulary using themes or topics . Disable people around me</p> <p>Gives simple oral recounts.</p> <p>Answer simple questions about a story with short answers.</p> <p>With help from teacher , gives simple recounts</p> <p>Act out story, using dialogue.</p>	<p>WHAT WE NEED TO LIVE</p> <p>Listening and speaking:</p> <p>Memorises and performs poems & rhymes & songs.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books .</p> <p>Develop an oral vocabulary using themes or topics . Healty food</p> <p>Follows short sequence of instructions</p> <ul style="list-style-type: none"> Draw healty food <p>With help from teacher , gives simple recounts.</p> <ul style="list-style-type: none"> Teacher can tell what she did yesterday <p>Listen to a simple recounts</p>	<p>WHAT WE NEED TO LIVE</p> <p>Listening and speaking:</p> <p>Memorises and performs poems & rhymes & songs.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books .</p> <p>Develop an oral vocabulary using themes or topics . Water</p> <p>Act out story, using dialogue.</p> <p>Answer simple questions about a story with short answers.</p> <p>Identify an object from a simple description.</p> <p>Gives simple instructions.</p> <ul style="list-style-type: none"> Pick up the class of water Open the tap Close the tap 	<p>HEALTHY HABITS</p> <p>Listening and speaking:</p> <p>Memorises and performs poems & rhymes& songs.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books .</p> <p>Demonstrate understanding of oral vocabulary by pointing to picture</p> <ul style="list-style-type: none"> Things that are not healthy for our badies: drugs, sigarets, (have pictures in the class) <p>Learners point at the pictuers to understand the oral vocabulary. They can also do actions in response to instructions.</p> <p>Act out story, using dialogue.</p> <p>Listen to simple recounts . Learners can tell their personal news.</p> <p>With help from teacher , gives simple recounts.</p>	<p>HEALTHY HABITS</p> <p>Listening and speaking:</p> <ul style="list-style-type: none"> Consolidation
		<p>Phonics:</p> <p>Revise single letter sounds, beginning with the same letter-sound relationships that are the same in the Home Language</p> <p>m , n, s</p> <p>Build short familiar words using the same sounds learners already know</p> <p>Reading: Shared Reading: (with the teacher)</p> <p>Consolidate</p>	<p>Phonics:</p> <p>Revise single letter sounds, beginning with the same letter-sound relationships that are the same in the Home Language</p> <p>r, l, b</p> <p>Build short familiar words using the same sounds learners already know</p> <p>Reading: Shared Reading: (with the teacher)</p> <p>Big books</p>	<p>Phonics:</p> <p>Revise single letter sounds, beginning with the same letter-sound relationships that are the same in the Home Language</p> <p>d, f, h</p> <p>Build short familiar words using the same sounds learners already know</p> <p>Reading: Shared Reading: (with the teacher)</p> <p>Big books</p>	<p>Phonics:</p> <p>Revise single letter sounds, beginning with the same letter-sound relationships that are the same in the Home Language</p> <p>k ,p, t</p> <p>Build short familiar words using the same sounds learners already know</p> <p>Reading: Shared Reading with the teacher)</p> <p>Big books</p>	<p>Phonics:</p> <p>Revise single letter sounds, beginning with the same letter-sound relationships that are the same in the Home Language</p> <p>h, y, t</p> <p>Build short familiar words using the same sounds learners already know</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books</p>	<p>Phonics:</p> <p>Revise the single letter sounds.</p> <p>c, j</p> <p>Build short familiar words using the same sounds learners already know.</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books</p>	<p>Phonics:</p> <p>Revise the single letter sounds.</p> <p>v, w</p> <p>Build short familiar words using the same sounds learners already know.</p> <p>Builds up and breaks down 3-letter words using sound learnt .</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books</p>	<p>Phonics:</p> <p>Revise the single letter sounds.</p> <p>q, z</p> <p>Build short familiar words using the same sounds learners already know.</p> <p>Builds up and breaks down 3-letter words using sound learnt .</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books</p> <p>Read with teacher.</p>	<p>Phonics:</p> <p>Identify letter-sound relationship of most single letters.</p> <p>Distinguishes aurally between sounds that are often confused . e.g. “a”and “ e”</p> <p>Builds up and breaks down 3-letter words using sound learnt .</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books</p> <p>Read with teacher.</p>

			<ul style="list-style-type: none"> Begins to use the past tense – visit – visted First, next, then 		<ul style="list-style-type: none"> Paste tense First, next, then 					
Requisite pre-knowledge	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes https://drive.google.com/open?id=1vB5kB0LuW4CRQyDT03LUMWV4qa4uZ8kC	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing https://wcedportal.co.za/resource/69191	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT must be completed by Week 9	

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
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Topic, concepts, skills and values	REVISION https://wcedportal.co.za/eresource/49231 https://wcedportal.co.za/eresource/49261 Listening and Speaking Consolidation https://wcedportal.co.za/eresource/49261	SEASONS Listening and Speaking Memorises and performs poems & action rhymes & songs. Develop an oral vocabulary using themes or topics. <ul style="list-style-type: none"> Seasons in the year Clothes in the seasons Follows short sequence of instructions: <ul style="list-style-type: none"> Stand up and walk to the door Understands and response to simple questions <ul style="list-style-type: none"> Which Whose Identifies an object or picture from a simple oral description. <ul style="list-style-type: none"> It is sunny It is cloudy Match description with correct picture . Listen to simple recounts .	SEASONS Listening and Speaking Memorises and performs poems & action rhymes & songs. Develop an oral vocabulary using themes or topics. <ul style="list-style-type: none"> Weather in different seasons Food in seasons Gives simple instructions. <ul style="list-style-type: none"> Change the weather on the weather chart from rainy to sunny Make simple requests and statements. <ul style="list-style-type: none"> Can I have a have a scarf? Talks about an object in a picture in response to teacher instructions. <ul style="list-style-type: none"> What can you see in the picture? 	SEASONS Listening and Speaking Memorises and performs poems & action rhymes & songs. Develop an oral vocabulary using themes or topics <ul style="list-style-type: none"> Games in different seasons Follows short sequence of instructions <ul style="list-style-type: none"> Pick up the rugby ball Throw the netball Understands and response to simple questions <ul style="list-style-type: none"> Which Whose Identifies an object or picture from a simple oral description. Match description with correct picture . Listen to a simple recounts .	ANIMALS Listening and Speaking Memorises and performs poems & action rhymes & songs. Develop an oral vocabulary using themes or topics. <ul style="list-style-type: none"> Farm animals Wild animals Gives simple instructions <ul style="list-style-type: none"> Take the mask of a wild animal and tell which animal it is Take a mask of a farm animal and tell which animal it is. 	ANIMALS Listening and Speaking Memorises and performs poems & action rhymes & songs. Develop / Demonstrate understanding of oral vocabulary by pointing to objects on picture/ in classroom. <ul style="list-style-type: none"> Tell me about one farm animal you know Can we play with wild animals? Follows short sequence of instructions . <ul style="list-style-type: none"> Show me how a pig looks like 	ANIMALS AND CREATURES THAT LIVES UNDER WATER Listening and Speaking Memorises and performs poems & action rhymes & songs. Develop an oral vocabulary using themes or topics.. <ul style="list-style-type: none"> Fishes that lives in rivers Fishes that lives in the sea Gives simple instructions. <ul style="list-style-type: none"> Catch a fish and tell what it is (fishing game) Describe your fish Make simple requests and statements . <ul style="list-style-type: none"> Pick up 5 fishes and put them in the bowl Sort the fishes by size 	ANIMALS AND CREATURES THAT LIVES UNDER WATER Listening and Speaking Memorises and performs poems & action rhymes & songs. Develop an oral vocabulary using themes or topics. <ul style="list-style-type: none"> Creatures living in dams Follows short sequence of instructions . <ul style="list-style-type: none"> Pick up all the frogs Understands and response to simple questions <ul style="list-style-type: none"> Which creature are you holding in your hands? Do you like frogs 	ANIMAL HOMES Listening and Speaking Memorises and performs poems & action rhymes & songs. Develop an oral vocabulary using themes or topics. <ul style="list-style-type: none"> Creatures that builds their houses Creatures that carries their house with them Gives simple instructions. Make simple requests and statements . Talks about an object in a picture in response to teachers instructions . <ul style="list-style-type: none"> Show me the creature that carries their homes with them 	ANIMAL HOMES Listening and Speaking Memorises and performs poems & action rhymes & songs. Develop an oral vocabulary using themes or topics. <ul style="list-style-type: none"> Creatures who has to hide away Gives simple instructions. <ul style="list-style-type: none"> Fly like a bird Make simple requests and statements . Talks about an object in a picture in response to teacher instructions . With help from teacher , gives simple recounts. Plays language games Listens to short stories, recounts or non-fiction texts told or read from Big books.

	<ul style="list-style-type: none"> Teacher is telling about a picnic at the swimmingpool on a hot day Teacher is telling about a rainy day <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Name things in picture in response to questions from teacher .</p>	<ul style="list-style-type: none"> Teacher is telling about a picnic at the swimmingpool on a hot day Teacher is telling about a rainy day <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Name things in picture in response to questions from teacher .</p>	<ul style="list-style-type: none"> Teacher is telling about a picnic at the swimmingpool on a hot day Teacher is telling about a rainy day <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Name things in picture in response to questions from teacher .</p>	<ul style="list-style-type: none"> Teacher is telling about a picnic at the swimmingpool on a hot day Teacher is telling about a rainy day <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Name things in picture in response to questions from teacher .</p>	<ul style="list-style-type: none"> Teacher is telling about a picnic at the swimmingpool on a hot day Teacher is telling about a rainy day <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Name things in picture in response to questions from teacher .</p>	<ul style="list-style-type: none"> Teacher is telling about a picnic at the swimmingpool on a hot day Teacher is telling about a rainy day <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Name things in picture in response to questions from teacher .</p>	<ul style="list-style-type: none"> Teacher is telling about a picnic at the swimmingpool on a hot day Teacher is telling about a rainy day <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Name things in picture in response to questions from teacher .</p>	<ul style="list-style-type: none"> Teacher is telling about a picnic at the swimmingpool on a hot day Teacher is telling about a rainy day <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Name things in picture in response to questions from teacher .</p>	<ul style="list-style-type: none"> Teacher is telling about a picnic at the swimmingpool on a hot day Teacher is telling about a rainy day <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Name things in picture in response to questions from teacher .</p>	<ul style="list-style-type: none"> Teacher is telling about a picnic at the swimmingpool on a hot day Teacher is telling about a rainy day <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Name things in picture in response to questions from teacher .</p>
<p>Phonics:</p> <p>Rhyme words at-sound cat , mat . sat ad-sound sad. dad,mad</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Consolidation</p> <p>https://wcedportal.co.za/eresource/49221</p>	<p>Phonics:</p> <p>Rhyme words ed-sound bed,led'red et-sound get, let,pet</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books Illustrated pictures where all children can see pictures.</p> <p>Read with teacher.</p> <p>Its both reading and listening activity Involves also speaking.</p>	<p>Phonics:</p> <p>Rhyme words en-sound pen ten den hen er-sound Her, herd, fern, verb, germ -ck sound sack neck sock pack kick</p> <p>Silent -e -u-e; -e-e</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books Illustrated pictures where all children can see pictures.</p> <p>Read with teacher.</p> <p>Its both reading and listening activity Involves also speaking.</p>	<p>Phonics:</p> <p>Rhyme words ag-sound bag, wag,rag</p> <p>Reading: Shared reading (with the teacher)</p> <p>Big books Illustrated pictures where all children can see pictures.</p> <p>Read with teacher.</p> <p>Its both reading and listening activity Involves also speaking.</p>	<p>Phonics:</p> <p>Rhyme words ad-sound sad. dad,mad</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books Illustrated pictures where all children can see pictures.</p> <p>Read with teacher.</p> <p>Its both reading and listening activity Involves also speaking.</p>	<p>Phonics:</p> <p>Recognise common endings in words. -ng, -nk</p> <p>Reading: Shared reading (with the teacher)</p> <p>Big books Illustrated pictures where all children can see pictures.</p> <p>Read with teacher.</p> <p>Its both reading and listening activity</p>	<p>Phonics:</p> <p>Recognise common endings in words. -at, -an</p> <p>Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate').</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books Illustrated pictures where all children can see pictures.</p> <p>Read with teacher.</p> <p>Its both reading and listening activity Involves also speaking.</p>	<p>Phonics:</p> <p>Rhyme words -ir, -ur third shirt bird girl first curl turn burn hurt purse</p> <p>Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate').</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books Illustrated pictures where all children can see pictures.</p> <p>Read with teacher.</p> <p>Its both reading and listening activity Involves also speaking.</p>	<p>Phonics:</p> <p>Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle</p> <p>Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate').</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books Illustrated pictures where all children can see pictures.</p> <p>Read with teacher.</p> <p>Its both reading and listening activity Involves also speaking.</p>	<p>Phonics:</p> <p>Rhyme words -ey, -le Donkey jersey honey money monkey apple bottle kettle table uncle</p> <p>Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate').</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Big books Illustrated pictures where all children can see pictures.</p> <p>Read with teacher.</p> <p>Its both reading and listening activity Involves also speaking.</p>	<p>Phonics:</p> <p>Consolidation of week 6 to 9.</p> <p>Distinguishes aurally between long and short vowel sounds (e.g. 'not' and 'note', 'hat' and 'hate').</p> <p>Reading: Shared Reading (with the teacher)</p> <p>Consolidation</p>

	<p>Group Guided Reading: Read own book in a group</p> <p>Consolidation</p>	<p>Group Guided Reading: Read own book in a group</p> <p>Read aloud from own book in guided reading group with teacher .</p> <p>Using reading strategies taught in Home language to make sence and monitor self reading.</p> <p>Read with increasing fluency and expression.</p> <p>Shows an understanding of short written story when reading aloud.</p> <p>Begins to build a sight vocabulary from guided, shared , independant reading . Shows understanding of short written story - matches caption/ sentences to picture/answers questions.</p> <p>Read own and others' writing</p> <p>Uses children's picture dictionaries to find out te meaning of the words.</p>	<p>Group Guided Reading: Read own book in a group</p> <p>Read aloud from own book in guided reading group with teacher .</p> <p>Using reading strategies taught in Home language to make sence and monitor self reading.</p> <p>Read with increasing fluency and expression.</p> <p>Shows an understanding of short written story when reading aloud.</p> <p>Begins to build a sight vocabulary from guided, shared , independant reading . 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Shows understanding of short written story - matches caption/ sentences to picture/answers questions.</p> <p>Read own and others' writing</p> <p>Uses children's picture dictionaries to find out te meaning of the words.</p>	<p>Group Guided Reading: Read own book in a group</p> <p>Read aloud from own book in guided reading group with teacher .</p> <p>Using reading strategies taught in Home language to make sence and monitor self reading.</p> <p>Read with increasing fluency and expression.</p> <p>Shows an understanding of short written story when reading aloud.</p> <p>Begins to build a sight vocabulary from guided, shared , independant reading . Shows understanding of short written story - matches caption/ sentences to picture/answers questions.</p> <p>Read own and others' writing</p> <p>Uses children's picture dictionaries to find out te meaning of the words.</p>	<p>Group Guided Reading: Read own book in a group</p> <p>Read aloud from own book in guided reading group with teacher .</p> <p>Using reading strategies taught in Home language to make sence and monitor self reading.</p> <p>Read with increasing fluency and expression.</p> <p>Shows an understanding of short written story when reading aloud.</p> <p>Begins to build a sight vocabulary from guided, shared , independant reading . Shows understanding of short written story - matches caption/ sentences to picture/answers questions.</p> <p>Read own and others' writing</p> <p>Uses children's picture dictionaries to find out te meaning of the words.</p>	<p>Group Guided Reading: Read own book in a group</p> <p>Consolidation</p> <p>Sight words</p> <p>CAPS p 87 - 89</p> <p>https://wcedportal.co.za/eresource/75941</p> <p>https://wcedportal.co.za/eresource/49246</p> <p>Writing:</p> <p>Consolidation</p> <p>Uses handwriting skills taught in HL.</p> <p>Writes lists with headings.</p> <p>Choose and copies a caption to match a picture.</p> <p>With help writes a caption for a picture .</p> <p>Complete sentences by filling in missing words.</p>
										<p>Sight words</p> <p>CAPS pg 87 - 89</p> <p>Writing:</p> <p>Uses handwriting skills taught in HL.</p> <p>Writes lists with headings.</p> <p>Choose and copies a caption to match a picture.</p> <p>With help writes a caption for a picture .</p> <p>Complete sentences by filling in missing words.</p>

		Write sentences using words containing the phonics sounds and common sight words. Builds up own wordbank/personal dictionary. Uses punctuation Capital letters, full stops.	Write sentences using words containing the phonics sounds and common sight words. Builds up own wordbank/personal dictionary. Uses punctuation Capital letters, full stops.	Write sentences using words containing the phonics sounds and common sight words. Builds up own wordbank/personal dictionary. Uses punctuation Capital letters, full stops.	Complete sentences by filling in missing words. Write sentences using words containing the phonics sounds and common sight words. Builds up own wordbank/personal dictionary. Uses punctuation Capital letters, full stops.	Complete sentences by filling in missing words. Write sentences using words containing the phonics sounds and common sight words. Builds up own wordbank/personal dictionary. Uses punctuation Capital letters, full stops.	Write sentences using words containing the phonics sounds and common sight words. Builds up own wordbank/personal dictionary. Uses punctuation Capital letters, full stops.	Complete sentences by filling in missing words. Write sentences using words containing the phonics sounds and common sight words. Builds up own wordbank/personal dictionary. Uses punctuation Capital letters, full stops.	Write sentences using words containing the phonics sounds and common sight words. Builds up own wordbank/personal dictionary. Uses punctuation Capital letters, full stops.	Write sentences using words containing the phonics sounds and common sight words. Builds up own wordbank/personal dictionary. Uses punctuation Capital letters, full stops.
	Language Structure Consolidation https://wcedportal.co.za/eresource/75881	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Understands and begins to use a greater range of adjectives.	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Understands and begins to use a greater range of adjectives.	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Understands and begins to use a greater range of adjectives.	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Understands and begins to use a greater range of adjectives.	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Understands and begins to use a greater range of adjectives.	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Understands and begins to use a greater range of adjectives.	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Understands and begins to use a greater range of adjectives.	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Understands and begins to use a greater range of adjectives.	Language Structure: Consolidation
Requisite pre-knowledge	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing https://wcedportal.co.za/eresource/69191	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by Week 9	Ongoing

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
CAPS section	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%
Topic, concepts, skills and values	<p>REVISION</p> <p>https://wcedportal.co.za/eresource/62486</p> <p>Listening and Speaking</p> <p>Consolidation</p> <p>https://wcedportal.co.za/eresource/49261</p> <p>https://wcedportal.co.za/eresource/4926</p> <p>https://wcedportal.co.za/eresource/62456</p>	<p>SOIL</p> <p>Listening and Speaking</p> <p>Memorises and performs poems & action rhymes & songs.</p> <p>Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics.</p> <p>Follows short sequence of instructions .</p> <ul style="list-style-type: none"> Take the chalk and write your name on the board <p>Identifies an object or picture from a simple oral description.</p> <ul style="list-style-type: none"> The boy is planting a tree <p>Listen to a simple recounts, for example :</p> <ul style="list-style-type: none"> Teacher telling about a seed she has planted <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers</p> <ul style="list-style-type: none"> Who planted the tree? What kind of tree is it? <p>With help from teacher retells the story</p> <p>Talks about things in picture in response to teacher instructions.</p> <ul style="list-style-type: none"> I want to plant a seed – what do I need? <p>Make simple requests and statements .</p>	<p>SOIL</p> <p>Listening and Speaking</p> <p>Memorises and performs poems & action rhymes & songs</p> <p>Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics.</p> <p>Understands and response to simple questions</p> <ul style="list-style-type: none"> Which Whose Show me How When <p>Match description with correct picture</p> <p>Plays language games</p> <ul style="list-style-type: none"> Teacher can use own language game <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple questions about story</p> <ul style="list-style-type: none"> Who What When <p>With help from teacher retells the story.</p> <p>Gives simple instructions.</p> <p>Name things in picture in response to questions from teacher.</p> <ul style="list-style-type: none"> Show me the soil in the picture and tell me what it is Where do you see the creatures that lives in the soil? 	<p>TRANSPORT</p> <p>Listening and Speaking</p> <p>Memorises and performs poems & action rhymes & songs.</p> <p>Demonstrate understanding of basic oral vocabulary by pointing to objects. Using themes or topics.</p> <p>Follows short sequences of instructions.</p> <p>Identifies an object or picture from a simple oral description.</p> <ul style="list-style-type: none"> The man is waiting for the train <p>Listen to simple recounts</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books</p> <ul style="list-style-type: none"> Who How Where What <p>Answers simple literal questions about story with short answers</p> <p>With help from teacher retell the story.</p> <p>Talks about things in picture in response to teacher instructions.</p> <ul style="list-style-type: none"> What can you see on the picture? <p>Act out the story using dialogue.</p>	<p>TRANSPORT</p> <p>Listening and Speaking</p> <p>Memorises and performs poems & action rhymes & songs.</p> <ul style="list-style-type: none"> The wheels of the bus <p>Demonstrate understanding of basic oral vocabulary by pointing to objects. Using themes or topics.</p> <p>Understands and response to simple questions such as:</p> <ul style="list-style-type: none"> Which Whose Show me How When <p>Match description with correct picture.</p> <p>Plays language games.</p> <ul style="list-style-type: none"> Teacher can use own language game <p>Listens to short stories, recounts or non fiction texts told or read from Big books.</p> <p>Answers simple questions about story</p> <ul style="list-style-type: none"> Who What When <p>With help from teacher retells the story</p> <p>Gives simple instructions.</p> <p>Name things in picture in response to questions from teacher.</p> <ul style="list-style-type: none"> Show me the soil in the picture 	<p>TRANSPORT</p> <p>Listening and Speaking</p> <p>Memorises and performs poems & action rhymes & songs.</p> <p>Demonstrate understanding of basic oral vocabulary by pointing to objects. Using themes or topics.</p> <p>Follows short sequence of instructions.</p> <p>Identifies an object or picture from a simple oral description.</p> <ul style="list-style-type: none"> The man is waiting for the bus <p>Listen to simple recounts</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story.</p> <p>Talks about things in picture in response to teacher instructions.</p> <ul style="list-style-type: none"> What can you see on the picture? <p>Act out the story using dialogue.</p>	<p>ROAD SAFETY</p> <p>Listening and Speaking</p> <p>Memorises and performs poems & action rhymes & songs.</p> <p>Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics.</p> <p>Understands and response to simple questions</p> <ul style="list-style-type: none"> Which Whose Show me How When <p>Match description with correct picture .</p> <p>Plays language games</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple questions about story with short answers</p> <ul style="list-style-type: none"> Who What When <p>With help from teacher retells the story.</p> <p>Gives simple instructions.</p> <p>Name things in picture in response to questions from teacher.</p>	<p>ROAD SAFETY</p> <p>Listening and Speaking</p> <p>Memorises and performs poems & action rhymes & songs.</p> <p>Demonstrate understanding of basic oral vocabulary by pointing to objects. Using themes or topics.</p> <p>Follows short sequence of instructions.</p> <p>Identifies an object or picture from a simple oral description.</p> <ul style="list-style-type: none"> Traffic officer Pedestrian Cyclist Passenger Road signs Scholar patrol <p>Listen to simple recounts.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <ul style="list-style-type: none"> Who How Where What <p>Answers simple literal questions about story with short answers</p> <p>With help from teacher retells the story.</p> <p>Talks about things in the picture in response to teacher instructions.</p> <ul style="list-style-type: none"> What can you see on the picture? <p>Act out the story using dialogue.</p>	<p>PEOPLE WHO HELP US</p> <p>Listening and Speaking</p> <p>Memorises and performs poems & action rhymes & songs.</p> <p>Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics.</p> <p>Understands and response to simple questions</p> <ul style="list-style-type: none"> Which Whose Show me How When <p>Match description with correct picture .</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple questions about story with short answers</p> <ul style="list-style-type: none"> Who What When <p>With help from teacher retells the story.</p> <p>Gives simple instructions.</p> <p>Name things in picture in response to questions from teacher.</p>	<p>PEOPLE WHO HELP US</p> <p>Listening and Speaking</p> <p>Memorises and performs poems & action rhymes & songs.</p> <p>Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics.</p> <p>Understands and response to simple questions</p> <ul style="list-style-type: none"> Which Whose Show me How When <p>Match description with correct picture .</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple questions about story with short answers</p> <ul style="list-style-type: none"> Who What When <p>With help from teacher retells the story.</p> <p>Gives simple instructions.</p> <p>Name things in picture in response to questions from teacher.</p>	

	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Develop Understanding/ability to use language structures. Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense. " He is kicking the ball. " https://wcedportal.co.za/eresource/75881	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Develop Understanding/ability to use language structures. Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense. " He is kicking the ball. "	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Develop Understanding/ability to use language structures. Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense. " He is kicking the ball. "	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Develop Understanding/ability to use language structures. Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense. " He is kicking the ball. "	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Develop Understanding/ability to use language structures. Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense. " He is kicking the ball. " Present progressive tense. " He is kicking the ball. "	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Develop Understanding/ability to use language structures. Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense. " He is kicking the ball. " Present progressive tense. " He is kicking the ball. "	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Develop Understanding/ability to use language structures. Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense. " He is kicking the ball. "	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Develop Understanding/ability to use language structures. Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense. " He is kicking the ball. " Present progressive tense. " He is kicking the ball. "	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Develop Understanding/ability to use language structures. Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense. " He is kicking the ball. "	Language Structure Continues to build oral vocabulary , including conceptual vocabulary Develop Understanding/ability to use language structures. Begins to use a greater range of adverbs : quickly , slowly. Present progressive tense. " He is kicking the ball. "	Language Structure Consolidation
Requisite pre-knowledge	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	
Resources (other than textbook) to enhance learning	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	
SBA (Formal Assessment)	Ongoing https://wcedportal.co.za/eresource/69191	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by the end of Week 9		

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
CAPS section	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	Listening & Speaking W: 50% Phonics & Spelling W:20% Reading W:25% Writing: W:5%	
Topic, concepts, skills and values	REVISION https://wcedportal.co.za/eresource/62556 Listening and Speaking Consolidation https://wcedportal.co.za/eresource/62541	OUR COUNTRY Listening and Speaking Memorises and performs poems & action rhymes & songs. Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics. Understands and response to simple questions. <ul style="list-style-type: none"> • Which • Whose • Show me • How many • Count the Identifies an object or picture from a simple oral description.	OUR COUNTRY Listening and Speaking Memorises and performs poems & action rhymes & songs. Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics. Follows short sequence of instructions . Listen to a simple recount. Match description with correct picture .	WAYS TO COMMUNICATE Listening and Speaking Memorises and performs poems & action rhymes & songs. Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics. Understands and response to simple questions. <ul style="list-style-type: none"> • Which • Whose • Show me • How many • Count the 	WAYS TO COMMUNICATE Listening and Speaking Memorises and performs poems & action rhymes & songs. Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics. Follows short sequence of instructions .	WAYS TO COMMUNICATE Listening and Speaking Memorises and performs poems & action rhymes & songs. Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics. Understands and response to simple questions. <ul style="list-style-type: none"> • Which • Whose • Show me • How many 	WAYS TO COMMUNICATE Listening and Speaking Memorises and performs poems & action rhymes & songs. Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics. Follows short sequence of instructions Listen to simple recounts Match description with correct picture.	LIFE AT NIGHT Listening and Speaking Memorises and performs poems & action rhymes & songs. Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics. Follows short sequence of instructions Listen to simple recounts Match description with correct picture.	LIFE AT NIGHT Listening and Speaking Memorises and performs poems & action rhymes & songs. Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics. Understands and response to simple questions. <ul style="list-style-type: none"> • Which • Whose • Show me • How many • Count the 	LIFE AT NIGHT Listening and Speaking Memorises and performs poems & action rhymes & songs. Demonstrate understanding of basic oral vocabulary by pointing to objects . Using themes or topics. Follows short sequence of instructions Listen to a simple recounts Match description with correct picture .	REVISION Listening and Speaking Consolidation

		<ul style="list-style-type: none"> This is our country We live in a beautiful country I love my country <p>Plays language games .</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <ul style="list-style-type: none"> " Who " <p>With help from teacher retells the story. Or gives a simple summary of the texts.</p> <p>Talks about things in picture in response to teacher instructions.</p> <p>Gives simple instructions.</p> <p>Gives simple recount using 3 to 4 sentences. Using a frame.</p> <p>Make simple requests and statements .</p> <p>Name things in picture in response to questions from teacher.</p> <p>Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS .</p>	<p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple questions about story with short answers.</p> <p>With help from teacher retells the story. Or gives a simple summary of the texts.</p> <p>Talks about things in picture in response to teacher instructions.</p> <p>Gives simple instructions.</p> <p>Gives simple recount using 3 to 4 sentences. Using a frame.</p> <p>Make simple requests and statements .</p> <p>Act out the story using dialogue.</p> <p>Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS</p>	<p>Identifies an object or picture from a simple oral description.</p> <ul style="list-style-type: none"> Look someone in the eyes when talking to them Good telephone manners Good cell phone manners <p>Plays language games.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal Questions about story with short answers.</p> <p>With help from teacher retells the story. Or gives a simple summary of the texts.</p> <p>Talks about things in picture in response to teacher instructions.</p> <p>Gives simple recount using 3 to 4 sentences. Using a frame.</p> <p>Make simple requests and statements .</p> <p>Name things in picture in response to questions from teacher.</p> <p>Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS .</p>	<p>Listen to a simple recounts .</p> <p>Match description with correct picture .</p> <p>Listens to short stories, recounts or non fiction texts told or read from Big books.</p> <p>Answers simple questions about story with short answers.</p> <p>With help from teacher retells the story. Or gives a simple summary of the texts.</p> <p>Talks about things in picture in response to teacher instructions.</p> <p>Gives simple instructions.</p> <p>Gives simple recount using 3 to 4 sentences. Using a frame.</p> <p>Make simple requests and statements .</p> <p>Act out the story using dialogue.</p> <p>Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS</p>	<ul style="list-style-type: none"> Count the <p>Identifies 3 pictures from a simple oral description.</p> <ul style="list-style-type: none"> Look someone in the eyes when talking to them Good telephone manners Good cell phone manners <p>Plays language games.</p> <p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story. Or gives a simple summary of the texts.</p> <p>Talks about things in picture in response to teacher instructions.</p> <p>Gives simple instructions.</p> <p>Gives simple recount using 3 to 4 sentences. Using a frame.</p> <p>Make simple requests and statements .</p> <p>Act out the story using dialogue.</p> <p>Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS .</p>	<p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple questions about story with short answers.</p> <p>With help from teacher retells the story. Or gives a simple summary of the texts.</p> <p>Talks about things in picture in response to teacher instructions.</p> <p>Gives simple instructions.</p> <p>Gives simple recount using 3 to 4 sentences. Using a frame.</p> <p>Make simple requests and statements .</p> <p>Act out the story using dialogue.</p> <p>Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS .</p>	<p>Identifies an object or picture from a simple oral description.</p> <ul style="list-style-type: none"> Talk about the stars Talk about the moon <p>Plays language games.</p> <p>Listens to short stories, recounts or non fiction texts told or read from Big books.</p> <p>Answers simple literal questions about story with short answers.</p> <p>With help from teacher retells the story. Or gives a simple summary of the texts.</p> <p>Talks about things in picture in response to teacher instructions.</p> <p>Gives simple instructions.</p> <p>Gives simple recount using 3 to 4 sentences. Using a frame.</p> <p>Make simple requests and statements .</p> <p>Act out the story using dialogue.</p> <p>Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS .</p>	<p>Listens to short stories, recounts or non-fiction texts told or read from Big books.</p> <p>Answers simple questions about story with short answers.</p> <p>With help from teacher retells the story. Or gives a simple summary of the texts.</p> <p>Talks about things in picture in response to teacher instructions.</p> <p>Gives simple instructions.</p> <p>Gives simple recount using 3 to 4 sentences. Using a frame.</p> <p>Make simple requests and statements .</p> <p>Act out the story using dialogue.</p> <p>Understands at least 500 words in FAL . Use the words list in section 3 for guidance in CAPS .</p>	
Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	Phonics	
Recognises vowel digraphs oo- , ee-	Build up and breaks down simple words beginning with some common consonant blends e.g. bl-, cl, pl-	Build up and breaks down simple words beginning with some common consonant blends e.g. br-, cr-	Build up and breaks down simple words beginning with some common consonant blends e.g. dr-, tr-	Build up and breaks down simple words beginning with some common consonant blends e.g. gr-, sm-	Distinguish aurally between sounds that are often confused (e.g. 'i' and 'e')	Distinguish aurally between sounds that are often confused (e.g. 'i' and 'e')	Distinguishes aurally between sounds that are often confused e.g. i and e	Revision – vowel digraphs Revision – groups common words into word families.	Revision – vowel digraphs Revision – groups common words into word families.	
Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	Reading: Shared Reading (with teacher)	
Consolidation	Big books / Illustrated pictures - where all children can see pictures. Read with teacher.	Big books / Illustrated pictures - where all children can see pictures. Read with teacher.	Big books / Illustrated pictures - where all children can see pictures. Read with teacher.	Big books / Illustrated pictures - where all children can see pictures. Read with teacher.	Big books / Illustrated pictures - where all children can see pictures. Read with teacher.	Big books / Illustrated pictures - where all children can see pictures. Read with teacher.	Big books / Illustrated pictures - where all children can see pictures. Read with teacher. Its both reading and listening activity	Big books / Illustrated pictures - where all children can see pictures. Read with teacher. Its both reading and listening activity	Big books / Illustrated pictures - where all children can see pictures. Read with teacher.	Consolidation

enhance learning										
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing https://wcedportal.co.za/eresource/69191	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by Week 7 on: <ul style="list-style-type: none"> • Phonics: Written • Reading: Written Comprehension • Writing 	1 FAT to be completed by Week 8 on: <ul style="list-style-type: none"> • Listening and Speaking • Reading Oral 		