### SUGGESTED PLANNING of TEACHING and ASSESSMENT

<table>
<thead>
<tr>
<th>TERM 1 THEME</th>
<th>Week 1</th>
<th>Week 2</th>
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<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><strong>Listening &amp; Speaking</strong></td>
<td><strong>Revision</strong></td>
<td><strong>Myself and other</strong></td>
<td><strong>Everyone is special</strong></td>
<td><strong>What do we need to live?</strong></td>
<td><strong>What turns to speak</strong></td>
<td><strong>Take turns to speak</strong></td>
<td><strong>Tell a story with a beginning, middle and end</strong></td>
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<tr>
<td>W: 25%</td>
<td>Listen with respect</td>
<td>• Discuss class rules</td>
<td>• Take turns to speak</td>
<td>• How do you feel when something good happens to you?</td>
<td>• Do you see that we all are also in certain areas?</td>
<td>• Do you know it is a good friend?</td>
<td>• How must I act on bullying?</td>
<td>• How can you help someone to be a good friend?</td>
<td>• Share with friends</td>
<td>• практические идеи</td>
</tr>
<tr>
<td>• Take turns to speak</td>
<td>• Teachers discuss their friends</td>
<td>• Plan role play with a friend bullying</td>
<td>• Discuss how are we the same?</td>
<td>• Do you want to play with a friend?</td>
<td>• How many friends do they have?</td>
<td>• How must I act on bullying?</td>
<td>• How can you help someone to be a good friend?</td>
<td>• Take turns to speak</td>
<td>• Считается ли это хорошим другом?</td>
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<td>• Talk about personal experiences</td>
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<tr>
<td>• Use words in context</td>
<td>• Share holiday news</td>
<td>• Use words in context</td>
<td>• Suggest solutions for problems</td>
<td>• How must I act on bullying?</td>
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**Notes:**
- **Weeks:** Week 5, Week 7, Week 10
- **Themes:** Phonics, Listening & Speaking
- **Resources:** YouTube videos, class notes, illustrations

---

**Reading W: 25%**

**Shared Reading**

- Read simple instructions in the classroom
  - Class rules
  - Names of classmates
  - Teacher reads a story
  - Make up of visual cues to predict the story
- Reads books in whole class context with
  - Class rules
  - Pictures on posters
  - Make up of visual cues to predict the story

**Weekend Reading**

- Read simple instructions in the classroom
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**Phonics**

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<td>Use phonic knowledge, sight words and clues during reading</td>
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<td>Use word recognition and comprehension skills during the reading lesson:</td>
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<td>Sound words to understand</td>
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<tr>
<td>Use beginning sounds as a cue</td>
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<td>Use general letter patterns e.g. -ow, -ew</td>
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<td>Use know parts of the words to read the whole word</td>
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<td>Make use of combining sounds to understand words e.g. bl-ock</td>
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<td>Break word up in syllables to be able to read and understand the word.</td>
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<td>Read with fluency and intonation</td>
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Writing: W:20% Writing
Intro to Punctuation for Kids: English Grammar for Children - YouTube
https://www.youtube.com/watch?v=vs5o4HqAAxk

Past Simple Tense be - was / were: Fun & Interactive English Grammar ...
https://www.youtube.com/watch?v=03FgG5PatN-E

Handwriting: W:10% Handwriting

Requisite pre-knowledge

Resources (other than textbook) to enhance learning

Informal assessment; remediation

SBA (Formal Assessment)
<table>
<thead>
<tr>
<th>TERM 2 THEME</th>
<th>Week 1</th>
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<td>Talk about personal experiences</td>
<td>Which season do you like most? Give reasons for your answer.</td>
<td>Understand and use suitable vocabulary in the different subjects</td>
<td>Vocabulary on seasons</td>
<td>Listen with enjoyment for a longer period to a story</td>
<td>We dress up for the weather.</td>
<td>Compare and classify things and explain the classification</td>
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<tr>
<td>Listening Skills Exercise - YouTube</td>
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<td>Homophones for Kids</td>
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<td>Special Words that Sound the Same</td>
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</table>

**Phonics W: 20%**

**Learn Long Vowels with Silent e**

- [Lunywa oncosthuleza bezandi namagama](https://www.youtube.com/watch?v=LDzKjYxynjY)
- [Fundisa izandi nononbumba-u/lo no-nyi](https://www.youtube.com/watch?v=LDzKjYxynjY)
- [Fundisa amagama asuka kuluhu lwamagama lwesandi-maziwi: ukudlala/iyayo](https://www.youtube.com/watch?v=LDzKjYxynjY)
- [Abafundi mabaneke izivakalisi bezintsha la magama bebonakalisa ukugqo](https://www.youtube.com/watch?v=LDzKjYxynjY)

**Homophones for Kids**

- **Listening & Speaking**
  - **W: 20%**
  - **Listening Skills Exercise - YouTube**
    - [https://www.youtube.com/watch?v=BDg_V59plge](https://www.youtube.com/watch?v=BDg_V59plge)

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    - [Fundisa amagama asuka kuluhu lwamagama lwesandi-maziwi: ukudlala/iyayo](https://www.youtube.com/watch?v=LDzKjYxynjY)
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**Week 2**

<table>
<thead>
<tr>
<th>Revision</th>
<th>Seasons</th>
<th>Animals</th>
<th>Animals and creatures that live in water</th>
<th>Animal shelters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen with respect without interrupting</td>
<td>Take turns to speak and show sensitivity to others. Give positive feedback.</td>
<td>Understand and use suitable vocabulary in the different subjects</td>
<td>Vocabulary on seasons</td>
<td>Listen with enjoyment for a longer period to a story</td>
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<tr>
<td>Identify similarities and differences</td>
<td>Look at pictures of the four seasons. Tell a friend what you do not see in the picture. Talks about the four seasons and how they differ from each other.</td>
<td>Understand and use suitable vocabulary in the different subjects</td>
<td>Vocabulary on seasons</td>
<td>Express feeling on a story</td>
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<tr>
<td>Identify similarities and differences</td>
<td>What kind of clothes do you wear in every season? How does the clothes differ from each other? Which kind of clothes do you like most?</td>
<td>Understand and use suitable vocabulary in the different subjects</td>
<td>Vocabulary on farm animals</td>
<td>Express feeling on a story of a poem</td>
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<td>Use words in context, e.g. emotion words</td>
<td>“Happy words”</td>
<td>“Sad words”</td>
<td>Suggest solutions for problems</td>
<td>How must I act when I am sad?</td>
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**Week 3**

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Reading W:25%  
**Shared Reading**  
Teaching with Shared Reading of a Big Book  
By Bill Barnes  
**Resource URL:** [https://www.youtube.com/watch?v=](https://www.youtube.com/watch?v=)  
**What Is Guided Reading?**  
Free By Bill Barnes  
Teaching with Shared Reading of Reading W:25%

<table>
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<tr>
<th>Activity</th>
<th>Strategy</th>
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<tr>
<td>Make use of contextual cues</td>
<td>Make use of pictures to make sense of a story</td>
<td>Predicts the story by making use of cues</td>
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<td>Make use of the storyline to predict words</td>
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<td>Look at words around a specific word, to enable you to read an unknown word</td>
<td>Make use of the storyline to predict words</td>
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**Group Guided Reading**  
**What is Guided Reading?**  
Reading Lessons Free By Howcast  
**Resource URL:** [https://www.youtube.com/watch?v=](https://www.youtube.com/watch?v=)  
| Read aloud from own book or reading chart with teacher                 | Use structural-analytical decoding skills                                 | Break up words in word parts                                           |
| Read aloud from own book or reading chart with teacher                | Use structural-analytical decoding skills                                 | Add word parts together                                                |
| Use structural-analytical decoding skills                              | Use structural-analytical decoding skills                                 | 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                              | Make use of the storyline to predict words                                 | Predicts the storyline to predict words                                 |
| Look at words around a specific word, to enable you to read an unknown word | Make use of the storyline to predict words                                 | Predicts the story by making use of cues                               |
Use phonic knowledge, sight words and clues during reading

Use word recognition and comprehension skills during the reading lesson:
- 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
- Use make of combining sounds to understand words e.g. bl-ock
- Break word up in syllables to be able to read and understand the word.

Read with fluency and intonation
Build sight vocabulary during all reading

Writing: Writing

Do phonics tasks
- Take part in discussions to decide on a topic to write on.
- Write and illustrate on
- Do phonics tasks
- Teacher read on a sea

Use the writing process

Usa do writing frame.

Steps to take to develop dictionary skills

Do phonics tasks
- Take part in discussions to decide on a topic to write on.
- Any Sea Animal

Write and illustrate on
Paragraph (at least 5 sentences) with the help of a writing frame.

Write the story the teacher gives and write your own poem on the writing frame.

Do phonics tasks
- Take part in discussions to decide on a topic to write on.
- Steps to take to clean a fish tank

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### Handwriting W:10%

**Handwriting**

- **Week 1**
  - Write the date and heading: Handwriting
  - Write the Pattern: T, J
  - Write capital and lower case letters: Vv, Ww
  - Write words and sentences with spacing
  - Underline the work

- **Week 2**
  - Write the date and heading: Handwriting
  - Write the Pattern: M, Nn
  - Write words and sentences with spacing
  - Underline the work

- **Week 3**
  - Write the date and heading: Handwriting
  - Write the Pattern: Uu, X, X
  - Write words and sentences with spacing
  - Underline the work

- **Week 4**
  - Write the date and heading: Handwriting
  - Write the Pattern: D, O, Q
  - Write words and sentences with spacing
  - Underline the work

- **Week 5**
  - Write the date and heading: Handwriting
  - Write the Pattern: P, D, D
  - Write words and sentences with spacing
  - Underline the work

- **Week 6**
  - Write the date and heading: Handwriting
  - Write the Pattern: A, A, C, C
  - Write words and sentences with spacing
  - Underline the work

- **Week 7**
  - Write the date and heading: Handwriting
  - Write the Pattern: M, Nn
  - Write words and sentences with spacing
  - Underline the work

- **Week 8**
  - Write the date and heading: Handwriting
  - Write the Pattern: Uu, X
  - Write words and sentences with spacing
  - Underline the work

- **Week 9**
  - Write the date and heading: Handwriting
  - Write the Pattern: T, J
  - Write capital and lower case letters: Vv, Ww
  - Write words and sentences with spacing
  - Underline the work

- **Week 10**
  - Write the date and heading: Handwriting
  - Write the Pattern: M, Nn
  - Write words and sentences with spacing
  - Underline the work

**Requisite pre-knowledge**

<table>
<thead>
<tr>
<th>Grade R knowledge</th>
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**Resources (other than textbook) to enhance learning**

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

**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.
- Teachers could choose from SBA guidelines on formal assessment model.

https://drive.google.com/file/d/15d3X0imFAL3RvHw9M98n8vIDHZNM8h-j/view?usp=sharing
Read & Write: 25% 

Shared Reading: Teaching with Shared Reading of a Big Book

Let's Learn Singular and Plural Nouns - Grammar for kids - English

Phonics: The 'a' spelling (FREE RESOURCE) - YouTube

Listening & Speaking: How to practice English listening skills (without spending extra time)

Phonics: The 'a' spelling (FREE RESOURCE) - YouTube

Let's Learn Singular and Plural Nouns - Grammar for kids - English

Reading: 25% 

Shared Reading: Teaching with Shared Reading of a Big Book

Free By Bill Barnes Resource URL

https://www.youtube.com/watch?v=v4t3zQnO

Listening without interrupting, shows respect and ask questions to get clarity:
- Talks to class rules
- Listen to instructions and react suitably

Talk about personal experiences:
- Why is soil important?
- How does soil look like? (Have a bowl with soil)
- How does soil feel?
- Are there plants growing in the soil?

Suggest solutions for problems:
- John wants to start a vegetable garden. How can we help him?

Tell simple stories by changing voice and volume:
- You are a rabbit/moleant living under the ground. Tell us about your home.

Talk about personal experiences:
- How do you get to school every morning?

Tell parts in discussions, ask questions and answers them:
- Discuss different types of transport with which learners comes to school.
- With what kind of transport does the least/most learners make use of?

Suggest solutions for problems:
- Bert stays far from school. How can we help him get to school every morning?
- Discuss different kinds of transport that can be used. E.g. bus, bicycle, car.

Listen to stories and predict the end or give your own story.

Tell simple stories by changing voice and volume:
- Tell learners how you made a sailboat or a little airplane.

Listen without interrupting, shows respect and ask questions to get clarity:
- Peter is living in Cape Town and wants to go to Johannesburg. How can he get there?

Use interesting words and descriptions when talking:
- Use vocabulary on transport by using words in the correct context.

Use the pictures to predict the sequence of the story:
- Look at the pictures. Place the pictures in the correct sequence.
- Fill in the sentence strips to the pictures

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Take part in discussions to choose a topic to write on.

Write a simple meaningful text e.g. a "Get better soon" card etc.

Plan, write and present a story of at least six sentences.

Write 1 - 2 paragraphs (at least 8 sentences) on personal experiences.

Holiday news.

Use correct punctuation (full stop, comma, question mark and exclamation mark) so that others can read what was written.

Spell known words correct and use phonics knowledge to spell unknown words.

Use present, past and future tense correctly.

Identify and use nouns and verbs correctly.

Identify and use pronouns correctly.

Read and discuss own writing with friend.

Create own word bank and personal dictionary.

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Write to the driver of the school bus to thank him for bringing you safely to school every morning.

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Write the date and heading: Handwriting. Write the Pattern: mmmm, Write capital and lower case letters: S, F, I, Write words and sentences with spacing, Underline the work.

Requisite pre-knowledge: Grade 1 knowledge, Grade 1 knowledge, Grade 1 knowledge, Grade 1 knowledge, Grade 1 knowledge, Grade 1 knowledge, Grade 1 knowledge, Grade 1 knowledge.

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- The activities must be observed and assessed during daily lesson activities in Languages. Each skill is meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.
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SBA (Formal Assessment)
- The activities must be observed and assessed during daily lesson activities in Languages. Each skill is 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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<th>TERM 4</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
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- Look at words around a specific word, to enable you to read an unknown word

Use phonic knowledge, sight words and clues during reading

- Use word recognition and comprehension skills during the reading lesson:
  - Sound words to understand
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  - Use general letter patterns e.g. -ow, -ew
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  - Break word up in syllables to be able to read and understand the word.

Read with fluency and intonation
Build sight vocabulary during all reading

- Do phonic tasks.
  - Take part in discussions and contribute ideas for a story.
  - Experiment with words to write a simple poem or song.

Write at least two paragraphs (at least 10 sentences) on personal experiences or happenings.

- Make use of informal structures for writing like writing recipes.
  - Bring a traditional recipe (3 ingredients) from your home.
  - Write a recipe and illustrate.

Plan, write and present own story of at least two paragraphs and use words like “Some day” and “At last”
Organise information in a diagram or table.

- Make use of informal structures for writing like writing recipes.

- Do phonics tasks.
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- Write two paragraphs in sequence with the help of words like “Then, First, at last”.

- Use punctuation correctly (Capital letters, commas, question marks and exclamation)

- Predicts the story by making use of cues
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Read with fluency and intonation
Build sight vocabulary during all reading

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<th>Place happenings in the text in sequence with the help of words such as Then, First, at last. Use punctuation correctly (Capital letters, commas, question marks and exclamation marks) so that others can read what was written. Soundspel known words correctly and try to spell unknown words with the help of phonics knowledge. Use present, past and future tense correctly.</th>
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<tr>
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<td>• Write the Pattern:</td>
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<tr>
<td>• Write words and sentences with spacing</td>
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**Resources (other than textbook) to enhance learning**

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- 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.

[https://drive.google.com/file/d/15d3X0imFAL3RvxHM9R8n8vdHZ2NMh-/?view=sharing](https://drive.google.com/file/d/15d3X0imFAL3RvxHM9R8n8vdHZ2NMh-/?view=sharing)