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<th>TERM 1</th>
<th>Week: 1</th>
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<tr>
<td>CAPS section</td>
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### ABOUT ME

- Develops an oral vocabulary using themes or topics.
- Listens to stories, personal recounts or non-fiction texts told or read from a big book or illustrated poster for enjoyment.
- Recognises consonant digraphs at the beginning of a word, e.g. sh, ch, th.
- Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)
- Answers literal questions about a story.
- Describes how a story made him / her feel. Code switching if necessary.

### FEELINGS

- LISTENS: Follows instructions. (Take out your exercise book and pencil. Write the date in the top of the right hand corner).
- Recognises consonant digraphs at the beginning of a word, e.g. sh, ch, th.
- Builds and sounds out 3 and 4-letter words using sounds learnt.
- Read a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)
- Answers literal questions about a story.
- Describes how a story made him / her feel. Code switching if necessary.
- Describes how a story made him / her feel. Code switching if necessary.

### HEALTH PROTECTION

- Describes how a story made him / her feel.
- Code switching if necessary.
- Recognises consonant digraphs (sh, ch, th, wh) at the beginning of a word, e.g. sh, ch, th, wh.
- Builds and sounds out short 3 and 4-letter words using sounds learnt.
- Recognises consonant digraphs (sh, ch, th) at the beginning of a word, e.g. sh, ch, th.
- Builds and sounds out short (3 and 4-letter) words using sounds learnt.
- Recognises consonant digraphs (sh, ch, th) at the beginning of a word, e.g. sh, ch, th.
- Builds and sounds out short (3 and 4-letter) words using sounds learnt.

### RIGHTS AND RESPONSIBILITIES

- Give a riddle story about the topic.
- Expresses feelings about a story.
- Recognises consonant digraphs (sh, ch, th) at the beginning of a word, e.g. sh, ch, th.
- Builds and sounds out short 3 and 4-letter words using sounds learnt.
- Recognises consonant digraphs (sh, ch, th) at the beginning of a word, e.g. sh, ch, th.
- Builds and sounds out short (3 and 4-letter) words using sounds learnt.

### ABOUT SUGGESTED PLANNING OF TEACHING and ASSESSMENT

**Grade 3 FAL**

**Topic, concepts, skills and values**

**Reading:**
- Shared Reading: (with the teacher)

**Phonics:**
- Revision – Recognises consonant digraphs at the beginning of a word, e.g. sh, ch, th, wh, sk, sc-one.

**Listening and Speaking:**
- Asks for clarification.
- Predicts what will happen next in a story or personal recount.
- Identifies an object from a simple oral description.
- Gave a riddle story about the topic.

**Writing & Language:**
- Builds and sounds out short (3 and 4-letter) words using sounds learnt.
- Recognises consonant digraphs (sh, ch, th) at the beginning of a word, e.g. sh, ch, th.
- Builds and sounds out short (3 and 4-letter) words using sounds learnt.

**Listening and Speaking:**
- With help from the teacher, gives a simple recount.
- Asks for clarification.
- Expresses feelings about a story.
- Recognises consonant digraphs (sh, ch, th) at the beginning of a word, e.g. sh, ch, th.
- Builds and sounds out short (3 and 4-letter) words using sounds learnt.

**Listening and Speaking:**
- Expresses feelings about a story.
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- Expresses feelings about a story.

**Listening and Speaking:**
- Expresses feelings about a story.
- Expresses feelings about a story.

**Reading:**
- Shared Reading: (with the teacher)

**Phonics & Spelling:**
- Recognises consonant digraphs (sh, ch, th) at the beginning of a word, e.g. sh, ch, th.
- Builds and sounds out short (3 and 4-letter) words using sounds learnt.
- Recognises consonant digraphs (sh, ch, th) at the beginning of a word, e.g. sh, ch, th.
- Builds and sounds out short (3 and 4-letter) words using sounds learnt.

**Listening and Speaking:**
- Describes how a story made him / her feel. Code switching if necessary.
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<tr>
<td>Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</td>
<td>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner.</td>
<td>Uses children’s picture dictionaries to find out the meaning of unknown words</td>
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**Writing:**
- Uses handwriting skills taught in HL.
- Spells common words correctly and attempts to spell unfamiliar words using phonics knowledge.

**Reading:**
- Uses handwriting skills taught in HL.
- Writes increasingly complex lists with headings.
- Spells common words correctly and attempts to spell unfamiliar words using phonics knowledge.
<table>
<thead>
<tr>
<th>Language Structure:</th>
<th>Requisite pre-knowledge</th>
<th>Resources (other than textbook) to enhance learning</th>
<th>SBA (Formal Assessment)</th>
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<tbody>
<tr>
<td>Week: 1</td>
<td>Knowledge of the topic</td>
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<td>Week: 3</td>
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<td>Knowledge of the topic</td>
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### TERM 2

#### CAPS section

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#### Topic, concepts, skills and values

**HEALTHY EATING**

<table>
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<tr>
<th>Week: 4</th>
<th>Week: 5</th>
<th>Week: 6</th>
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<td>LIFE CYCLES</td>
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<td>RECYCLING</td>
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**LISTENING AND SPEAKING**

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<td><strong>Phonics:</strong></td>
<td><strong>Reading:</strong></td>
<td><strong>Group guided Reading:</strong></td>
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<tr>
<td><strong>Recognises at least 3 new vowel digraphs – ea as in eat, oo as in toe, ie as in tie</strong></td>
<td><strong>Reads a short written text (Big book) with the teacher, using the title for prediction.</strong></td>
<td><strong>Reads aloud from own book. Whole group, same story.</strong> Uses the reading strategies taught in HL to make sense and monitor self when reading. <strong>Uses the reading strategies taught in HL to make sense and monitor self when reading.</strong> <strong>Uses the reading strategies taught in HL to make sense and monitor self when reading.</strong> <strong>Uses the reading strategies taught in HL to make sense and monitor self when reading.</strong> <strong>Uses the reading strategies taught in HL to make sense and monitor self when reading.</strong> <strong>Uses the reading strategies taught in HL to make sense and monitor self when reading.</strong> <strong>Uses the reading strategies taught in HL to make sense and monitor self when reading.</strong> <strong>Uses the reading strategies taught in HL to make sense and monitor self when reading.</strong> <strong>Uses the reading strategies taught in HL to make sense and monitor self when reading.</strong> <strong>Uses the reading strategies taught in HL to make 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<td>Reading Goals</td>
<td>Writing Skills</td>
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<td>- Monitors self when reading.</td>
<td>- Uses handwriting skills taught in HL.</td>
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<td>- Reads with increasing fluency and expression – comprehension.</td>
<td>- Builds own word bank and personal dictionary.</td>
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<td>- Shows an understanding of punctuation when reading aloud.</td>
<td>- Uses children’s dictionaries.</td>
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<td>- Continues to build a sight vocabulary from the guided, shared and independent reading.</td>
<td>- Spells common words correctly and attempts to spell unfamiliar words using phonics knowledge.</td>
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<td>- Uses children’s picture diaries to find out the meaning of unknown words.</td>
<td>- Writes meaningful sentences in the present progressive tense with some accuracy.</td>
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**Sight words**

CAPS pg. 87 89

[https://wcedeportal.co.za/resources/6251](https://wcedeportal.co.za/resources/6251)

**Language Structure:**

- Uses handwriting skills taught in HL.
- Builds own word bank and personal dictionary.
- Uses children’s dictionaries.
- With guidance, writes a simple set of instructions.

**Writing:**

- Uses handwriting skills taught in HL.
- Builds own word bank and personal dictionary.
- Uses children’s dictionaries.
- Spells common words correctly and attempts to spell unfamiliar words using phonics knowledge.
- Writes meaningful sentences in the present progressive tense with some accuracy.
- Builds own word bank and personal dictionary.
- Uses children’s dictionaries.
Requisite knowledge

Knowledge of the topic

Knowledge of the topic

Knowledge of the topic

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Knowledge of the topic

Knowledge of the topic

Resources (other than textbook) to enhance learning

Informal assessment; remediation

SBA (Formal Assessment)

Week: 1

Listening & Speaking:
- Phonics & Spelling: W: 40%
- Reading: W: 30%

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- Reading: W: 30%

PUBLIC SAFETY

Listening and Speaking:
- Continues to develop an oral (listening and speaking) vocabulary
  - using themes or topics
- Gives simple instructions.
- Listens to stories and personal recounts and answers comprehension questions.
- Predicts what will happen next in a story or personal recount.
- Expresses feelings about the story.
- Continues to build oral vocabulary, e.g.
- describing processes, making things.

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- Continues to build oral vocabulary, e.g.
- describing processes, making things.

POLLIATION

Listening and Speaking:
- Continues to develop an oral (listening and speaking) vocabulary
  - using themes or topics
- Understands and responds to simple questions.
  - When
  - Why
  - How
- Talks about objects in a picture or in story.
  - Expresses feelings about the story.
  - Talks about objects in a picture or in story.
- Expresses feelings about the story.
- Continues to build oral vocabulary, e.g.
- describing processes, making things.
- Retells the story.

POLLIATION

Listening and Speaking:
- Continues to develop an oral (listening and speaking) vocabulary
  - using themes or topics
- Participates in a short conversation on a familiar topic.
- Identifies an object from a simple oral description.
  - expresses feelings about the story.
- Listens to a non-fiction text as a procedural text, and answers comprehension questions.
  - predicts what will happen next in a story or personal recount.
- Expresses feelings about the story.
- With the teacher’s help gives a simple summary of the non-fiction text.
- Expresses feelings about the story.
- Continues to build oral vocabulary, including conceptual vocabulary.
  - e.g. describing processes, making things.

HOW PEOPLE LIVED LONG AGO

Listening ad Speaking:
- Continues to develop an oral (listening and speaking) vocabulary
  - using themes or topics
  - answers comprehension questions.
  - predicts what will happen next in a story or personal recount.
  - Expresses feelings about the story.
  - With the teacher’s help gives a simple summary of the non-fiction text.
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  - With the teacher’s help gives a simple summary of the non-fiction text.
  - Expresses feelings about the story.
  - Continues to build oral vocabulary, including conceptual vocabulary.
  - e.g. describing processes, making things.

SPACE

Listening and Speaking:
- Continues to develop an oral (listening and speaking) vocabulary
  - using themes or topics
  - Expresses feelings about the story.
  - Expresses feelings about the story.
  - With the teacher’s help gives a simple summary of the non-fiction text.
  - Expresses feelings about the story.
  - Continues to build oral vocabulary, including conceptual vocabulary.
  - e.g. describing processes, making things.

Listening and Speaking:
- Continues to develop an oral (listening and speaking) vocabulary
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  - Continues to build oral vocabulary, including conceptual vocabulary.
  - e.g. describing processes, making things.
Describes how a story made him/her feel, code switching if necessary?

Describes a story about a story.

Describes how a story made him/her feel, code switching if necessary?

Builds and sounds out words using sounds learnt.

Recognises three-letter consonant blends at the beginning and end of words. E.g. sn, sc.

Builds and sounds out words using sounds learnt.

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Recognises consonant digraphs in a word – ph; th; ss, ff

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Builds and sounds out words using sounds learnt.
Uses the reading strategies taught in the HL to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).

Reads with increasing fluency and expression.

Shows an understanding of punctuation when reading aloud.

Continues to build a sight vocabulary from the guided, shared and independent reading.

Reads own and other’s writing.

Reads independently books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.

Reads familiar poems and rhymes.

Uses children’s picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.

Sight words
CAPS pg. 87 89
https://wcedeportal.co.za/eresource/75941
https://wcedeportal.co.za/eresource/60435

Writing:
Uses handwriting skills taught in HL.

Writes increasingly complex lists with headings.

Builds own word bank and personal dictionary.

Uses children’s dictionaries (mono- and bilingual)

Language Structure:
Understands and uses the past tense.

Language Structure:
Understands and uses the articles a and the with nouns, e.g. a bottle/the bottle.

Language Structure:
Understands and uses countable and uncountable nouns (revision)

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Language Structure:
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### Topic, concepts, skills and values

**LISTENING AND SPEAKING**

- Listens and responds to simple questions.
- Listens to stories and personal recounts and answers comprehension questions.
- Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher.
- Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g. present and past tense, countable and uncountable nouns; articles a and the; prepositions in/on; comparative prepositions.
- Identifies an object from a non-fiction text.
- Expresses feelings about the context.
- Listens to short stories, personal recounts and uncountable nouns; articles a and the; prepositions in/on; comparative prepositions.
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meaningful spoken language, e.g. present and past tenses, countable and uncountable nouns; articles a and the; prepositions in/on; comparative adjectives – fast, fastest;

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Reading: Shared Reading:

Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.

Answers literal questions about a story.

Describes how a story made them feel, code switching if necessary.

https://wcedeportal.co.za/eresources/02462

Phonics:

Distinguishes between different vowel sounds aurally (e.g. bird and bed / ship and sheep)

Phonics:

Recognizes at least five vowel diagraphs (e.g. ay as in pain in pay / say as in coin / oy as in toy / ou as in round).

Builds and sound out words using sounds learnt.

Reading: Shared Reading:

Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.

Answers literal questions about a story.

Describes how a story made them feel, code switching if necessary.

Group guided Reading:

Reads aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story or non-fiction text with the teacher.

Uses the reading strategies taught in HL to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)

Reads with increasing fluency and expression.

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Ongoing Rhymes

Knowledge of the topic

- Understated and uses the comparative adjectives a car is faster than a bicycle.
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Language Structure:

- Uses contrasting adjectives and comparative adjectives in a sentence e.g. after doing a simple experiment.
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Language Structure:

- Uses personal pronouns.
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Language Structure:

- Uses past tense correctly.
- Uses past tense correctly.
- Uses past tense correctly.
- Uses past tense correctly.
- Uses past tense correctly.
- Uses past tense correctly.

Language Structure:

- Reads independently books read in the FAL from the classroom reading corner.
- Reads independently books read in the FAL from the classroom reading corner.
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Compile into 1 FAT