## SUGGESTED PLANNING FOR TEACHING AND ASSESSMENT

### Grade 3 HL

<table>
<thead>
<tr>
<th>THEME</th>
<th>Week 1</th>
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<td><strong>Value weight: 15%</strong></td>
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<td><strong>Week 2:</strong> Identify and Plan</td>
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<td><strong>Listening to stories, identify the main idea and details and answer higher-order thinking questions. For example:</strong> “Do you think this is the best title for the story? Why?”</td>
<td><strong>Listen to a story the teacher reads, e.g. My birthday wish.</strong></td>
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<td><strong>Revise sounds consisting of two vowels: i.e., oe, ou, ui, eu, ei.</strong></td>
<td><strong>Revise the days of the week and months of the year correctly.</strong></td>
<td><strong>Recognise and use rhyming words.</strong></td>
<td><strong>Sort letters and words into alphabetical order.</strong></td>
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**TERM 2 48 days**

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<td>Teaching with Shared Reading of a Big Book by Bill Barnes</td>
<td>Resource URL</td>
<td><a href="https://www.youtube.co.uk/watch?v=U1QHMvU-52">https://www.youtube.co.uk/watch?v=U1QHMvU-52</a></td>
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### Group-guided Reading

**What is Guided Reading?**

**Reading Lessons Free By Bestcast Resources**

**Group-guided Reading**

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| Ability to combine syllables. |
| Recognise smaller words within a bigger word. |
| Use context clues. Use picture to determine what the story is about. |
Follow the clue of the story to predict what a certain word in a sentence might be.
Use story line to predict words.
Look at words close to a specific word to find out what the unknown word might be.

Use phonic knowledge and sight words during reading.
Use word recognition and comprehension skills during reading:
• Sound words for understanding
• Use initial letters as clues.
• Use known parts of the words to understand the whole word.
• Use combination of sounds to understand words, e.g. -oor.
Use the division of words, such as breaking up syllables to understand the whole word.

Use a, e, o, i
Use combination of whole word.
Use the division of words, such as breaking up syllables to understand the whole word.

Use story line to predict what a certain word in a sentence might be.
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Write word building tasks:
• a, e, i, o, u
• Write the days of the week and months of the year correctly.
• Dictation of 3 sentences
Answer a comprehension text about e.g.
• The party.
Contribute ideas, words and sentences for a class story (shared writing).

Writing:
Weight value: 30”

Do word building tasks:
• a, e, i, o, u
• Write the days of the week and months of the year correctly.
• Dictation of 3 sentences

Draw pictures and write sentences to show understanding of a story.
• Make own timeline.
Use pictures to choose a topic to write about.
Choose a photo or a picture of yourself.

Do word building tasks:
• i, ee, ou, ui, ei
• Write the days of the week and months of the year correctly.
• Dictation of 3 sentences

Use instructions, for example to a friend.
• Write two reasons why your friend should be grateful.
Contribute ideas, words and sentences for a class story (shared writing).
Complete a mind map – things children love.
Plan the writing process with a friend.

Do word building tasks:
• spr, in sproul, scr, str
• Write the days of the week and months of the year correctly.
• Dictation of 3 sentences

Draw pictures and write sentences to show understanding of a story.
• Complete a mind map – things children love.
Plan the writing process with a friend.

Do word building tasks:
• Break down multi-syllabic words into smaller syllables: re-bear-mer.
• Write the days of the week and months of the year correctly.
Contribute ideas, words and sentences for a class story (shared writing).
Write instructions, for example to a friend.
What should my friend do if he/she experiences a "no" feeling?
Use pictures to choose a topic to write about.

Do word building tasks:
• Recognise and use rhyming words such as blow, flow.
• Dictation
Contribute ideas, words and sentences for a class story (shared writing).
Write instructions, for example to a friend.
Contribute ideas, words and sentences for a class story (shared writing).

Do word building tasks:
• Sort letters and words into alphabetical order.
• Write the days of the week and months of the year correctly.
• Dictation

Ask questions to help define the writing task.
• Complete the map to fit in yourself.
Write at least one paragraph of eight sentences.
### Handwriting

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<tr>
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### Requisite pre-knowledge

- **Grade 2 knowledge**
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### Resources (other than textbook) to enhance learning

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### Informal assessment and didactic assistance

- Class rules for the year – learners give ideas.
- Plan the writing process with a friend.
- Write at least one paragraph of eight sentences such as own news, creative story, description of an incident.
- My birthday wish.
- Write words to form a sentence using capital letters, full stops, question marks, commas, explanation marks and inverted commas.
- Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.
- Use present, past and future tense correctly.

- Put the pictures in the correct sequence and write about them.
- Plan the writing process with a friend.
- Write at least one paragraph of eight sentences such as:
  - Write a diary entry about a day when you were happy and a day when you felt sad.
  - Write words to form a sentence using capital letters, full stops, question marks, commas, explanation marks and inverted commas.
  - Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.
  - Use present, past and future tense correctly.

- What makes us happy in class?
- Plan the writing process with a friend.
- Ask questions to help define the writing task.
- Write at least one paragraph of eight sentences such as:
  - Write a diary entry about a day when you were happy and a day when you felt sad.
  - Write words to form a sentence using capital letters, full stops, question marks, commas, explanation marks and inverted commas.
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  - Use present, past and future tense correctly.

- Treatment of nosebleeds and cuts.
- Look at the pictures and choose a topic for your story.
- Ask questions to help define the writing task.
- Write at least one paragraph of eight sentences such as:
  - Complete your own mind map and write a paragraph about what you like to do and why you enjoy this activity.
  - Write words to form a sentence using capital letters, full stops, question marks, commas, explanation marks and inverted commas.
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  - Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.
  - Use present, past and future tense correctly.

- Write down four rules for your class.
- Use pictures to choose a topic to write about.
- Write at least one paragraph of eight sentences such as:
  - Use words what this means.
  - Write words to form a sentence using capital letters, full stops, question marks, commas, explanation marks and inverted commas.
  - Use word-building techniques, phonic knowledge and spelling rules to write unfamiliar words.
  - Use present, past and future tense correctly.

- How do you help your mom and dad at home?
- Write and illustrate six to eight sentences on a topic to contribute to a book for the class library.
- Plan the writing process with a friend.
- Write at least one paragraph of eight sentences such as:
  - Use words what this means.
  - Write words to form a sentence using capital letters, full stops, question marks, commas, explanation marks and inverted commas.
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- Tell more about myself.
- Write and illustrate six to eight sentences on a topic to contribute to a book for the class library.
- Plan the writing process with a friend.
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<td><strong>9 Ideas to Improve Your Child’s Listening Skills</strong></td>
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- These activities must be observed and assessed daily during Home Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills.
- At the end of Week 9, all the checklists must be completed, which allows the educator to score each child.
- Teachers can choose from SBA guidelines on the formal assessment model.

**SBA (Formal assessment)**
Use visual clues. * Use the pictures of animals, posters, and books to teach vocabulary.

Read enlarged texts such as poems, Big Books, posters and electronic text as a class with the teacher (shared reading).

Read a book as a whole with teachers (shared reading) and describe the sequence of events, background and the relationship between cause and effect.

Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.

Read a book as a whole class with teacher (shared reading) and describe the sequence of events, background and the relationship between cause and effect.

Use self-reading unfamiliar words.

Use self-correcting strategies when reading: re-reading, pausing.

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practising a word before saying it aloud.

Learners monitor themselves during reading in terms of word recognition and comprehension skills.

Use diagrams and pictures from the text to enhance comprehension.

Read with increasing fluency and expression.

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Use diagrams and pictures from the text to enhance comprehension.

Read with increasing fluency and expression.

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Do word building tasks:

• Recognise words ending with -en, -am, -can, etc.

• Read a simple book about a topic to select a topic to write about.

• Write a recipe for a dish that others can read and understand what has been written.

• Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.

• Identify and use nouns, pronouns, verbs and adverbs correctly.

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<thead>
<tr>
<th>Handwriting</th>
<th>Weight value: 10%</th>
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<tbody>
<tr>
<td>Revise cursive writing:</td>
<td>Introduce:</td>
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<tr>
<td>• Date and captions</td>
<td>• Date and captions</td>
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<tr>
<td>• Formation of pattern and letter:</td>
<td>• Cursive pattern:</td>
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<tr>
<td>• Basic letters and letter combinations</td>
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<tr>
<th>Requisite pre-knowledge</th>
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<tr>
<td>Reading series eBooks</td>
<td>Grade 2 knowledge</td>
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<tr>
<td>Sentence strips DBE Workbooks</td>
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<th>Resources (other than textbook) to enhance learning</th>
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<th>Informal assessment and didactic assistance</th>
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<td>• These activities are observed and assessed daily during Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills.</td>
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<td>• This takes place informally and on a continuous basis.</td>
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<tr>
<th>SBA (Formal assessment)</th>
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<td>• These activities must be observed and assessed daily during Home Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills.</td>
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<tr>
<td>• At the end of Week 9, all the checklists must be completed, which allows the educator to score each child.</td>
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<td>• Teachers can choose from SBA guidelines on the formal assessment model</td>
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https://drive.google.com/file/d/1YfNwG-fP1qJxtHsW/olOd5SLw4YA3/view?usp=sharing
**Word building: Weight value: 20%**

**Phonics: The 'ea, ey' spelling**

**FREE RESOURCE** - YouTube

**FREE RESOURCE** - YouTube

1. **Recognise all sound combinations already learnt.**
2. **Use the story about the soldiers and the provisions.**
3. **Do word-building activities using sounds that were taught.**
4. **Use sounds and letter names to spell words correctly using phonics knowledge and spelling rules in informal tests, in dictation and in all written work.**
5. **Use phonic knowledge to spell words correctly.**
6. **Spell words correctly using phonics knowledge in informal tests, dictation and in all written words.**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4:</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
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<tr>
<td><strong>Themes</strong></td>
<td><strong>Public Safety</strong></td>
<td><strong>Pollution</strong></td>
<td><strong>How people lived a long time ago</strong></td>
<td><strong>Space</strong></td>
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<td><strong>Listening and Speaking</strong></td>
<td><strong>Weight value: 15%</strong></td>
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<td><strong>Word Family - Phonics Song for Kids</strong></td>
<td><strong>Jack Hartmann - YouTube</strong></td>
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Guided Reading

What Is Guided Reading? Group 

Interpret information from graphic texts such as advertisements, illustrations, posters, graphs, maps. Discuss the video and pictures of how people lived long ago.

Say if they like the story and can justify the answer.

Answer a variety of higher-order thinking questions based on the passage read.

Answer a variety of higher-order thinking questions based on the passage read.

Say if they like the story and can justify the answer.

Discuss the story that was read about characters.

Answer a variety of higher-order thinking questions based on the passage read.

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Informal assessment and didactic

Handwriting

- Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.
- Design a poster to make people aware of pollution.
- Draw pictures.

- Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.
- Create a mind map and write 5 road safety rules.
- You can draw pictures next to it.

Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.

- Introduce: Date and captions
- Introduce: Date and captions
- Introduce: Date and captions

Identify and use: pronouns, adjectives, verbs, adverbs and prepositions correctly.

- Joins sentences by using conjunctions such as and, but, because.
- Use a variety of vocabulary to make the writing more interesting.
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Read own writing to the class.

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- Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.
- Design a poster to make people aware of pollution.
- Draw pictures.

- Summarise and keep a record of information using mind maps, tables, notices, diagrams or maps.
- Create a mind map and write 5 road safety rules.
- You can draw pictures next to it.

Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.

- Introduce: Date and captions
- Introduce: Date and captions
- Introduce: Date and captions

Identify and use: pronouns, adjectives, verbs, adverbs and prepositions correctly.

- Joins sentences by using conjunctions such as and, but, because.
- Use a variety of vocabulary to make the writing more interesting.
- Use phonic knowledge and spelling rules to write unfamiliar words.

Read own writing to the class.

Use a dictionary for new vocabulary and the meaning of words.

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Reasons for your choice.

- Use make of different kinds of sentences e.g. questions, commands, etc.
- Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas.
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TERM 4 47 days

<table>
<thead>
<tr>
<th>THEME</th>
<th>Week 1 Products and processes</th>
<th>Week 2 Products and processes</th>
<th>Week 3 Disasters and what we should do</th>
<th>Week 4: Disasters and what we should do</th>
<th>Week 5 Disasters and what we should do</th>
<th>Week 6 Plan and do an oral presentation: Use a visual resource.</th>
<th>Week 7: Plan and do an oral presentation: Use a visual resource.</th>
<th>Week 8 Animals</th>
<th>Week 9: Animals</th>
<th>Week 10 Consolidation of Grade 3</th>
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<tbody>
<tr>
<td>Listening and Speaking Weight value: 15%</td>
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<td>Teaching Your Child to Listen and Follow Directions</td>
<td><a href="https://childmind.org/article/how-to-give-kids-effective-instructions/">https://childmind.org/article/how-to-give-kids-effective-instructions/</a></td>
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<td>How to get students to follow directions the first time</td>
<td><a href="https://theconnerstoneforteachers.com/how-to-get-students-to-follow-directions/">https://theconnerstoneforteachers.com/how-to-get-students-to-follow-directions/</a></td>
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<td>Listen for details in stories and answer open-ended questions. For example: “Do you think it’s necessary to come to school?”</td>
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<td>Listen to the teacher reads about plants.</td>
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<td>Use terminology such as subject, verb, object, question, statement, order, synonym, antonym (opposites), exclamation mark during text discussions.</td>
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<td>Plants – what we get from them.</td>
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<td>Understand and use appropriate language of different subjects.</td>
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<td>Termonology of plant parts and foods made from plants.</td>
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<td>Word building:</td>
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<td>Learn English - What are prefixes roots and suffixes? - YouTube</td>
<td><a href="https://www.youtube.com/watch?v=">https://www.youtube.com/watch?v=</a> RVJcqux7o7k</td>
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<td>Adjectives for Kids</td>
<td>Language Arts Video Lesson - YouTube</td>
<td><a href="https://www.youtube.com/watch?v=">https://www.youtube.com/watch?v=</a> 8M8m8m8m8m8m</td>
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SBA (Formal assessment)

- These activities must be observed and assessed daily during Home Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills.
- At the end of Week 9, all the checklists must be completed, which allows the educator to score each child.
- Teachers can choose from SBA guidelines on the formal assessment model.

https://drive.google.com/file/d/1YihNXwdfP1gIXXH7EyjolD5LwYAS3/view?usp=sharing
Group-guided Reading

What is Guided Reading? | Reading Lessons Free By Howcast Resource URL https://www.youtube.com/watch?v=LiO8™J4C8o

Use phonic knowledge, contextual and structural-analytical decoding skills and comprehension skills to create meaning.

Learners monitor themselves during reading in terms of word recognition and comprehension skills.

Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.

Play word games to practice reading and vocabulary skills.

Read alone and aloud from own book during group-guided reading with the teacher, i.e. the whole group works with the same story on the group’s reading level.

Read with increasing fluency, speed and expression (read with feeling).

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Use self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud.
<table>
<thead>
<tr>
<th>Writing Weight value: 30%</th>
<th>Do word building tasks</th>
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<td>Use pre-writing strategies to gather information and plan writing: talk to a friend, draw a mind map, plan a framework for writing.</td>
<td>Use a framework to plan your letter.</td>
<td>Write a variety of short texts for different purposes, such as recounts, dialogue.</td>
<td>Write a letter to the person who usually prepares your meals.</td>
<td>Use words from the list for your letter.</td>
<td>Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).</td>
<td>Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</td>
<td>Use conjunctions to form composite sentences.</td>
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<td>Do word building tasks</td>
<td>Use a variety of short texts for different purposes, such as recounts, dialogue.</td>
<td>• The learners talk about the qualities of wool.</td>
<td>• Write their words in speech bubbles so that we can read what they say.</td>
<td>• Use a dictionary to find new vocabulary and to check spelling.</td>
<td>• Create a word bank and personal dictionary.</td>
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<td>Write about a personal experience in different forms, such as a short news article.</td>
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<td>• Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</td>
<td>• Read the newspaper report again.</td>
<td>• Answer the comprehension questions in full sentences.</td>
<td>• Use conjunctions to form composite sentences.</td>
<td>• Use word-building techniques, phonics knowledge and spelling rules to write difficult words.</td>
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<td>Do word building tasks</td>
<td>Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).</td>
<td>• Write two paragraphs on e.g. Where wool comes from or about Wooley the sheep.</td>
<td>• Use the writing frame of the sheep in which to write your story.</td>
<td>• Give information in the correct sequence and provide a caption (heading).</td>
<td>• My story plan: The characters and the background. Who is in your story? Where does the story take place? When does the story begin? The middle The end</td>
<td>• Discuss own and other’s writing to provide and receive feedback.</td>
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<td>Do word building tasks</td>
<td>Write about a personal experience.</td>
<td>• Why did the flame of the candle go out?</td>
<td>• Write in your own words what you observed.</td>
<td>• Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.</td>
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<td>Use a dictionary to find new vocabulary and to check spelling.</td>
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**Writing Tasks**

- **Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).**
- **Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.**
- **Use conjunctions to form composite sentences.**
- **Use word-building techniques, phonics knowledge and spelling rules to write difficult words.**
- **Create a word bank and personal dictionary.**
- **Use a dictionary to find new vocabulary and to check spelling.**

**Writing Activities**

- **Use a framework to plan your letter.**
- **Write a letter to the person who usually prepares your meals.**
- **Use words from the list for your letter.**
- **Plan, write, edit and present own story of at least two paragraphs (at least 12 sentences).**
- **Use punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks, inverted commas.**
- **Use conjunctions to form composite sentences.**
- **Use word-building techniques, phonics knowledge and spelling rules to write difficult words.**
- **Create a word bank and personal dictionary.**
- **Use a dictionary to find new vocabulary and to check spelling.**

**Writing Objectives**

- **Write about a personal experience in different forms, such as a short news article.**
- **Give information in the correct sequence and provide a caption (heading).**
- **Write about a personal experience.**
- **Give information in the correct sequence and provide a caption (heading).**
- **Use a dictionary to find new vocabulary and to check spelling.**
- **Create a word bank and personal dictionary.**
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<tr>
<th>Handwriting</th>
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<td>• Write the caption and date</td>
<td></td>
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<tr>
<td>• Introduce own cursive pattern in headings</td>
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<tr>
<td>• Basic letter combinations with capital letters</td>
<td></td>
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<td>• Write sentences</td>
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<td>• These activities are observed and assessed daily during Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills.</td>
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<td>• These activities must be observed and assessed daily during Home Language lessons. Not all skills have to be assessed, but the learners should rather be given the opportunity to practise and master the skills.</td>
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<td>• At the end of Week 9, all the checklists must be completed, which allows the educator to score each child.</td>
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<td>• Teachers can choose from SBA guidelines on the formal assessment model.</td>
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https://drive.google.com/file/d/1YlhNwJFWb1qXHeEyolOc5LwYA3/view?usp=sharing