

## 2021 Annual Teaching Plan Template

### 1. English Home Language Grade 1

*Revised National Teaching Plan*

#### GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:

##### Please note the following:

1. The CAPS document for terms 1-4 has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. All the skills are spread over the time given.
4. Content is scaffolded across weeks
5. The first 6 weeks in Grade 1 is dedicated to a readiness programme to ensure that all learners are ready for the formal schooling.
6. For Grades 2 & 3 the first six weeks is set aside for catchup and consolidation of previous grade's content. If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. Life Skills themes must be integrated with Home Language.
8. The topics/themes for HL are only suggestions and not compulsory. Teachers should use topics applicable to the school context.
9. Whenever groupwork is done, social distancing is to be adhered to.

##### Guidelines for assessment: Baseline assessment:

- Should be done during the first 10 days of returning to school.
- Baseline activities should not be a stand-alone but be integrating with the teaching and learning process.
- Should be done informally and mostly through observation.
- The assessment activities will focus on previous grade content.
- The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.

##### School Based Assessment:

- Assessment takes place on a continuous basis in the Foundation Phase.
- A bigger focus should be on formative assessment.
- Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)
- Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

These are exceptional times. We would like to thank you for trying your utmost to prepare the learners for the next grade.

## 2021 Annual Teaching Plan – Term 1: **SUBJECT: English HL Grade 1**

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
TOPIC/THEME							ME			AT SCHOOL
	SIX WEEKS READINESS PROGRAMME MAXIMUM TEN DAY BASELINE INTEGRATED INTO THE TEACHING AND LEARNING PROCESS						TERM 1 CONTENT			
CAPS Topic	<p style="text-align: center;"><b>LISTENING &amp; SPEAKING</b> (Minimum time 3 x 15 minutes a week; Maximum time 4 x 15 minutes a week)</p>									
<b>Executive function</b> (use songs, rhymes and actions with routines whenever possible)	Teach learners the routines and procedures for: <ul style="list-style-type: none"> <li>• What to do when they arrive at school</li> <li>• Going to the toilet and handwashing</li> <li>• What to do at mealtime / breaks</li> <li>• What to do after school</li> </ul>	Teach learners a few simple, universal rules for the classroom (rules that are always true) For example: <ul style="list-style-type: none"> <li>• <b>Listening bodies</b> I will listen and follow instructions</li> <li>• <b>Raised hands</b> I will raise my hand to share my ideas</li> <li>• <b>Quiet mouths</b> I will use a soft voice</li> <li>• <b>Walking feet</b> I will walk in school to stay safe</li> <li>• <b>Helping hands</b> I will use my hands for helping not hurting</li> <li>• <b>Caring hearts</b> I will use kind</li> </ul>	Teach learners a simple attention getter, for example: <ul style="list-style-type: none"> <li>• Teacher: <b>High 5!</b> (holds her hand up with 5 fingers extended, counts down 5, 4, 3, 2, 1 – when she gets to zero, everyone must be sitting in the place, with their mouths closed and hands in lap)</li> </ul> Teach learners the routines and procedures for: <ul style="list-style-type: none"> <li>• Greetings</li> <li>• Asking and answering questions</li> <li>• Looking after their belongings</li> </ul>	Teach learners a simple attention getter, for example: <p><b>Teacher: 1, 2, 3 eyes on me</b></p> <p><b>Learners: 1, 2 eyes on you!</b></p> (As learners respond they must point at the teacher. They must then put their hands in their laps and sit quietly.)                     Teach learners the routines and procedures for: <ul style="list-style-type: none"> <li>• Moving around the classroom (to the carpet and back)</li> <li>• Handing out and collecting books</li> </ul>	Teach learners a simple attention getter, for example: <p><b>Teacher: If you can hear me, clap 3 times</b></p> <p><b>Teacher: If you can hear me, clap once</b></p> (The teacher continues to instruct learners to clap a number of times until all learners have joined in, and she has their attention. Then she can give the next instruction.)                     Teach learners the routines and procedures for: <ul style="list-style-type: none"> <li>• Group guided reading</li> <li>• Any other</li> </ul>	<b>Reinforce and clarify:</b> <ul style="list-style-type: none"> <li>• Classroom rules</li> <li>• All attention getters</li> <li>• All routines and procedures taught</li> </ul> Group names and members (for group guided reading and other activities)	<b>Reinforce and clarify:</b> <ul style="list-style-type: none"> <li>• Classroom rules</li> <li>• All attention getters</li> <li>• All routines and procedures taught</li> </ul> Group names and members (for group guided reading and other activities)	<b>Reinforce and clarify:</b> <ul style="list-style-type: none"> <li>• Classroom rules</li> <li>• All attention getters</li> <li>• All routines and procedures taught</li> </ul> Group names and members (for group guided reading and other activities)	<b>Reinforce and clarify:</b> <ul style="list-style-type: none"> <li>• Classroom rules</li> <li>• All attention getters</li> <li>• All routines and procedures taught</li> </ul> Group names and members (for group guided reading and other activities)	<b>Reinforce and clarify:</b> <ul style="list-style-type: none"> <li>• Classroom rules</li> <li>• All attention getters</li> <li>• All routines and procedures taught</li> </ul> Group names and members (for group guided reading and other activities)



	<p>raised their hand.</p> <p><b>Teacher: /a/ you are?</b></p> <p><b>Learner: Andile</b></p> <p><b>Teacher: /a/ you are?</b></p> <p><b>Learner: Abu</b></p> <p>Complete 8-9 letters of the alphabet per day, so that everyone gets a chance to play over the course of the week.</p>	<p>transition activity going forward.)</p> <p>Tell learners to stand up and listen carefully. Explain that you are going to play some music on your phone. When they can hear the music, they can dance and move around. When the music stops, they must freeze, like a statue. Play this game for a minute.</p>	<p>your feet, clicking your fingers, etc.</p> <p>For example: <b>clap, clap, click, click, stamp, clap, stamp</b></p>		<p>class and let each learner clap out his or her name.</p>	<p>Learners raise their hands to share their ideas.</p> <p><b>Learner: /b/ ball</b></p> <p><b>Teacher: it is not a ball</b></p> <p><b>Learner: /b/ box</b></p> <p><b>Teacher: correct – now it is your turn!</b></p> <p>Once learners understand the game, allow learners to play in groups, so that they all get a chance to play. Walk around and supervise and offer assistance.</p>	<p><b>Teaching methodology:</b></p> <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Blocks</li> <li>• Hand signs</li> </ul>  <ul style="list-style-type: none"> <li>• Verbal commands</li> </ul> <p>Sounds: s</p>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Blocks</li> <li>• Hand signs</li> </ul>  <ul style="list-style-type: none"> <li>• Verbal commands</li> <li>• Sounds: a</li> </ul>	<p><b>Teaching methodology:</b></p> <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Blocks</li> <li>• Hand signs</li> </ul>  <ul style="list-style-type: none"> <li>• Verbal commands</li> <li>• Sounds: c</li> </ul>	<p><b>Teaching methodology:</b></p> <ul style="list-style-type: none"> <li>• Pictures</li> <li>• Blocks</li> <li>• Hand signs</li> </ul>  <ul style="list-style-type: none"> <li>• Verbal commands</li> <li>• Sounds: i</li> </ul>
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CAPS Topic

READING

<p><b>Core Concepts, Skills and Values: Shared Reading</b></p> <p>(Minimum time: 3 x 15 minutes per week; Maximum time: 5 x 15 minutes per week)</p>	<p>Orientate learners to <b>part of your shared reading routine</b> using a suitable story. <i>For example:</i></p> <ul style="list-style-type: none"> <li>• Call learners to sit on the carpet.</li> <li>• Show learners the pictures and ask them what they see, and what they think will happen.</li> <li>• Read the story aloud, fluently and with expression. Explain any points that may</li> </ul>	<p>Every week, select a suitable story to read aloud to learners during shared reading.</p> <p>Orientate learners to your <b>shared reading routine</b> by implementing the routine with a different story each week.</p> <p><i>For example:</i></p> <p><b>Monday</b></p> <ul style="list-style-type: none"> <li>• Show learners the pictures and ask them what they see, and what they think will happen.</li> </ul> <p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>• Read the story aloud, fluently and with expression. Explain any points that may be unclear.</li> <li>• Ask a few learners questions about the story.</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• Ask learners to think about a part of the story that they liked, and then to draw a picture of it.</li> </ul> <p><b>Thursday</b></p> <ul style="list-style-type: none"> <li>• Read the story again, fluently and with expression. As you read, pause and share your thoughts on the story.</li> <li>• Ask a few learners questions about the story.</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>• Show learners how to recount part of the story that you liked. Then, tell learners to turn and talk and</li> </ul>	<p>Emergent reading skills:</p> <ul style="list-style-type: none"> <li>• <b>Recognise</b> own name that those of at least 10 classmates</li> <li>• Hold the book and turn the pages correctly</li> </ul> <p>• <b>Predicts</b> the story by making use of the pictures; read picture books</p>	<p>Emergent reading skills:</p> <ul style="list-style-type: none"> <li>• <b>Recognise</b> own name that those of at least 10 classmates</li> <li>• Hold the book and turn the pages correctly</li> <li>• Discuss how to handle a book and the care of books</li> </ul> <p>• <b>Predicts</b> the story by making use of the pictures; read picture books</p>	<p>Emergent reading skills:</p> <ul style="list-style-type: none"> <li>• <b>Recognise</b> own name that those of at least 10 classmates</li> <li>• Hold the book and turn the pages correctly</li> <li>• Discuss how to handle a book and the care of books</li> </ul> <p>• <b>Predicts</b> the story by making use of the pictures; read picture books</p> <p>• <b>Interpret</b> pictures to create own story; “read” pictures</p>	<p>Emergent reading skills:</p> <ul style="list-style-type: none"> <li>• <b>Recognise</b> own name that those of at least 10 classmates</li> <li>• Hold the book and turn the pages correctly</li> <li>• Discuss how to handle a book and the care of books</li> </ul> <p>• <b>Predicts</b> the story by making use of the pictures; read picture books</p> <p>• <b>Interpret</b> pictures to create own story; “read” pictures</p>
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	<p>be unclear.</p>	<p>recount a part of the story they liked to their partner.</p> <p>Practice the following perceptual skills:</p> <p><b>Monday</b></p> <ul style="list-style-type: none"> <li>• <b>Visual figure-ground</b> – the ability to differentiate between objects and forms</li> <li>• <b>Auditory figure-ground</b> – to focus on one sound between a background of other sounds</li> </ul> <p><b>Tuesday</b></p> <ul style="list-style-type: none"> <li>• <b>Visual closure</b> – the ability to fill in the missing details into an incomplete shape</li> <li>• <b>Auditory analysis and auditory synthesis</b> – ability to divide words into syllables and the ability to put sounds or words together to make a new word or sentence.</li> </ul> <p><b>Wednesday</b></p> <ul style="list-style-type: none"> <li>• <b>Visual discrimination</b> – the ability to differentiate between objects and forms.</li> <li>• <b>Auditory discrimination</b> – the ability to hear similarities and differences between sounds.</li> </ul> <p><b>Thursday</b></p> <ul style="list-style-type: none"> <li>• <b>Visual memory</b> – the ability to remember a series of forms and find it among other forms.</li> <li>• <b>Auditory memory</b> – the ability to memorise the information received from the ears</li> </ul> <p><b>Friday</b></p> <ul style="list-style-type: none"> <li>• <b>Visual constancy</b> – the ability to see a form and find it among other forms although it is sized differently or rotated.</li> <li>• <b>Auditory spatial awareness</b> – to determine the direction from where a sound comes from</li> </ul> <p>For example activities go to:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.continued.com/early-childhood-education/ask-the-experts/what-are-visual-perceptual-skills-22984">https://www.continued.com/early-childhood-education/ask-the-experts/what-are-visual-perceptual-skills-22984</a></li> <li>• <a href="https://www.childpsych.co.za/auditory-perception-skills-support-child-developing-skills/">https://www.childpsych.co.za/auditory-perception-skills-support-child-developing-skills/</a></li> </ul>				<p>pictures</p>
<p><b>Core Concepts, Skills and Values: Group Guided Reading</b></p> <p>(2 X 15 Minutes per day)</p> <p><b>*Choose 2 – 3 strategies per week to focus on.</b></p>	<p>Orientate learners to <b>part of your group guided reading routine</b></p>	<ul style="list-style-type: none"> <li>• Settle the class with the paired or independent reading activity.</li> <li>• Call individual learners to your desk.</li> <li>• Place learners in levels 1-5, by asking them to do the following:             <ol style="list-style-type: none"> <li>1. Point at some pictures or objects and ask learners what sound it starts with.</li> <li>2. Show learners flashcards of 6-8 commonly used single sounds and see if they can read them.</li> <li>3. Show learners the words in the DBE Grade R WB, page 31, and see if they can read them.</li> </ol> </li> </ul> <p><b>Level 1:</b> Learner struggles to identify the beginning sounds of an object and cannot read any sounds or words.</p> <p><b>Level 2:</b> Learner can identify most beginning sounds and can possibly read 1-2 sounds.</p> <p><b>Level 3:</b> Learner can identify all beginning sounds and can read 3-4 sounds.</p> <p><b>Level 4:</b> Learner can identify all beginning sounds, can read more than 4 sounds and a few words.</p> <p><b>Level 5:</b> Learner can identify all beginning sounds, can read most sounds and can read most words.</p> <ul style="list-style-type: none"> <li>• Sort learners into same-ability group guided reading groups.</li> <li>• Name each group and create a 'Group Guided Reading' chart.</li> </ul>	<p><b>Develop basic concepts from printed text:</b></p> <ul style="list-style-type: none"> <li>• Concept of books: cover page, title, front page, back page</li> <li>• Read aloud from own book in groups with teacher</li> </ul> <p>• Make use of sentence strips and flashcards to introduce new sentences to learners</p>	<p><b>Develop basic concepts from printed text:</b></p> <ul style="list-style-type: none"> <li>• Concept of books: cover page, title, front page, back page</li> <li>• Direction: read from front to back, left to right and from top to bottom</li> <li>• Read aloud from own book in groups with teacher</li> <li>• Make use of sentence strips and flashcards to introduce new sentences to learners</li> </ul> <p>• Begins to build sight words</p>	<p><b>Develop basic concepts from printed text:</b></p> <ul style="list-style-type: none"> <li>• Concept of books: cover page, title, front page, back page</li> <li>• Direction: read from front to back, left to right and from top to bottom</li> <li>• Read aloud from own book in groups with teacher</li> <li>• Make use of sentence strips and flashcards to introduce new sentences to</li> </ul>	<p><b>Develop basic concepts from printed text:</b></p> <ul style="list-style-type: none"> <li>• Concept of books: cover page, title, front page, back page</li> <li>• Direction: read from front to back, left to right and from top to bottom</li> <li>• Read aloud from own book in groups with teacher</li> <li>• Make use of sentence strips and flashcards to introduce new sentences to</li> </ul>

									learners • Begins to build sight words	learners • Begins to build sight vocabulary • Make use of sentence strips and flashcards to consolidate words
<p><b>Core Concepts, Skills and Values:</b></p> <p><b>Paired/ Independent Reading</b></p>	<p>Orientate learners to <b>part of independent/ paired reading routine</b> by letting them read to each other in wordless books.</p>	<p>Teach learners the routine and procedures for independent or paired reading, which will take place as you listen to group guided reading. <i>For example:</i></p> <ul style="list-style-type: none"> <li>• Teach them how to use soft voices for this activity.</li> <li>• Teach them not to bother you when you are busy with a group.</li> </ul> <p>Settle learners with a partner. Tell then to take turns to tell each other a story about the picture:</p> <p><b>DBE WB 1 pg 18, The Farm</b></p>	<p>Settle learners with a partner. Tell then to take turns to tell each other a story about the picture:</p> <p><b>DBE WB 1 pg 20, My Classroom</b></p>	<p>Settle learners with a partner. Tell then to take turns to tell each other a story about the picture:</p> <p><b>DBE WB 1 pg 22, Summer</b></p>	<p>Settle learners with a partner. Tell then to take turns to tell each other a story about the picture:</p> <p><b>DBE WB 1 pg 34, Neatness</b></p>	<p>Settle learners with a partner. Tell then to take turns to tell each other a story about the picture:</p> <p><b>DBE WB 1 pg 38, Helping</b></p>	<ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads own writing, starting to correct errors</li> <li>• Reads own and others writing</li> <li>• Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads own writing, starting to correct errors</li> <li>• Reads own and others writing</li> <li>• Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads own writing, starting to correct errors</li> <li>• Reads own and others writing</li> <li>• Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>• Reads aloud to a partner</li> <li>• Reads own writing, starting to correct errors</li> <li>• Reads own and others writing</li> <li>• Reads books from shared reading lessons and books from reading corner</li> </ul>
	<p><b>CAPS Topic</b></p>	<p style="text-align: center;"><b>WRITING</b> (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)</p>								
<p><b>Core Concepts, Skills and Values</b></p>	<ul style="list-style-type: none"> <li>• Tell learners that they are going to write about <b>visiting a farm</b>.</li> <li>• Model this for learners – draw</li> </ul>	<ul style="list-style-type: none"> <li>• Tell learners that they are going to write about <b>what they like best about their classroom</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell learners that they are going to write about <b>what they like to do in Summer</b>.</li> <li>• Model this for</li> </ul>	<ul style="list-style-type: none"> <li>• Tell learners that they are going to write about <b>what they do to stay neat and tidy</b>.</li> <li>• Model this for</li> </ul>	<ul style="list-style-type: none"> <li>• Tell learners that they are going to write about <b>how they help at home</b>.</li> <li>• Model this for learners – draw</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message e.g. a personal experience</li> <li>• Copy captions</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message e.g. a personal experience</li> <li>• Copy captions and sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message</li> <li>• Copy captions and sentences</li> <li>• Class</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message</li> <li>• Write a sentences or news correctly</li> </ul>	

		<p>a picture of yourself visiting a farm and explain it to learners.</p> <ul style="list-style-type: none"> <li>Write the label: farm</li> <li>Tell learners to think about their own ideas of visiting a farm. Tell them to draw a picture and to try and copy the label.</li> </ul>	<ul style="list-style-type: none"> <li>Model this for learners – draw a picture of something you like in the classroom (learners) and explain it to learners.</li> <li>Write the label: learners</li> <li>Tell learners to think about their own ideas of what they like about the classroom. Tell them to draw a picture and to try and copy the label.</li> </ul>	<p>learners – draw a picture of yourself doing something you like to do in Summer and explain it to learners.</p> <ul style="list-style-type: none"> <li>Write the label: Summer</li> <li>Tell learners to think about their own ideas of what they like to do in Summer. Tell them to draw a picture and to try and copy the label.</li> </ul>	<p>learners – draw a picture of yourself doing something to be neat and tidy and explain it to learners.</p> <ul style="list-style-type: none"> <li>Write the label: neat</li> <li>Tell learners to think about their own ideas of what to do to stay neat and tidy. Tell them to draw a picture and to try and copy the label.</li> </ul>	<p>a picture of yourself doing something helpful and explain it to learners.</p> <ul style="list-style-type: none"> <li>Write the label: help</li> <li>Tell learners to think about their own ideas of what they do to help at home. Tell them to draw a picture and to try and copy the label.</li> </ul>	<p>and sentences</p> <ul style="list-style-type: none"> <li>Class newsletter (teacher writes)</li> </ul>	<ul style="list-style-type: none"> <li>Class newsletter (teacher writes)</li> </ul>	<p>newsletter (teacher writes) – contribute ideas to write a class story.</p>	<p>from blackboard.</p> <ul style="list-style-type: none"> <li>Class newsletter (teacher writes)- contribute ideas to write a class story.</li> </ul>
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<b>CAPS Topic</b>	<b>HANDWRITING</b> (4x 15min a week)									
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<b>Core Concepts, Skills and Values</b>		<p>Teach and practice some hand strengthening activities.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>Clenching fists then releasing</li> <li>Playing an imaginary piano</li> <li>Flicking fingers like shining stars</li> </ul> <p>Give each learner a card with their name written on it.</p> <ul style="list-style-type: none"> <li>Make a dot to indicate the starting point for each letter.</li> <li>Tell learners to trace their names with</li> </ul>	<p>Do hand strengthening exercises.</p> <p>Do the name tracing and writing exercise.</p> <p>Fold a page in the learners' exercise books in half.</p> <p>Start a pattern in each half of the page – tell learners to trace the pattern and then complete it.</p> <p>Tell learners to trace their hands:</p> <p><b>DBE WB 1, pg 6-</b></p>	<p>Do hand strengthening exercises.</p> <p>Do the name tracing and writing exercise.</p> <p>Fold a page in the learners' exercise books in half.</p> <p>Start a pattern in each half of the page – tell learners to trace the pattern and then complete it.</p> <p>Tell learners to trace the patterns:</p> <p><b>DBE WB 1, pg 9</b></p>	<p>Do hand strengthening exercises.</p> <p>Do the name tracing and writing exercise.</p> <p>Fold a page in the learners' exercise books in half.</p> <p>Start a pattern in each half of the page – tell learners to trace the pattern and then complete it.</p> <p>Tell learners to trace the patterns:</p> <p><b>DBE WB 1, pg 11</b></p>	<p>Do hand strengthening exercises.</p> <p>Fold a page in the learners' exercise books in half.</p> <p>Start a pattern in each half of the page – tell learners to trace the pattern and then complete it.</p> <p>Tell learners to write their names:</p> <p><b>DBE WB 1, pg 10</b></p>	<ul style="list-style-type: none"> <li><b>Preparation stage:</b></li> <li>Develop the fine motor and eye hand co-ordination by;</li> <li>Painting of picture – Draw/paint a self portrait</li> <li>Starch work – use large paper – make patterns in the starch with fingers (own choice)</li> <li>Playing with clay – make different shapes/animals, make the letter that your name starts with</li> </ul>	<ul style="list-style-type: none"> <li><b>Preparation stage:</b></li> <li>Develop the fine motor and eye hand co-ordination as in Week 1</li> <li><b>Make Different Patterns e.g.</b></li> <li></li> <li>Practice the pattern in the air</li> <li>Starch work – make the pattern with finger in starch</li> <li>Use an old telephone directory, practice the pattern in the book with wax crayons.</li> <li>Practice the pattern on old newsprint (fold the paper) use wax crayons.</li> <li>Draw a master</li> </ul>	<ul style="list-style-type: none"> <li><b>Preparation stage:</b></li> <li>Develop the Fine motor and eye hand co-ordination:</li> <li>Draw of picture of self with clothes on</li> <li>Play with clay – make different shapes/animals, make the letter that your name starts with</li> <li><b>Pattern work e.g.</b></li> <li>Practice the pattern in the air</li> <li>Starch work – make the pattern with finger in starch</li> <li>Use an old telephone directory,</li> </ul>	<ul style="list-style-type: none"> <li><b>Develop fine motor skills by:</b></li> <li>tearing papers to exercise fingers before writing.</li> <li>Play piano on desk while singing a song.</li> <li>Write the </li> <li>pattern on a blank paper with a wax crayon.</li> <li>Letter formation: v, w</li> <li>Write letter in the air, the sand, with wax crayon on paper</li> <li>Write the</li> </ul>
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2021 Annual Teaching Plan Template

		their index finger. Then tell learners to write their names in their books.	7					pattern with chalk on the ground/floor. Walk on the pattern • Use sandpaper and follow the direction of the pattern with finger.	practice the pattern in the book with wax crayons. Decorate the pattern • Practice the pattern on old newsprint (fold the paper) use wax crayons.  • Write the Number:1 1 1	Number: 1 1 1
<b>Requisite Pre-Knowledge</b>	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
<b>Resources (other than textbook) to enhance learning</b>	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
<b>Informal Assessment</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>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.</li> <li>This must be done informally and ongoing.</li> </ul>									
<b>SBA (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>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.</li> <li>Rubrics, checklists and writing activities can be used.</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul> <p><b>Listening and speaking:</b></p> <ul style="list-style-type: none"> <li>Listens to instructions and announcements and responds appropriately</li> <li>Listens to stories and answers closed and open-ended questions</li> <li>Share personal details</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Distinguishes aurally between different beginning and end sounds of words</li> <li>Identifies letter-sound relationships of <b>most</b> single letters</li> <li>Participates in whole class phonemic awareness activities: blending sounds [h-op into hop]; segmenting words [hop into h-o-p]; consonant and vowel substitution word play [replace the 'h' in hop with 'm' to make mop]</li> </ul>									

**Reading:**

- **Predicts** the story by making use of the pictures; read picture books
- **Recognise** own name that those of at least 10 classmates
- Hold the book and turn the pages correctly
- Concept of books: cover page, title, front page, back page
- Direction: read from front to back, left to right and from top to bottom
- Read aloud from own book in groups with teacher

**Writing:**

- Draw pictures to convey a message e.g. a personal experience
- Copy captions and sentences
- Contributes ideas to a class story

**Handwriting:**

- Can make basic patterns in the air or in sand.
- Holds crayon and pencil correctly

## 2021 Annual Teaching Plan – Term 2: **SUBJECT: English HL Grade 1**

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	13 – 16 April (4 days)	19 – 23 April	28 – 30 April (3 days)	3 – 7 May	10 – 14 May	17 – 21 May	24 – 28 May	31 May – 4 June	7 – 11 June	14 – 18 June (4 days)	21 - 25 June
TOPIC/THEME	AT SCHOOL	HEALTHY HABITS	WEATHER			MY FAMILY		SAFETY AT HOME		MY BODY	
	TERM 1 CONTENT					TERM 2 CONTENT					
CAPS Topic	<b>LISTENING &amp; SPEAKING</b> (Minimum time 3 x 15 minutes a week; Maximum time 4 x 15 minutes a week)										

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<p><b>Core Concepts, Skills and Values</b></p>	<ul style="list-style-type: none"> <li>Appropriate listening behaviour</li> <li>Share personal experiences on the sports field.</li> <li>Listen with interest to stories, rhymes and songs.</li> <li>Listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>Arrange pictures in logical sequence and discuss</li> <li>Discuss pictures on posters and in books.</li> <li>Suitable listening behaviour/ respect/ take turns</li> <li>Take part in discussions, share and take turns to talk.</li> </ul>	<ul style="list-style-type: none"> <li>Arrange pictures in logical sequence and discuss</li> <li>Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary.</li> <li>Suitable listening behaviour/ respect/ take turns</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with movement</li> <li>Arrange pictures in logical sequence and discuss</li> <li>Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary.</li> <li>Suitable listening behaviour/ respect/ take turns</li> </ul>	<ul style="list-style-type: none"> <li>Share personal experiences of a hot summer's day.</li> <li>Sing songs with movement</li> <li>Arrange pictures in logical sequence and discuss</li> <li>Discuss and classify pictures and objects by colour, size, shape and number by making use of the correct vocabulary.</li> <li>Suitable listening behaviour/ respect/ take turns</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate listening behaviour</li> <li>Share personal experiences on the sports field.</li> <li>Listen with interest to stories, rhymes and songs.</li> <li>Listen to instructions</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate listening behaviour- listen to peers that tells stories about their families.</li> <li>Talk about personal experiences – My family</li> <li>Listen to instructions – Teacher give more than one command to learners to act on.</li> <li>Join in choruses and rhymes (Poems and rhymes on the family)</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate listening behaviour- listen to the stories of their peers on their families</li> <li>Talk about personal experiences- things they as a family likes to do together</li> <li>Listen to instructions – teacher gives more than one command for learners to act on.</li> <li>Join in choruses of songs and rhymes (poems and rhymes of the family)</li> <li>Recite poems and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate listening behaviour- teacher speaks on safety at home (bathroom and kitchen)</li> <li>Listen to instructions – safety rules in the house</li> <li>Convey messages – tell Mom and Dad how to ensure safety at home</li> <li>Recite poems and rhymes (Safety)</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate listening behaviour- Teacher speaks about safety at home during thunderstorms outside and inside the home</li> <li>Listen to more than one instruction at a time</li> <li>Listen with comprehension and answer questions and draw pictures on safety in the kitchen.</li> <li>Recite poems and rhymes (safety)</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate listening behaviour- listen to as story about: My body</li> <li>Listen with comprehension and answer questions and draw pictures (Answers questions about “My body”)</li> <li>Join in choruses of songs, stories and rhymes (My body)</li> <li>Identify/recognise parts of a whole</li> </ul>
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**CAPS Topic**

**PHONICS**

(Minimum time 5 x 15 minutes per week; Maximum time 5 x 15 minutes per week)

<p><b>Core Concepts, Skills and Values</b></p>	<p><b>Auditory perception- Replacement of word parts at the end of words</b></p> <ul style="list-style-type: none"> <li>Command: Say “bookcase” Say it again but this time replace “case” with “case” with</li> </ul>	<p><b>Auditory perception- Replacement of word parts at the end of words</b></p> <ul style="list-style-type: none"> <li>Command: Say “bookcase” Say it again but this time replace “case” with “handbag”. Say it again but this time</li> </ul>	<p><b>Auditory perception- Synthesis of sound segments:</b></p> <ul style="list-style-type: none"> <li>Which word do you hear if I say: class-room? <i>classroom</i></li> <li>Which word do you hear if I say: kit-chen? <i>Kitchen</i></li> <li>Which word do</li> </ul>	<p><b>Auditory perception- Synthesis of sound segments:</b></p> <ul style="list-style-type: none"> <li>Which word do you hear if I say: class-room? <i>classroom</i></li> <li>Which word do you hear if I say: kit-chen?</li> </ul>	<p><b>Auditory perception- Analysis of sound segments at the beginning and end of words:</b></p> <ul style="list-style-type: none"> <li>Clap sound segments e.g. c-a-t cat</li> <li>Take away of sound segments</li> </ul>	<p><b>Auditory perception- Analysis of sound segments at the beginning and end of words:</b></p> <ul style="list-style-type: none"> <li>Clap sound segments e.g. c-a-t cat</li> <li>Take away of sound segments</li> </ul>	<p><b>Auditory Perception – Auditory analysis – replace sound parts at beginning of words</b></p> <ul style="list-style-type: none"> <li>Say <i>water</i>. Take away <i>wa</i> and put <i>la</i> in its place. Which word do you get? <i>later</i></li> </ul> <p><b>Replace sound parts at end of words</b></p>	<p><b>Auditory Perception – Auditory analysis – replace sound parts at beginning of words</b></p> <ul style="list-style-type: none"> <li>Say <i>water</i>. Take away <i>wa</i> and put <i>la</i> in its place. Which word do you get? <i>later</i></li> </ul> <p><b>Replace sound parts at end of words</b></p> <ul style="list-style-type: none"> <li>Say the word <i>kitchen</i>. Take <i>-chen</i> away and replace it with <i>-ten</i>. What word do you get? <i>Kitten</i></li> </ul>	<p><b>Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words</b></p> <ul style="list-style-type: none"> <li>Which sound do you hear at the beginning of the word? <i>bed</i></li> </ul>	<p><b>Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words</b></p> <ul style="list-style-type: none"> <li>Which sound do you hear at the beginning of the word? <i>bed</i></li> </ul>	<p><b>Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words</b></p> <ul style="list-style-type: none"> <li>Which sound do you hear at the beginning of the word? <i>bed</i></li> <li>Which sound do you hear at the end of the word? <i>pen</i></li> </ul>
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	<p>shelf. Which word do we get now? <i>Bookshelf</i></p> <ul style="list-style-type: none"> <li>Say "handbag". Say it again but this time without the "bag"</li> </ul> <p><b>Replacement of word parts at the beginning of words:</b></p> <p>Say the word "handbag". Say it again but replace the "hand" with "shopping". Which word do we get? <i>Shopping bag</i></p> <p><b>Phonics: e</b></p>	<p>without the "bag"</p> <p><b>Replacement of word parts at the beginning of words:</b></p> <p>Say the word "handbag". Say it again but replace the "hand" with "shopping". Which word do we get? <i>Shopping bag</i></p> <ul style="list-style-type: none"> <li><b>Sounds:</b></li> <li><b>word building</b> Build words with sounds learnt e.g. sat, pat, tin, pin</li> <li>Combination of sounds</li> <li>Dividing words into sound segments</li> <li>Sound replacement</li> </ul> <p><b>Phonics: o</b></p>	<p>you hear if I say: li-bra-ry? <i>Library</i></p> <p><b>Teaching Methodology:</b></p> <ul style="list-style-type: none"> <li>Blocks</li> <li>Hand signs</li> <li>Verbal commands</li> </ul> <p><b>Sounds:</b></p> <p><b>Word building:</b> Build words with sounds learnt</p> <p><b>Phonics: p</b></p>	<p><i>Kitchen</i></p> <ul style="list-style-type: none"> <li>Which word do you hear if I say: li-bra-ry? <i>Library</i></li> </ul> <p><b>Teaching Methodology:</b></p> <ul style="list-style-type: none"> <li>Blocks</li> <li>Hand signs</li> <li>Verbal commands</li> </ul> <p><b>Sounds:k,</b></p> <p><b>word building:</b> Build words with sounds learnt</p>	<p>e.g. Say "cat" without the "c" at</p> <ul style="list-style-type: none"> <li><b>Sound: u</b></li> <li><b>word building:</b> Build words with sounds learnt</li> </ul>	<p>e.g. Say "cat" without the "c" at</p> <ul style="list-style-type: none"> <li><b>Sound:</b> Revise sounds learnt</li> <li><b>Word building:</b> Build words with sounds learnt</li> </ul>	<ul style="list-style-type: none"> <li>Say the word <i>kitchen</i>. Take -<i>chen</i> away and replace it with -<i>ten</i>. What word do you get? <i>Kitten</i></li> </ul> <p><b>Phonics:</b></p> <p><b>Word building:</b> Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> <li>Auditory distinction between initial and ending sounds</li> <li>Identify letter-sound relationship</li> <li>Combination of sounds</li> <li>Dividing words into sound segments</li> <li>Sound replacement</li> <li>Word building: two-word families</li> <li>Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> <li>Identify letter-sound relationship</li> <li>Combination of sounds</li> <li>Dividing words into sound segments</li> <li>Sound replacement</li> <li>Word building: two-word families</li> <li>Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> <li>Sound families</li> <li>Read words in sentences and text</li> </ul> <p><b>Phonics: i</b></p>	<p><b>Word building:</b> Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> <li>Auditory distinction between initial and ending sounds</li> <li>Identify letter-sound relationship</li> <li>Combination of sounds</li> <li>Dividing words into sound segments</li> <li>Sound replacement</li> <li>Word building: two-word families</li> <li>Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> <li>Identify letter-sound relationship</li> <li>Combination of sounds</li> <li>Dividing words into sound segments</li> <li>Sound replacement</li> <li>Word building: two-word families</li> <li>Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> <li>Sound families</li> <li>Read words in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>Which sound do you hear at the end of the word? <i>pen</i></li> </ul> <p><b>Phonics:</b> Alternatives - oa, s, f</p> <p><b>Word building:</b> Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> <li>Auditory distinction between initial and ending sounds</li> <li>Identify letter-sound relationship</li> <li>Combination of sounds</li> <li>Dividing words into sound segments</li> <li>Sound replacement</li> <li>Word building: two-word families</li> <li>Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> <li>Identify letter-sound relationship</li> <li>Combination of sounds</li> <li>Dividing words into sound segments</li> <li>Sound replacement</li> <li>Word building: two-word families</li> <li>Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> </ul>	<p>word? <i>bed</i></p> <ul style="list-style-type: none"> <li>Which sound do you hear at the end of the word? <i>pen</i></li> </ul> <p><b>Phonics:</b> Alternatives - ai, j, ie</p> <p><b>Word building:</b> Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> <li>Auditory distinction between initial and ending sounds</li> <li>Identify letter-sound relationship</li> <li>Combination of sounds</li> <li>Dividing words into sound segments</li> <li>Sound replacement</li> <li>Word building: two-word families</li> <li>Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> </ul>	<p><b>Phonics:</b> Alternatives: ee, or, ou</p> <p><b>Word building:</b> Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> <li>Auditory distinction between initial and ending sounds</li> <li>Identify letter-sound relationship</li> <li>Combination of sounds</li> <li>Dividing words into sound segments</li> <li>Sound replacement</li> <li>Word building: two-word families</li> <li>Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> </ul> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <ul style="list-style-type: none"> <li>Read words in sentences and text</li> <li>Sound: b, g</li> </ul> </div>
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							text			rhyme sound	
							<b>Phonics:</b> s, a			<ul style="list-style-type: none"> <li>• Sound families</li> <li>• Read words in sentences and text</li> <li>• Sound:, p, n</li> </ul>	
<b>CAPS Topic</b>	<b>READING</b>										
<p><b>Core Concepts, Skills and Values: Shared Reading</b></p> <p>(Minimum time: 3 x 15 minutes per week; Maximum time: 5 x 15 minutes per week)</p>	<p>Emergent reading skills:</p> <p><b>Vocabulary building</b></p> <ul style="list-style-type: none"> <li>• Repeat the story several times so that learners can get acquainted with the vocabulary in the story</li> </ul> <p>• Read etiquettes and under scripts of objects in the classroom</p> <p><b>Make use of visual cues:</b></p> <ul style="list-style-type: none"> <li>• <b>Reflects</b> on the end of the story by discussion what could lead to it</li> <li>• Make use of pictures to understand the sequence of happenings in the story and to determine how the happenings influenced each other</li> <li>• <b>Reflects</b> on the end of the story by discussion what could lead to it</li> <li>• Make use of pictures to understand</li> </ul>	<p>Emergent reading skills:</p> <p><b>Vocabulary building</b></p> <ul style="list-style-type: none"> <li>• Repeat the story several times so that learners can get acquainted with the vocabulary in the story</li> <li>• Read etiquettes and under scripts of objects in the classroom</li> </ul> <p><b>Make use of visual cues:</b></p> <ul style="list-style-type: none"> <li>• <b>Reflects</b> on the end of the story by discussion what could lead to it</li> <li>• Make use of pictures to understand the sequence of happenings in the story and to determine how the happenings influenced each other</li> </ul>	<p>Emergent reading skills:</p> <p><b>Vocabulary building</b></p> <ul style="list-style-type: none"> <li>• Collect and read brands of products and other words/printed texts in the environment</li> <li>• Recognise learners' names in the classroom</li> </ul> <p><b>Make use of visual cues:</b></p> <ul style="list-style-type: none"> <li>• <b>Reflects</b> on the end of the story by discussion what could lead to it</li> </ul> <p><b>Build basic skills of understanding:</b></p> <ul style="list-style-type: none"> <li>• Builds understanding by asking questions on the story. Learners to answer in full sentences.</li> </ul>	<p>Emergent reading skills:</p> <p><b>Vocabulary building</b></p> <ul style="list-style-type: none"> <li>• Collect and read brands of products and other words/printed texts in the environment</li> <li>• Recognise learners' names in the classroom</li> </ul> <p><b>Make use of visual cues:</b></p> <ul style="list-style-type: none"> <li>• <b>Reflects</b> on the end of the story by discussion what could lead to it</li> </ul> <p><b>Build basic skills of understanding:</b></p> <ul style="list-style-type: none"> <li>• Builds understanding by asking questions on the story. Learners to answer in full sentences.</li> </ul>	<p>Emergent reading skills:</p> <p><b>Vocabulary building</b></p> <ul style="list-style-type: none"> <li>• Collect and read brands of products and other words/printed texts in the environment</li> <li>• Recognise learners' names in the classroom</li> </ul> <p><b>Interpret</b> pictures to create own story; "read" pictures</p>	<p>Emergent reading skills:</p> <p><b>Vocabulary building</b></p> <ul style="list-style-type: none"> <li>• Collect and read brands of products and other words/printed texts in the environment</li> <li>• Recognise learners' names in the classroom</li> </ul> <p><b>Interpret</b> pictures to create own story; "read" pictures</p>	<p><b>Vocabulary development:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary in different contexts</li> <li>• Focus on the words in the pictures before concentrating on the text</li> </ul> <p><b>Story skills:</b></p> <ul style="list-style-type: none"> <li>• Learners make use of their imagination and use cues from pictures to make up their own stories</li> </ul> <p><b>Interpret:</b></p> <ul style="list-style-type: none"> <li>• Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher</li> </ul>	<p><b>Think about your thoughts and feelings and make inferences:</b></p> <ul style="list-style-type: none"> <li>• Think deeply</li> <li>• What does the character think?</li> <li>• Make inferences by using cues</li> <li>• Think about an example</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Ask questions like: Have you felt like this before?</li> <li>• Who of you have had an experience like this?</li> </ul> <p><b>Decision making skills:</b></p> <ul style="list-style-type: none"> <li>• Think about why a character acted the way he did?</li> <li>• Read Big Book and enlarged text as a whole class with teacher</li> <li>• Use pictures to predict what story is about</li> <li>• Use pictures to create own story</li> <li>• Use clues and pictures for understanding</li> <li>• Discuss story, characters, main idea</li> </ul>	<p><b>Vocabulary development:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary in different contexts</li> <li>• Focus on the words in the pictures before concentrating on the text</li> </ul> <p><b>Story skills:</b></p> <ul style="list-style-type: none"> <li>• Learners make use of their imagination and use cues from pictures to make up their own stories</li> </ul> <p><b>Interpret:</b></p> <ul style="list-style-type: none"> <li>• Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher</li> </ul>	<p><b>Think about your thoughts and feelings and make inferences:</b></p> <ul style="list-style-type: none"> <li>• Think deeply</li> <li>• What does the character think?</li> <li>• Make inferences by using cues</li> <li>• Think about an example</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Ask questions like: Have you felt like this before?</li> <li>• Who of you have had an experience like this?</li> </ul> <p><b>Decision making skills:</b></p> <ul style="list-style-type: none"> <li>• Think about why a character acted the way he did?</li> </ul>	<p><b>Vocabulary development:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary in different contexts</li> <li>• Focus on the words in the pictures before concentrating on the text</li> </ul> <p><b>Story skills:</b></p> <ul style="list-style-type: none"> <li>• Learners make use of their imagination and use cues from pictures to make up their own stories</li> </ul> <p><b>Interpret:</b></p> <ul style="list-style-type: none"> <li>• Interpret pictures to create own stories, "read" pictures; Read Big Book and enlarged text as a whole class with teacher</li> </ul>

2021 Annual Teaching Plan Template

	<p>the sequence of happenings in the story and to determine how the happenings influenced each other</p>							<ul style="list-style-type: none"> <li>• Ask questions about story, also higher-order questions</li> <li>• Discuss capital letters and full stops</li> </ul>	<p>create own story</p> <ul style="list-style-type: none"> <li>• Use clues and pictures for understanding</li> <li>• Discuss story, characters, main idea</li> <li>• Ask questions about story, also higher-order questions</li> <li>• Discuss capital letters and full stops</li> </ul>	<p><b>Sequence of events:</b></p> <ul style="list-style-type: none"> <li>• Look at the pictures and try and remember what happened in the story</li> <li>• Give the sequence of events and highlights of the story</li> <li>• Read Big Book and enlarged text as a whole class with teacher</li> <li>• Use pictures to predict what story is about</li> <li>• Use pictures to create own story</li> <li>• Use clues and pictures for understanding</li> <li>• Discuss story, characters, main idea</li> <li>• Ask questions about story, also higher-order questions</li> </ul> <p>Discuss capital letters and full stops</p>	<p>characters, main idea</p> <ul style="list-style-type: none"> <li>• Ask questions about story, also higher-order questions</li> <li>• Discuss capital letters and full stops</li> </ul>
<p><b>Core Concepts, Skills and Values:</b> <b>Group Guided Reading</b></p>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• Concept</li> </ul>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• Concept of books: cover page, title, front page, back</li> </ul>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• Concept of books: cover page, title, front</li> </ul>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• Concept of books: cover page, title,</li> </ul>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• Concept of books: cover page,</li> </ul>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• Read aloud from own book in</li> </ul>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• E.g. Punctuation: capital letters, full</li> </ul>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• E.g. Punctuation: capital letters, full stops, commas and question marks</li> </ul>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• E.g. Punctuation: capital letters, full</li> </ul>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• E.g. Punctuation: capital letters,</li> </ul>	<p>Develop basic concepts from printed text:</p> <ul style="list-style-type: none"> <li>• E.g. Punctuation: capital letters, full stops, commas and question</li> </ul>

2021 Annual Teaching Plan Template

<p>(2 X 15 Minutes per day)</p> <p><b>*Choose 2 – 3 strategies per week to focus on.</b></p>	<p>of books: cover page, title, front page, back page</p> <ul style="list-style-type: none"> <li>Direction: read from front to back, left to right and from top to bottom</li> <li>Punctuation: Capital letters and full stops</li> <li>Read aloud from own book in groups with teacher</li> <li>Make use of sentence strips and flashcards to introduce new sentences to learners</li> <li>Begins to build sight vocabulary</li> <li>Make use of</li> </ul>	<p>page</p> <ul style="list-style-type: none"> <li>Direction: read from front to back, left to right and from top to bottom</li> <li>Punctuation: Capital letters and full stops</li> <li>Read aloud from own book in groups with teacher</li> <li>Make use of sentence strips and flashcards to introduce new sentences to learners</li> <li>Begins to build sight vocabulary</li> <li>Make use of sentence strips and flashcards to consolidate words</li> </ul>	<p>page, back page</p> <ul style="list-style-type: none"> <li>Direction: read from front to back, left to right and from top to bottom</li> <li>Punctuation: Capital letters, full stops and question marks</li> <li>Read aloud from own book in groups with teacher</li> <li>Builds basic skills for understanding</li> <li>Learners start to monitor themselves</li> <li>Reading fluency</li> <li>Make use of sentence strips and flashcards to introduce new sentences to learners</li> <li>Begins to build sight vocabulary</li> <li>Make use of sentence strips and flashcards to consolidate words</li> </ul>	<p>front page, back page</p> <ul style="list-style-type: none"> <li>Direction: read from front to back, left to right and from top to bottom</li> <li>Punctuation: Capital letters, full stops and question marks</li> <li>Read aloud from own book in groups with teacher</li> <li>Builds basic skills for understanding</li> <li>Learners start to monitor themselves</li> <li>Reading fluency</li> <li>Make use of sentence strips and flashcards to introduce new sentences to learners</li> <li>Begins to build sight vocabulary</li> <li>Make use of sentence strips and flashcards to consolidate words</li> </ul>	<p>title, front page, back page</p> <ul style="list-style-type: none"> <li>Direction: read from front to back, left to right and from top to bottom</li> <li>Punctuation: Capital letters, full stops, commas and question marks</li> <li>Read aloud from own book in groups with teacher</li> <li>Builds basic skills for understanding</li> <li>Learners start to monitor themselves</li> <li>Reading fluency</li> <li>Make use of sentence strips and flashcards to introduce new sentences to learners</li> <li>Begins to build sight vocabulary</li> <li>Make use</li> </ul>	<p>groups with teacher</p> <ul style="list-style-type: none"> <li>Begins to build sight vocabulary</li> </ul>	<p>stops, commas and question marks</p> <p><b>Read aloud from own book or reading chart with teacher</b></p> <ul style="list-style-type: none"> <li>Build basic comprehension skills – place events in sequence</li> <li>Learners monitor themselves in word recognition and comprehension skills</li> <li>Reading fluency and punctuation</li> </ul> <p><b>Sight words:</b></p> <ul style="list-style-type: none"> <li>Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</li> </ul>	<p><b>Read aloud from own book or reading chart with teacher</b></p> <ul style="list-style-type: none"> <li>Build basic comprehension skills – place events in sequence</li> <li>Learners monitor themselves in word recognition and comprehension skills</li> <li>Reading fluency and punctuation</li> </ul> <p><b>Sight words:</b></p> <ul style="list-style-type: none"> <li>Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</li> </ul>	<p>stops, commas and question marks</p> <p><b>Read aloud from own book or reading chart with teacher</b></p> <ul style="list-style-type: none"> <li>Build basic comprehension skills – place events in sequence</li> <li>Learners monitor themselves in word recognition and comprehension skills</li> <li>Reading fluency and punctuation</li> </ul> <p><b>Sight words:</b></p> <ul style="list-style-type: none"> <li>Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</li> </ul>	<p>full stops, commas and question marks</p> <p><b>Read aloud from own book or reading chart with teacher</b></p> <ul style="list-style-type: none"> <li>Build basic comprehension skills – place events in sequence</li> <li>Learners monitor themselves in word recognition and comprehension skills</li> <li>Reading fluency and punctuation</li> </ul> <p><b>Sight words:</b></p> <ul style="list-style-type: none"> <li>Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</li> </ul>	<p>marks</p> <p><b>Read aloud from own book or reading chart with teacher</b></p> <ul style="list-style-type: none"> <li>Build basic comprehension skills – place events in sequence</li> <li>Learners monitor themselves in word recognition and comprehension skills</li> <li>Reading fluency and punctuation</li> <li>Make use of sentence strips and flashcards to teach new words and sentences to learners.</li> </ul> <p><b>Sight words:</b></p> <ul style="list-style-type: none"> <li>Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</li> </ul>
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	sentence strips and flashcards to consolidate words				of sentence strips and flashcards to consolidate words						
<p style="text-align: center;"><b>Core Concepts, Skills and Values:</b> <b>Paired/ Independent Reading</b></p>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>
CAPS Topic	<p><b>WRITING</b> (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)</p>										

<p style="text-align: center;"><b>Core Concepts, Skills and Values</b></p>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message</li> <li>• Copy under scripts and sentences</li> <li>• Use words of which the letter sounds are already taught</li> </ul>	<ul style="list-style-type: none"> <li>• Use words of which the letter sounds are already taught</li> <li>• Copy under scripts and sentences from graded reader</li> </ul>	<ul style="list-style-type: none"> <li>• Use words of which the letter sounds are already taught</li> <li>• Copy under scripts and sentences from graded reader</li> </ul>	<ul style="list-style-type: none"> <li>• Use words of which the letter sounds are already taught</li> <li>• Copy under scripts and sentences from graded reader</li> </ul>	<ul style="list-style-type: none"> <li>• Use words of which the letter sounds are already taught</li> <li>• Copy under scripts and sentences from graded reader</li> </ul>	<ul style="list-style-type: none"> <li>• Use words of which the letter sounds are already taught</li> <li>• Copy under scripts and sentences from graded reader</li> </ul>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message with simple captions</li> <li>• Write words with sounds taught and draw a picture next to the word</li> <li>• Write own news sentence and draw</li> <li>• Compile word lists according to instructions</li> </ul> <p><b>Contribute ideas to the writing of a class story</b></p> <ul style="list-style-type: none"> <li>• The learners help the teacher to write a story on: "How can I show my family that I care?"</li> <li>• Some learners can illustrate the story</li> </ul> <div style="border: 1px solid black; padding: 2px;"> <ul style="list-style-type: none"> <li>• Put the story up in the class for learners to read</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message with simple captions</li> <li>• Write words with sounds taught and draw a picture next to the word</li> <li>• Write own news sentence</li> <li>• Compile word lists according to instructions</li> </ul> <p><b>Contribute ideas to the writing of a class story</b></p> <ul style="list-style-type: none"> <li>• Write caption/ short sentence and illustrate for reading corner – Learners draw their family and write under scripts</li> <li>• Create own dictionary</li> </ul> <p><b>Use phonic knowledge to write sentences</b></p> <div style="border: 1px solid black; padding: 2px;"> <ul style="list-style-type: none"> <li>• Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it.</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message with simple captions</li> <li>• Write words with learned sounds and draw a picture</li> <li>• Write own news sentence and draw a picture</li> <li>• Compile word lists according to instructions</li> </ul> <p><b>Contribute ideas to the writing of a class story</b></p> <ul style="list-style-type: none"> <li>• The learners help the teacher to compile a list of safety rules.</li> <li>• Some learners can illustrate the story</li> <li>• Put the story up in the class for learners to read</li> <li>• Write caption/ short sentence and illustrate for reading corner</li> <li>• Create own dictionary</li> </ul> <div style="border: 1px solid black; padding: 2px;"> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write sentences</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message with simple captions- Create a security sign for your home and write under scripts</li> <li>• Write words with sounds taught</li> <li>• Write own news sentence and draw a picture</li> <li>• Compile word lists according to instructions – write important emergency numbers e.g. police 10111</li> </ul> <p><b>Contribute ideas to the writing of a class story</b></p> <ul style="list-style-type: none"> <li>• The learners help the teacher to compile a list of safety rules.</li> <li>• Some learners can illustrate the story</li> <li>• Put the story up in the class for learners to read</li> <li>• Write caption/ short sentence and illustrate for reading corner</li> <li>• Create own dictionary</li> <li>• Use phonic knowledge to write sentences</li> </ul> <p><b>Graded Readers:</b></p> <ul style="list-style-type: none"> <li>• Do written activities e.g. Choose the correct word in brackets.</li> </ul> <p><b>Use phonic knowledge to write sentences</b></p> <div style="border: 1px solid black; padding: 2px;"> <ul style="list-style-type: none"> <li>• Use phonic knowledge to write sentences</li> </ul> </div>	<ul style="list-style-type: none"> <li>• Draw pictures to convey a message with simple captions –</li> <li>• Write words with sounds taught and draw pictures</li> <li>• Write own news sentence and draw a picture</li> <li>• Compile word lists according to instructions</li> </ul> <p><b>Contribute ideas to the writing of a class story</b></p> <ul style="list-style-type: none"> <li>• The learners help the teacher to compile a list of safety rules.</li> <li>• Some learners can illustrate the story</li> <li>• Put the story up in the class for learners to read</li> <li>• Write caption/ short sentence and illustrate for reading corner</li> <li>• Create own dictionary</li> <li>• Use phonic knowledge to write sentences</li> </ul> <p><b>Graded Readers:</b></p> <ul style="list-style-type: none"> <li>• Do written activities e.g. Choose the correct word in brackets.</li> </ul> <p><b>Use phonic knowledge to write sentences</b></p> <div style="border: 1px solid black; padding: 2px;"> <ul style="list-style-type: none"> <li>• Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it.</li> </ul> </div>
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CAPS Topic	<p style="text-align: center;"><b>HANDWRITING</b> (4x 15min a week)</p>											
<p><b>Core Concepts, Skills and Values</b></p>	<p><b>Develop fine motor skills by:</b></p> <ul style="list-style-type: none"> <li>playing with dough.</li> <li>Do different finger exercises before writing e.g. write your name on your friends back using your finger.</li> <li>Write the pattern i l i l i l on blank paper with a wax crayon.</li> <li>Letter formation: i, l</li> <li>Write letter in the air, sand, with wax crayon on paper</li> <li>Write letters and pattern in book – (Give special attention to the correct way of writing in a book –</li> </ul>	<p><b>Develop fine motor skills by:</b></p> <ul style="list-style-type: none"> <li>Cutting pictures out of a magazine.</li> <li>Doing different finger exercises before writing.</li> <li>Introduce a new pattern  on a blank paper with a wax crayon.</li> <li>Introduce the letter: m, n</li> <li>Write letter in the air, sand with wax crayon in a book – (Give special attention to the correct way of writing in a book)</li> </ul> <p>Introduce the Number: 3 3 3 3</p>	<p><b>Develop fine motor skills by:</b></p> <ul style="list-style-type: none"> <li>Cutting pictures out of a magazine.</li> <li>Doing different finger exercises before writing.</li> <li>Introduce a new pattern  on a blank paper with a wax crayon.</li> <li>Introduce the letter: r, h</li> <li>Write letter in the air, sand with wax crayon in a book – (Give special attention to the correct way of writing in a book)</li> </ul> <p>Introduce the Number: 3 3 3 3</p>	<p><b>Develop fine motor skills by:</b></p> <ul style="list-style-type: none"> <li>Do different finger exercises before writing. E.g. Scratch your friends back, play with clay, scrunch papers to make a ball.</li> <li>Pretend you are taking a bath – washing and rubbing your own body with your hands.</li> <li>Introduce a new pattern </li> <li>on blank paper with a wax crayon.</li> <li>Letter formation: y, u</li> <li>Write letter in the air, sand, with wax crayon on paper</li> <li>Letter formation: u, t</li> <li>Write letter in the air, sand, with wax crayon on paper</li> <li>Write letters and pattern in book - Give special attention to the correct way of writing in a book</li> </ul>	<p><b>Develop fine motor skills by:</b></p> <ul style="list-style-type: none"> <li>Do different finger exercises before writing. E.g. Scratch your friends back, play with clay, scrunch papers to make a ball.</li> <li>Pretend you are taking a bath – washing and rubbing your own body with your hands.</li> <li>Introduce a new pattern </li> <li>on blank paper with a wax crayon.</li> <li>Letter formation: y, u</li> <li>Write letter in the air, sand, with wax crayon on paper</li> <li>Write letters and pattern in book - Give special attention to the correct way of writing in a book</li> <li>Write the Number: 5 5 5 5</li> </ul>	<p><b>Develop fine motor skills by:</b></p> <ul style="list-style-type: none"> <li>Tear and past paper to take a picture</li> </ul> <p><b>Consolidation of letters:</b> v, w, i, l, m, n, r, h u, t, y</p> <p><b>Consolidation of numbers:</b> 1 - 5</p>	<p><b>Develop fine motor skills by:</b></p> <ul style="list-style-type: none"> <li>Do different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Practice with sponges</li> <li>Pattern work: </li> <li>Letter formation: u, t</li> <li>Number: 6</li> <li>Form lower case letters correctly (starts and ends correctly) in the correct place</li> <li>Form some frequently used capital letters correctly</li> <li>Write words with correct spacing</li> <li>Copy sentences</li> <li>Continuous fine and gross motor and hand-eye coordination exercises and correct body posture</li> </ul>	<p><b>Develop fine motor skills by:</b></p> <ul style="list-style-type: none"> <li>Do different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Practice with sponges</li> <li>Pattern work: </li> <li>Letter formation: y</li> <li>Number: 6</li> <li>Form lower case letters correctly (starts and ends correctly) in the correct place</li> <li>Form some frequently used capital letters correctly</li> <li>Write words with correct spacing</li> <li>Copy sentences</li> <li>Continuous fine and gross motor and hand-eye coordination exercises and correct body posture</li> </ul>	<p><b>Develop fine motor skills by:</b></p> <ul style="list-style-type: none"> <li>Do different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Practice with sponges.</li> <li>Pattern work: </li> <li>Letter formation: e,</li> <li>Number: 7</li> <li>Form lower case letters correctly (starts and ends correctly) in the correct place</li> <li>Form some frequently used capital letters correctly</li> <li>Write words with correct spacing</li> <li>Copy sentences</li> <li>Continuous fine and gross motor and hand-eye coordination exercises and correct body posture</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Pattern work:  e</li> <li>Letter formation s, f</li> <li>Number: 7</li> <li>Form lower case letters correctly (starts and ends correctly) in the correct place</li> <li>Form some frequently used capital letters correctly</li> <li>Write words with correct spacing</li> <li>Copy sentences</li> <li>Continuous fine and gross motor and hand-eye coordination exercises and correct body posture</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Pattern work: </li> <li>Letter formation c, e</li> <li>Number: 8</li> <li>Form lower case letters correctly (starts and ends correctly) in the correct place</li> <li>Form some frequently used capital letters correctly</li> <li>Write words with correct spacing</li> <li>Copy sentences</li> <li>Continuous fine and gross motor and hand-eye coordination exercises and correct body posture</li> </ul>	

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	write with wax crayon or thick pencil) Write the Number: 2 2 2			<ul style="list-style-type: none"> <li>Write the Number: 4 4 4 4</li> </ul>							
<b>Requisite Pre-Knowledge</b>	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
<b>Resources (other than textbook) to enhance learning</b>	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters
<b>Informal Assessment</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>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.</li> <li>This must be done informally and ongoing.</li> </ul>										
<b>SBA (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>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.</li> <li>Rubrics, checklists and writing activities can be used.</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul> <p><b>Listening &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>Talks about personal experiences and expresses feelings.</li> <li>Listens to stories with interest, identifies the main idea and draws a picture to show understanding and responds to questions</li> <li>Says poems and rhymes and does the actions</li> <li>Listens to instructions and announcements and responds appropriately</li> <li>Listens to stories and answers closed and open-ended questions</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters: Letter Sound Chart</li> </ul>										

- Distinguishes aurally between different beginning and end sounds of words
- Builds words using sounds learnt (e.g. -at, -et, -it, -ot, -ut, -ag, e.g., -ig, -og, -ug, -an, -en, -in, -un, -am)
- Recognises word families with short vowel sounds: -at, -ag, -am, -it, etc.
- Builds 3 -letter words by blending sounds (onset and rime e.g. p-ot)
- Uses consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng
- Write the initial letter sound for the picture, matching initial sound with picture/word (consonants and vowels)

**Reading:**

- Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 20 - 30 words and ask 2-3 oral questions related to the text
- Uses phonics, context clues and sight words when reading
- Build basic comprehension skills – place events in sequence
- Choose a short reading passage which has at least 20 – 30 words (DBE Workbook or Reader)  
Types of questions:  
Multiple choice questions  
Circle the correct answer & Higher order questions  
Fill in the missing words  
Sequence events in the story  
Interprets information from posters, pictures or simple tables

**Writing:**

- Writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).
- Writes sentences using words containing the phonic sounds already taught
- Writes at least two sentences of own news or shared writing using the past tense
- Begins to use capital letters and full stops, including capital letters for names
- Compiles a list of words according to instructions such as a list of words related to transport

**Handwriting:**

- Copies and writes words with correct spacing
- Copies and writes 1-2 short sentences legibly and correctly
- Copies and writes a sentence correctly

## 2021 Annual Teaching Plan – Term 3: **SUBJECT:** English HL Grade 1

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	13 – 16 July (4 days)	19 – 23 July	26 – 30 July	2 – 6 August	10 – 13 August (4 days)	16 – 20 August	23 – 27 August	30 August – 3 September	6 – 10 September	13 – 17 September	20 – 23 September (4 days)
TOPIC/ THEME	MY BODY	KEEPING MY BODY SAFE		MY COMMUNITY		PETS	MANNERS AND RESPONSILITI-ES	PLANTS & SEEDS		FOOD	
	TERM 2 CONTENT				TERM 3 CONTENT						
CAPS Topic	<b>LISTENING &amp; SPEAKING</b> (Minimum time 3 x 15 minutes a week; Maximum time 4 x 15 minutes a week)										
Core Concepts, Skills and Values	<ul style="list-style-type: none"> <li>Describe objects by using correct vocabulary (senses and for what to use it for)</li> <li>Understand and use vocabulary of subjects (vocabulary on senses)</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate listening behaviour</li> <li>Talk about personal experiences</li> <li>Describe objects by using correct vocabulary</li> <li>Listen to stories</li> </ul>	<ul style="list-style-type: none"> <li>Describe objects by using correct vocabulary – I keep my body healthy</li> <li>Listen to stories and identify main idea</li> <li>Sequence pictures (how can we purify)</li> </ul>	<ul style="list-style-type: none"> <li>Take part in discussions and answers questions – places in the community</li> <li>Talks about personal experiences – Which places in the picture have you</li> </ul>	<ul style="list-style-type: none"> <li>Listen to instructions and respond appropriately</li> <li>Appropriate listening behaviour</li> <li>Listen to story with interest and enjoyment – draw picture</li> </ul>	<ul style="list-style-type: none"> <li>Talk about personal experiences – How do I care for my pet?</li> <li>Listen to story with interest and enjoyment – draw picture with caption – Johan’s pet.</li> <li>Sequence pictures with captions</li> </ul>	<ul style="list-style-type: none"> <li>Takes part in discussions, ask questions and answers questions – Good and bad manners</li> <li>Talk about personal experiences – Good manners</li> <li>Recite and do actions</li> </ul>	<ul style="list-style-type: none"> <li>Listen to more than one instruction at a time and respond appropriately</li> <li>Understand and use vocabulary of plants</li> <li>Place the</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary of subjects – parts of a plant</li> <li>Listen to details and answer open-ended questions</li> <li>Ask questions on parts of plants</li> <li>Identify differences</li> </ul>	<ul style="list-style-type: none"> <li>Talk about personal experiences – food I like/do not like</li> <li>Listen to details and answer open-ended questions – healthy and unhealthy food</li> <li>Identify</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary of subjects</li> <li>Listen to details and answer open-ended questions – Where does different foods come from?</li> <li>Identify differen-</li> </ul>

2021 Annual Teaching Plan Template

	<ul style="list-style-type: none"> <li>Recite poems and rhymes (Songs and rhymes on “My body”)</li> <li>Identify/recognise parts of a whole</li> </ul>	<p>and identify main idea (listen to story on how to keep your body safe)</p> <ul style="list-style-type: none"> <li>Sequence pictures</li> <li>Participate in class discussions</li> <li>Understand and use vocabulary of subjects</li> <li>Join in choruses of songs, stories and rhymes</li> <li>Recite poems and rhymes</li> </ul>	<p>water)</p> <ul style="list-style-type: none"> <li>Participate in class discussions on how to purify water</li> <li>Reading comprehension</li> <li>Understand and use vocabulary of subjects</li> <li>Recite poems and rhymes</li> <li>Identify/recognise parts of a whole</li> </ul>	<p>visited (Places in the community)</p> <ul style="list-style-type: none"> <li>Understand and use vocabulary of subjects – Buildings in my community – purpose of every building</li> </ul>	<p>with caption</p> <ul style="list-style-type: none"> <li>Role-play with appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Role-play with appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use vocabulary of subjects – vocabulary on good and bad manners</li> <li>Listen to story with interest and enjoyment – draw picture with caption – Pietie Please and Thank you</li> </ul>	<p>flashcard on the picture – We need plants for ...</p> <p>Participate in discussions, questions and answer questions – Why do we need plants? (Shelter, shadow, food, flowers, etc.)</p>	<p>and similarities using correct vocabulary</p>	<p>differences and similarities using correct vocabulary – food pyramid</p>	<p>ces and similarities using correct vocabulary</p> <ul style="list-style-type: none"> <li>Use and extend vocabulary – From where do we get different kinds of food.</li> </ul>
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<b>CAPS Topic</b>	<b>PHONICS</b> (Minimum time 5 x 15 minutes per week; Maximum time 5 x 15 minutes per week)
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<b>Core Concepts, Skills and Values</b>	<p><b>Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words</b></p> <ul style="list-style-type: none"> <li>Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) <i>bed</i></li> </ul>	<p><b>Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words</b></p> <ul style="list-style-type: none"> <li>Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear)</li> </ul>	<p><b>Auditory Perception – identify the position of the sound within a word – learners identify which sounds they hear in the beginning, middle and end of words</b></p> <ul style="list-style-type: none"> <li>Which sound do you hear at the middle of the word? (Teacher says the word slowly and can make use of hand signs to make it easier for the learner to hear) <i>bed</i></li> </ul>	<ul style="list-style-type: none"> <li>Revise single sounds</li> <li>Build three-letter words with single consonants and short vowels</li> <li>Recognise and use double sounds e.g. book, tree, moon</li> </ul> <p><b>Phonics: u</b></p>	<ul style="list-style-type: none"> <li>Recognise and use double sounds e.g. book, tree, moon.</li> <li>Build three-letter words with single consonants and short vowels</li> </ul> <p><b>Phonics: d</b></p>	<ul style="list-style-type: none"> <li>Build three-letter words with single consonants and short vowels</li> </ul> <p><b>Phonics: t</b></p>	<ul style="list-style-type: none"> <li>Build three-letter words with single consonants and short vowels</li> </ul> <p><b>Phonics: m</b></p>	<ul style="list-style-type: none"> <li>Recognise and use double consonants</li> <li>Build three-letter words with single consonants and short vowels</li> <li>Read words taught in sentences and text</li> </ul> <p><b>Phonics: f</b></p>	<ul style="list-style-type: none"> <li>Recognise and use double consonants</li> <li>Read words taught in sentences and text</li> <li>Group words into sound families</li> <li>Read words taught in sentences and text</li> </ul> <p>Made</p> <p><b>Phonics: y</b></p>	<ul style="list-style-type: none"> <li>Recognise and use double consonants</li> <li>Group words into sound families</li> <li>Read words taught in sentences and text</li> </ul> <p><b>Phonics: l</b></p>	<ul style="list-style-type: none"> <li>Recognise and use double consonants</li> <li>Identify letter-sound relationship</li> <li>Group words into sound families</li> <li>Read words taught in sentences and text</li> </ul> <p><b>Phonics: Revision</b></p>
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	<p><b>Phonics:</b> n, b, g</p> <p><b>Word building:</b> Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> <li>• Auditory distinction between initial and ending sounds</li> <li>• Identify letter-sound relationship</li> <li>• Combination of sounds</li> <li>• Dividing words into sound segments</li> <li>• Sound replacement</li> <li>• Word building: two-word families</li> <li>• Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> <li>• Sound families</li> <li>• Read words in sentences and text</li> </ul>	<p><i>bed</i></p> <p><b>Phonics:</b> h, r</p> <p><b>Word building:</b> Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> <li>• Auditory distinction between initial and ending sounds</li> <li>• Identify letter-sound relationship</li> <li>• Combination of sounds</li> <li>• Dividing words into sound segments</li> <li>• Sound replacement</li> <li>• Word building: two-word families</li> <li>• Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> <li>• Sound families</li> <li>• Read words in sentences and text</li> </ul>	<p><b>Phonics:</b> k</p> <p><b>Word building:</b> Build words with sounds learnt. Use the words in sentences (Minimum 5 words per sentence)</p> <ul style="list-style-type: none"> <li>• Auditory distinction between initial and ending sounds</li> <li>• Identify letter-sound relationship</li> <li>• Combination of sounds</li> <li>• Dividing words into sound segments</li> <li>• Sound replacement</li> <li>• Word building: two-word families</li> <li>• Build words consisting of an initial sound and rhyme sound and identify rhyme sound</li> <li>• Sound families</li> <li>• Read words in sentences and text</li> </ul>									
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CAPS Topic	<b>READING</b>
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<p style="text-align: center;"><b>Core Concepts, Skills and Values: Shared Reading</b></p> <p>(Minimum time: 3 x 15 minutes per week; Maximum time: 5 x 15 minutes per week)</p>	<p><b>Decision making skills:</b></p> <ul style="list-style-type: none"> <li>• Think about why a character acted the way he did?</li> </ul> <p><b>Think about text:</b></p> <ul style="list-style-type: none"> <li>• Form own opinions on the text</li> </ul> <p><b>Consolidation of vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Make use of emotion words in full sentences</li> <li>• Synonyms and antonyms</li> </ul> <ul style="list-style-type: none"> <li>• Read Big Book and enlarged text as a whole class with teacher</li> <li>• Use pictures to predict what story is about</li> <li>• Use pictures to create own story</li> <li>• Use clues and pictures for understanding</li> <li>• Discuss story, characters, main idea</li> <li>• Ask questions about story, also higher-order questions</li> </ul> <p>Discuss capital letters and full stops</p>	<p><b>Vocabulary development:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary in different contexts</li> <li>• Focus on the words in the pictures before concentrating on the text</li> </ul> <p><b>Story skills:</b></p> <ul style="list-style-type: none"> <li>• Learners make use of their imagination and use cues from pictures to make up their own stories</li> </ul> <p><b>Interpret:</b></p> <p>Interpret pictures to create own stories, “read” pictures; Read Big Book and enlarged text as a whole class with teacher</p> <ul style="list-style-type: none"> <li>• Read Big Book and enlarged text as a whole class with teacher</li> <li>• Use pictures to predict what story is about</li> <li>• Use pictures to create own story</li> <li>• Use clues and pictures for understanding</li> <li>• Use pictures to create own story</li> <li>• Use clues and pictures for understanding</li> <li>• Discuss story, characters, main idea</li> <li>• Discuss story, characters, main</li> </ul>	<p><b>Think about your thoughts and feelings and make inferences:</b></p> <ul style="list-style-type: none"> <li>• Think deeply</li> <li>• What does the character think?</li> <li>• Make inferences</li> <li>• Make inferences by using cues</li> <li>• Think about an example</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Ask questions like: Have you felt like this before?</li> <li>• Who of you have had an experience like this?</li> </ul> <ul style="list-style-type: none"> <li>• Read Big Book and enlarged text as a whole class with teacher</li> <li>• Use pictures to predict what story is about</li> <li>• Use pictures to create own story</li> <li>• Use clues and pictures for understanding</li> <li>• Discuss story, characters, main idea</li> <li>• Ask questions about story, also higher-order questions</li> </ul>	<p><b>Vocabulary building:</b></p> <ul style="list-style-type: none"> <li>• Listen to vocabulary in different contexts.</li> <li>• Focus on the words in pictures before focussing on the words in the text – Places in our community and people in the community</li> </ul> <p><b>Story skills:</b></p> <ul style="list-style-type: none"> <li>• Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community</li> </ul> <p><b>Interpret:</b></p> <ul style="list-style-type: none"> <li>• Interpret pictures to create own story by “reading” the pictures.</li> <li>• Read Big Book and enlarged text as a whole class with teacher</li> </ul>	<p><b>Re-think thoughts and feelings and make inferences:</b></p> <ul style="list-style-type: none"> <li>• Think deeper</li> <li>• What do you think does the character think?</li> <li>• Make inferences by using cues</li> <li>• Think on examples</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to connect the story with real life experiences e.g. Who of you have felt like that?</li> </ul> <p><b>Decision making skills:</b></p> <ul style="list-style-type: none"> <li>• Why do you think the character acted the way he did?</li> </ul>	<p><b>• Read Big Book and enlarged text as a whole class with teacher</b></p> <p><b>Vocabulary building:</b></p> <ul style="list-style-type: none"> <li>• Listen to vocabulary in different contexts. (We care for our pets)</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to connect the story with real life experiences e.g. Who of you have felt like that?</li> </ul> <p><b>Problem solving:</b></p> <ul style="list-style-type: none"> <li>• Cobus does not know how to care for his pet. Help him.</li> </ul> <p><b>Summarise:</b></p> <ul style="list-style-type: none"> <li>• Explain in 5 sentences how to care for your pet.</li> </ul>	<p><b>• Read Big Book and enlarged text as a whole class with teacher</b></p> <p><b>Vocabulary building:</b></p> <ul style="list-style-type: none"> <li>• Listen to vocabulary in different contexts e.g. Chris forgets his manners</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to connect the story with real life experiences e.g. Who of you have felt like that?</li> </ul> <p><b>Problem solving:</b></p> <ul style="list-style-type: none"> <li>• Case studies – how will you help children who have bad manners?</li> </ul> <p><b>Summarise:</b></p> <div style="border: 1px solid black; padding: 5px;">List words that will demonstrate good manners</div>	<p><b>• Read Big Book and enlarged text as a whole class with teacher</b></p> <p><b>Vocabulary building:</b></p> <ul style="list-style-type: none"> <li>• Listen to vocabulary in different contexts.</li> <li>• Focus on the words in pictures before focussing on the words in the text – Why do we need plants?</li> </ul> <p><b>Interpret information from posters, pictures and tables:</b></p> <ul style="list-style-type: none"> <li>• E.g. Why do we need plants?</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><b>Understand the connection between cause and effect:</b></p> <ul style="list-style-type: none"> <li>• Caring for my plants (How?)</li> </ul> <p><b>Make inferences:</b></p> <ul style="list-style-type: none"> <li>• I think that .... because.....</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><b>Vocabulary building:</b></p> <ul style="list-style-type: none"> <li>• Listen to vocabulary in different contexts.</li> <li>• Focus on the words in pictures before focussing on the words in the text – Places in our community and people in the community</li> </ul> <p><b>Story skills:</b></p> <ul style="list-style-type: none"> <li>• Learners make use of their imagination by making up their own story, using cues in the pictures – Places and people in our community</li> </ul> <p><b>Interpret:</b></p> <ul style="list-style-type: none"> <li>• Interpret pictures to create own story by “reading” the pictures.</li> <li>• Read Big Book and enlarged text as a whole class with teacher</li> </ul> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><b>Re-think thoughts and feelings and make inferences:</b></p> <ul style="list-style-type: none"> <li>• Think deeper</li> <li>• What do you think does the character think?</li> <li>• Make inferences by using cues</li> <li>• Think on examples</li> </ul> <p><b>Make connections:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to connect the story with real life experiences e.g. Who of you have felt like that?</li> </ul> <p><b>Decision making skills:</b></p> <ul style="list-style-type: none"> <li>• Why do you think the character acted the way he did?</li> <li>• Read Big Book and enlarged text as a whole class with teacher</li> <li>• Discuss sequence and background from story</li> <li>• Use book cover to predict what story is about</li> <li>• Recognise the connection between cause</li> </ul>
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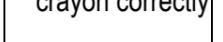
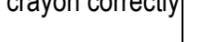
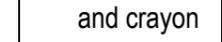
		<p>idea</p> <ul style="list-style-type: none"> <li>• Ask questions about story, also higher-order questions</li> <li>• Discuss capital letters and full stops</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss capital letters and full stops</li> </ul>								<p>and effect</p> <ul style="list-style-type: none"> <li>• Ask questions about story, also higher-order questions</li> <li>• Give own opinion of story</li> </ul> <div style="border: 1px solid black; padding: 2px;"> <ul style="list-style-type: none"> <li>• Interpret information from posters, pictures and tables</li> </ul> </div>
<p><b>Core Concepts, Skills and Values:</b> <b>Group Guided Reading</b></p> <p>(2 X 15 Minutes per day)</p> <p><b>*Choose 2 – 3 strategies per week to focus on.</b></p>	<p><b>Develop basic concepts from printed text:</b></p> <ul style="list-style-type: none"> <li>• E.g. Punctuation: capital letters, full stops, commas and question marks</li> </ul> <p><b>Read aloud from own book or reading chart with teacher</b></p> <ul style="list-style-type: none"> <li>• Build basic comprehension skills – place events in sequence</li> <li>• Learners monitor themselves in word recognition and comprehension skills</li> <li>• Reading fluency and punctuation</li> <li>• Make use of sentence strips and flashcards to teach new words and sentences to learners.</li> </ul>	<p><b>Develop basic concepts from printed text:</b></p> <ul style="list-style-type: none"> <li>• E.g. Punctuation: capital letters, full stops, commas and question marks</li> </ul> <p><b>Read aloud from own book or reading chart with teacher</b></p> <ul style="list-style-type: none"> <li>• Build basic comprehension skills – place events in sequence</li> <li>• Learners monitor themselves in word recognition and comprehension skills</li> <li>• Reading fluency and punctuation</li> <li>• Make use of sentence strips and flashcards to teach new words and sentences to</li> </ul>	<p><b>Develop basic concepts from printed text:</b></p> <ul style="list-style-type: none"> <li>• E.g. Punctuation: capital letters, full stops, commas and question marks</li> </ul> <p><b>Read aloud from own book or reading chart with teacher</b></p> <ul style="list-style-type: none"> <li>• Build basic comprehension skills – place events in sequence</li> <li>• Learners monitor themselves in word recognition and comprehension skills</li> <li>• Reading fluency and punctuation</li> <li>• Make use of sentence strips and flashcards to teach new words and sentences to learners.</li> </ul>	<p><b>Read aloud from own book or reading chart with teacher</b></p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>• Break up words in word parts</li> <li>• Add word parts together</li> <li>• Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a</li> </ul>	<p><b>Read aloud from own book or reading chart with teacher</b></p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>• Break up words in word parts</li> <li>• Add word parts together</li> <li>• Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a</li> </ul>	<p><b>Read aloud from own book or reading chart with teacher</b></p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>• Break up words in word parts</li> <li>• Add word parts together</li> <li>• Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a specific word, to enable you to read an unknown word</li> </ul> <p><b>Use phonic</b></p>	<p><b>Read aloud from own book or reading chart with teacher</b></p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>• Break up words in word parts</li> <li>• Add word parts together</li> <li>• Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a specific word, to enable you to read an unknown word</li> </ul> <p><b>Use phonic</b></p>	<p><b>Read aloud from own book or reading chart with teacher</b></p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>• Break up words in word parts</li> <li>• Add word parts together</li> <li>• Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a specific word, to enable you to read an</li> </ul> <p><b>Use phonic</b></p>	<p><b>Read aloud from own book or reading chart with teacher</b></p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>• Break up words in word parts</li> <li>• Add word parts together</li> <li>• Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a specific word, to enable you to read an</li> </ul> <p><b>Use phonic</b></p>	<p><b>Read aloud from own book or reading chart with teacher</b></p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>• Break up words in word parts</li> <li>• Add word parts together</li> <li>• Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>• Make use of pictures to make sense of a story</li> <li>• Predicts the story by making use of cues</li> <li>• Make use of the storyline to predict words</li> <li>• Look at words around a specific word, to enable you to read an</li> </ul> <p><b>Use phonic</b></p>	

	<p><b>Sight words:</b> Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</p>	<p>learners.</p> <p><b>Sight words:</b> Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</p>	<p><b>Sight words:</b> Start building up basic sight words. Make use of flashcards and consolidation games to teach words and to consolidate</p> <ul style="list-style-type: none"> <li>• Use phonic knowledge, sight words and clues during reading</li> <li>• Learners monitor themselves in word recognition and comprehension skills</li> <li>• Build sight vocabulary during a reading</li> <li>• Read aloud to a peer from prepared text for reading fluency</li> <li>• Reread known texts</li> </ul>	<p>specific word, to enable you to read an unknown word</p> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able to read and understand the word.</li> </ul> <p><b>Read with fluency and intonation</b></p>	<p>specific word, to enable you to read an unknown word</p> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able to read and understand the word.</li> </ul> <p><b>Read with fluency and intonation</b></p>	<p><b>knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a 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during all reading</b></p>	<ul style="list-style-type: none"> <li>• Look at words around a specific word, to enable you to read an unknown word</li> </ul> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able to read and understand the word.</li> </ul> <p><b>Read with fluency and intonation</b></p> <p><b>Build sight vocabulary during all reading</b></p>	<p><b>knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• 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word.</li> </ul> <p><b>Read with fluency and intonation</b></p> <p><b>Build sight vocabulary during all reading</b></p>	<p>unknown word</p> <p><b>Use phonic knowledge, sight words and clues during reading</b></p> <p><b>Use word recognition and comprehension skills during the reading lesson:</b></p> <ul style="list-style-type: none"> <li>• Sound words to understand</li> <li>• Use beginning sounds as a cue</li> <li>• Use general letter patterns e.g. -ow, -ew</li> <li>• Use know parts of the words to read the whole word</li> <li>• Make use of combining sounds to understand words e.g. bl-ock</li> <li>• Break word up in syllables to be able to read and understand the word.</li> </ul> <p><b>Read with fluency and intonation</b></p> <p><b>Build sight vocabulary during all reading</b></p>
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	<p><b>class story</b></p> <ul style="list-style-type: none"> <li>The learners help the teacher to compile a list of safety rules.</li> <li>Some learners can illustrate the story</li> <li>Put the story up in the class for learners to read</li> </ul> <p><b>Graded Readers:</b></p> <ul style="list-style-type: none"> <li>Do written activities e.g. Choose the correct word in brackets.</li> </ul> <p><b>Use phonic knowledge to write sentences</b></p> <p>Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it</p>	<p><b>class story</b></p> <ul style="list-style-type: none"> <li>The learners help the teacher to write a story on how to keep our bodies healthy</li> <li>Some learners can illustrate the story</li> <li>Put the story up in the class for learners to read</li> <li>Write caption/ short sentence and illustrate for reading corner</li> <li>Create own dictionary</li> </ul> <p>Use phonic knowledge to write sentences</p>	<p>class story</p> <ul style="list-style-type: none"> <li>Write caption/ short sentence and illustrate for reading corner – express feelings e.g. Mommy give me a hug; Teacher give me a high five for work well done.</li> <li>Create own dictionary</li> <li>Use phonic knowledge to write sentences</li> </ul> <p><b>Graded Readers:</b></p> <ul style="list-style-type: none"> <li>Do written activities e.g. Make your own sentences with the words</li> </ul> <p><b>Use phonic knowledge to write sentences</b></p> <p>Use learners' names or action words and nouns so that learners can write their own sentences and illustrate it</p>	<p><b>stops in names</b></p> <ul style="list-style-type: none"> <li>Holiday news</li> <li>Phonic tasks</li> </ul> <p><b>Contribute ideas to the writing of a class story</b></p> <ul style="list-style-type: none"> <li>Different careers</li> </ul> <p><b>Write caption/ short sentence and illustrate for reading corner</b></p> <p><b>Create own dictionary</b></p>	<p><b>Write a simple message in a card</b></p> <ul style="list-style-type: none"> <li>Write a thank you card for the police</li> </ul> <p><b>Use capital letters and full stops in names</b></p>	<p><b>Make use of nouns, pronouns in writing (with help of teacher)</b></p>	<p><b>pronouns in writing (with help of teacher)</b></p>	<p>the teacher</p> <ul style="list-style-type: none"> <li>Contribute ideas to the writing of a class story</li> <li>Write caption/ short sentence and illustrate for reading corner</li> <li>Create own dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters and full stops in names</li> <li>Make use of nouns, pronouns in writing (with help of teacher)</li> <li>Contribute ideas to the writing of a class story</li> <li>Write caption/ short sentence and illustrate for reading corner</li> <li>Create own dictionary</li> </ul>	<p>food?</p> <ul style="list-style-type: none"> <li>Use capital letters and full stops in names</li> <li>Make use of nouns, pronouns in writing (with help of teacher)</li> </ul>	<p>choosing those foods</p> <ul style="list-style-type: none"> <li>Use capital letters and full stops in names</li> <li>Make use of nouns, pronouns in writing (with help of teacher)</li> </ul>
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<b>CAPS Topic</b>	<b>HANDWRITING</b> (4x 15min a week)
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<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Pattern work: </li> <li>Letter formation: o</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Pattern work: </li> <li>Letter formation: p, b</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Pattern work: </li> <li>Letter formation: a</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Pattern work: </li> <li>Letter formation: a</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Pattern work: </li> <li>Letter formation: e</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Practice with sponges</li> <li>Pattern work: </li> <li>Letter formation: e</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Practice with sponges</li> <li>Pattern work: </li> <li>Letter formation: e</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Pattern work: </li> <li>Letter formation: g, e</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Pattern work: </li> <li>Letter formation: p, b</li> </ul>	<ul style="list-style-type: none"> <li>Develop fine motor skills doing different finger exercises before writing.</li> <li>Hold pencil and crayon correctly</li> <li>Pattern work: </li> <li>Letter formation: o,</li> </ul>
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2021 Annual Teaching Plan Template

	<ul style="list-style-type: none"> <li>Number: 9</li> <li>Form lower case letters correctly (starts and ends correctly) in the correct place</li> <li>Form some frequently used capital letters correctly</li> <li>Write words with correct spacing</li> <li>Copy sentences</li> <li>Continuous fine and gross motor and hand-eye coordination exercises and correct body posture</li> </ul>	<ul style="list-style-type: none"> <li>Number: 0</li> <li>Form lower case letters correctly (starts and ends correctly) in the correct place</li> <li>Form some frequently used capital letters correctly</li> <li>Write words with correct spacing</li> <li>Copy sentences</li> <li>Continuous fine and gross motor and hand-eye coordination exercises and correct body posture</li> </ul>	<p>a, d</p> <ul style="list-style-type: none"> <li>Number: 0 1 2 3 4 5</li> <li>Form lower case letters correctly (starts and ends correctly) in the correct place</li> <li>Form some frequently used capital letters correctly</li> <li>Write words with correct spacing</li> <li>Copy sentences</li> <li>Continuous fine and gross motor and hand-eye coordination exercises and correct body posture</li> </ul>	 <p>Letter formation: g, q</p> <ul style="list-style-type: none"> <li>Number: 6 7 8 9</li> <li>Form lower case letters correctly (starts and ends correctly) in the correct place</li> <li>Form some frequently used capital letters correctly</li> <li>Write words with correct spacing</li> <li>Copy sentences</li> <li>Continuous fine and gross motor and hand-eye coordination exercises and correct body posture</li> </ul>	 <p>Letter formation: k, x, z</p> <ul style="list-style-type: none"> <li>Number: 0 1 2 3 4 5 6 7 8 9</li> <li>Form lower case letters correctly (starts and ends correctly) in the correct place</li> <li>Form some frequently used capital letters correctly</li> <li>Write words with correct spacing</li> <li>Copy sentences</li> <li>Continuous fine and gross motor and hand-eye coordination exercises and correct body posture</li> </ul>	<p>u, t</p> <ul style="list-style-type: none"> <li>Number: 6</li> </ul>	<p>y</p> <ul style="list-style-type: none"> <li>Number: 6</li> </ul>	<p>work:</p>  <ul style="list-style-type: none"> <li>Letter formation e, c</li> <li>Number: 7</li> </ul>	<ul style="list-style-type: none"> <li>Number: 8</li> </ul>	<ul style="list-style-type: none"> <li>Number: 9</li> </ul>	<p>a,d</p> <ul style="list-style-type: none"> <li>Number: 0</li> </ul>
<b>Requisite Pre-Knowledge</b>	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge	Grade R knowledge
<b>Resources (other than textbook) to enhance learning</b>	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures	Reading series eBooks Sentence strips DBE Workbooks Flash cards	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures	Reading series eBooks Sentence strips DBE Workbooks Flash cards	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures	Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures

	Posters	Posters	Posters	Pictures Posters	Posters	Posters	Posters	Pictures Posters	Posters	Posters	Posters
<b>Informal Assessment</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>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.</li> <li>This must be done informally and ongoing.</li> </ul>										
<b>SBA (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>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.</li> <li>Rubrics, checklists and writing activities can be used.</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul> <p><b>Listening &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>Talks about personal experiences and expresses feelings.</li> <li>Listens to stories with interest, identifies the main idea and draws a picture to show understanding and responds to questions</li> <li>Tells a story which has beginning, middle and end using language imaginatively</li> <li>Listens to instructions and announcements and responds appropriately</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters: Letter Sound Chart</li> <li>Recognises word families with short vowel sounds: -at, -ag, -am, -it, etc.</li> <li>Builds 3 and 4-letter words by blending sounds (onset and rime eg p-ot)</li> <li>Uses initial consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng</li> <li>Groups common words into sound families</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 40-50 words and ask 2-3 oral questions related to the text</li> <li>Choose a short reading passage which has at least 40-50 words (DBE Workbook or Reader)</li> <li><u>Types of questions:</u> Multiple choice questions Circle the correct answer &amp; Higher order questions Fill in the missing words Sequence events in the story Interprets information from posters, pictures or simple tables</li> <li>Recognises cause and effect in a story.</li> <li>Answers open-ended questions based on the passage read</li> </ul>										

**Writing:**

- Writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).
- Spells common words correctly
- Forms the plurals of familiar words by adding 's' or 'es'
- Uses prepositions correctly

**Handwriting:**

- Forms 26 lower case letters correctly paying attention to directionality, correct letter formation, size and spacing within lines
- Copies and writes words with correct spacing
- Copies and writes 1-2 short sentences legibly and correctly
- Copies and writes a sentence correctly

<b>Term 4</b> 47 days	Week 1 5 – 8 October (4 days)	Week 2 11-15 October	Week 3 18-22 October	Week 4 25 – 29 October	Week 5 1 – 5 November	Week 6 8 – 12 November	Week 7 15 – 19 November	Week 8 22 – 26 November	Week 9 29 November – 3 December	Week 10 6 – 8 December (3 days)		
	HOUSES		PICTURE MAPS		WATER		THE SKY AT NIGHT					
	TERM 4 CONTENT											
	<b>CAPS Topic</b> <b>LISTENING &amp; SPEAKING</b> (Minimum time 3 x 15 minutes a week; Maximum time 4 x 15 minutes a week)											
	<b>Core Concepts, Skills and Values</b>	<b>Use simple strategies to find information:</b> <ul style="list-style-type: none"> <li>Look at the pictures on houses and discuss the following: What materials do you think was used to build the houses? Similarities and differences</li> </ul>	<b>Classify information by making use of individual pictures:</b> <ul style="list-style-type: none"> <li>Use the pictures and sort it according to building materials and houses.</li> <li>Give feedback to the group</li> </ul>	<b>Listen with enjoyment and respond to riddles and jokes/ use imaginative language:</b> <ul style="list-style-type: none"> <li>Teacher ask riddles and learners find the location on the map.</li> <li>Learners make up their own riddles and ask each other to solve.</li> </ul>	<b>Listen to stories and give opinion</b> <p><b>Group discussions and feedback</b></p>	<b>Listen to stories and give an opinion</b> <p><b>Listen with enjoyment and respond to riddles and jokes/ use imaginative language</b></p> <ul style="list-style-type: none"> <li>Poem about water</li> </ul>	<b>Appropriate listening behaviour</b> <p><b>Talk about personal experiences and feelings</b></p> <ul style="list-style-type: none"> <li>How can we save water?</li> </ul>	<b>Listen to stories and give opinion</b> <p><b>Group discussions and feedback</b></p>	<b>Talk about personal experiences and feelings</b> <ul style="list-style-type: none"> <li>Differences between day and night</li> <li>Careers on people working in the day and those working in the night</li> </ul>	<b>Appropriate listening behaviour</b> <p><b>Listen to stories and give opinion</b></p> <ul style="list-style-type: none"> <li>Story on planets in the universe</li> <li>Learners listens to a song and sing along</li> </ul>	<b>Talk about personal experiences and feelings:</b> <ul style="list-style-type: none"> <li>Full moon, half moon, crescent moon</li> </ul>	
		<b>Take part in group discussions and</b>	<b>Appropriate listening behaviour</b>	<b>Listen to stories and give an opinion</b>	<b>Group discussions and feedback</b>	<b>Group discussions and feedback</b>	<b>Group discussions and feedback</b>	<b>Listen to stories and give opinion</b>	<b>Group discussions and feedback</b>	<b>Answer closed and open-ended questions</b> <ul style="list-style-type: none"> <li>Answers questions on the story</li> </ul>	<b>Listen to instructions and announcements and respond appropriately</b>	<b>Listen to stories and give opinion:</b> <ul style="list-style-type: none"> <li>Discussions on sun and moon</li> <li>Poem about stars</li> </ul>
						<b>Gain information through simple strategies:</b> <ul style="list-style-type: none"> <li>Make use of words indicating position to explain a simple route to a classmate.</li> <li>The classmate follows the instructions.</li> </ul>	<b>Gain information through simple strategies</b>	<b>Listen to stories and give opinion</b>	<b>Gain information through simple strategies</b>	<b>Answer closed and open-ended questions</b>	<b>Listen to instructions and announcements and respond appropriately</b>	<b>Tell a known story with a beginning, middle and end.</b>
					<b>Classify</b>	<b>Classify information</b>	<b>Classify information</b>	<b>Answer closed and open-ended questions</b> <ul style="list-style-type: none"> <li>Teacher</li> </ul>	<b>Listen to instructions and announcements and respond appropriately</b>	<b>Answer closed and open-ended questions:</b>		
									<b>Use terms: sentence, capital letter, full stop</b>	<b>Answer closed and open-ended questions</b>	<b>Listen to instructions and announcements and respond appropriately</b>	

	give feedback.			information	<ul style="list-style-type: none"> <li>• Make use of pictures to discuss the different uses of water.</li> </ul> <p>Tell a known story with a beginning, middle and end.</p>	reads a story on water Learners answers questions	Answer closed and open-ended questions <ul style="list-style-type: none"> <li>• Answers questions on the story</li> </ul>		<ul style="list-style-type: none"> <li>• Planets in the universe</li> </ul>	
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<b>CAPS Topic</b>	<b>PHONICS</b> (Minimum time 5 x 15 minutes per week; Maximum time 5 x 15 minutes per week)									
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<b>Core Concepts, Skills and Values</b>	Revise single and double sounds	<ul style="list-style-type: none"> <li>• Revise single and double sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Form words with sounds taught</li> </ul>	<ul style="list-style-type: none"> <li>• Form words with sounds taught</li> </ul>	<ul style="list-style-type: none"> <li>• Form words with sounds taught</li> </ul>	<ul style="list-style-type: none"> <li>• Form words with sounds taught</li> </ul>	<ul style="list-style-type: none"> <li>• Form words with sounds taught</li> </ul>	<ul style="list-style-type: none"> <li>• Form words with sounds taught</li> </ul>	<ul style="list-style-type: none"> <li>• Form words with sounds taught</li> </ul>	<ul style="list-style-type: none"> <li>• Form words with sounds taught</li> </ul>	<ul style="list-style-type: none"> <li>• Form words with sounds taught</li> </ul>
	Form words with sounds taught	<ul style="list-style-type: none"> <li>• Form words with sounds taught</li> <li>• Group words into sound families</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into sound families</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into sound families</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into sound families</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into sound families</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into sound families</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into sound families</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into sound families</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into sound families</li> </ul>	<ul style="list-style-type: none"> <li>• Group words into sound families</li> </ul>
Read words taught in sentences and text	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise plurals (-s, -es)</li> <li>• Read words taught in sentences and text</li> </ul>
Learn how to spell 10 words per week from phonic lessons	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to spell 10 words per week from phonic lessons</li> </ul>
Phonics: v	Phonics: w	Phonics: j	Phonics: x	Phonics: q	Phonics: z	Phonics: Revision					

<b>CAPS Topic</b>	<b>READING</b>									
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<b>Core Concepts, Skills and Values</b>  <b>Shared Reading</b>  (Minimum time: 3 x 15)	Vocabulary building:	Use Big Book and other enlarged text with teacher:	Vocabulary building:	Use Big Book and other enlarged text with teacher	Use Big Book and other enlarged text with teacher	Use Big Book and other enlarged text with teacher	Use Big Book and other enlarged text with teacher	Use Big Book and other enlarged text with teacher	Use Big Book and other enlarged text with teacher	Predict story based on cover	Predict story based on cover
	<ul style="list-style-type: none"> <li>• Vocabulary in different contexts</li> <li>• Focus on words in pictures before learner</li> </ul>	<ul style="list-style-type: none"> <li>• Goldilocks and the three bears</li> </ul> <p>Identify initial event /</p>	<ul style="list-style-type: none"> <li>• Vocabulary in different contexts</li> <li>• Focus on words in pictures before learner</li> </ul>	Identify initial event / problem that sets the story in motion	Identify initial event / problem that sets the story in motion	Identify initial event / problem that sets the story	Identify initial event / problem that sets the story	Identify initial event / problem that sets the story	Identify initial event / problem that sets the story	Identify initial event / problem that sets the story	Identify initial event / problem that sets the story in motion

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<p>minutes per week; Maximum time: 5 x 15 minutes per week)</p>	<p>focus on text – different kinds of houses in our country</p> <ul style="list-style-type: none"> <li>Use <b>Big Book</b> and other <b>enlarged text</b> with teacher</li> </ul> <p><b>Story skills:</b></p> <ul style="list-style-type: none"> <li>Make use of imagination by using clues and pictures in book to make up their own story – discuss different kinds of houses and building materials used to build houses</li> </ul> <p><b>Interpret information on posters</b></p>	<p><b>problem that sets the story in motion</b></p> <ul style="list-style-type: none"> <li>Goldilocks and the three bears</li> </ul> <p><b>Discuss logical sequence of story</b></p> <p><b>Recognise cause and effect in story</b></p>	<p>focus on text</p> <p><b>Story skills:</b></p> <ul style="list-style-type: none"> <li>Make use of imagination by using clues and pictures in book to make up their own story – discuss different kinds of houses and building materials used to build houses</li> </ul> <p><b>Interpret information on posters</b></p>	<p>Discuss logical sequence of story</p> <p><b>Recognise cause and effect in story</b></p>	<p>Discuss logical sequence of story</p> <p><b>Recognise cause and effect in story</b></p>	<p>in motion</p> <ul style="list-style-type: none"> <li>Discuss logical sequence of story</li> <li>Recognise <b>cause and effect</b> in story</li> </ul>	<p><b>Use clues</b> and pictures in book for understanding</p> <p><b>Answer open-ended questions</b> based on text</p> <input type="text"/>	<p><b>Use clues</b> and pictures in book for understanding</p> <p><b>Answer open-ended questions</b> based on text</p> <input type="text"/>	<p><b>Use clues</b> and pictures in book for understanding</p> <p>Discuss logical sequence of story</p> <input type="text"/>	<p><b>Answer open-ended questions</b> based on text</p> <p><b>Interpret information on posters</b></p>
<p><b>Core Concepts, Skills and Values</b></p> <p><b>Group Guided Reading</b></p> <p>(2 X 15 Minutes per day)</p> <p><b>*Choose 2 – 3 strategies per week to focus on.</b></p>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of</b></p>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>Make use of pictures</li> </ul>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of</b></p>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of</b></p>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of</b></p>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of</b></p>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of</b></p>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of contextual cues:</b></p> <ul style="list-style-type: none"> <li>Make use of pictures</li> </ul>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of</b></p>	<p>Read aloud from own book or reading chart with teacher</p> <p><b>Use structural-analytical decoding skills</b></p> <ul style="list-style-type: none"> <li>Break up words in word parts</li> <li>Add word parts together</li> <li>Recognise smaller words within a word</li> </ul> <p><b>Make use of</b></p>



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	syllables to be able to read and understand the word.	word. <b>Read with fluency and intonation</b>	syllables to be able to read and understand the word.	syllables to be able to read and understand the word.	syllables to be able to read and understand the word.	syllables to be able to read and understand the word.	syllables to be able to read and understand the word.	<b>and intonation</b>	syllables to be able to read and understand the word.	syllables to be able to read and understand the word.
	<b>Read with fluency and intonation</b>	<b>Build sight vocabulary during all reading</b>	<b>Read with fluency and intonation</b>	<b>Build sight vocabulary during all reading</b>	<b>Read with fluency and intonation</b>	<b>Read with fluency and intonation</b>				
	<b>Build sight vocabulary during all reading</b>		<b>Build sight vocabulary during all reading</b>		<b>Build sight vocabulary during all reading</b>	<b>Build sight vocabulary during all reading</b>				
<b>Core Concepts, Skills and Values</b> <b>Paired/Independent Reading</b>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>	<ul style="list-style-type: none"> <li>Reads aloud to a partner</li> <li>Reads own writing, starting to correct errors</li> <li>Reads own and others writing</li> <li>Reads books from shared reading lessons and books from reading corner</li> </ul>
<b>CAPS Topic</b>	<b>WRITING</b> (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)									
<b>Core Concepts, Skills and Values</b>	<b>Write sentences with sight words and tricky words</b> <ul style="list-style-type: none"> <li>Written tasks on tricky words</li> </ul>	<b>Write sentences with sight words and tricky words</b> <ul style="list-style-type: none"> <li>Written tasks on tricky words</li> </ul>	<b>Write sentences with sight words and tricky words</b> <ul style="list-style-type: none"> <li>Written tasks on tricky words</li> </ul>	<b>Write sentences with sight words and tricky words</b> <ul style="list-style-type: none"> <li>Written tasks on tricky words</li> </ul>	<b>Write sentences with sight words and tricky words</b> <ul style="list-style-type: none"> <li>Written tasks on tricky words</li> </ul>	<b>Write sentences with sight words and tricky words</b> <ul style="list-style-type: none"> <li>Written tasks on tricky words</li> </ul>	<b>Write sentences with sight words and tricky words</b> <ul style="list-style-type: none"> <li>Written tasks on tricky words</li> </ul>	<b>Write sentences with sight words and tricky words</b> <ul style="list-style-type: none"> <li>Written tasks on tricky words</li> </ul>	<b>Write sentences with sight words and tricky words</b> <ul style="list-style-type: none"> <li>Written tasks on tricky words</li> </ul>	<b>Write a creative story of at least 3 sentences</b> by using learnt sounds and known sight words: <ul style="list-style-type: none"> <li>My first school year</li> </ul>
	<b>Write at least 3 own sentences</b> by using learnt sounds and known sight words: <ul style="list-style-type: none"> <li>Holiday news</li> </ul>	<b>Write at least 3 own sentences</b> by using learnt sounds and known sight words: <ul style="list-style-type: none"> <li>My dream house</li> </ul>	<b>Discuss ideas for writing with peers</b>  <b>Write sentences/news/ creative story</b> – use taught	Do written activities and write <b>plurals</b> of known words  <b>Write and illustrate</b> sentences for	Do written activities and write <b>plurals</b> of known words  <b>Write a creative story of at least 3 sentences</b> by using	Do written activities and write <b>plurals</b> of known words  <b>Write a creative story of at least 3 sentences</b> by using	<b>Write a creative story of at least 3 sentences</b> by using learnt sounds and known sight words: <ul style="list-style-type: none"> <li>Day and night</li> </ul>	<b>Write a creative story of at least 3 sentences</b> by using learnt sounds and known sight words: <ul style="list-style-type: none"> <li>I would like to go and live on the moon</li> </ul>	Do written activities and write <b>plurals</b> of known words  <input type="text"/>	<b>Spell known words correctly</b>  <b>Write prepositions correctly</b>



<p><b>Resources (other than textbook) to enhance learning</b></p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>	<p>Reading series eBooks Sentence strips DBE Workbooks Flash cards Pictures Posters</p>
<p><b>Informal Assessment</b></p>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• 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.</li> </ul>									
<p><b>SBA (Formal Assessment)</b></p>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• 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.</li> <li>• Rubrics, checklists and writing activities can be used.</li> <li>• Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul> <p><b>Listening &amp; Speaking:</b></p> <ul style="list-style-type: none"> <li>• Sequences at least 5 pictures related to a familiar story or Theme topic by matching captions with pictures (integrated with Life Skills)</li> <li>• Participates in class discussions and expresses own thoughts and feelings.</li> <li>• Listens to stories and answers closed and open-ended questions</li> <li>• Role plays characters in a story that is read or told by the teacher</li> </ul> <p><b>Phonics:</b></p> <ul style="list-style-type: none"> <li>• Recognises plurals with “s” and “es”</li> <li>• Write the initial letter sound for the picture, matching initial sound with picture/word (consonants and vowels)</li> <li>• Consonant blends e.g. sp, fr, dr</li> <li>• Consonant diagraphs: sh, ch, th at the beginning and end of the word</li> <li>• Cross out or circle the odd word in a word family e.g. hat, bat, mat, cat, cot</li> <li>• Spelling test: Word list of at least 10 words (2/3 letter words)</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 50-60 words and ask 2-3 oral questions related to the text</li> <li>• Choose a short reading passage which has at least 50-60 words (DBE Workbook or Reader)</li> <li>• <u>Types of questions:</u> Multiple choice questions</li> </ul>									

- Circle the correct answer & Higher order questions
- Fill in the missing words
- Sequence events in the story
- Interprets information from posters, pictures or simple tables
- Recognises cause and effect in a story.
- Answers open-ended questions based on the passage read

**Writing:**

- Writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).
- Spells common words correctly
- Forms the plurals of familiar words by adding 's' or 'es'
- Uses prepositions correctly
- Begins to use present and past tense correctly in writing
- With help uses nouns and pronouns (I, you, she, he, it) correctly in writing
- Writes at least 3 sentences of own news or on a topic (Theme/Story etc.) using capital letters and full stops.

**Handwriting:**

- Forms 26 lower case letters correctly paying attention to directionality, correct letter formation, size and spacing within lines
- Copies and writes words with correct spacing
- Copies and writes 1-2 short sentences legibly and correctly
- Copies and writes a sentence correctly