

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 curriculum was adjusted to address the core concepts and skills.
2. All the skills are spread over the time given.
3. Content is scaffolded across weeks
4. The first 3 weeks in Grade 1 should be dedicated to a readiness programme to ensure that all learners are ready for the formal schooling.
5. Some Grade R content has been included in the first 3 weeks in order to ensure that the necessary concepts have been developed
6. There should be a strong integration between the subjects, specifically Language and Life Skills in the first 3 weeks in order to ensure that the perceptual skills are developed.
7. All Topics in Language are integrated, and Daily Activities are not time specific but used throughout the day
8. Reading needs to adhere to the following: **Reading and Writing Focus time (CAPS)**. These reminders are included as there seem to be slightly different understandings of what is meant by the Reading and Writing Focus Time in CAPS.
 - The **Reading and Writing Focus time** is a tightly integrated time (approximately one hour) in which Shared Reading and then Shared Writing take place in the first 15 minutes. Thereafter, but also linked to the skills learnt in the Shared Reading / Shared Writing process, word and sentence level work is done (e.g phonics). This takes about ten minutes. Thereafter, Group Guided Reading is done, with learners being grouped in reading ability groups. During the Reading and Writing focus time, the foundation is laid for the mastery of the skills needed for the paired reading, independent reading and independent writing that fall OUTSIDE of the Reading and Writing Focus time
 - The Core skills and knowledge from the different areas support this and are not stand alone
9. Whenever group work is done, social distancing is to be adhered to.
10. Teachers to stay in communication with teachers of previous grades (if possible) so that no gaps are created in the transition between grades.

Guidelines for assessment: Baseline assessment:

- Should be done during weeks 2 and 3 of returning to school. Allow the learners to settle into their new classes before beginning any assessment.
- Baseline activities should not be a stand-alone but be integrated with the teaching and learning process.
- Should be done informally and mostly through observation and oral.
- 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.
- The teacher can combine the assessment of skills where possible.
- All skills are included irrespective if it was taught in 2020. Teachers can use their discretion should they not want to assess all skills.

School Based Assessment:

- Assessment takes place on a continuous basis in the Foundation Phase.
- Assessment can only take place on content taught.
- The Abridged Section 4 is to be used for all assessment.

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

Term 1 45 days	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9 (4 days)	Week 10 (3 days)
CAPS Topic	LISTENING AND SPEAKING Minimum Time: 45 mins (3 x 15 mins) Maximum Time: 1 hour (4 x 15 mins)									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Identifies and describes similarities and differences Matches things that go together, and compares things that are different Sings songs and rhymes and performs actions on own with confidence Recites poems and rhymes and adds actions to them with confidence Talks about pictures in posters, theme charts, books Listens to simple instructions (classroom routines) and responds appropriately <p><i>Readiness assessment</i></p>	<ul style="list-style-type: none"> Listens to simple instructions (classroom routines) and responds Listens without interrupting, showing respect for the speaker Listens to stories and shows understanding by answering questions related to the story Sequences pictures relating to a story Classifies things according to own criteria Listens to problems and offers solutions <p><i>Readiness assessment</i></p>	<ul style="list-style-type: none"> Talks about personal experiences Answers questions such as questions related to personal details Sings songs and does actions Listens to simple instructions (classroom routines) and responds Picks out selected detail from an oral description <p><i>Readiness assessment</i></p>	<ul style="list-style-type: none"> Listens without interrupting, Talks about personal experiences Sings songs and does actions Listens to simple instructions (classroom routines) and responds Listens to stories, rhymes, poems and songs with interest, and acts out part of the story, song or rhyme. Describes objects in terms of colour size, shape, quantity using correct vocabulary 	<ul style="list-style-type: none"> Listens without interrupting, Talks about personal experiences Sings songs and does actions, Describes objects in terms of colour size, shape, quantity using correct vocabulary Talks about pictures in posters, theme charts, books Sequences pictures of a story communicating through re-telling the sequence of ideas 	<ul style="list-style-type: none"> Listens without interrupting, Talks about personal experiences Sings songs and does actions Describes objects in terms of colour size, shape, quantity using correct vocabulary Participates in discussions, taking turns to speak and respecting others in the group 	<p>REVISION</p> <ul style="list-style-type: none"> Listens without interrupting, Talks about personal experiences Sings songs and does actions Sequences pictures of a story communicating through re-telling the sequence of ideas 			
CAPS Topic	PHONICS (Minimum time 5 x 15 minutes per week; Maximum time 5 x 15 minutes per week) <i>Teach 1 -2 new letters each week</i>									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Segments oral sentences into individual words e.g. claps on each word in a sentence Divides multisyllabic words into syllables e.g. crocodile: croc-o-dile Recognises sounds at the beginning of some words <p><i>Readiness assessment</i></p>	<ul style="list-style-type: none"> Identifies rhyming words in well know rhymes and songs Recognises and names some letters of the alphabet such as letters in own name Begins to recognise that words are made up of sounds such as the beginning letter/s of own name. 	<ul style="list-style-type: none"> Distinguishes aurally between different initial sounds of words Participates in whole class phonemic awareness oral activities Identifies letter-sound relationships of some single letters <p><i>Readiness assessment</i></p>	<ul style="list-style-type: none"> Participates in whole class phonemic awareness oral activities Identifies letter-sound relationships of some single letters Recognises and names some letters of the alphabet Begins to build up short words using sounds learnt 	<ul style="list-style-type: none"> Participates in whole class phonemic awareness oral activities Identifies letter-sound relationships of some single letters Recognises and names some letters of the alphabet: Begins to build up short words using sounds learnt 	<ul style="list-style-type: none"> Participates in whole class phonemic awareness oral activities Identifies letter-sound relationships of some single letters Recognises and names some letters of the alphabet: 2 vowels and at least 6 consonants Begins to build up short words using sounds learnt Begins to use blending to make words e.g. at, c-at, m-at 	<p>REVISION</p> <ul style="list-style-type: none"> Recognises and names some letters of the alphabet: 2 vowels and at least 6 consonants Begins to build up short words using sounds learnt Begins to use blending to make words e.g. at, c-at, m-at 			

		Readiness assessment						
CAPS Topic		READING <i>It is important to read point 8 in guidelines on first page.</i> Shared Reading: Minimum time: 3 x 15minutes per week; Maximum time: 5x 15 minutes per week Group Guided: 2 x 15 minutes per day for 5 days (2 groups daily) Independent/Paired: 2x a week						
Core Concepts, Skills and Values	Reading	<ul style="list-style-type: none"> Interprets pictures to construct ideas Acts out a story, song, rhyme Reads picture books <i>Readiness assessment</i>	<ul style="list-style-type: none"> Begins to read high frequency words in the classroom (labels) 'Reads' personal texts such as sentences written by the teacher <i>Readiness assessment</i>	<ul style="list-style-type: none"> Distinguishes pictures from print Identifies letter-sound relationships of some single letters Recalls details and states main idea <i>Readiness assessment</i>	<ul style="list-style-type: none"> Emergent reading skills are taught during Shared Reading and Group Guided reading <ul style="list-style-type: none"> Holds the book the right way up and turns pages correctly Uses pictures to predict what the story is about: reads picture books Interprets pictures to make up own story, that is, „reads“ the pictures Collects and reads logos and other words from environmental print Recognises own name and names of at least ten peers Reads labels and captions in the classroom Discusses book handling and care Listens to and discusses stories and other texts read aloud Develops basic concepts of print including: <ul style="list-style-type: none"> Concept of book - cover, front, back, title Concept of text - word, same words, letter, names of letters, one-to-one correspondence Directionality: starts reading at front, ends at back; reads from left to right and top to bottom of a page, first, last, middle words or letters or position on a page Punctuation: capital letter, lowercase letter, full stop, comma, question mark 			
	Shared	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher <i>Readiness assessment</i>	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Focus is on concepts of print <i>Readiness assessment</i>	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Uses cover of book and illustrations throughout the text to predict storyline <i>Readiness assessment</i>	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Focus on text features Focus on comprehension 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Focus on Language patterns Focus on comprehension 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Focus on phonics and word identification strategies Focus on comprehension 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Focus on comprehension
	Group Guided	<ul style="list-style-type: none"> Holds book the right way up and turns pages correctly Recognises own name Discusses book handling and care <i>Readiness assessment</i>	<ul style="list-style-type: none"> Begins to build a sight vocabulary Begins to recognise that words are made up of sounds such as the beginning letter/s of own name. Develops basic concepts of print <i>Readiness assessment</i>	<ul style="list-style-type: none"> Directionality e.g. starts reading at front, reads from left to right and so on Begins to build a sight vocabulary Uses pictures to make up own story i.e. 'reads' the picture Relates sounds to letters and words <i>Readiness assessment</i>	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story Begins to build a sight vocabulary 	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story Begins to build a sight vocabulary 	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story Begins to build a sight vocabulary 	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story Begins to build a sight vocabulary
	Independent	<ul style="list-style-type: none"> Reads picture books 	<ul style="list-style-type: none"> Reads books independently for pleasure, turning pages correctly and showing respect for books 	<ul style="list-style-type: none"> Reads books independently for pleasure, turning pages correctly and showing respect for books 	<ul style="list-style-type: none"> Reads books independently for pleasure, turning pages correctly and showing respect for books 	<ul style="list-style-type: none"> Reads books independently for pleasure, turning pages correctly and showing respect for books 	<ul style="list-style-type: none"> Reads books independently for pleasure, turning pages correctly and showing respect for books 	<ul style="list-style-type: none"> Reads books independently for pleasure, turning pages correctly and showing respect for books
CAPS Topic		WRITING 3 x 15 minutes per week. Building on, and linking to, Shared Reading, discussions and personal experiences						
Core	<ul style="list-style-type: none"> Draws pictures to convey a message 	<ul style="list-style-type: none"> Draws pictures to convey a message about 	<ul style="list-style-type: none"> Draws pictures to convey a message about 	<ul style="list-style-type: none"> Copies and writes own name, short words and sentences from labels, posters, chalkboard 	<ul style="list-style-type: none"> Copies one sentence of news from the board correctly 	<ul style="list-style-type: none"> Copies one sentence of news from the board correctly 	REVISION <ul style="list-style-type: none"> Copies one sentence of news 	

Concepts, Skills and Values	about a personal experience <ul style="list-style-type: none"> Groups pictures of rhyming words Copies letters and numerals from the classroom environment when 'writing' <i>Readiness assessment</i>	a personal experience <ul style="list-style-type: none"> Copies and writes own name Copies short sentences written by the teacher <i>Readiness assessment</i>	a personal experience <ul style="list-style-type: none"> Copies and writes own name Copies short sentences written by the teacher <i>Readiness assessment</i>	<ul style="list-style-type: none"> Copies one sentence of news from the board correctly Contributes ideas in Shared Writing for a class story recorded by the teacher to create new texts for reading 	<ul style="list-style-type: none"> Contributes ideas in Shared Writing for a class story recorded by the teacher to create new texts for reading Draws a picture to convey a message Writes a caption for the picture 	<ul style="list-style-type: none"> Contributes ideas in Shared Writing for a class story recorded by the teacher to create new texts for reading Begins to express written recording with drawings, letters, numbers, words and simple sentences 	from the board correctly <ul style="list-style-type: none"> Contributes ideas in Shared Writing for a class story recorded by the teacher to create new texts for reading
CAPS Topic	HANDWRITING 4 x 15 minutes per week						
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Play finger rhymes with finger actions Plays catch with beanbags and large balls Traces simple outlines of pictures patterns and own name where the correct starting point and writing direction are indicated <i>Readiness assessment</i>	<ul style="list-style-type: none"> Forms letters with own bodies in pairs or on their own Forms letters using finger paint, paint brushes, wax crayons Holds crayons correctly and indicating dominance <i>Readiness assessment</i>	<ul style="list-style-type: none"> Draws with wax crayons Develops directionality Makes plasticine or playdough models of letters and objects Traces over and copies own name <i>Readiness assessment</i>	<ul style="list-style-type: none"> Practices holding and manipulating crayons and pencil Develops hand-eye co-ordination through painting, paper-tearing, cutting and tracing activities Draws patterns: zig-zags Forms lower case letters correctly <i>Align the teaching of lower case letters to the phonics programme</i>	<ul style="list-style-type: none"> Develops hand-eye co-ordination through painting, paper-tearing, cutting and tracing activities Draws patterns: vertical patterns Traces over and copies own name Forms lower case letters correctly 	<ul style="list-style-type: none"> Develops hand-eye co-ordination through painting, paper-tearing, cutting and tracing activities Draws patterns: horizontal patterns Forms lower case letters correctly Copies and writes own name, short words and sentences from labels, posters, chalkboard 	<ul style="list-style-type: none"> Develops hand-eye co-ordination through painting, paper-tearing, cutting and tracing activities Draws patterns Forms lower case letters correctly
Pre-requisite knowledge	Grade R core concepts, knowledge and values						
Resources (other than textbook) to enhance learning	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters
Assessment for learning	<ul style="list-style-type: none"> Readiness assessment The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically. 						
SBA	<ul style="list-style-type: none"> Readiness assessment The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally, practically and written Assessment can only take place if the concepts have been taught and learners had enough time to practice. The assessment of oral activities should be integrated with Life Skills and Mathematics whenever possible Assessment is a continuous planned process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes It is also important to note that each assessment task should not be seen as a single event or test, but must comply with the principles of continuous assessment at all times <p>Listening and speaking:</p> <ul style="list-style-type: none"> Retells the main parts of a familiar story that is told or read <p>Phonics:</p> <ul style="list-style-type: none"> Oral and Written: Identifies the single letter sound relationships of some letters (vowels and consonants) (Reading focus time: Focussed Phonic session) <p>Reading:</p> <ul style="list-style-type: none"> Oral: Group Guided Reading (GGR) Read aloud from own book during with teacher and on his/her own (word recognition, read for meaning) (Reading focus time) Oral: Predicts the story by making use of the pictures; read picture books Comprehension skills: Sequence 3 events in the right order (Reading focus time) <p>Writing:</p> <ul style="list-style-type: none"> Draw pictures to convey a message e.g. a personal experience Copy captions and sentences 						

- Contributes ideas to a class story

Handwriting:

- Writes lower case letters correctly