1. English Home Language Grade 3

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. Skills and knowledge are repeated across the weeks so that no learner will be disadvantaged if not attending school every day.
3. Content is scaffolded across weeks
4. For Grades 2 & 3 the first three weeks are 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.
5. There should be a strong integration between all the subjects.
6. All Topics in Language are integrated, and Daily Activities are not time specific but are used throughout the day
7. 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
8. Whenever group work is done, social distancing is to be adhered to.
9. 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 3

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	• Talks about personal experiences. For example, tells news expressing feelings and opinions • Listens without interrupting, showing respect for the speaker and taking turns to speak • Listens to a complex sequence of instructions and responds appropriately	• Talks about personal experiences. For example, tells news expressing feelings and opinions • Listens without interrupting, showing respect for the speaker and taking turns to speak • Answers open ended questions and justifies answer e.g. "Why do you say that?" • Uses appropriate language when speaking to friends and adults *Baseline assessment*	• Talks about personal experiences. For example, tells news expressing feelings and opinions • Listens to a complex sequence of instructions and responds appropriately • Listens for the main idea and for detail in stories • Answers open ended questions and justifies answer e.g. "Why do you say that?" • Suggests solutions to a problem especially during Mathematics *Baseline assessment*	• Talks about personal experiences. For example, tells news expressing feelings and opinions • Listens to a complex sequence of instructions (at least 4) and responds appropriately • Listens for the main idea and for detail in stories and answers higher-order questions, e.g., "Do you think the title is the best one for this story? Why?" • Asks questions for clarification and comments on what was heard, e.g., "Did that really happen? Then what did you do?" • Expresses feelings about a text and gives reasons, e.g., "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape." • Suggests solutions to a problem especially during Mathematics		• Talks about personal experiences. For example, tells news expressing feelings and opinions • Asks questions for clarification and comments on what was heard, e.g., "Did that really happen? Then what did you do?" • Expresses feelings about a text and gives reasons, e.g., "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape." • Suggests solutions to a problem especially during Mathematics • Participates in discussions, asking questions and showing sensitivity to the feelings of others • Uses appropriate language when talking to friends and adults.	• Talks about personal experiences. For example, tells news expressing feelings and opinions • Listens without interrupting, showing respect for the speaker and taking turns to speak • Expresses feelings about a text and gives reasons, e.g., "I really feel that the author could have given a happier ending to the story. The dolphin tried so hard to escape." • Suggests solutions to a problem especially during Mathematics • Participates in discussions, asking questions and showing sensitivity to the feelings of others • Answers questions and gives reasons for the answer	REVISION • Talks about personal experiences. For example, tells news expressing feelings and opinions • Listens without interrupting, showing respect for the speaker and taking turns to speak • Answers questions and gives reasons for the answer
CAPS Topic	**PHONICS** Minimum time: 1 hour per week (4 x 15 mins); Maximum time: 1 hour 15 mins per week (5 x 15 mins)									
Core Concepts, Skills and Values	• Revise the single sounds and the consonant and vowel digraphs taught in Grade 2 • Identify letter-sound and letter-name relationships of all single letters	• Revise the single sounds and the consonant and vowel digraphs taught in Grade 2 • Identify letter-sound and letter-name relationships of all single letters • Build words using phonic sounds *Baseline assessment*	• Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words (sh-irt, ch-irp, th-ink, wh-en, wi-sh, ri-ch, bo-th) • Recognises vowel digraphs taught in Grade 2 such as „oo", „ee", „ea", „ai", „oa", „ay" • Build words using phonic sounds • Recognises and uses rhyming words such as blow, flow, and glow • Learns to spell ten words a week taken from phonics lessons and sight words *Baseline assessment*	• Recognises that some sounds are represented by a number of different spelling choices (play, pain, plate; feet, read, key; boat, blow, note; tiger, like, sigh, fly) • Recognises "silent e" or split digraphs in words such as same, bite, note • Recognises and uses rhyming words such as blow, flow, and glow • Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught this term • Learns to spell ten words a week taken from phonics lessons and sight words		• Sorts letters and words into alphabetical order • Spells words correctly using phonic knowledge • Learns to spell ten words a week taken from phonics lessons and sight words • Writes three short sentences dictated by teacher	• Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught this term • Spells words correctly using phonic knowledge • Learns to spell ten words a week taken from phonics lessons and sight words • Writes three short sentences dictated by teacher	REVISION • Recognises and uses rhyming words such as blow, flow, and glow • Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught this term • Spells words correctly using phonic knowledge
CAPS Topic	**READING** ***It is important to read Point 7 in guidelines on first page.*** Shared Reading: Minimum time: 1 hour per week (3 x 20 mins); Maximum time: 1 hour 15 mins per week (5x 15 mins) Group Guided: 2 hours 30 mins per week (2 x 15 minutes per day (2 groups daily))									

		Independent/Paired: 3x a week						
Core Concepts, Skills and Values	Reading	• Reads instructions in the classroom • Answers higher order questions based on a read text	• Reads instructions in the classroom • Uses visual clues to talk about a graphical text • Answers higher order questions based on a read text *Baseline assessment*	• Reads instructions in the classroom • Uses visual clues to talk about a graphical text • Recognises apostrophes in contractions showing both possession and contractions such as Sipho's book, can't • Recognises inverted commas to show direct speech in written stories *Baseline assessment*	Model the five finger strategy where each finger represents a strategy the reader can use to systematically work out how to read an unknown word and its meaning. The following information is taken from The Teacher's Handbook: Teaching Reading in the Early Grades (January 2008), Department of Education 1. Thumb: Leave the word out and read to the end of the sentence 2. First Finger: Look at the pictures and the heading 3. Second Finger: Ask yourself if there are any parts of the word that you recognize 4. Ring Finger: Sound the word out 5. Little Finger: Ask your teacher what the word means • Reads instructions in the classroom • Reads different poems around a topic and discusses these (both form and meanings) • Recognises inverted commas to show direct speech in written stories • Recognises apostrophes in contractions showing both possession and contractions such as Sipho's book, can't • Uses visual cues to talk about a graphical text, e.g., looks at a photograph, and discusses what it is about, where it was taken, etc.			
	Shared	• Reads enlarged text such as a big book with the teacher • Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?"	• Reads enlarged text such as a poem with the teacher • Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?" • Focus on the concept of print *Baseline assessment*	• Reads enlarged text such as a big book with the teacher • Describes the main character and the main idea • Focus on text features *Baseline assessment*	• Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters • Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?" • Recognises inverted commas to show direct speech in written stories • Focus on - text features - language patterns - comprehension at a range of levels	• Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters • Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?" • Focus on - phonics - word identification strategies - comprehension at a range of levels	• Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters • Answers higher order questions before, during and after reading a shared text, e.g., "What do you think will happen next? Why do you say this?" • Focus on - phonics - language patterns - comprehension at a range of levels •	REVISION • Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters
	Group Guided	• Builds a sight vocabulary	• Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group • Uses phonics, and contextual decoding skills when reading both silently and aloud • Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud *Baseline assessment*	• Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group • Uses phonics, and structural analysis decoding skills when reading both silently and aloud • Monitors self when reading, both word recognition and comprehension • Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud *Baseline assessment*	• Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group • Uses phonics, contextual and structural analysis decoding skills when reading both silently and aloud • Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud • Monitors self when reading, both word recognition and comprehension • Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud	• Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group • Uses phonics, contextual and structural analysis decoding skills when reading both silently and aloud • Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud • Monitors self when reading, both word recognition and comprehension • Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud	• Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group • Uses phonics, contextual and structural analysis decoding skills when reading both silently and aloud • Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud • Monitors self when reading, both word recognition and comprehension • Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud	REVISION • Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group • Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud
	Independent	**Select texts that are known or are at the independent reading level of the child (simpler than those used in shared reading with more than 95% word recognition accuracy when reading the text)** • Reads independently: picture books and simple story books • Plays reading games and completes crosswords to reinforce reading and vocabulary skills such as Snap and Memory Game						

CAPS Topic	**WRITING: *Shared, Group and Independent*** 1 hour per week (3 x 20 mins).						
Core Concepts, Skills and Values	• Draws pictures and writes sentences to show understanding of a story • Uses correct punctuation • Builds own word bank and personal dictionary using initial letter of words such as apple, book, cat, etc.	• Writes own news • Sequences text by using words like "first", "next" and "finally". • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary using initial letter of words such as apple, book, cat, etc. *Baseline assessment*	• Writes at least one paragraph of eight sentences such as own news or creative story • Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas • Uses phonic knowledge and spelling rules to write unfamiliar words • Builds own word bank and personal dictionary using initial letter of words such as apple, book, cat, etc. *Baseline assessment*	• Contributes ideas, words and sentences for a class story (Shared Writing) • Writes at least one paragraph of eight sentences such as own news or creative story • Writes instructions e.g. to a friend • Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas • Uses phonic knowledge and spelling rules to write unfamiliar words • Builds own word bank and personal dictionary using initial letter of words such as apple, book, cat, etc.	• Contributes ideas, words and sentences for a class story (Shared Writing) • Draws pictures and writes sentences to show understanding of story • Uses a picture to choose a topic to write about • Talks to a partner to begin planning writing • Asks questions to help define the writing task • Uses subject-verb agreement correctly e.g. I want/she wants • Uses phonic knowledge and spelling rules to write unfamiliar words • Builds own word bank and personal dictionary using initial letter of words such as apple, book, cat, etc.	• Contributes ideas, words and sentences for a class story (Shared Writing) • Writes at least one paragraph of eight sentences such as own news, creative story, description of an incident/experiment • Writes words to form a sentence using capital letters, full stops, question marks, commas, exclamation marks and inverted commas • Uses phonic knowledge and spelling rules to write unfamiliar words • Uses present, past and future tense correctly • Builds own word bank and personal dictionary using initial letter of words such as apple, book, cat, etc.	REVISION • Writes and illustrates sentences (six to eight sentences) on a topic to contribute to a book for the class • Uses phonic knowledge and spelling rules to write unfamiliar words
CAPS Topic	**HANDWRITING** 1 hour per week (4 x 15 mins)						
Core Concepts, Skills and Values	• Copies and writes at least two letters of a joined script or cursive writing • Copies and writes short words in a joined script or cursive writing • Copies and writes short sentences in a joined script or cursive writing	• Forms lower and upper case letters in a joined script or cursive writing • Uses handwriting tools effectively: pencil, eraser, ruler • Writes short words in a joined script or cursive writing *Baseline assessment*	• Forms lower and upper case letters in a joined script or cursive writing • Uses handwriting tools effectively: pencil, eraser, ruler • Writes short words in a joined script or cursive writing • Spaces words correctly in lines *Baseline assessment*	• Forms all lower and upper-case letters in joined script or cursive writing and begins to join various letters and to form words in the selected joined script or cursive writing • Uses handwriting tools effectively: pencil, eraser, ruler • Writes short words in the joined script or cursive writing • Spaces words correctly in lines • Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing	• Forms all lower and upper-case letters in joined script or cursive writing and begins to join various letters and to form words in the selected joined script or cursive writing • Uses handwriting tools effectively: pencil, eraser, ruler • Writes short words in the joined script or cursive writing • Spaces words correctly in lines • Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing	• Forms all lower and upper-case letters in joined script or cursive writing and begins to join various letters and to form words in the selected joined script or cursive writing • Uses handwriting tools effectively: pencil, eraser, ruler • Writes short words in the joined script or cursive writing • Spaces words correctly in lines • Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing	REVISION • Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing
Pre-requisite knowledge	Grade 2 core concepts. knowledge, skills 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	Baseline 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 leaners are afforded opportunities to demonstrate these skills orally and practically.			
SBA	Baseline 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 leaners 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 **Listening and speaking**: • Participates in discussions, asking questions and showing sensitivity to the feelings of others **Phonics:** • **Oral and Written**: Make words with consonant blends (bl, br, cl, cr) (**Reading focus time: Focused Phonic session**)		

		• **Practical and Written**: Sorts words into alphabetical order **Reading**: • **Oral:** Group Guided Reading (GGR) Uses sight words, decoding skills (syllabication, contextual clues, oral reading fluency) to read texts independently (**Reading focus time)** • **Written:** Worksheet fiction or non-fiction text **(Reading focus time)** • **Comprehension skills (Reading focus time)** - Literal questions - Prediction - Reorganisation: reorder events in sequence - Inferences: What, Why, How - Evaluation **Writing**: • Contributes ideas and words for a class story (Shared Writing) (**Reading focus time)** • Writes two paragraphs (8 sentences) on a topic **Handwriting:** • Copies and writes words and short sentences in a joined script or cursive writing