

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 considering the timetabling options.
3. Content is scaffolded across weeks
4. The first weeks is set aside for catchup and consolidation of previous term's content. If a school does not find this necessary, they should follow CAPS of the term.
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. It is important to read Section 2 as this contains information on methodology.
9. The ATP must be mediated at school level to accommodate the school policies and programmes e.g. The Phonics Programme being used will determine which sounds are taught and in which weeks these will be taught
10. Whenever group work is done, social distancing is to be adhered to.
11. 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:

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 4: SUBJECT: English HL Grade 2

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	LISTENING AND SPEAKING Minimum Time: 45 mins per week (3 x 15 mins) Maximum Time: 1 hour per week (4 x 15 mins)									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Talks about personal experiences and more general news e.g. tells news Participates in discussions, asking and answering questions Tells jokes and riddles using language imaginatively 	<ul style="list-style-type: none"> Listens without interrupting, asking questions for clarification and commenting on what was heard Talks about personal experiences and more general news. For example, tells news using descriptive language Suggests solutions to a problem, especially during Mathematics Participates in playing word games such as I spy... Listens to a complex sequence of instructions and responds appropriately Tells jokes and riddles using appropriate volume and intonation 	<ul style="list-style-type: none"> Listens without interrupting, asking questions for clarification and commenting on what was heard Talks about personal experiences and more general news. For example, tells news using descriptive language Uses terms such as noun, adjective, verb, pronoun, comma, question mark, paragraph when talking about own writing Understands and uses appropriate language of different subjects Suggests solutions to a problem, especially during Mathematics Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on the group's work Participates in playing word games such as I spy... Listens to a complex sequence of instructions and responds appropriately 	<ul style="list-style-type: none"> Listens without interrupting, asking questions for clarification and commenting on what was heard Talks about personal experiences and more general news. For example, tells news using descriptive language Uses terms such as noun, adjective, verb, pronoun, comma, question mark, paragraph when talking about own writing Understands and uses appropriate language of different subjects Suggests solutions to a problem, especially during Mathematics Listens and responds to a speaker the child cannot see Answers open-ended questions and justifies answer, e.g., "Why do you say that?" 	<ul style="list-style-type: none"> Talks about personal experiences and more general news. For example, tells news using descriptive language Uses terms such as noun, adjective, verb, pronoun, comma, question mark, paragraph when talking about own writing Understands and uses appropriate language of different subjects Suggests solutions to a problem, especially during Mathematics Listens to the details in stories and answers high-order questions e.g. 'Do you think he was right to ...?' Expresses feelings about a text and gives reasons e.g. 'It made me angry because ...' 	<ul style="list-style-type: none"> Participates in playing word games such as I spy... Listens to a complex sequence of instructions and responds appropriately Expresses feelings about a text and gives reasons e.g. 'It made me angry because ...' 				
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) Introduce new vowel digraphs, diphthongs and blends. Ensure the children understand the words they are sounding and can use them to form meaningful sentences. Guide children to use their phonic knowledge to spell unfamiliar words									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Aurally revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words Recognises common double consonants such as ll, ss, zz at the end of the word such as doll, fuss, buzz Groups common words into sound families such as 'oy', 'oi', 'ay', 'ai' 	<ul style="list-style-type: none"> Recognises at least 5 new vowel digraphs (e.g. 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church) Revises silent 'e'/split digraph in words (e.g. cake, time, hope) Build words using phonics sounds taught during the year Reads words from phonics lessons in sentences and other texts Learns to spell ten words taken from phonics lessons and sight words Write 2 sentences dictated by teacher 	<ul style="list-style-type: none"> Recognises vowel digraphs and diphthongs (e.g. 'oa', 'oe', 'ow' as in cow and 'ow' as in show) Recognises at least 5 new vowel digraphs (e.g. 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church) Reads words from phonics lessons in sentences and other texts Learns to spell ten words taken from phonics lessons and sight words Write 2 sentences dictated by teacher 	<ul style="list-style-type: none"> Recognises vowel digraphs and diphthongs (e.g. 'oa', 'oe', 'ow' as in cow and 'ow' as in show) Recognises and uses suffixes (e.g. -ly, 'ies') Reads words from phonics lessons in sentences and other texts Learns to spell ten words taken from phonics lessons and sight words Write 2 sentences dictated by teacher Build words using phonics sounds taught during the year 	<ul style="list-style-type: none"> Recognises and uses suffixes (e.g. -ly, 'ies') Build words using phonics sounds taught during the year Reads words from phonics lessons in sentences and other texts Learn to spell ten words taken from phonics lessons and sight words Write 2 sentences dictated by the teacher 	<ul style="list-style-type: none"> Reads words from phonics lessons in sentences and other texts Build words using phonics sounds taught during the year 				
CAPS Topic	READING <i>It is important to read Point 7 in the guidelines on first page.</i> Shared Reading: Minimum time: 1 hour per week (3 x 20 mins); Maximum time: 1 hour 15 mins per week (5x 15mins) 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	<ul style="list-style-type: none"> Shared reading: Model the use of phonic decoding skills and other strategies that include context clues and structural analysis Teach children to monitor themselves when reading, both in the area of word recognition and comprehension Children can be taught to ask 'Does it sound right?' 'Does it look right?' and 'Does it make sense?'. Model the process in Shared reading and apply it in Group Guided Reading with support. 								
	Shared	<ul style="list-style-type: none"> Reads book as a whole class with teacher, identifying the sequence of events and the setting Answers higher order questions based on the text 	<ul style="list-style-type: none"> Reads fiction and non-fiction books as a whole class with teacher Answers higher order questions based on the text read, e.g., "In your opinion..." Expresses whether a story was liked 	<ul style="list-style-type: none"> Reads poems and songs as a whole class with teacher (Shared Reading) and discusses the different formats and the poet's choice of words Answers higher order questions based on the text read, e.g., "In your opinion..." 	<ul style="list-style-type: none"> Reads fiction and non-fiction books as a whole class with teacher Answers higher order questions based on the text read, e.g., "In your opinion..." Expresses whether a story was liked and is able to justify the response, e.g., "I 	<ul style="list-style-type: none"> Reads poems and songs as a whole class with teacher (Shared Reading) and discusses the different formats and the poet's choice of words Answers higher order questions based on the text read, e.g., "In your 	<ul style="list-style-type: none"> Reads fiction and non-fiction books as a whole class with teacher Expresses whether a story was liked and is able to justify the response, 			

		text read ("What would have happened if...?")	and is able to justify the response, e.g., "I didn't enjoy the story because..."	<ul style="list-style-type: none"> Expresses whether a story was liked and is able to justify the response, e.g., "I didn't enjoy the story because..." Expresses a personal response to print media images such as newspaper and magazine pictures, posters, advertisements, e.g., "I preferred that magazine picture because this advert made me..." 	didn't enjoy the story because..."	opinion..."	e.g., "I didn't enjoy the story because..."
	Group Guided	<ul style="list-style-type: none"> Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story Monitors self when reading, both word recognition and comprehension Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists 	<ul style="list-style-type: none"> Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, that is, whole group reads same text Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning Reads with increasing fluency and speed using correct pronunciation Uses self-correcting strategies when reading: re-reading, pausing, and practising a word before saying it aloud. Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists 	<ul style="list-style-type: none"> Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, that is, whole group reads same text Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning Reads with increasing fluency and speed using correct pronunciation Uses self-correcting strategies when reading: re-reading, pausing, and practising a word before saying it aloud. Monitors self when reading, both word recognition and comprehension Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists 	<ul style="list-style-type: none"> Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, that is, whole group reads same text Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning Reads with increasing fluency and speed using correct pronunciation Uses self-correcting strategies when reading: re-reading, pausing, and practising a word before saying it aloud. Monitors self when reading, both word recognition and comprehension Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists 	<ul style="list-style-type: none"> Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, that is, whole group reads same text Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning Reads with increasing fluency and speed using correct pronunciation Uses self-correcting strategies when reading: re-reading, pausing, and practising a word before saying it aloud. Monitors self when reading, both word recognition and comprehension Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists 	<ul style="list-style-type: none"> Reads silently and aloud from fiction and non-fiction books at own level in a guided reading group with teacher, that is, whole group reads same text Reads with increasing fluency and speed using correct pronunciation Uses self-correcting strategies when reading: re-reading, pausing, and practising a word before saying it aloud
	Independent	<ul style="list-style-type: none"> Reads aloud to a partner Plays reading games such as reading dominoes, and completes crosswords to reinforce reading and vocabulary skills 	<ul style="list-style-type: none"> Reads own and others writing Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books 	<ul style="list-style-type: none"> Reads own and others writing Plays reading games such as reading dominoes, and completes crosswords to reinforce reading and vocabulary skills Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books 	<ul style="list-style-type: none"> Reads aloud to a partner Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books 	<ul style="list-style-type: none"> Plays reading games such as reading dominoes, and completes crosswords to reinforce reading and vocabulary skills Reads independently at a more complex level for enjoyment or information from a variety of available texts: comics, simple fiction and non-fiction books 	<ul style="list-style-type: none"> Plays reading games such as reading dominoes, and completes crosswords to reinforce reading and vocabulary skills

CAPS Topic **WRITING (Shared, Group, Independent)**
Minimum Time: 1 hour per week (4 x 15 mins) Maximum Time: 1 hour per week (3 x 20mins)

Core Concepts, Skills and Values	<ul style="list-style-type: none"> Whole class/small group lessons two to three times a week building on and linking to Shared Reading. Use the Shared Writing activities to also model the use of correct punctuation, spelling and grammar (tenses, plurals, prepositions). Provide a frame to assist children to write a recipe and a framework to organise information into a chart or table. Model how to use a simple dictionary, explaining alphabetical order. 						
	<ul style="list-style-type: none"> Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events such as daily news Uses present, past and future tenses correctly Reads own writing to a partner 	<ul style="list-style-type: none"> Participates in a discussion and contributes ideas Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration Organises information in a chart or table Experiments with words: writes a simple poem or song Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge Uses correct punctuation (full stops, commas, question marks, exclamation mark) so that others can read what has been written Builds own word bank and personal dictionary 	<ul style="list-style-type: none"> Participates in a discussion and contributes ideas Organises information in a chart or table Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'in the end' Sequences text by using words like 'first', 'next' and 'finally'. Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge Uses correct punctuation (full stops, commas, question marks, exclamation mark) so that others can read what has been written Uses present, past and future tenses correctly 	<ul style="list-style-type: none"> Participates in a discussion and contributes ideas Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration Uses informational structures when writing such as writes recipes. Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge Uses correct punctuation (full stops, commas, question marks, exclamation mark) so that others can read what has been written Builds own word bank and personal dictionary Uses a dictionary to check on meanings and spellings of words 	<ul style="list-style-type: none"> Participates in a discussion and contributes ideas Organises information in a chart or table Drafts, writes and publishes own story of at least two paragraphs, using language such as 'once upon a time' and 'in the end' Sequences text by using words like 'first', 'next' and 'finally'. Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge Uses correct punctuation (full stops, commas, question marks, exclamation mark) so that others can read what has been written Uses present, past and future tenses 	<ul style="list-style-type: none"> Participates in a discussion and contributes ideas Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration Experiments with words: writes a simple poem or song 	

		<ul style="list-style-type: none"> • Uses a dictionary to check on meanings and spellings of words 	<ul style="list-style-type: none"> • Builds own word bank and personal dictionary • Uses a dictionary to check on meanings and spellings of words 		<ul style="list-style-type: none"> • correctly • Builds own word bank and personal dictionary • Uses a dictionary to check on meanings and spellings of words 		
CAPS Topic	<p style="text-align: center;">HANDWRITING Minimum Time: 45 mins per week (3 x 15 mins) Maximum Time: 1 hour per week (4 x 15 mins) Children continue to use print script in written recording but begin to learn a type of joined print script The type of script will be informed by the school's handwriting policy/Provincial policy</p>						
Core Concepts, Skills and Values	<ul style="list-style-type: none"> • Forms upper and lower case letters correctly with greater speed and accuracy • Uses print script in all forms of written recording • Copies and writes writing patterns in a joined script or cursive writing 	<ul style="list-style-type: none"> • Uses handwriting tools effectively: pencil, eraser, ruler • Maintains the use of print script for written recording • Copies and writes writing patterns in a joined script or cursive writing 	<ul style="list-style-type: none"> • Uses handwriting tools effectively: pencil, eraser, ruler • Maintains the use of print script for written recording • Copies and writes writing patterns in a joined script or cursive writing • Copies and writes at least two letters of joined script writing per week, completing all letters by the end of the term (if possible) 	<ul style="list-style-type: none"> • Uses handwriting tools effectively: pencil, eraser, ruler • Maintains the use of print script for written recording • Copies and writes writing patterns in a joined script or cursive writing • Copies and writes at least two letters of joined script writing per week, completing all letters by the end of the term 	<ul style="list-style-type: none"> • Uses handwriting tools effectively: pencil, eraser, ruler • Maintains the use of print script for written recording • Copies and writes at least two letters of joined script writing per week, completing all letters by the end of the term • Copies and writes short words in joined script or cursive writing • Copies and writes short sentences in joined script or cursive writing 	<ul style="list-style-type: none"> • Copies and writes writing patterns in a joined script or cursive writing • Copies and writes short words in joined script or cursive writing • Copies and writes short sentences in joined script or cursive writing 	
Pre-requisite knowledge	Term 3 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 Flash cards Pictures Posters
Assessment for learning	From Abridged CAPS Section 4 Amendments, pages 6 - 10		<ul style="list-style-type: none"> • 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 • Assessment Task is made up of a number of parts dealing with different aspects of Language in Grades 1-3. It is important to note that the principle of alignment and integration of the language programme as demonstrated in the 'Reading and Writing focus time' (pages 11-12, FP CAPS Home Language section 2) should inform the design of an assessment task whenever possible. • In order to design a Programme of Assessment <ul style="list-style-type: none"> → The assessment task should be structured in such a way that there is a balance of skills that are assessed. This will assist in not assessing the same skills and concepts while neglecting others; → Use the Grade overview in Section 3 of the CAPS (all languages) (this ATP) as a guide to ensure content coverage → Content coverage is per term as indicated in Section 3 and not per week; and selection of content/skills and knowledge must not leave a gap throughout the four terms 				
SBA An example of an Assessment Task	<p>Listening and Speaking</p> <ul style="list-style-type: none"> • Listens to a complex sequence of instructions and responds appropriately • Listens for the detail in stories and answers open-ended questions e.g. 'Do you think he was right to...?' <p>Phonics:</p> <ul style="list-style-type: none"> • Oral: <ul style="list-style-type: none"> • Recognises vowel digraphs and diphthongs (e.g. 'oa', 'oe', 'ow' as in cow and 'ow' as in show) • Recognises at least 5 new vowel digraphs (e.g. 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church) (Reading focus time: Focused Phonic session) • Written: Build words using phonics sounds taught during the year <p>Reading:</p> <ul style="list-style-type: none"> • Oral: Group Guided Reading (GGR) <ul style="list-style-type: none"> • Reads aloud from own book in a guided reading group with the teacher, that is, whole group reads the same story • Uses sight words, phonics, context clues and structural analysis decoding skills when reading unfamiliar words (Reading focus time) • Reads with increasing fluency and expression (Reading focus time) 						

		<ul style="list-style-type: none">• Comprehension skills (Reading focus time)• Literal questions• Prediction• Reorganisation: reorder events in sequence• Inferences: What, Why, How <p>Writing:</p> <ul style="list-style-type: none">• Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration• Uses present, past and future tenses correctly• Uses correct punctuation (full stops, commas, question marks, exclamation mark) so that others can read what has been written <p>Handwriting:</p> <ul style="list-style-type: none">• Copies and writes short words in joined script or cursive writing
--	--	--