

1. English Home Language Grade 3

Revised National Teaching Plan

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. There should be a strong integration between all the subjects.
5. All Topics in Language are integrated, and Daily Activities are not time specific but are used throughout the day
6. 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
7. **It is important to read Section 2 as this contains information on methodology**
8. **The ATP must be mediated at school level to accommodate the school policies e.g. the Phonics programme being used will determine which sounds are taught and in which weeks these will be taught**
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.

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 3

Term 1 48 days	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 (3 x 15 mins) Maximum Time: 1 hour (4 x 15 mins)									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Makes an oral presentation : tells news or talks about an experience logically and in sequence Make use an ever-increasing vocabulary when speaking Suggests solutions to a problem, specifically word problems in Mathematics Tells a story with a beginning, middle and end. 	<ul style="list-style-type: none"> Uses terms such as subject, verb, object, question, statement, command, synonym exclamation mark when discussing text Understands and uses appropriate language of difference subjects Engages in conversation as a social skill, accepting and respecting the way others speak Uses language imaginatively: tells jokes and riddles using appropriate volume and intonation 	<ul style="list-style-type: none"> Uses terms such as subject, verb, object, question, statement, command, synonym exclamation mark when discussing text Understands and uses appropriate language of difference subjects Engages in conversation as a social skill, accepting and respecting the way others speak Listens for the detail in stories and answers open-ended questions, e.g. "Do you think it is right that you have to wear school uniforms?" Tells a story using descriptive language, different gestures and facial expressions 	<ul style="list-style-type: none"> Uses terms such as subject, verb, object, question, statement, command, synonym exclamation mark when discussing text Understands and uses appropriate language of difference subjects Engages in conversation as a social skill, accepting and respecting the way others speak Listens to a story and works out cause and effect in response to questions such as "What would have happened if the dog had not been found?" Plans and makes an oral presentation: tells personal news, describes something experienced, recounts an event etc. using a visual aid Discusses solutions to a problem using high order thinking skills, e.g. "if your father can't collect you this afternoon you could....." 	<ul style="list-style-type: none"> Uses terms such as subject, verb, object, question, statement, command, synonym exclamation mark when discussing text Understands and uses appropriate language of difference subjects Engages in conversation as a social skill, accepting and respecting the way others speak Tells a story using descriptive language, different gestures and facial expressions Plans and makes an oral presentation: tells personal news, describes something experienced, recounts an event etc. using visual aid Expresses feelings and opinions about a text and gives reasons, e.g. " This book is boring because it has no pictures and many long words Discusses solutions to a problem using high order thinking skills, e.g. "if your father can't collect you this afternoon you could....." 	REVISION <ul style="list-style-type: none"> Expresses feelings and opinions about a text and gives reasons, e.g. " This book is boring because it has no pictures and many long words Discusses solutions to a problem using high order thinking skills, e.g. "if your father can't collect you this afternoon you could....." 				
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) Revise the phonics taught so far and introduce more complex combinations Link to the spelling programme for each week									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as in write, 'h' as in hour Uses words that sounds the same but are spelt differently such as 'pair', 'hair', and 'hare' Uses words that are pronounced and spelt the same but have different meanings such as fly: the fly in an aeroplane or a fly that is an insect. 	<ul style="list-style-type: none"> Recognises and uses all phonics learnt so far Recognises hard and soft sounds of 'c' and 'g' such as 'c' as in city: 'g' as in giant Recognises vowels such as –ere in 'here', -air as in 'hair', -are as in 'square' Breaks down multi-syllabic words into separate syllables: re-mem-ber Builds words using the phonic skills taught this year Spells words correctly using their phonic knowledge in informal tests, in dictation and in all written work 	<ul style="list-style-type: none"> Recognises and uses spelling patterns such as –igh [high], -ough [tough], -eigh [neigh], -augh [caught] Recognises and uses synonyms: happy is the same as glad and antonyms: good is the opposite of bad Breaks down multi-syllabic words into separate syllables: re-mem-ber Builds words using the phonic skills taught this year Spells words correctly using their phonic knowledge in informal tests, in dictation and in all written work 	<ul style="list-style-type: none"> Recognises and uses all phonics learnt so far Recognises and uses prefixes such as un-, re- and suffixes such as –ful, -ness Builds words using the phonic skills taught this year Spells words correctly using their phonic knowledge in informal tests, in dictation and in all written work 	<ul style="list-style-type: none"> Recognises and uses all phonics learnt so far Recognises and uses prefixes such as un-, re- and suffixes such as –ful, -ness Breaks down multi-syllabic words into separate syllables: re-mem-ber Builds words using the phonic skills taught this year Spells words correctly using their phonic knowledge in informal tests, in dictation and in all written work 	REVISION <ul style="list-style-type: none"> Recognises and uses all phonics learnt so far Recognises and uses synonyms: happy is the same as glad and antonyms: good is the opposite of bad 				
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	Reading	<ul style="list-style-type: none"> Include fiction, non-fiction, newspaper articles, dialogues and graphical texts Independent reading: Use texts that are known or are at the independent reading level of the child 								

Concepts, Skills and Values	Shared	<ul style="list-style-type: none"> Interprets information from graphical texts such as advertisement pictures, graphs, charts Reads book as a whole class with the teacher (shared reading) and discuss the main idea, main characters and the plot Expresses whether a story was liked and is able to justify answer, e.g., " I loved this story because it reminded me of....?" 	<ul style="list-style-type: none"> Reads enlarged text such as fiction and non-fiction big books, newspapers articles, dialogues and electronic texts as a whole class with the teacher Reads written texts as a whole class with the teacher and discusses characters, the problem in the story, the plot and the values in the text Answers a range of higher order questions based on the passage read, e.g. " Suppose the shop owner left the door open when he went home that night, what might have happened?" Uses a dictionary to find new vocabulary and their meaning 	<ul style="list-style-type: none"> Reads enlarged text such as fiction and non-fiction big books, newspapers articles, dialogs and electronic texts as a whole class with the teacher Uses visual cues to read graphical texts and starts to analyse text for attitudes and assumptions, e.g. " Who is this advertisement meant to appeal to?' Why do you think this?" Reads written texts as a whole class with the teacher and discusses characters, the problem in the story, the plot and the values in the text 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?" Uses a dictionary to find new vocabulary and their meaning 	<ul style="list-style-type: none"> Reads enlarged text such as fiction and non-fiction big books, newspapers articles, dialogs and electronic texts as a whole class with the teacher Uses visual cues to read graphical texts and starts to analyse text for attitudes and assumptions, e.g. " Who is this advertisement meant to appeal to?' Why do you think this?" Reads written texts as a whole class with the teacher and discusses characters, the problem in the story, the plot and the values in the text Answers a range of higher order questions based on the passage read, e.g. " Suppose the shop owner left the door open when he went home that night, what might have happened?" Uses a dictionary to find new vocabulary and their meaning 	<ul style="list-style-type: none"> Reads enlarged text such as fiction and non-fiction big books, newspapers articles, dialogs and electronic texts as a whole class with the teacher Answers a range of higher order questions based on the passage read, e.g. " Suppose the shop owner left the door open when he went home that night. what might have happened?" Uses a dictionary to find new vocabulary and their meaning 	REVISION <ul style="list-style-type: none"> Reads enlarged text such as fiction and non-fiction big books, newspapers articles, dialogs and electronic texts as a whole class with the teacher
	Group Guided	<ul style="list-style-type: none"> Reads both silently and out loud from own book in a guided reading group with the teacher, whole group reads the same story at the instructional level of the group 	<ul style="list-style-type: none"> 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 Reads with increasing fluency, speed and expression Uses phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning Monitors self when reading, both in the area of word recognition and comprehension Uses self-correcting strategies when reading, pausing, practising a word before saying it aloud 	<ul style="list-style-type: none"> 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 Reads with increasing fluency, speed and expression Uses phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning Monitors self when reading, both in the area of word recognition and comprehension Uses self-correcting strategies when reading, pausing, practising a word before saying it aloud Plays word games that draw on reading and vocabulary knowledge and skills 	<ul style="list-style-type: none"> 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 Reads with increasing fluency, speed and expression Uses phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning Monitors self when reading, both in the area of word recognition and comprehension Uses self-correcting strategies when reading, pausing, practising a word before saying it aloud Plays word games that draw on reading and vocabulary knowledge and skills 	<ul style="list-style-type: none"> 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 Reads with increasing fluency, speed and expression Uses phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning Monitors self when reading, both in the area of word recognition and comprehension Uses self-correcting strategies when reading, pausing, practising a word before saying it aloud Plays word games that draw on reading and vocabulary knowledge and skills 	REVISION <ul style="list-style-type: none"> 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 and comprehension skills to make meaning
	Independent/ Paired Reading	<ul style="list-style-type: none"> Reads independently books read in Shared Reading sessions. story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children 	<ul style="list-style-type: none"> Reads independently at a more complex level for enjoyment or information from a variety of texts: magazines and comics, simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions Reads own and others writing Reads aloud to a partner 	<ul style="list-style-type: none"> Reads independently at a more complex level for enjoyment or information from a variety of texts: magazines and comics, simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions Reads own and others writing Reads aloud to a partner 	<ul style="list-style-type: none"> Reads independently at a more complex level for enjoyment or information from a variety of texts: magazines and comics, simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions Reads own and others writing Reads aloud to a partner 	<ul style="list-style-type: none"> Reads independently at a more complex level for enjoyment or information from a variety of texts: magazines and comics, simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions Reads own and others writing Reads aloud to a partner 	<ul style="list-style-type: none"> Reads independently at a more complex level for enjoyment or information from a variety of texts: magazines and comics, simple fiction and non-fiction books and books from different cultures, books read in Shared Reading sessions Reads own and others writing Reads aloud to a partner

CAPS Topic **WRITING: Shared, Group and Independent**
1 hour per week (3 x 20 mins).

Core Concepts, Skills and Values	<ul style="list-style-type: none"> Use the Shared Writing activities to model the use of correct punctuation, spelling and grammar (e.g. the use of conjunctions, apostrophes) Provide writing frames to assist children to write a dialogue and a newspaper article Guide them through the steps of the writing process 						
	<ul style="list-style-type: none"> Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame. Writes a selection of short texts for 	<ul style="list-style-type: none"> Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame. Writes about personal experiences in different forms such as short newspaper article Uses punctuation correctly ; capital letters, full stops, commas, question 	<ul style="list-style-type: none"> Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame. Drafts, writes, edits and publishes own story of at least two paragraphs (twelve sentences) Uses punctuation correctly ; capital letters, full stops , commas, question marks , exclamation marks , inverted commas. Uses conjunctions to form compound 	<ul style="list-style-type: none"> Uses informational structures when writing such as experiments, recipes Uses apostrophes in contractions such as can't , Mary's Sequences information and puts it under headings Uses phonics knowledge and spelling rules to write more difficult words Uses a dictionary to find new vocabulary 	<ul style="list-style-type: none"> Writes about personal experiences in different forms such as short newspaper article Uses punctuation correctly ; capital letters, full stops, commas, question marks , exclamation marks , inverted commas. Uses conjunctions to form compound sentences Uses apostrophes in contractions such as 	REVISION <ul style="list-style-type: none"> Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame. Makes own books and contributes to class book collection 	

	<ul style="list-style-type: none"> different forms such as recounts and dialogues. Builds own word bank and personal dictionary Uses a dictionary to find new vocabulary and check spelling 	<ul style="list-style-type: none"> marks , exclamation marks , inverted commas. Uses conjunctions to form compound sentences Builds own word bank and personal dictionary Uses a dictionary to find new vocabulary and check spelling Discusses own and others' writing to get and give feedback 	<ul style="list-style-type: none"> sentences. Uses phonics knowledge and spelling rules to write more difficult words Builds own word bank and personal dictionary. Uses a dictionary to find new vocabulary and check spelling Discusses own and others' writing to get and give feedback 	<ul style="list-style-type: none"> and check spelling. Builds own word bank and personal dictionary. Makes own books and contributes to class book collection. 	<ul style="list-style-type: none"> can't , Mary's Builds own word bank and personal dictionary Uses a dictionary to find new vocabulary and check spelling 		
CAPS Topic	HANDWRITING 1 hour per week (4 x 15 mins) Focus on activities that increase the writing speed whilst maintaining neatness and legibility. Include activities that require children to transpose from print to the joined script or cursive writing						
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing 	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing Writes neatly and legibly with confidence and speed in a joined script or cursive writing 	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing Uses a joined script or cursive writing for ll written recording Writes neatly and legibly with confidence and speed in a joined script or cursive writing 	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing Uses a joined script or cursive writing for ll written recording Experiments with using a pen for writing Writes neatly and legibly with confidence and speed in a joined script or cursive writing 	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing Uses a joined script or cursive writing for ll written recording Experiments with using a pen for writing Writes neatly and legibly with confidence and speed in a joined script or cursive writing 	<ul style="list-style-type: none"> Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing 	
Pre-requisite knowledge	Term 3 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	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	Listening and speaking: <ul style="list-style-type: none"> Tells a story using descriptive language, different gestures and facial expressions Plans and makes an oral presentation: tells personal news, describes something experienced, recounts an event etc. using a visual aid Phonics: <ul style="list-style-type: none"> Oral: Recognises and uses all phonics learnt so far Recognises and uses synonyms: happy is the same as glad and antonyms: good is the opposite of bad (Reading focus time: Focused Phonic session) Written: Spells words correctly using phonic knowledge in informal test, in dictation and in all written work Reading: <ul style="list-style-type: none"> Oral: Group Guided Reading (GGR) 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 level of the group Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words (Reading focus time) Monitors self when reading, both word recognition and comprehension (Reading focus time) Written: Plays word games that draw on reading and vocabulary knowledge and skills 						

		<p>Writing:</p> <ul style="list-style-type: none">• Uses pre-writing strategies to gather information and plan writing: talks to a partner, creates a mind map, a planning frame. (Reading focus time)• Writes about personal experiences in different forms such as short newspaper article• Language usage: sentence construction, punctuation, tenses, conjunctions, contractions <p>Handwriting:</p> <ul style="list-style-type: none">• Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing
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