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| **ANNUAL TEACHING PLAN**  **GRADE R HOME LANGUAGE TERM 3** | | | | | | | | | |
| **CYCLE** | **WEEK** | **DATE** | **COMPONENTS** | **CONTENT/ SKILLS/ ACTIVITIES** | **POSSIBLE CURRICULUM COVERAGE** | **ACTUAL CURRICULUM COVERAGE** | **POSSIBLE SBA COMPLETION** | **ACTUAL SBA COMPLETION** | **ACTUAL DATE OF COMPLETION** |
|  |  |  |  | ***Daily activities in all areas of Language and other subjects.***  ***The following activities could be introduced during any or all of the Grade R rings (circles): music, movement, science, language, news, show and tell, story as well as creative activities.***  ***In Grade R perceptual work is extremely important because it underpins and prepares the foundations for future learning. Make sure sufficient time is spent building these perceptual skills daily and throughout the course of the school year***  ***Uses language to develop concepts in all subjects***  Mathematics: quantity, size, time, shape, age, direction and colour during ring time or informally during free play.  ***Emergent Writing:***  **Daily activities in all areas of Language and other subjects. Creative art activities and music rings are ideal opportunities for the development of fine motor skills** |  |  |  |  |  |
|  |  |  | **Theme: Winter**  **Topic: Weather, Water, Healthy environment** | | | | | | |
| 5 | 1 |  | Listening and Speaking  Emergent Reading  Emergent writing | **Listening and Speaking**   * Listens attentively to questions and gives answers * Listens to announcements and responds appropriately * Listens to a complex string of instructions and acts on them * Listens without interrupting, showing respect for the speaker and takes turns to speak * Tells stories and retells other children’s stories in own words * Sings songs and rhymes and performs actions on own * Recites poems and rhymes and adds actions to them with growing confidence * Listens to longer stories and shows understanding by answering questions related to the story * Listens to and recalls in order simple word sequences. * Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term * Uses language to develop concepts in all subjects.   ***Uses language to think and reason***   * Identifies and describes similarities and differences * Matches things that go together and compares things that are different * Classifies things according to own criteria * Identifies parts from the whole (e.g. parts that make up a picture)   ***Uses language to investigate and explore***   * Asks questions and looks to books for explanations * Gives explanations and offers solutions * Completes between twenty piece jig-saw puzzles   ***Processes information:***   * Picks out selected information from a description   ***Uses visual and pictorial cues to make meaning***   * Understands that pictures and photographs convey meaning about events, people, places and things and talks about these * Distinguishes between the shape of different letters and words (e.g. ‘c’ and ‘a’) * Sequences pictures and relates the story created   ***Emergent reading skills***   * Develops eye movements. For example, follows a pencil moved from left to right * Develops directionality: ‘reads’ a series of pictures or arrows from left to right and top to bottom * Can match words to objects: matches labels to labelled items on an interest table * Uses pictures to understand simple phrases and sentences in a book.’ * Holds the book the right way up and turns pages correctly * Interprets pictures to make up own story, that is, ‘reads’ the pictures * Distinguishes pictures from print: points to a word and asks what the word is * Pretends to ‘read’ and adopts a ‘reading’ voice * Begins to recognise high frequency words used in the classroom: weather words, days of the week, peers’ names, months of the year * ‘Reads’ picture books with three or four predictable sentences. * Acts out a story, song or rhyme * Recalls details and states main idea from a story read by the teacher * Draws pictures of stories, songs or rhymes * Discusses book handling and care * Listens to, and discusses, stories and other texts read aloud * Uses words like ‘sound’, ‘word’, ‘letter’, ‘rhyme’, ‘beginning’, ‘middle’, ‘end’ when talking about text   ***Shared Reading***  **Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. Teacher models the process with the whole class during for example a discussion or language ring over a minimum of two sessions in the Language Focus Time. Use a minimum of five Big Books per term.**   * ‘Reads’ big books or other enlarged texts as a whole class with the teacher * Makes links to own experience when reading with the teacher, viewing television or pictures * Describes the characteristics of characters in stories or television and gives opinions * Identifies the sequence of events in simple stories * Joins in the shared reading of texts with increasing confidence and enjoyment * Answers a range of questions based on the story read   ***Independent Reading***   * ‘Reads’ books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books   ***Phonemic Awareness***  Daily 15 minute activities   * Many of the sound activities listed below could be introduced during routines and rings * Segments oral sentences into individual words using words of one syllable first (e.g. Sam - is - a - boy ) * Divides multisyllabic words into syllables: uses claps or drumbeats on each syllable in words and names such as ‘cupboard’, ‘Jacqueline’. Children then count the syllables * Recognises and names some letters of the alphabet especially own name. * Relates sounds to letters and words * Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words. For example, in Helen’s name she tells the teacher as she points to the ‘h’ that it says /h/ * Understands that words consist of more than one sound. For example, ‘hand’ has four sounds h-a-n-d * Recognises sounds at the beginning of some words: friends’ names or names of animals.   **Emergent Handwriting:**   * Develops fine motor skills for strengthening hand muscles * Develops fine-motor control by playing more finger rhymes with finger actions * Develops fine-motor control using scissors to cut out bold outlined pictures, shapes. * Develops eye-hand co-ordination * Develops large muscle control * Begins to form letters: uses finger painting, paint brushes, wax crayons, pegboards or elastic boards * Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters * Copies patterns onto pegboards and words and letters onto paper * Holds crayons using an acceptable pencil grip and writes using a good writing position * Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles * Role plays writing in play situations. For example, ‘writes’ lists * Contributes ideas for a class news book * Uses writing tools with greater confidence and ease: crayons and pencils   ***Works with words***   * Groups pictures of rhyming words, * Identifies a letter or a space between words in print, e.g. their names or familiar words or in a book * Contributes sentences to a class piece of writing: child dictates as the teacher writes * Uses terms like ‘beginning’, ‘middle’, ‘end’, ‘sound’, ‘word’, ‘letter’ when talking about texts | 2.5 % |  | 0% |  |  |
| 5 | 2/3 |  | **Theme: Animals**  **Topic: Water** | | | | | | |
| 5 | 2/3 |  | Listening and Speaking  Emergent Reading  Emergent writing | **Listening and Speaking**   * Listens attentively to questions and gives answers * Listens to announcements and responds appropriately * Listens to a complex string of instructions and acts on them * Listens without interrupting, showing respect for the speaker and takes turns to speak * Tells stories and retells other children’s stories in own words * Sings songs and rhymes and performs actions on own * Recites poems and rhymes and adds actions to them with growing confidence * Listens to longer stories and shows understanding by answering questions related to the story * Listens to and recalls in order simple word sequences. * Talks about pictures in posters, theme charts, books related to a minimum of five themes per term * Uses language to develop concepts in all subjects.   ***Uses language to think and reason***   * Identifies and describes similarities and differences * Matches things that go together and compares things that are different * Classifies things according to own criteria * Identifies parts from the whole (e.g. parts that make up a picture)   ***Uses language to investigate and explore***   * Asks questions and looks to books for explanations * Gives explanations and offers solutions * Completes between ten and twenty piece jig-saw puzzles   ***Processes information:***   * Picks out selected information from a description   ***Uses visual and pictorial cues to make meaning***   * Understands that pictures and photographs convey meaning about events, people, places and things and talks about these * Looks carefully at pictures and talks about common experiences * Isolates images from the foreground and background in pictures and simple designs * Finds object hidden in a classroom among other items and guides peers to items using simple directions * Distinguishes between the shape of different letters and word. * Sequences pictures and relates the story created   ***Emergent reading skills***   * Develops eye movements. For example, follows a pencil moved from left to right * Develops directionality: ‘reads’ a series of pictures or arrows from left to right and top to bottom * Can match words to objects: matches labels to labelled items on an interest table * Uses pictures to understand simple phrases and sentences in a book.’ * Holds the book the right way up and turns pages correctly * Interprets pictures to make up own story, that is, ‘reads’ the pictures * Distinguishes pictures from print: points to a word and asks what the word is * Pretends to ‘read’ and adopts a ‘reading’ voice * ‘Reads’ high frequency words in the community: road signs, shop names * Begins to recognise high frequency words used in the classroom: weather words, days of the week, peers’ names, months of the year * ‘Reads’ picture books with three or four predictable sentences. * Acts out a story, song or rhyme * Recalls details and states main idea from a story read by the teacher * Draws pictures of stories, songs or rhymes * Discusses book handling and care * Listens to, and discusses, stories and other texts read aloud * Uses words like ‘sound’, ‘word’, ‘letter’, ‘rhyme’, ‘beginning’, ‘middle’, ‘end’ when talking about text   ***Shared Reading***  **Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. Teacher models the process with the whole class during for example a discussion or language ring over a minimum of two sessions in the Language Focus Time. Use a minimum of five Big Books per term.**   * ‘Reads’ big books or other enlarged texts as a whole class with the teacher * ‘Reads’ class or group generated texts. For example, sentences written by the teacher while the children are watching, talking and dictating * Makes links to own experience when reading with the teacher, viewing television or pictures * Describes the characteristics of characters in stories or television and gives opinions * Identifies the sequence of events in simple stories * Uses cover of book and illustrations throughout the text to predict storyline * Joins in the shared reading of texts with increasing confidence and enjoyment * Answers a range of questions based on the story read   ***Independent Reading***   * ‘Reads’ books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books   ***Phonemic Awareness***  **Daily 15 minute activities**   * Many of the sound activities listed below could be introduced during routines and rings * Segments oral sentences into individual words using words of one syllable first. * Divides multisyllabic words into syllables: Children then count the syllables * Identifies rhyming words in rhymes and songs and in sequences of rhyming words. * Substitutes rhyming words in common songs and rhymes. * Recognises and names some letters of the alphabet especially own name. * Relates sounds to letters and words * Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words. * Understands that words consist of more than one sound. For example, ‘hand’ has four sounds h-a-n-d * Recognises sounds at the beginning of some words: friends’ names or names of animals.   **Emergent Handwriting:**   * Develops fine motor skills for strengthening hand muscles: forms letters with play dough, threads lacing cards, beads * Develops fine-motor control by playing more finger rhymes with finger actions * Develops fine-motor control using scissors to cut out bold outlined pictures, shapes * Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls, creates drawings, makes more complex patterns with crayons * Develops large muscle control: works in pairs or on own to form letters with their bodies * Begins to form letters: uses finger painting, paint brushes, wax crayons, pegboards or elastic boards * Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters * Copies patterns onto pegboards and words and letters onto paper * Holds crayons using an acceptable pencil grip and writes using a good writing position * Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing * Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles * Role plays writing in play situations. For example, ‘writes’ lists * Begins to ‘write’ observing conventions of directionality: ‘writes’ from left to right, top to bottom of page * Copies print from the environment when playing. For example, labels from advertisements * Contributes ideas for a class news book * Uses writing tools with greater confidence and ease: crayons and pencils   ***Works with words***   * Groups pictures of rhyming words. * Identifies a letter or a space between words in print, e.g. their names or familiar words or in a book * Contributes sentences to a class piece of writing: child dictates as the teacher writes * Uses terms like ‘beginning’, ‘middle’, ‘end’, ‘sound’, ‘word’, ‘letter’ when talking about texts. | 5.0 % |  |  |  |  |
| 5 | 2/3 |  |  | **Assessment**  **Activity 1: Rubric1: Emergent writing/ Emergent reading (Animals Day 3) Learners will draw a picture for the story or news.**   * Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing * Role plays writing in play situations. * Interprets pictures to make up own story, that is, ‘reads’ the picture. (Emergent reading)   **Form of Assessment:** Practical  **Assessment tool:** Rubric1  **Activity 2: Rubric 2: Listening and Speaking (Animals Day 8) Learners listen to story. The teacher asks questions relevant to the story**.   * Listens attentively to questions and gives answers * Listens without interrupting, showing respect for the speaker and takes turns to speak * Tells stories and retells other children’s stories in own words * Describes characteristics of characters in stories and give opinions   **Form of Assessment:** Oral  **Assessment tool:** Rubric 2  **The following is assessed on an ongoing basis**   * Reads’ class or group generated texts. For example, sentences written by the teacher while the children are watching and talking and dictating. (Daily news) * Can match words to objects: match objects to labeled items on an interest table. (Rubric 8) * Reads high frequency words (Rubric 9) * Phonemic Awareness (Rubric 10) |  |  | 7.0 % |  |  |
| 5 | 4/5 |  | **Theme: Communication** | | | | | | |
| 5 | 4/5 |  | Listening and Speaking  Emergent Reading  Emergent writing | * Listens attentively to questions and gives answers * Listens to announcements and responds appropriately * Listens to a complex string of instructions and acts on them * Listens without interrupting, showing respect for the speaker and takes turns to speak * Tells stories and retells other children’s stories in own words * Sings songs and rhymes and performs actions on own * Recites poems and rhymes and adds actions to them with growing confidence * Listens to longer stories and shows understanding by answering questions related to the story * Listens to and recalls in order simple word sequences. * Talks about pictures in posters, theme charts, books related to a minimum of five themes per term * Uses language to develop concepts in all subjects.   ***Uses language to think and reason***   * Identifies and describes similarities and differences * Matches things that go together and compares things that are different * Classifies things according to own criteria * Identifies parts from the whole (e.g. parts that make up a picture)   ***Uses language to investigate and explore***   * Asks questions and looks to books for explanations * Gives explanations and offers solutions * Completes between ten and twenty piece jig-saw puzzles   ***Processes information:***   * Picks out selected information from a description   ***Uses visual and pictorial cues to make meaning***   * Understands that pictures and photographs convey meaning about events, people, places and things and talks about these * Looks carefully at pictures and talks about common experiences * Isolates images from the foreground and background in pictures and simple designs * Finds object hidden in a classroom among other items and guides peers to items using simple directions * Distinguishes between the shape of different letters and word. * Sequences pictures and relates the story created   ***Emergent reading skills***   * Develops eye movements. For example, follows a pencil moved from left to right * Develops directionality: ‘reads’ a series of pictures or arrows from left to right and top to bottom * Can match words to objects: matches labels to labelled items on an interest table * Uses pictures to understand simple phrases and sentences in a book.’ * Holds the book the right way up and turns pages correctly * Interprets pictures to make up own story, that is, ‘reads’ the pictures * Distinguishes pictures from print: points to a word and asks what the word is * Pretends to ‘read’ and adopts a ‘reading’ voice * ‘Reads’ high frequency words in the community: road signs, shop names * Begins to recognise high frequency words used in the classroom: weather words, days of the week, peers’ names, months of the year * ‘Reads’ picture books with three or four predictable sentences. * Acts out a story, song or rhyme * Recalls details and states main idea from a story read by the teacher * Draws pictures of stories, songs or rhymes * Discusses book handling and care * Listens to, and discusses, stories and other texts read aloud * Uses words like ‘sound’, ‘word’, ‘letter’, ‘rhyme’, ‘beginning’, ‘middle’, ‘end’ when talking about text   ***Shared Reading***  **Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. Teacher models the process with the whole class during for example a discussion or language ring over a minimum of two sessions in the Language Focus Time. Use a minimum of five Big Books per term.**   * ‘Reads’ big books or other enlarged texts as a whole class with the teacher * ‘Reads’ class or group generated texts. For example, sentences written by the teacher while the children are watching, talking and dictating * Makes links to own experience when reading with the teacher, viewing television or pictures * Describes the characteristics of characters in stories or television and gives opinions * Identifies the sequence of events in simple stories * Uses cover of book and illustrations throughout the text to predict storyline * Joins in the shared reading of texts with increasing confidence and enjoyment * Answers a range of questions based on the story read   ***Independent Reading***   * ‘Reads’ books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books   ***Phonemic Awareness***  **Daily 15 minute activities**   * Many of the sound activities listed below could be introduced during routines and rings * Segments oral sentences into individual words using words of one syllable first. * Divides multisyllabic words into syllables: Children then count the syllables * Identifies rhyming words in rhymes and songs and in sequences of rhyming words. * Substitutes rhyming words in common songs and rhymes. * Recognises and names some letters of the alphabet especially own name. * Relates sounds to letters and words * Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words. * Understands that words consist of more than one sound. For example, ‘hand’ has four sounds h-a-n-d * Recognises sounds at the beginning of some words: friends’ names or names of animals.   **Emergent Handwriting:**   * Develops fine motor skills for strengthening hand muscles: forms letters with play dough, threads lacing cards, beads * Develops fine-motor control by playing more finger rhymes with finger actions * Develops fine-motor control using scissors to cut out bold outlined pictures, shapes * Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls, creates drawings, makes more complex patterns with crayons * Develops large muscle control: works in pairs or on own to form letters with their bodies * Begins to form letters: uses finger painting, paint brushes, wax crayons, pegboards or elastic boards * Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters * Copies patterns onto pegboards and words and letters onto paper * Holds crayons using an acceptable pencil grip and writes using a good writing position * Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing * Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles * Role plays writing in play situations. For example, ‘writes’ lists * Begins to ‘write’ observing conventions of directionality: ‘writes’ from left to right, top to bottom of page * Copies print from the environment when playing. For example, labels from advertisements * Contributes ideas for a class news book * Uses writing tools with greater confidence and ease: crayons and pencils   ***Works with words***   * Groups pictures of rhyming words. * Identifies a letter or a space between words in print, e.g. their names or familiar words or in a book * Contributes sentences to a class piece of writing: child dictates as the teacher writes * Uses terms like ‘beginning’, ‘middle’, ‘end’, ‘sound’, ‘word’, ‘letter’ when talking about texts. | 5.0 % |  |  |  |  |
| 5 | 4/5 |  |  | **Assessment**  **Activity 3: Rubric 3: Listening and Speaking (Communication Day 2) Learners match the pair of cards.**   * Matches things that go together, and compares things that are different   **Form of Assessment:** Practical  **Assessment tool:** Rubric 3  **The following is assessed on an ongoing basis**   * Reads’ class or group generated texts. For example, sentences written by the teacher while the children are watching and talking and dictating. (Daily news) * Can match words to objects: match objects to labeled items on an interest table. (Rubric 8) * Reads high frequency words (Rubric 9) * Phonemic Awareness (Rubric 10) |  |  | 3.5 % |  |  |
| 6 | 6/7 |  | **Theme: People who help us**  **Topic: Jobs people do** | | | | | | |
| 6 | 6/7 |  | Listening and Speaking  Emergent Reading  Emergent writing | **Listening and Speaking**   * Listens attentively to questions and gives answers * Listens to announcements and responds appropriately * Listens to a complex string of instructions and acts on them * Listens without interrupting, showing respect for the speaker and takes turns to speak * Tells stories and retells other children’s stories in own words * Sings songs and rhymes and performs actions on own * Recites poems and rhymes and adds actions to them with growing confidence * Listens to longer stories and shows understanding by answering questions related to the story * Listens to and recalls in order simple word sequences. * Talks about pictures in posters, theme charts, books related to a minimum of five themes per term * Uses language to develop concepts in all subjects.   ***Uses language to think and reason***   * Identifies and describes similarities and differences * Matches things that go together and compares things that are different * Classifies things according to own criteria * Identifies parts from the whole (e.g. parts that make up a picture)   ***Uses language to investigate and explore***   * Asks questions and looks to books for explanations * Gives explanations and offers solutions * Completes between ten and twenty piece jig-saw puzzles   ***Processes information:***   * Picks out selected information from a description   ***Uses visual and pictorial cues to make meaning***   * Understands that pictures and photographs convey meaning about events, people, places and things and talks about these * Looks carefully at pictures and talks about common experiences * Isolates images from the foreground and background in pictures and simple designs * Finds object hidden in a classroom among other items and guides peers to items using simple directions * Distinguishes between the shape of different letters and word. * Sequences pictures and relates the story created   ***Emergent reading skills***   * Develops eye movements. For example, follows a pencil moved from left to right * Develops directionality: ‘reads’ a series of pictures or arrows from left to right and top to bottom * Can match words to objects: matches labels to labelled items on an interest table * Uses pictures to understand simple phrases and sentences in a book.’ * Holds the book the right way up and turns pages correctly * Interprets pictures to make up own story, that is, ‘reads’ the pictures * Distinguishes pictures from print: points to a word and asks what the word is * Pretends to ‘read’ and adopts a ‘reading’ voice * ‘Reads’ high frequency words in the community: road signs, shop names * Begins to recognise high frequency words used in the classroom: weather words, days of the week, peers’ names, months of the year * ‘Reads’ picture books with three or four predictable sentences. * Acts out a story, song or rhyme * Recalls details and states main idea from a story read by the teacher * Draws pictures of stories, songs or rhymes * Discusses book handling and care * Listens to, and discusses, stories and other texts read aloud * Uses words like ‘sound’, ‘word’, ‘letter’, ‘rhyme’, ‘beginning’, ‘middle’, ‘end’ when talking about text   ***Shared Reading***  **Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. Teacher models the process with the whole class during for example a discussion or language ring over a minimum of two sessions in the Language Focus Time. Use a minimum of five Big Books per term.**   * ‘Reads’ big books or other enlarged texts as a whole class with the teacher * ‘Reads’ class or group generated texts. For example, sentences written by the teacher while the children are watching, talking and dictating * Makes links to own experience when reading with the teacher, viewing television or pictures * Describes the characteristics of characters in stories or television and gives opinions * Identifies the sequence of events in simple stories * Uses cover of book and illustrations throughout the text to predict storyline * Joins in the shared reading of texts with increasing confidence and enjoyment * Answers a range of questions based on the story read   ***Independent Reading***   * ‘Reads’ books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books   ***Phonemic Awareness***  **Daily 15 minute activities**   * Many of the sound activities listed below could be introduced during routines and rings * Segments oral sentences into individual words using words of one syllable first. * Divides multisyllabic words into syllables: Children then count the syllables * Identifies rhyming words in rhymes and songs and in sequences of rhyming words. * Substitutes rhyming words in common songs and rhymes. * Recognises and names some letters of the alphabet especially own name. * Relates sounds to letters and words * Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words. * Understands that words consist of more than one sound. For example, ‘hand’ has four sounds h-a-n-d * Recognises sounds at the beginning of some words: friends’ names or names of animals.   **Emergent Handwriting:**   * Develops fine motor skills for strengthening hand muscles: forms letters with play dough, threads lacing cards, beads * Develops fine-motor control by playing more finger rhymes with finger actions * Develops fine-motor control using scissors to cut out bold outlined pictures, shapes * Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls, creates drawings, makes more complex patterns with crayons * Develops large muscle control: works in pairs or on own to form letters with their bodies * Begins to form letters: uses finger painting, paint brushes, wax crayons, pegboards or elastic boards * Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters * Copies patterns onto pegboards and words and letters onto paper * Holds crayons using an acceptable pencil grip and writes using a good writing position * Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing * Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles * Role plays writing in play situations. For example, ‘writes’ lists * Begins to ‘write’ observing conventions of directionality: ‘writes’ from left to right, top to bottom of page * Copies print from the environment when playing. For example, labels from advertisements * Contributes ideas for a class news book * Uses writing tools with greater confidence and ease: crayons and pencils   ***Works with words***   * Groups pictures of rhyming words. * Identifies a letter or a space between words in print, e.g. their names or familiar words or in a book * Contributes sentences to a class piece of writing: child dictates as the teacher writes   Uses terms like ‘beginning’, ‘middle’, ‘end’, ‘sound’, ‘word’, ‘letter’ when talking about texts. | 5.0 % |  |  |  |  |
| 6 | 6/7 |  |  | **Assessment**  **Activity 4: Rubric 4: Listening and Speaking (People who help us Day 2) Learners sequence stories and discuss the story.**   * Understands that pictures and photographs convey meaning about events, people, places and things and talks about these * Looks carefully at pictures and talks about common experiences   **Form of Assessment**: Practical  **Assessment tool**: Rubric 4    **Activity 5: Rubric 5: Emergent writing (People who help us Day 3) Learners trace the writing pattern. The learner paints.**   * Begins to ‘write’ observing conventions of directionality: ‘writes’ from left to right, top to bottom of page * Understands that writing and drawing are different and begins to trace letters and numerals from the classroom environment in own writing attempts   **Form of Assessment**: Practical  **Assessment tool**: Rubric 5  **Activity 6: Rubric 6: Emergent reading (People who help us Day 8) Learners work with phonics. The learners are given objects of three different sounds. They sort the objects.**   * Recognises aurally and visually some initial consonants and vowels in the beginning of common words. * Recognises and names some letters of the alphabet especially own name.   **Form of Assessment:** Oral  **Assessment tool:** Rubric 6  **The following is assessed on an ongoing basis**   * Reads’ class or group generated texts. For example, sentences written by the teacher while the children are watching and talking and dictating. (Daily news) * Can match words to objects: match objects to labeled items on an interest table. (Rubric 8) * Reads high frequency words (Rubric 9) * Phonemic Awareness (Rubric 10) |  |  | 6.5 % |  |  |
|  |  |  | **Theme: Farming**  **Topic: Dairy Farming, Fruits, Vegetable, Wool Farming** | | | | | | |
| 6 | 8/9 |  | Listening and Speaking  Emergent Reading  Emergent writing | **Listening and Speaking**   * Listens attentively to questions and gives answers * Listens to announcements and responds appropriately * Listens to a complex string of instructions and acts on them * Listens without interrupting, showing respect for the speaker and takes turns to speak * Tells stories and retells other children’s stories in own words * Sings songs and rhymes and performs actions on own * Recites poems and rhymes and adds actions to them with growing confidence * Listens to longer stories and shows understanding by answering questions related to the story * Listens to and recalls in order simple word sequences. * Talks about pictures in posters, theme charts, books related to a minimum of five themes per term * Uses language to develop concepts in all subjects.   ***Uses language to think and reason***   * Identifies and describes similarities and differences * Matches things that go together and compares things that are different * Classifies things according to own criteria * Identifies parts from the whole (e.g. parts that make up a picture)   ***Uses language to investigate and explore***   * Asks questions and looks to books for explanations * Gives explanations and offers solutions * Completes between ten and twenty piece jig-saw puzzles   ***Processes information:***   * Picks out selected information from a description   ***Uses visual and pictorial cues to make meaning***   * Understands that pictures and photographs convey meaning about events, people, places and things and talks about these * Looks carefully at pictures and talks about common experiences * Isolates images from the foreground and background in pictures and simple designs * Finds object hidden in a classroom among other items and guides peers to items using simple directions * Distinguishes between the shape of different letters and word. * Sequences pictures and relates the story created   ***Emergent reading skills***   * Develops eye movements. For example, follows a pencil moved from left to right * Develops directionality: ‘reads’ a series of pictures or arrows from left to right and top to bottom * Can match words to objects: matches labels to labelled items on an interest table * Uses pictures to understand simple phrases and sentences in a book.’ * Holds the book the right way up and turns pages correctly * Interprets pictures to make up own story, that is, ‘reads’ the pictures * Distinguishes pictures from print: points to a word and asks what the word is * Pretends to ‘read’ and adopts a ‘reading’ voice * ‘Reads’ high frequency words in the community: road signs, shop names * Begins to recognise high frequency words used in the classroom: weather words, days of the week, peers’ names, months of the year * ‘Reads’ picture books with three or four predictable sentences. * Acts out a story, song or rhyme * Recalls details and states main idea from a story read by the teacher * Draws pictures of stories, songs or rhymes * Discusses book handling and care * Listens to, and discusses, stories and other texts read aloud * Uses words like ‘sound’, ‘word’, ‘letter’, ‘rhyme’, ‘beginning’, ‘middle’, ‘end’ when talking about text   ***Shared Reading***  **Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. Teacher models the process with the whole class during for example a discussion or language ring over a minimum of two sessions in the Language Focus Time. Use a minimum of five Big Books per term.**   * ‘Reads’ big books or other enlarged texts as a whole class with the teacher * ‘Reads’ class or group generated texts. For example, sentences written by the teacher while the children are watching, talking and dictating * Makes links to own experience when reading with the teacher, viewing television or pictures * Describes the characteristics of characters in stories or television and gives opinions * Identifies the sequence of events in simple stories * Uses cover of book and illustrations throughout the text to predict storyline * Joins in the shared reading of texts with increasing confidence and enjoyment * Answers a range of questions based on the story read   ***Independent Reading***   * ‘Reads’ books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books   ***Phonemic Awareness***  **Daily 15 minute activities**   * Many of the sound activities listed below could be introduced during routines and rings * Segments oral sentences into individual words using words of one syllable first. * Divides multisyllabic words into syllables: Children then count the syllables * Identifies rhyming words in rhymes and songs and in sequences of rhyming words. * Substitutes rhyming words in common songs and rhymes. * Recognises and names some letters of the alphabet especially own name. * Relates sounds to letters and words * Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words. * Understands that words consist of more than one sound. For example, ‘hand’ has four sounds h-a-n-d * Recognises sounds at the beginning of some words: friends’ names or names of animals.   **Emergent Handwriting:**   * Develops fine motor skills for strengthening hand muscles: forms letters with play dough, threads lacing cards, beads * Develops fine-motor control by playing more finger rhymes with finger actions * Develops fine-motor control using scissors to cut out bold outlined pictures, shapes * Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls, creates drawings, makes more complex patterns with crayons * Develops large muscle control: works in pairs or on own to form letters with their bodies * Begins to form letters: uses finger painting, paint brushes, wax crayons, pegboards or elastic boards * Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters * Copies patterns onto pegboards and words and letters onto paper * Holds crayons using an acceptable pencil grip and writes using a good writing position * Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing * Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles * Role plays writing in play situations. For example, ‘writes’ lists * Begins to ‘write’ observing conventions of directionality: ‘writes’ from left to right, top to bottom of page * Copies print from the environment when playing. For example, labels from advertisements * Contributes ideas for a class news book * Uses writing tools with greater confidence and ease: crayons and pencils   ***Works with words***   * Groups pictures of rhyming words. * Identifies a letter or a space between words in print, e.g. their names or familiar words or in a book * Contributes sentences to a class piece of writing: child dictates as the teacher writes * Uses terms like ‘beginning’, ‘middle’, ‘end’, ‘sound’, ‘word’, ‘letter’ when talking about texts. | 5.0 % |  |  |  |  |
| 6 | 8/9 |  |  | **Assessment**  **Activity 7: Emergent Reading (Farming Day 1) Book corner observation and reading.**   * Holds the book the right way up and turns pages correctly when ‘reading’ * Uses pictures to understand simple phrases and sentences in a book   **Form of Assessment:** Oral  **Assessment tool:** Rubric 7    **The following is assessed on an ongoing basis**   * Reads’ class or group generated texts. For example, sentences written by the teacher while the children are watching and talking and dictating. (Daily news) * Can match words to objects: match objects to labeled items on an interest table. (Rubric 8) * Reads high frequency words (Rubric 9) * Phonemic Awareness (Rubric 10) |  |  | 8.0 % |  |  |
| 6 | 10 |  | **Theme: Spring** | | | | | | |
| 6 | 10 |  | Listening and Speaking  Emergent Reading  Emergent writing | **Listening and Speaking**   * Listens attentively to questions and gives answers * Listens to announcements and responds appropriately * Listens to a complex string of instructions and acts on them * Listens without interrupting, showing respect for the speaker and takes turns to speak * Tells stories and retells other children’s stories in own words * Sings songs and rhymes and performs actions on own * Recites poems and rhymes and adds actions to them with growing confidence * Listens to longer stories and shows understanding by answering questions related to the story * Listens to and recalls in order simple word sequences. * Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term * Uses language to develop concepts in all subjects.   ***Uses language to think and reason***   * Identifies and describes similarities and differences * Matches things that go together and compares things that are different * Classifies things according to own criteria * Identifies parts from the whole (e.g. parts that make up a picture)   ***Uses language to investigate and explore***   * Asks questions and looks to books for explanations * Gives explanations and offers solutions * Completes between twenty piece jig-saw puzzles   ***Processes information:***   * Picks out selected information from a description   ***Uses visual and pictorial cues to make meaning***   * Understands that pictures and photographs convey meaning about events, people, places and things and talks about these * Distinguishes between the shape of different letters and words (e.g. ‘c’ and ‘a’) * Sequences pictures and relates the story created   ***Emergent reading skills***   * Develops eye movements. For example, follows a pencil moved from left to right * Develops directionality: ‘reads’ a series of pictures or arrows from left to right and top to bottom * Can match words to objects: matches labels to labelled items on an interest table * Uses pictures to understand simple phrases and sentences in a book.’ * Holds the book the right way up and turns pages correctly * Interprets pictures to make up own story, that is, ‘reads’ the pictures * Distinguishes pictures from print: points to a word and asks what the word is * Pretends to ‘read’ and adopts a ‘reading’ voice * Begins to recognise high frequency words used in the classroom: weather words, days of the week, peers’ names, months of the year * ‘Reads’ picture books with three or four predictable sentences. * Acts out a story, song or rhyme * Recalls details and states main idea from a story read by the teacher * Draws pictures of stories, songs or rhymes * Discusses book handling and care * Listens to, and discusses, stories and other texts read aloud * Uses words like ‘sound’, ‘word’, ‘letter’, ‘rhyme’, ‘beginning’, ‘middle’, ‘end’ when talking about text   ***Shared Reading***  **Activities of 15 minutes two or three times a week using enlarged texts such as Big Books, posters etc. Teacher models the process with the whole class during for example a discussion or language ring over a minimum of two sessions in the Language Focus Time. Use a minimum of five Big Books per term.**   * ‘Reads’ big books or other enlarged texts as a whole class with the teacher * Makes links to own experience when reading with the teacher, viewing television or pictures * Describes the characteristics of characters in stories or television and gives opinions * Identifies the sequence of events in simple stories * Joins in the shared reading of texts with increasing confidence and enjoyment * Answers a range of questions based on the story read   ***Independent Reading***   * ‘Reads’ books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books   ***Phonemic Awareness***  Daily 15 minute activities   * Many of the sound activities listed below could be introduced during routines and rings * Segments oral sentences into individual words using words of one syllable first (e.g. Sam - is - a - boy ) * Divides multisyllabic words into syllables: uses claps or drumbeats on each syllable in words and names such as ‘cupboard’, ‘Jacqueline’. Children then count the syllables * Recognises and names some letters of the alphabet especially own name. * Relates sounds to letters and words * Recognises aurally and visually some initial consonants and vowels especially at the beginning of common words. For example, in Helen’s name she tells the teacher as she points to the ‘h’ that it says /h/ * Understands that words consist of more than one sound. For example, ‘hand’ has four sounds h-a-n-d * Recognises sounds at the beginning of some words: friends’ names or names of animals.   **Emergent Handwriting:**   * Develops fine motor skills for strengthening hand muscles * Develops fine-motor control by playing more finger rhymes with finger actions * Develops fine-motor control using scissors to cut out bold outlined pictures, shapes. * Develops eye-hand co-ordination * Develops large muscle control * Begins to form letters: uses finger painting, paint brushes, wax crayons, pegboards or elastic boards * Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters * Copies patterns onto pegboards and words and letters onto paper * Holds crayons using an acceptable pencil grip and writes using a good writing position * Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles * Role plays writing in play situations. For example, ‘writes’ lists * Contributes ideas for a class news book * Uses writing tools with greater confidence and ease: crayons and pencils   ***Works with words***   * Groups pictures of rhyming words, * Identifies a letter or a space between words in print, e.g. their names or familiar words or in a book * Contributes sentences to a class piece of writing: child dictates as the teacher writes * Uses terms like ‘beginning’, ‘middle’, ‘end’, ‘sound’, ‘word’, ‘letter’ when talking about texts | 2.5 % |  |  |  |  |
| 5/6 |  |  |  |  | 25% |  | 25% |  |  |