

English Home Language Grade 1

Revised National Teaching Plan

GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:

Please note the following:

1. The curriculum was adjusted to address the core concepts and skills.
2. All the skills are spread over the time given.
3. Content is scaffolded across weeks
4. There should be a strong integration between the subjects.
5. All Topics in Language are integrated, and Daily Activities are not time specific but 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 3: SUBJECT: English HL Grade 1

Term 2 49 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"> Listens without interrupting showing respect for the speaker Says poems and rhymes and does the actions Listens to a story with interest and enjoyment, drawing a picture and writing a caption about it. 	<ul style="list-style-type: none"> Listens to instructions and announcements and responds appropriately Listens without interrupting showing respect for the speaker Talks about personal experiences such as tells news using the correct sequence Says poems and rhymes and does the actions Sequences pictures of a story and matches captions with pictures Participates in discussions, asking and answering questions 	<ul style="list-style-type: none"> Listens to instructions and announcements and responds appropriately Listens without interrupting showing respect for the speaker Talks about personal experiences such as tells news using the correct sequence Says poems and rhymes and does the actions Listens to a story with interest and enjoyment, drawing a picture and writing a caption about it. Identifies similarities and differences using the correct vocabulary Understands and uses appropriate language of different subjects 	<ul style="list-style-type: none"> Listens to instructions and announcements and responds appropriately Listens without interrupting showing respect for the speaker Talks about personal experiences such as tells news using the correct sequence Says poems and rhymes and does the actions Listens for the details in stories and answers open-ended questions Uses an ever-increasing vocabulary when speaking Understands and uses appropriate language of different subjects 	<ul style="list-style-type: none"> Listens to instructions and announcements and responds appropriately Listens without interrupting showing respect for the speaker Talks about personal experiences such as tells news using the correct sequence Says poems and rhymes and does the actions Understands and uses appropriate language of different subjects Role plays different situations, using appropriate language Uses an ever-increasing vocabulary when speaking 	<ul style="list-style-type: none"> Talks about personal experiences such as tells news using the correct sequence Listens to a story with interest and enjoyment, drawing a picture and writing a caption about it. Listens for the details in stories and answers open-ended questions 				
CAPS Topic	PHONICS (Minimum time 5 x 15 minutes per week; Maximum time 5 x 15 minutes per week) Revise single letter sounds Introduce common consonant blends and consonant digraphs									
Core Concepts, Skills and Values	<ul style="list-style-type: none"> Identifies letter-sound relationships of single letters Distinguishes aurally between different beginning and end sounds of words Builds words with sounds learnt into two word families Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en, t-in, p-in, identifying the rhymes 	<ul style="list-style-type: none"> Identifies letter-sound relationship of single letters Groups common words into sound families e.g. hot, hop, hob Revise word families using short vowel sounds learnt Builds 3-letter words using single letters Builds up and breaks down simple words beginning with a single consonant into onset (the initial sound) and rime (the last part of the syllable) e.g. h-en, p-en, t-in, p-in, identifying the rhymes Reads phonic words in sentences and other texts 	<ul style="list-style-type: none"> Identifies letter-sound relationship of single letters Revise word families using short vowel sounds learnt Builds 3-letter words using single letters Groups common words into sound families Uses consonant blends to build up and break down words (e.g. r and l blends: bl-ack; fl-op; sl-ip) Reads phonic words in sentences and other texts 	<ul style="list-style-type: none"> Identifies letter-sound relationship of single letters Builds 3-letter words using single letters Groups common words into sound families Uses consonant blends to build up and break down words (e.g. r and l blends: bl-ack; fl-op; sl-ip) Recognises common consonant digraphs (sh, ch, th) at the beginning of a word Reads phonic words in sentences and other texts 	<ul style="list-style-type: none"> Identifies letter-sound relationship of single letters Builds 3-letter words using single letters Groups common words into sound families Uses consonant blends to build up and break down words (e.g. r and l blends: bl-ack; fl-op; sl-ip) Recognises common consonant digraphs (sh, ch, th) at the beginning of a word Reads phonic words in sentences and other texts 	REVISION <ul style="list-style-type: none"> Identifies letter-sound relationship of single letters Recognises common consonant digraphs (sh, ch, th) at the beginning of a word Reads phonic words in sentences and other texts 				
CAPS Topic	READING <i>It is important to read point 8 in guidelines on first page.</i> Shared Reading: Minimum time: 3 x 15minutes per week; Maximum time: 5x 15 minutes per week Group Guided: 2 x 15 minutes per day for 5 days (2 groups daily) Independent/Paired: 2x a week									
Core	Reading	<ul style="list-style-type: none"> When reading, model the use of phonic decoding skills and other strategies that include context clues and structural analysis. Refer to the Five Finger Strategy in Section 2. (p16). Start teaching children this process when they meet unknown words. Teach children to monitor themselves when reading, both in the area of word recognition and comprehension. (Children are 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 Guided Reading with support. Paired/Independent reading. Select texts that are at the independent reading level of the child (simpler than those used in Shared Reading with more than 95% word recognition accuracy when reading the text) 								

Concepts, Skills and Values	Shared	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Answers a wide variety of types of questions based in the texts read including higher order type questions Discusses the use of capital letters and full stops 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Discusses the story, identifying the main idea in the text, the main characters, etc Uses cover of book to predict ending and storyline Discusses the use of capital letters and full stops 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Identifies the sequence of events and the setting of the story Recognises cause and effect in the story (e.g. the boy fell off his bike because he rode too quickly down the steep hill). Answers higher-order questions based on the passage read (e.g. “do you think...? Why did...?” 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Identifies the sequence of events and the setting of the story Recognises cause and effect in the story (e.g. the boy fell off his bike because he rode too quickly down the steep hill). Answers higher-order questions based on the passage read (e.g. “do you think...? Why did...?” Gives an opinion on what was read 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Identifies the sequence of events and the setting of the story Answers higher-order questions based on the passage read (e.g. “do you think...? Why did...?” Gives an opinion on what was read Interprets information from posters, pictures and simple tables (e.g. calendar) 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Uses cover of book to predict ending and storyline Interprets information from posters, pictures and simple tables (e.g. calendar)
	Group Guided	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story Begins to monitor self when reading, both in the area of word recognition and comprehension 	<ul style="list-style-type: none"> Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story Uses phonics, context clues, structural analysis and sight words when reading Monitors self when reading, both in the area of 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 aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story Uses phonics, context clues, structural analysis and sight words when reading Monitors self when reading, both in the area of 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 aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story Uses phonics, context clues, structural analysis and sight words when reading Monitors self when reading, both in the area of word recognition and comprehension Reads with increasing fluency and expression 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 aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story Uses phonics, context clues, structural analysis and sight words when reading Monitors self when reading, both in the area of word recognition and comprehension Reads with increasing fluency and expression 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 aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story Monitors self when reading, both in the area of word recognition and comprehension Reads with increasing fluency and expression
	Independent	<ul style="list-style-type: none"> Reads books read in Shared Reading sessions and books from the classroom reading corner. 	<ul style="list-style-type: none"> Reads aloud to a partner Reads books read in Shared Reading sessions and books from the classroom reading corner. 	<ul style="list-style-type: none"> Reads own and others writing Reads books read in Shared Reading sessions and books from the classroom reading corner. 	<ul style="list-style-type: none"> Reads aloud to a partner Reads books read in Shared Reading sessions and books from the classroom reading corner. 	<ul style="list-style-type: none"> Reads own and others writing Reads books read in Shared Reading sessions and books from the classroom reading corner. 	<ul style="list-style-type: none"> Reads books read in Shared Reading sessions and books from the classroom reading corner.

CAPS Topic **WRITING**
3 x 15 minutes per week.

Core Concepts, Skills and Values	<ul style="list-style-type: none"> Building on, and linking to, Shared Reading, discussions and personal experiences Demonstrate the writing process (drafting, editing, writing and publishing) during Shared writing Model the use of correct punctuation and writing in the past tense. Provide additional support to those children who still cannot write a sentence of own news. 						
	<ul style="list-style-type: none"> Writes words to form a sentence using sounds learnt and common sight words 	<ul style="list-style-type: none"> Writes words to form a sentence using sounds learnt and common sight words Writes and illustrates a short sentence on a topic to contribute to a book for the reading corner Builds own word bank and personal dictionary using initial letter of words such as cat, dog, eat 	<ul style="list-style-type: none"> Writes a message on a card such as a get well card Begins to use capital letters and full stops, including capital letters for names Writes at least two sentences of own news or shared writing using the past tense Contributes ideas and words for a class story in Shared Writing sessions Builds own word bank and personal dictionary using initial letter of words such as cat, dog, eat 	<ul style="list-style-type: none"> Writes words to form a sentence using sounds learnt and common sight words Begins to use capital letters and full stops, including capital letters for names Writes at least two sentences of own news or shared writing using the past tense Contributes ideas and words for a class story in Shared Writing sessions Builds own word bank and personal dictionary using initial letter of words such as cat, dog, eat 	<ul style="list-style-type: none"> Writes at least two sentences of own news or shared writing using the past tense With help, uses nouns and pronouns (I, you, he, she, it) correctly in writing Contributes ideas and words for a class story in Shared Writing sessions Writes and illustrates a short sentence on a topic to contribute to a book for the reading corner Builds own word bank and personal dictionary using initial letter of words such as cat, dog, eat 	<ul style="list-style-type: none"> Writes a message on a card such as a get well card With help, uses nouns and pronouns (I, you, he, she, it) correctly in writing Contributes ideas and words for a class story in Shared Writing sessions 	

CAPS Topic **HANDWRITING**
4 x 15 minutes per week.
Revise the formation of lower case letters
Begin to teach capital letters and numerals
Demonstrate the correct spacing of letters in a word and words in a sentence

Core Concepts, Skills and Values	<ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower case letters correctly 	<ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically 	<ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically 	<ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically 	<ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically 	<ul style="list-style-type: none"> Forms numerals correctly
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	<ul style="list-style-type: none"> according to size and position, that is, starts and ends in the correct place automatically 	<ul style="list-style-type: none"> Forms some frequently used upper case letters correctly Forms numerals correctly Copies and writes words with correct spacing 	<ul style="list-style-type: none"> Forms some frequently used upper case letters correctly Forms numerals correctly Copies and writes words with correct spacing Copies and writes short sentences correctly 	<ul style="list-style-type: none"> Forms some frequently used upper case letters correctly Forms numerals correctly Copies and writes words with correct spacing Copies and writes short sentences correctly 	<ul style="list-style-type: none"> Forms some frequently used upper case letters correctly Forms numerals correctly Copies and writes words with correct spacing Copies and writes short sentences correctly 	<ul style="list-style-type: none"> Copies and writes words with correct spacing Copies and writes short sentences correctly
Pre-requisite knowledge	Term 2 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
Assessment for learning	<p>From Abridged CAPS Section 4 Amendments, pages 6 - 10</p> <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) (<i>this ATP</i>) 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 for the details in stories and answers open-ended questions <p>Phonics:</p> <ul style="list-style-type: none"> Written: Recognises common consonant digraphs (sh, ch, th) at the beginning of a word (Reading focus time: Focussed Phonic session) <p>Reading:</p> <ul style="list-style-type: none"> Oral: Group Guided Reading (GGR) Read aloud from own book during with teacher and on his/her own (word recognition, read for meaning) (Reading focus time) Oral: Recognises cause and effect in the story (e.g. the boy fell off his bike because he rode too quickly down the steep hill). Uses phonics, context clues, structural analysis and sight words when reading Monitors self when reading, both in the area of word recognition and comprehension Comprehension skills: Answers higher-order questions based on the passage read (e.g. "do you think...? Why did...?" (Reading focus time)) <p>Writing:</p> <ul style="list-style-type: none"> Writes 2 sentences of own news, with correct sentence construction <p>Handwriting:</p> <ul style="list-style-type: none"> Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically 					