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

Please note the following:

1. The curriculum was adjusted to address the core concepts and skills.

2. All the skills are spread over the time given. Skills and knowledge are repeated across the weeks considering the timetabling options.

3. Content is scaffolded across weeks

4. The first week is set aside for catchup and consolidation of previous term's content. If a school does not find this necessary, they should follow CAPS of the term.

5. There should be a strong integration between all the subjects.

6. All Topics in Language are integrated, and Daily Activities are not time specific but are used throughout the day

7. Reading needs to adhere to the following: **Reading and Writing Focus time (CAPS)**. These reminders are included as there seem to be slightly different understandings of what is meant by the Reading and Writing Focus Time in CAPS.

   - The **Reading and Writing Focus time** is a tightly integrated time (approximately one hour) in which Shared Reading and then Shared Writing take place in the first 15 minutes. Thereafter, but also linked to the skills learnt in the Shared Reading / Shared Writing process, word and sentence level work is done (e.g. phonics). This takes about ten minutes. Thereafter, Group Guided Reading is done, with learners being grouped in reading ability groups. During the Reading and Writing focus time, the foundation is laid for the mastery of the skills needed for the paired reading, independent reading and independent writing that fall OUTSIDE of the Reading and Writing Focus time.
   - The Core skills and knowledge from the different areas support this and are not stand alone

8. It is important to read Section 2 as this contains information on methodology.

9. The ATP must be mediated at school level to accommodate the school policies and programmes e.g. The Phonics Programme being used will determine which sounds are taught and in which weeks these will be taught

10. Whenever group work is done, social distancing is to be adhered to.

11. Teachers to stay in communication with teachers of previous grades (if possible) so that no gaps are created in the transition between grades.

Guidelines for assessment:

School Based Assessment:

- Assessment takes place on a continuous basis in the Foundation Phase.
- Assessment can only take place on content taught.
- The Abridged Section 4 is to be used for all assessment.

2021 Annual Teaching Plan – Term 3: SUBJECT: English HL Grade 2

Term 3 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 per week (3 x 15 mins) Maximum Time: 1 hour per week (4 x 15 mins)									
Core Concepts, Skills and Values		• Talks about personal experiences, for example, tells news without repetition • Responds to riddles and jokes • Listens to a sequence of instructions and responds appropriately	• Listens without interrupting , showing respect for the speaker and asking questions for clarification • Talks about personal experiences and more general news e.g. tells news • Participates in discussions, asking and answering questions • Suggests solutions to a problem especially during Mathematics • Listens to stories and predicts the ending, or makes up own ending for the story • Tells simple stories varying tone and volume of voice		• Listens without interrupting , showing respect for the speaker and asking questions for clarification • Talks about personal experiences and more general news e.g. tells news • Participates in discussions, asking and answering questions • Suggests solutions to a problem especially during Mathematics • Listens to a sequence of instructions and responds appropriately • Tells simple stories varying tone and volume of voice		• Listens without interrupting , showing respect for the speaker and asking questions for clarification • Talks about personal experiences and more general news e.g. tells news • Participates in discussions, asking and answering questions • Suggests solutions to a problem especially during Mathematics • Uses an ever increasing vocabulary when speaking • Uses appropriate language with different people such as interviews different people • Role plays different situations, e.g., takes on the role of news presenter		• Talks about personal experiences and more general news e.g. tells news • Participates in discussions, asking and answering questions • Suggests solutions to a problem especially during Mathematics • Uses an ever increasing vocabulary when speaking • Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect • Tells jokes and riddles using language imaginatively		• Talks about personal experiences and more general news e.g. tells news • Participates in discussions, asking and answering questions • Tells jokes and riddles using language imaginatively • Listens to a sequence of instructions and responds appropriately
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) **Use consonant blends and digraphs to build up and break down words** **Continue aural recognition activities (building up and breaking down words aurally not visually) as this is an aid to spelling**									
Core Concepts, Skills and Values		• Recognises at least three new vowel digraphs. For example 'oa' as in boat, 'ea' as in eat, short 'oo' as in book, 'ai' as in train • Recognises 'silent e'/split digraph in words. For example, tape, time, note • Read words from phonics lessons in sentence and other texts • Learn to spell ten words a week taken from phonics lessons and sight words	• Identifies letter-sound relationship of all single letters • Use consonants blends to build up and break down words • Aurally revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words • Revises common consonant digraphs (sh, ch, th) at the end of words (ca-sh, su-ch, mo-th) • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns, such as dr-eam, cr-eam, scr-eam, str-eam • Build words using the consonant and vowel diagraphs, consonant blends, double consonants taught this year • Reads words from phonics lessons in sentences and other texts • Learn to spell ten words a week taken from phonics lessons and sight words		• Use consonants blends to build up and break down words • Recognises the first sound (onset) and the last syllable (rime) in more complex patterns, such as dr-eam, cr-eam, scr-eam, str-eam • Recognises vowel digraphs and diphthongs such as 'oy', 'oi', 'ay', 'ai' • Build words using the consonant and vowel diagraphs, consonant blends, double consonants taught this year • Reads words from phonics lessons in sentences and other texts • Learn to spell ten words a week taken from phonics lessons and sight words		• Recognises the first sound (onset) and the last syllable (rime) in more complex patterns, such as dr-eam, cr-eam, scr-eam, str-eam • Recognises vowel digraphs and diphthongs such as 'oy', 'oi', 'ay', 'ai' • Groups common words into sound families such as 'oy', 'oi', 'ay', 'ai' • Build words using the consonant and vowel diagraphs, consonant blends, double consonants taught this year • Reads words from phonics lessons in sentences and other texts • Learn to spell ten words a week taken from phonics lessons and sight words		• Use consonants blends to build up and break down words • Aurally revises plurals ('s' and 'es'), 'ing' and 'ed' at the end of words • Recognises common double consonants such as ll, ss, zz at the end of the word such as doll, fuss, buzz • Build words using the consonant and vowel diagraphs, consonant blends, double consonants taught this year • Reads words from phonics lessons in sentences and other texts • Learn to spell ten words a week taken from phonics lessons and sight words		• Recognises common double consonants such as ll, ss, zz at the end of the word such as doll, fuss, buzz • Build words using the consonant and vowel diagraphs, consonant blends, double consonants taught this year
CAPS Topic		**READING** *It is important to read Point 7 in the 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 15mins) Group Guided:2 hours 30 mins per week (2 x 15 minutes per day (2 groups daily)) Independent/Paired: 3x a week									
Core Concepts, Skills and Values	Reading	• *Shared reading: A teacher- modelled process with the whole class* • *Shared reading: Model the use of phonic decoding skills and other strategies that include context clues and structural analysis* • *Teach children to monitor themselves when reading, both in the area of word recognition and comprehension* • *Children can be taught to ask 'Does it sound right?' 'Does it look right?' and 'Does it make sense?'. Model the process in Shared reading and apply it in Group Guided Reading with support.*									
	Shared	• Reads book as a whole class with teacher, identifying the sequence of events and the	• Reads book as a whole class with teacher, identifying the sequence of events and the setting • Uses the cover of a book for	• Reads book as a whole class with teacher, identifying the sequence of events and the setting • Uses the cover of a book for prediction	• Reads book as a whole class with teacher, identifying the sequence of events and the setting • Uses the cover of a book for prediction		• Reads book as a whole class with teacher, identifying the sequence of events and the setting • Uses the cover of a book for prediction		• Reads book as a whole class with teacher, identifying the sequence of events and the setting		• Reads book as a whole class with teacher, identifying the sequence of events and the setting

		• setting • Uses the cover of a book for prediction	• prediction • Answers higher-order questions based on the text read ("What would have happen if…?")	• Answers higher order questions based on the text read ("What would have happened if…?") • Gives an opinion on what was read • Identifies some synonyms and antonyms	• Answers higher order questions based on the text read ("What would have happened if…?") • Gives an opinion on what was read • Identifies some synonyms and antonyms	• Answers higher order questions based on the text read ("What would have happened if…?") • Identifies some synonyms and antonyms • Interprets information from simple tables such as a calendar	• Answers higher order questions based on the text read ("What would have happened if…?") • Interprets information from simple tables such as a calendar
	Group Guided	• Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story • Begins to monitor self when reading, both recognition and comprehension • Reads with increasing fluency and expression	• Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story • Uses sight words, phonics, contextual and structural analysis decoding skills when reading • Monitors self when reading, both 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	• Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story • Uses sight words, phonics, contextual and structural analysis decoding skills when reading • Monitors self when reading, both 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	• Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story • Uses sight words, phonics, contextual and structural analysis decoding skills when reading • Monitors self when reading, both 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	• Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story • Uses sight words, phonics, contextual and structural analysis decoding skills when reading • Monitors self when reading, both 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	• Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story • Monitors self when reading, both word recognition and comprehension • Reads with increasing fluency and expression
	Independent	• Reads aloud to a partner • Reads independently: short fiction books and poems	• Reads own and others' writing • Reads independently: short fiction books and poems	• Reads aloud to a partner • Plays reading games and completes crosswords to reinforce reading and vocabulary skills such as bingo, track games	• Reads own and others' writing • Reads independently: short fiction books and poems • Plays reading games and completes crosswords to reinforce reading and vocabulary skills such as bingo, track games	• Reads aloud to a partner • Reads independently: short fiction books and poems • Plays reading games and completes crosswords to reinforce reading and vocabulary skills such as bingo, track games	• Reads independently: short fiction books and poems • Plays reading games and completes crosswords to reinforce reading and vocabulary skills such as bingo, track games

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

Core Concepts, Skills and Values		• *Uses the Shared Writing activities to model the writing process (drafting, writing, and publishing).* • *Provide a writing frame to assist children to write their stories*					
		• Writes one paragraph (at least five sentences) on personal experiences or events such as daily news • Participates in a discussion to choose a topic to write about • Reads own writing to a partner • Builds own word bank and personal dictionary	• Writes 1- 2 paragraphs (at least eight sentences) on personal experiences or events • Participates in a discussion to choose a topic to write about • Writes and expressive text such as get well card, post card, etc. • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses correct punctuation (full stops, commas, question marks, exclamation mark) so that others can read what has been written • Identifies and uses pronouns correctly • Reads and discusses own writing with a partner • Builds own word bank and personal dictionary	• Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events • Participates in a discussion to choose a topic to write about • Drafts, writes and publishes own story of at least six sentences • Uses correct punctuation (full stops, commas, question marks exclamation mark,) • Identifies and uses nouns and verbs correctly • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Builds own word bank and personal dictionary	• Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events • Participates in a discussion to choose a topic to write about • Drafts, writes and publishes own story of at least six sentences • Uses correct punctuation (full stops, commas, question marks exclamation mark,) • Uses present, past and future tenses correctly • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Reads and discusses own writing with a partner • Builds own word bank and personal dictionary	• Writes 1- 2 paragraphs (at least eight sentences) on personal experiences or events • Participates in a discussion to choose a topic to write about • Writes and expressive text such as get well card, post card, etc. • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses correct punctuation (full stops, commas, question marks, exclamation mark) so that others can read what has been written • Identifies and uses nouns and verbs correctly • Reads and discusses own writing with a partner • Builds own word bank and personal dictionary	• Writes 1-2 paragraphs (at least eight sentences) on personal experiences or events such as daily news • Uses present, past and future tenses correctly • Reads own writing to a partner

| CAPS Topic | | HANDWRITING
Minimum Time: 45 mins per week (3 x 15 mins) Maximum Time: 1 hour per week (4 x 15 mins)
Children continue to use print script in written recording but begin to learn a type of joined print script
The type of script will be informed by the school's handwriting policy/Provincial policy |

Core Concepts, Skills and		• Writes in print script all capitals and lower case letters confidently and	• Uses handwriting tools effectively: pencil, eraser, ruler • Forms upper and lower case letters	• Uses handwriting tools effectively: pencil, eraser, ruler • Forms upper and lower case letters	• Uses handwriting tools effectively: pencil, eraser, ruler • Forms upper and lower case letters	• Uses handwriting tools effectively: pencil, eraser, ruler • Forms upper and lower case letters	• Forms upper and lower case letters correctly with greater speed and

Values	accurately • Use appropriate spacing between words in a sentence • Use handwriting tools effectively: pencil, eraser, ruler	correctly with greater speed and accuracy • Maintains uniformity and alignment: size of lower case and upper case letters in a word • Uses print script in all forms of written recording	correctly with greater speed and accuracy • Maintains uniformity and alignment: size of lower case and upper case letters in a word • Uses print script in all forms of written recording	correctly with greater speed and accuracy • Maintains uniformity and alignment: size of lower case and upper case letters in a word • Uses print script in all forms of written recording	correctly with greater speed and accuracy • Maintains uniformity and alignment: size of lower case and upper case letters in a word • Uses print script in all forms of written recording • Copies and writes writing patterns in a joined script or cursive writing	accuracy • Uses print script in all forms of written recording • Copies and writes writing patterns in a joined script or cursive writing
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

Reading series, Flash cards, DBE Workbooks, Pictures, Posters (additional column)

Assessment for learning	From Abridged CAPS Section 4 Amendments, pages 6 - 10	• The activities must be observed and assessed during daily lesson activities in Languages. • Each skill is not meant to be an assessment activity but rather should ensure that leaners are afforded opportunities to demonstrate these skills orally, practically and written • Assessment can only take place if the concepts have been taught and learners had enough time to practice. • The assessment of oral activities should be integrated with Life Skills and Mathematics whenever possible • Assessment is a continuous planned process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes • It is also important to note that each assessment task should not be seen as a single event or test, but must comply with the principles of continuous assessment at all times • 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 → 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** • Listens to a sequence of instructions and responds appropriately • Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect **Phonics:** • **Oral:** Recognises vowel digraphs and diphthongs such as 'oy', 'oi', 'ay', 'ai' (**Reading focus time: Focused Phonic session**) • **Written**: Build words using the consonant and vowel diagraphs, consonant blends, double consonants taught this year **Reading:** • **Oral:** Group Guided Reading (GGR) → Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story → Uses sight words, phonics, contextual and structural analysis decoding skills when reading → Monitors self when reading, both word recognition and comprehension **(Reading focus time)** • **Comprehension skills (Reading focus time)** • Literal questions • Prediction • Reorganisation: reorder events in sequence • Inferences: What, Why, How **Writing**: • Writes an expressive text such as a get well card • Writes 1- 2 paragraphs (at least eight sentences) on personal experiences or events • Uses correct punctuation (full stops, commas, question marks, exclamation mark) so that others can read what has been written **Handwriting:** • Maintains uniformity and alignment: size of lower case and upper case letters in a word