## 1. English Home Language Grade 3

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. Skills and knowledge are repeated across the weeks so that no learner will be disadvantaged if not attending school every day.
- 3. Content is scaffolded across weeks
- 4. All Topics in Language are integrated, and Daily Activities are not time specific but are used throughout the day
- 5. 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
- 6. It is important to read Section 2 as this contains information on methodology
- 7. 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
- 8. Whenever group work is done, social distancing is to be adhered to.
- 9. 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 2: SUBJECT: English HL Grade 3

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
49 days 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	Talks about personal experiences such as tells news expressing feelings and opinions Listens to stories, poems and songs and expresses feelings about the story, poems or song, giving reasons	responds appi With support, story, e.g., "lo the book. What happen? Listens and reannouncement. Talks about petells news exp. Makes an oral Tell" describes. Works out cau connecting wo The children for Suggests solu.	e complex instructions and ropriately predicts what will happen in a look at the tittle and the cover of at do you think is going to esponds to radio or intercoments and instructions ersonal experiences such as pressing feeling and opinions of presentation, e.g. "Show and is and compares an object. Use and effect in a story using ords such as "because" e.g., "fell off the bridge because" utions to a problem, specifically in Mathematics	announceme  Uses langual such as sugg it could", If  Talks about y tells news ex opinions  Asks questio information of Listens to sto expresses fe or song, givir  With support a story, e.g., cover of the l going to hap  Listens to sto over the radi interest  Tells a short different chail	personal experiences such as a pressing feelings and an activity pries, poems and songs and elings about the story, poems and reasons predicts what will happen in "look at the tittle and the book. What do you think is pen? The pries, read by the teacher or on, for a longer period with story with a simple plot and	over the radio interest  Makes an ora and Tell" destrobject  Analyses, cor information suchild and a m  Tells a story with different characters.  Talks about a expressing fe  Uses languag such as suggithink it could.  Suggests solus specifically a Mathematics	with a simple plot and acters a general news event, selings and opinions ge to investigate and explore lesting alternative, e.g. "I", If then" utions to a problem, word problem in	tells news  Asks questinformation  Understart of different  Listens to With supping story, e.g., the book, happen?  Talks aboth expressing  Participate suggests  Suggests	eut personal experiences such as expressing feelings and opinions stions to clarify, plan and get in on an activity and and uses appropriate language it subjects such as life skills and composes riddles and jokes ort, predicts what will happen in a problem in a control with the cover of the word of the wo	Listens to stories, poems and songs and expresses feelings about the story, poems or song, giving reasons     Analyses, compares and contracts information such as the eating habits of a child and a monkey     Responds to radio or intercom announcements and instructions.      Talks about personal experiences such as tells news expressing feelings and opinions
CAPS Topic	PHONICS  Minimum time: 1 hour per week (4 x 15 mins); Maximum time: 1 hour 15 mins per week (5 x 15 mins)  Introduce new vowel blends and guide children to recognise that a particular sound can be represented by different combinations of letters  This has important implications for spelling  Ensure children understand the words they are sounding and can use them to form meaningful sentences  Use Phonics to inform spelling programme									
Core Concepts, Skills and Values	Recognises and uses rhyming words such as blow, flow, and glow     Builds 3, 4 and 5-letter words using the consonant and vowel digraphs taught in term 1     Spells words correctly using phonic knowledge	represented b spelling choice found)  Recognises the represented b spelling choice autumn)  Builds words u year  Spells words of	nat some sounds can be by a number of different es such as : ow (cow), ou ( nat some sounds can be by a number of different es such as : aw (draw), au ( using phonic skills taught this correctly using phonic informal tests, in dictation and work	represented spelling choice Recognises is represented spelling choice Builds words taught this year Spells words knowledge in and in all write	that some sounds can be by a number of different ces such as: tie, high, sky that some sounds can be by a number of different ces such as: few, blue using the phonic skills ear correctly using phonic ninformal tests, in dictation	Recognises d     as in elephan     Recognises the represent differead     Builds words taught this ye     Spells words	digraphs making ff (e.g. 'ph' at and 'gh' as in laugh) hat the same spelling can be rent sounds e.g. bread, using the phonic skills har correctly using phonic informal test, in dictation and	pronounce different n 'read'- I lik read Builds wor this year Spells wor	ds in written sentences that are ed the same way, but have neanings. For example 'read' and se to read books. I saw a bird on a rds using the phonic skills taught rds correctly using phonic e in informal test, in dictation and en work	REVISION  Recognises that some sounds can be represented by a number of different spelling choices  Recognises digraphs making ff (e.g. 'ph' as in elephant and 'gh' as in laugh)  Builds words using the phonic skills taught this year
CAPS Topic  Core Reading	READING  It is important to read Point 5 in guidelines on first page.  Shared Reading: Minimum time: 1 hour per week (3 x 20 mins); Maximum time: 1 hour 15 mins per week (5x 15 mins)  Group Guided: 2 hours 30 mins per week (2 x 15 minutes per day (2 groups daily))  Independent/Paired: 3x a week  Shared Reading: a teacher-modelled process with the whole class									
Concepts,	Shared Reading: In     Teach children to	nclude graphical and	d non-fiction texts during this when reading, both in the are		ion and comprehension. (C	ildren are taught to	ask: 'Does it sound right?',	'Does it look righ	nt?' and 'Does it make sense?') M	odel the process in Shared

Values	Shared	Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters      Reads book as a whole class with the teacher (shared reading) and describes the main idea and the main characters	Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading) Reads books as a whole class with the teacher and discusses sequence of events, setting and cause-effect relations Use table of contents, index and page numbers to find information Answers a range of higher order questions based on the passage read e.g "How would you describe the behaviour of the troll?"	<ul> <li>Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)</li> <li>Uses the information from the graphical text, e.g., takes part in a walk around the school by following the directions on a map</li> <li>Finds and uses sources of information such as community members, library books</li> <li>Use table of contents, index and page numbers to find information</li> <li>Answers a range of higher order questions based on the passage read e.g "How would you describe the behaviour of the troll?"</li> </ul>	Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)  Uses visual cues to identify the purpose of advertisements and the intended audience  Reads books as a whole class with the teacher and discusses sequence of events, setting and cause-effect relations  Use key words and headings to find information in non-fiction texts  Use table of contents, index and page numbers to find information  Answers a range of higher order questions based on the passage read e.g "How would you describe the behaviour of the troll?"	<ul> <li>Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)</li> <li>Finds and uses sources of information such as community members, library books</li> <li>Uses the information from the graphical text, e.g., takes part in a walk around the school by following the directions on a map</li> <li>Use key words and headings to find information in non-fiction texts</li> <li>Answer a range of high order questions based on the passage read, eg. "How would you describe the behaviour of the troll?"</li> </ul>	REVISION  Reads enlarged texts such as poems, big books, posters and electronic texts as a whole class with the teacher (shared reading)  Uses visual cues to identify the purpose of advertisements and the intended audience  Answer a range of high order questions based on the passage read, eg. "How would you describe the behaviour of the troll?"			
	Group Guided	Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group Shows an understanding of punctuation (full stops, question marks, exclamation marks, inverted commas) when reading aloud	Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional level of the group Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words Monitors self when reading, both word recognition and comprehension Uses diagrams and illustrations in text to increase understanding	<ul> <li>Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story at the instructional level of the group</li> <li>Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud</li> <li>Monitors self when reading, both word recognition and comprehension</li> <li>Uses diagrams and illustrations in text to increase understanding</li> <li>Reads with increasing fluency and expression</li> </ul>	Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional level of the group  Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words  Monitors self when reading, both word recognition and comprehension  Reads with increasing fluency and expression	Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional level of the group  Uses phonics, context clues and structural analysis decoding skills when reading unfamiliar words  Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud  Monitors self when reading, both word recognition and comprehension  Reads with increasing fluency and expression	REVISION  Reads both silently and out loud from own book in a guided reading group with the teacher, that is, whole group reads the same story on the instructional reading level of the group  Uses self-correcting strategies when reading: re-reading, pausing, practising a word before saying it aloud			
	Independent/ Paired Reading	Reads     independently     books read in     Shared Reading     sessions, simple     story books and     books from the     reading corner as     well as any other     texts, such as     readers read in     the previous year     or at the beginning     of this year, at the     independent     reading level of     the children	Reads aloud to a partner Reads independently books read in Shared Reading sessions, simple story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children	Reads own and others writing     Reads independently books read in Shared Reading sessions, simple story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children	Reads aloud to a partner     Reads independently books read in Shared Reading sessions, simple story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children	Reads own and others writing     Reads independently books read in Shared Reading sessions, simple story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children	Reads independently books read in Shared Reading sessions, simple story books and books from the reading corner as well as any other texts, such as readers read in the previous year or at the beginning of this year, at the independent reading level of the children			
CAPS Topic		WRITING: Shared, Group and Independent 1 hour per week (3 x 20 mins).								
Core		Use the Shared Writing activities to model the use of correct punctuation, grammar and spelling.								
Concepts, S	Skills and	<ul> <li>Provide a writing fram</li> <li>Participate in a</li> </ul>	me to assist children to write their own sto Writes at least two paragraphs (ten or more	Writes at least two paragraphs (ten or	Writes at least two paragraphs (ten or	Writes at least two paragraphs (ten or more	Writes at least two paragraphs			
Values		discussion to choose a topic to write about	sentences) on personal experiences such as daily news or a school event Participates in a discussion to choose a	more sentences) on personal experiences such as daily news or a school event  Participates in a discussion to choose a	more sentences) on personal experiences such as daily news or a school event  Participates in a discussion to choose a	sentences) on personal experiences such as daily news or a school event  Participates in a discussion to choose a	(ten or more sentences) on personal experiences such as daily news or a school event			

	<ul> <li>Writes own story or a familiar story or another creative text of at least ten sentences</li> <li>Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night.</li> </ul>	creative text of at  Writes and illustra a book for the clas Uses correct gram read and understa Uses phonic know to write unfamiliar Reads and edits o spelling, punctuati Reads own writing Builds own word b	or a familiar story or other least ten sentences tes a story to contribute to as library sumar so that others can und what has been written dedge and spelling rules words wn writing by correcting on etc.  I to a friend or group sank and personal itial letter of words such	<ul> <li>topic to write about</li> <li>Writes a simple book review</li> <li>Uses punctuation correctly; capital letters, full stops, commas, question marks, exclamation marks and inverted commas</li> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Identifies and uses nouns, adjectives, verbs and adverbs correctly</li> <li>Uses phonic knowledge and spelling rules to write unfamiliar words</li> <li>Reads and edits own writing by correcting spelling, punctuation etc.</li> <li>Reads own writing to a friend or group</li> <li>Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink</li> </ul>	<ul> <li>topic to write about</li> <li>Keeps a diary for one week, noting the weather and one other piece of information</li> <li>Identifies and uses nouns, adjectives, verbs and adverbs correctly</li> <li>Uses phonic knowledge and spelling rules to write unfamiliar words</li> <li>Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night</li> <li>Reads and edits own writing by correcting spelling, punctuation etc.</li> <li>Reads own writing to a friend or group</li> <li>Builds own word bank and personal dictionary using initial letter of words such as gate, happy, ink</li> </ul>	<ul> <li>topic to write about</li> <li>Writes own story or a familiar story or other creative text of at least ten sentences</li> <li>Writes and illustrates a story to contribute to a book for the class library</li> <li>Uses correct grammar so that others can read and understand what has been written</li> <li>Uses punctuation correctly; capital letters, full stops, commas, question marks, exclamation marks and inverted commas</li> <li>Identifies and uses nouns, adjectives, verbs and adverbs correctly</li> <li>Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching TV last night</li> <li>Reads and edits own writing by correcting spelling, punctuation etc.</li> <li>Reads own writing to a friend or group</li> <li>Builds own word bank and personal dictionary using initial letter of words such as gate happy ink</li> </ul>	<ul> <li>Writes own story or a familiar story or other creative text of at least ten sentences</li> <li>Reads and edits own writing by correcting spelling, punctuation etc.</li> <li>Reads own writing to a friend or group</li> </ul>	
CAPS Topic				 	 Andwriting	gate, happy, ink		
	1 hour per week (4 x 15 mins)  Children continue making the transition from using print script in written recording to a joined script or cursive writing  Handwriting lessons will focus on practicing the individual lower case and capital letters and the joins needed for the new script  Children must be able to transcribe from print script (e.g. in a book) into the joined script or cursive writing							
Core Concepts, Skills and Values	Writes a sentence legibly and correctly in both the print script and the joined script or cursive writing.	eraser, ruler. • Forms upper and correctly in the join writing	ned script or cursive and sentences correctly	Uses handwriting tools effectively: pencil, eraser, ruler Forms upper and lower case letters correctly in the joined script or cursive writing Transcribes words and sentences correctly in the joined script or cursive writing Copies words correctly from a variety of sources, that is: board, strips, work cards etc. and writes with increased speed in the joined script or cursive writing.	Uses handwriting tools effectively: pencil, eraser, ruler Forms upper and lower case letters correctly in the joined script or cursive writing Transcribes words and sentences correctly in the joined script or cursive writing Copies words correctly from a variety of sources that is; board, strip, work cards etc and writes with increased speed in the joined script or cursive writing. Uses correct letter formation in all written work.	<ul> <li>Forms all lower and upper-case letters correctly and automatically in the joined script or cursive writing.</li> <li>Copies words correctly from a variety of sources that is; board, strip, work cards etc and writes with increased speed in the joined script or cursive writing.</li> <li>Uses correct letter formation in all written work.</li> <li>Makes transition to the joined script or cursive writing in all written recordings i.e. the date, own name, and own written texts.</li> </ul>	Makes transition to the joined script or cursive writing in all written recordings i.e. the date , own name ,and own written texts.	
Pre-requisite knowledge	Term 1 core concepts. knowledge, skills and values							
Resources (other than textbook) to enhance learning	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	Reading series Flash cards DBE Workbooks Pictures Posters	
Assessment for learning	From Abridged CAPS			<ul> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>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</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> <li>The assessment of oral activities should be integrated with Life Skills and Mathematics whenever possible</li> <li>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</li> <li>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</li> <li>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.</li> <li>In order to design a Programme of Assessment</li> </ul>				

SBA An example of an assessment task	<ul> <li>→ 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 ofthers;</li> <li>→ Use the Grade overview in Section 3 of the CAPS (all languages) (this ATP) as a guide to ensure content coverage</li> <li>→ 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</li> <li>Listening and speaking:         <ul> <li>Makes an oral presentation, e.g. "Show and Tell" describes and compares an object</li> <li>Phonics:             <ul></ul></li></ul></li></ul>
--	--