

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 4: 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 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 	<ul style="list-style-type: none"> Listens without interrupting taking turns to speak and asking questions for clarification Talks about personal experiences and feelings such as tells news Listens to stories and expresses feelings about the story Participates in discussions, reporting back on behalf of the group Classifies information. For example by using loose pictures 	<ul style="list-style-type: none"> Listens without interrupting taking turns to speak and asking questions for clarification Talks about personal experiences and feelings such as tells news Listens to stories and expresses feelings about the story Uses terms such as sentence, capital letter, full stop Listens, enjoys, responds to picture and word puzzles, riddles and jokes, using language imaginatively Classifies information. For example by using loose pictures 	<ul style="list-style-type: none"> Listens without interrupting taking turns to speak and asking questions for clarification Talks about personal experiences and feelings such as tells news Listens to stories and expresses feelings about the story Uses terms such as sentence, capital letter, full stop Listens to instructions and announcements and responds appropriately Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice Answers closed and open-ended questions 	<ul style="list-style-type: none"> Listens without interrupting taking turns to speak and asking questions for clarification Talks about personal experiences and feelings such as tells news Listens to stories and expresses feelings about the story Uses terms such as sentence, capital letter, full stop Participates in discussions, reporting back on behalf of the group Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice Answers closed and open-ended questions 	<ul style="list-style-type: none"> Talks about personal experiences and feelings such as tells news Listens, enjoys, responds to picture and word puzzles, riddles and jokes, using language imaginatively Listens to stories and expresses feelings about the story 				
CAPS Topic	PHONICS (Minimum time 5 x 15 minutes per week; Maximum time 5 x 15 minutes per week) Revise single letter sounds Introduce new consonant blends Continue word building and aural recognition activities									
Core Concepts, Skills and Values	<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 	<ul style="list-style-type: none"> Revise common consonant digraphs (sh, ch, th) at the beginning of a word. For example, sh-ip, ch-ip, th-in Uses consonant blends to build up and break down words. For example, sp-o-t, fr-o-g, dr-i-nk, st-i-ck Builds words using sounds learnt Groups common words into sound families Reads phonic words in sentences and other texts Learns to spell ten words a week taken from phonics lessons 	<ul style="list-style-type: none"> Revise common consonant digraphs (sh, ch, th) at the end of a word. For example, fi-sh, mu-ch, wi-th Uses consonant blends to build up and break down words. For example, sp-o-t, fr-o-g, dr-i-nk, st-i-ck Builds words using sounds learnt Groups common words into sound families Reads phonic words in sentences and other texts Learns to spell ten words a week taken from phonics lessons 	<ul style="list-style-type: none"> Revise common consonant digraphs (sh, ch, th) Uses consonant blends to build up and break down words. For example, sp-o-t, fr-o-g, dr-i-nk, st-i-ck Builds words using sounds learnt Groups common words into sound families Recognises plurals ('s' and 'es') Reads phonic words in sentences and other texts Learns to spell ten words a week taken from phonics lessons 	<ul style="list-style-type: none"> Revise common consonant digraphs (sh, ch, th) Uses consonant blends to build up and break down words. For example, sp-o-t, fr-o-g, dr-i-nk, st-i-ck Builds words using sounds learnt Groups common words into sound families Recognises plurals ('s' and 'es') Reads phonic words in sentences and other texts Learns to spell ten words a week taken from phonics lessons 	<ul style="list-style-type: none"> Builds words using sounds learnt Groups common words into sound families 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 Concepts, Skills and Values	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. Use books from Shared Reading sessions, simple picture story books and books from the reading corner as well as own writing 								
	Shared	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Uses book cover to predict what the book is about 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Uses clues and pictures in the book for understanding Identifies the initial problem in a story that sets the story in motion. For example, in the story of <i>The Three Bears</i> the problem is the morning 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Uses book cover to predict what the book is about Identifies the sequence of events in what was read 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Uses clues and pictures in the book for understanding Identifies the initial problem in a story that sets the story in motion. For example, in the story of <i>The Three Bears</i> the problem is the morning porridge is too hot and the bears leave their house and go for a walk. 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Uses book cover to predict what the book is about Identifies the sequence of events in what was read 	<ul style="list-style-type: none"> Reads big books or other enlarged text as a whole class with the teacher Uses clues and pictures in the book for understanding 			

		<ul style="list-style-type: none"> Answers open-ended questions based on the passage read 	<p>porridge is too hot and the bears leave their house and go for a walk.</p> <ul style="list-style-type: none"> Answers open-ended questions based on the passage read 	<ul style="list-style-type: none"> Recognises cause and effect in a story. The girl got into trouble because she broke the window Answers open-ended questions based on the passage read 	<ul style="list-style-type: none"> Interprets information from posters Answers open-ended questions based on the passage read 	<ul style="list-style-type: none"> Recognises cause and effect in a story. The girl got into trouble because she broke the window Interprets information from posters Answers open-ended questions based on the passage read 	<ul style="list-style-type: none"> Answers open-ended questions based on the passage read
	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 Monitors self when reading, both in the area of word recognition and comprehension Shows an understanding of punctuation when reading aloud 	<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 Reads with increasing fluency and expression 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 Shows an understanding of punctuation when reading aloud 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 Shows an understanding of punctuation when reading aloud 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 Reads with increasing fluency and expression Shows an understanding of punctuation when reading aloud
	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 own writing, starting to correct errors Reads books read in Shared Reading sessions and books from the classroom reading corner. 	<ul style="list-style-type: none"> Reads own writing, starting to correct errors Reads books read in Shared Reading sessions and books from the classroom reading corner. 	<ul style="list-style-type: none"> Reads own writing, starting to correct errors Reads books read in Shared Reading sessions and books from the classroom reading corner 	<ul style="list-style-type: none"> Reads own writing, starting to correct errors 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 Use the Shared Writing to also model the use of correct punctuation, spelling and grammar (tenses, plurals, prepositions) 						
	<ul style="list-style-type: none"> With help, uses nouns and pronouns (I, you, he, she, it) Contributes ideas for, and helps revise, a class/group story (Shared Writing) 	<ul style="list-style-type: none"> Contributes ideas for, and helps revise, a class/group story (Shared Writing) Discusses with classmates ideas for writing Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Spells common words correctly Builds own word bank and personal dictionary using initial letter of word. For example, far, good, hat 	<ul style="list-style-type: none"> Contributes ideas for, and helps revise, a class/group story (Shared Writing) Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Writes and illustrates sentences on a topic to contribute to a book for the reading corner Spells common words correctly Forms the plurals of familiar words by adding 's' or 'es' Builds own word bank and personal dictionary using initial letter of word. For example, far, good, hat 	<ul style="list-style-type: none"> Contributes ideas for, and helps revise, a class/group story (Shared Writing) Discusses with classmates ideas for writing Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Spells common words correctly Begins to use past and present tense correctly in writing Builds own word bank and personal dictionary using initial letter of word. For example, far, good, hat Organises information into a simple graphic form such as chart or timeline e.g. uses a chart to record the results of a survey on how children come to school 	<ul style="list-style-type: none"> Contributes ideas for, and helps revise, a class/group story (Shared Writing) Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Writes and illustrates sentences on a topic to contribute to a book for the reading corner Spells common words correctly Begins to use past and present tense correctly in writing Uses prepositions correctly Builds own word bank and personal dictionary using initial letter of word. For example, far, good, hat 	<ul style="list-style-type: none"> Writes at least three sentences of own news or creative story using sounds learnt and common sight words, capital letters, and full stops Uses prepositions correctly Organises information into a simple graphic form such as chart or timeline e.g. uses a chart to record the results of a survey on how children come to school 	

CAPS Topic **HANDWRITING**
4 x 15 minutes per week.

Revise the formation of upper and lower case letters

Continue to teach the correct spacing of letters in a word and words in a sentence as children copy words and sentences from the chalkboard and from sentence strips

Core Concepts, Skills and Values	<ul style="list-style-type: none"> Holds pencil and crayon correctly Copies and writes words with correct spacing 	<ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place Copies and writes words with correct spacing 	<ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place Copies and writes words with correct spacing 	<ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place Copies and writes words with correct spacing Copies and writes a sentence correctly 	<ul style="list-style-type: none"> Holds pencil and crayon correctly Forms lower and upper case letters correctly and fluently according to size and position, that is, starts and ends in the correct place Copies and writes words with correct spacing Copies and writes a sentence correctly 	<ul style="list-style-type: none"> Holds pencil and crayon correctly Copies and writes words with correct spacing
---	---	--	--	--	--	---

	• Copies and writes short sentences correctly	• Copies and writes a sentence correctly	• Copies and writes a sentence correctly			• Copies and writes a sentence correctly
Pre-requisite knowledge	Term 3 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	From Abridged CAPS Section 4 Amendments, pages 6 - 10		<ul style="list-style-type: none"> The activities must be observed and assessed during daily lesson activities in Languages. Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally, practically and written Assessment can only take place if the concepts have been taught and learners had enough time to practice. The assessment of oral activities should be integrated with Life Skills and Mathematics whenever possible Assessment is a continuous planned process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes It is also important to note that each assessment task should not be seen as a single event or test, but must comply with the principles of continuous assessment at all times Assessment Task is made up of a number of parts dealing with different aspects of Language in Grades 1-3. It is important to note that the principle of alignment and integration of the language programme as demonstrated in the 'Reading and Writing focus time' (pages 11-12, FP CAPS Home Language section 2) should inform the design of an assessment task whenever possible. In order to design a Programme of Assessment <ul style="list-style-type: none"> → The assessment task should be structured in such a way that there is a balance of skills that are assessed. This will assist in not assessing the same skills and concepts while neglecting others; → Use the Grade overview in Section 3 of the CAPS (all languages) (<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"> Tells a familiar story which has a beginning, middle and end, varying tone and volume of voice <p>Phonics:</p> <ul style="list-style-type: none"> Oral: Uses consonant blends to build up and break down words. For example, sp-o-t, fr-o-g, dr-i-nk, st-i- Written: Recognises common consonant digraphs (sh, ch, th) (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: Identifies the initial problem in a story that sets the story in motion. For example, in the story of The Three Bears the problem is the morning porridge is too hot and the bears leave their house and go for a walk. 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...?") Identifies the sequence of events in what was read (Reading focus time) <p>Writing:</p> <ul style="list-style-type: none"> Writes 3 sentences of own news, using sounds learnt and common sight words, capital letters and full stops. <p>Handwriting:</p> <ul style="list-style-type: none"> Copies and writes a sentence correctly 					