

# SUGGESTED PLANNING of TEACHING and ASSESSMENT

Grade 3 **FAL**

TERM 1	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10
CAPS section	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%
Topic, concepts, skills and values	<p><b>ABOUT ME</b></p> <p><a href="https://wcedportal.co.za/eresource/49146">https://wcedportal.co.za/eresource/49146</a></p> <p><b>Listening and Speaking</b></p> <p>Develop an oral vocabulary using themes or topics.</p> <p>Listens to stories, personal recounts or non-fiction texts told or read from a big book or illustrated poster for enjoyment.</p> <p><a href="https://wcedportal.co.za/eresource/78321">https://wcedportal.co.za/eresource/78321</a></p> <p><a href="https://wcedportal.co.za/eresource/49266">https://wcedportal.co.za/eresource/49266</a></p> <p><b>Phonics:</b></p> <p>Revision – Recognises consonant digraphs at the beginning of a word. E.g. sh- gr-</p> <p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel. Code switching if necessary.</p>	<p><b>ABOUT ME</b></p> <p><b>Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>Follows instructions. Take out your exercise book and pencil. Write the date in the top of the right hand corner.</li> </ul> <p>Listens to stories, personal recounts or non-fiction texts told or read from a big book or illustrated poster for enjoyment.</p> <p><b>Phonics:</b></p> <p>Recognises consonant digraphs (sh, ch, th, wh, sk, sc) at the beginning of a word, e.g. sh-ip, ch-ip, th-in, wh-en, sk-ip, sc-one.</p> <p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel. Code switching if necessary.</p>	<p><b>FEELINGS</b></p> <p><b>Listening and Speaking</b></p> <p>Give simple instructions:</p> <ul style="list-style-type: none"> <li>Hold my hand – how does it feel</li> </ul> <p>Understands and responds to simple questions</p> <ul style="list-style-type: none"> <li>When</li> <li>Why</li> <li>Where</li> </ul> <p>Listens to stories and personal recounts and answers comprehensive questions.</p> <p><b>Phonics:</b></p> <p>Recognises consonant digraphs at the beginning of a word. E.g. wh-, sp-</p> <p>Builds and sounds out short (3 and 4-letter) words using sounds learnt.</p> <p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel. Code switching if necessary.</p>	<p><b>FEELINGS</b></p> <p><b>Listening and Speaking</b></p> <p>Asks for clarification.</p> <ul style="list-style-type: none"> <li>I do not understand how you feel please say it again.</li> </ul> <p>Responds to and makes requests.</p> <ul style="list-style-type: none"> <li>May / Can I use the dictionary please</li> </ul> <p>Listens to stories and personal recounts and answers comprehensive questions.</p> <p><b>Phonics:</b></p> <p>Builds and sounds out short (3 and 4-letter) words using sounds learnt.</p> <p>Distinguishes between different vowel sound aurally (e.g. the 'u' in put and 'u' in bus make different sounds).</p> <p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel. Code switching if necessary.</p>	<p><b>HEALTH PROTECTION</b></p> <p><b>Listening and Speaking</b></p> <p>Participates in a short conversation on a familiar topic.</p> <ul style="list-style-type: none"> <li>How do our family keeps ourselves healthy?</li> </ul> <p>Identifies an object from a simple oral description.</p> <ul style="list-style-type: none"> <li>Give a riddle</li> </ul> <p>Predicts what will happen next in a story or personal recount.</p> <p><b>Phonics:</b></p> <p>Builds and sounds out short (3 and 4-letter) words using sounds learnt.</p> <p>Distinguishes between different vowel sound aurally (e.g. the 'u' in put and 'u' in bus make different sounds).</p> <p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel. Code switching if necessary.</p> <p>Retell a story or summarises a non-fiction text</p>	<p><b>KEEPING MY BODY SAFE</b></p> <p><b>Listening and Speaking</b></p> <p>Objects in a picture or photograph in response to teacher's instructions.</p> <ul style="list-style-type: none"> <li>Tell me what can you see in this photo</li> </ul> <p>Listens to a simple recount.</p> <ul style="list-style-type: none"> <li>Teacher tells a story about the topic</li> </ul> <p>Expresses feelings about a story.</p> <p><b>Phonics:</b></p> <p>Recognises consonant digraphs (-sh, -ch, -th) at the end of a word, e.g. fi-sh, ri-ch, wi-th</p> <p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel. Code switching if necessary.</p>	<p><b>KEEPING MY BODY SAFE</b></p> <p><b>Listening and Speaking</b></p> <p>With help from the teacher, gives a simple recount,</p> <ul style="list-style-type: none"> <li>Leamer tells the teacher about something he / she dit to keep their body safe.</li> </ul> <p>Retells a story.</p> <p><b>Phonics:</b></p> <p>Recognises consonant digraphs (-sh, -ch, -th) at the end of a word, e.g. fi-sh, ri-ch, wi-th</p> <p>Recognises vowel digraphs -oa-, -oi-</p> <p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text with the teacher, using t title for prediction. (Big book or any other enlarged text)</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel. Code switching if necessary.</p>	<p><b>RIGHTS AND RESPONSIBILITIES</b></p> <p><b>Listening and Speaking</b></p> <p>Understands and uses language structures in context.</p> <ul style="list-style-type: none"> <li>Past tense – I saw the school – it is a safe place for me</li> <li>I went home where my mommy was waiting for me</li> </ul> <p>Listens to a non-fiction text as a factual recount or information report on a subject and answers.</p> <p><b>Phonics:</b></p> <p>Recognises vowel digraphs, e.g. oo as in boot, oa as in boat.</p> <p>Builds and sounds out short (3 and 4 letter) words using sounds learnt.</p> <p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel. Code switching if necessary.</p>	<p><b>RIGHTS AND RESPONSIBILITIES</b></p> <p><b>Listening and Speaking</b></p> <p>Memorises and performs simple poems, action rhymes and songs.</p> <ul style="list-style-type: none"> <li>Any new song teacher wants to learn the children regarding the Oral topic of the week</li> </ul> <p>With the teacher's help, gives a simple summary of a non-fiction text.</p> <p><b>Phonics:</b></p> <p>Consolidation of week 1 tot 3</p> <p>Builds and sounds out short (3 and 4 letter) words using sounds learnt.</p> <p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel. Code switching if necessary.</p>	<p><b>Listening and Speaking</b></p> <p>Plays language games, e.g.</p> <ul style="list-style-type: none"> <li>Guess who I am ....?</li> </ul> <p>With the teacher's help, gives a simple summary of a non-fiction text.</p> <p><b>Phonics:</b></p> <p>Consolidation of week 6 tot 8</p> <p>Builds and sounds out short (3-4 letter) words using sounds learnt.</p> <p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him/her feel. Code switching if necessary.</p>

<p><a href="https://wcedportal.co.za/eresource/77801">https://wcedportal.co.za/eresource/77801</a></p> <p><a href="https://wcedportal.co.za/eresource/49221">https://wcedportal.co.za/eresource/49221</a></p> <p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner,</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words.</p> <p>Uses handwriting skills taught in HL.</p> <p>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.</p> <p>Builds own word bank and personal dictionary. Uses children's dictionaries.</p> <p><a href="https://wcedportal.co.za/eresource/74151">https://wcedportal.co.za/eresource/74151</a></p>	<p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner,</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words</p>	<p><b>Group Guided Reading:</b></p> <p>Using the reading strategies taught in the Home language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner,</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words</p>	<p><b>Group Guided Reading:</b></p> <p>Using the reading strategies taught in the Home language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner,</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words.</p>	<p><b>Group Guided Reading:</b></p> <p>Reads with increasing fluency and expression.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner.</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words</p>	<p><b>Group Guided Reading:</b></p> <p>Reads with increasing fluency and expression</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner.</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words.</p>	<p><b>Group Guided Reading:</b></p> <p>Shows an understanding of punctuation when reading aloud</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner.</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words</p>	<p><b>Group Guided Reading:</b></p> <p>Shows an understanding of punctuation when reading aloud</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner.</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words</p>	<p><b>Group Guided Reading:</b></p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words.</p>	<p><b>Group Guided Reading:</b></p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner.</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words.</p>	<p><b>Group Guided Reading:</b></p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the class reading corner.</p> <p>Uses children's picture dictionaries to find out the meaning of unknown words.</p>
<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><a href="https://wcedportal.co.za/eresource/49186">https://wcedportal.co.za/eresource/49186</a></p> <p><a href="https://wcedportal.co.za/eresource/49181">https://wcedportal.co.za/eresource/49181</a></p>	<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p>	<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p>	<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p>	<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p>	<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p>	<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p>	<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p>	<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p>	<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p>	<p><b>Sight words</b></p> <p>CAPS pg. 87 89</p>
<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.</p>	<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Writes increasingly complex lists with headings</p> <p>Spells common words correctly and attempts to</p>	<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Writes a simple text, e.g. birthday card</p> <p>Spells common words correctly and attempts to</p>	<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>With guidance, writes a simple set of instructions, e.g. recipe.</p> <p>Spells common words correctly and attempts to</p>	<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Writes a paragraph of 4 – 6 sentences on a familiar topic.</p> <p>Spells common words correctly and attempts to</p>	<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Uses the writing process (drafting, writing, editing and publishing)</p> <p>Spells common words correctly and attempts to</p>	<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Uses punctuation already taught in HL (. , ? ! " " )</p> <p>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.</p>	<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.</p>	<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.</p>	<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.</p>	<p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.</p> <p>Builds own word bank and personal dictionary.</p>

	Builds own word bank and personal dictionary.  Uses children's dictionaries.  <b>Language Structure:</b>  Understands and uses the simple present tense  <a href="https://wcedportal.co.za/eresource/75881">https://wcedportal.co.za/eresource/75881</a>	spell unfamiliar words using phonic knowledge.  Builds own word bank and personal dictionary.  Uses children's dictionaries.  <b>Language Structure:</b>  Understands and uses the simple present tense	spell unfamiliar words using phonic knowledge.  Builds own word bank and personal dictionary.  Uses children's dictionaries.  <b>Language Structure:</b>  Understands and uses the simple present tense	spell unfamiliar words using phonic knowledge.  Builds own word bank and personal dictionary.  Uses children's dictionaries.  <b>Language Structure:</b>  Understands and uses: There is / are, e.g. There is a book on the table.	spell unfamiliar words using phonic knowledge.  Builds own word bank and personal dictionary.  Uses children's dictionaries.  <b>Language Structure:</b>  Understands and uses the possessive nouns, e.g. the book's cover	spell unfamiliar words using phonic knowledge.  Builds own word bank and personal dictionary.  Uses children's dictionaries.  <b>Language Structure:</b>  Understands and uses the possessive nouns, e.g. the book's cover	Builds own word bank and personal dictionary.  Uses children's dictionaries.  <b>Language Structure:</b>  Revises some of the grammar covered informally in Grades R to 2.	Builds own word bank and personal dictionary.  Uses children's dictionaries.  <b>Language Structure:</b>  Revises some of the grammar covered informally in Grades R to 2.	Builds own word bank and personal dictionary.  Uses children's dictionaries.  <b>Language Structure:</b>  Revises some of the grammar covered informally in Grades R to 2.	Builds own word bank and personal dictionary.  Uses children's dictionaries.  <b>Language Structure:</b>  Revises some of the grammar covered informally in Grades R to 2.
<b>Requisite pre-knowledge</b>	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic
<b>Resources (other than textbook) to enhance learning</b>	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
<b>Informal assessm; remediation</b>	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
<b>SBA (Formal Assessment)</b>	Ongoing  <a href="https://wcedportal.co.za/eresource/69191">https://wcedportal.co.za/eresource/69191</a>	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by the end of Week 9 on the following: <ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Phonics Written</li> <li>• Reading Oral (Group Guided Reading)</li> <li>• Writing</li> </ul>	

TERM 2	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10
<b>CAPS section</b>	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%
<b>Topic, concepts, skills and values</b>	HEALTHY EATING  <a href="https://wcedportal.co.za/eresource/49236">https://wcedportal.co.za/eresource/49236</a>  Listening and Speaking	HEALTHY EATING  Listening and Speaking	INSECTS  Listening and Speaking	INSECTS  Listening and Speaking	INSECTS  Listening and Speaking	LIFE CYCLES  Listening and Speaking	LIFE CYCLES  Listening and Speaking	RECYCLING  Listening and Speaking	RECYCLING  Listening and Speaking	Listening and Speaking

<p>Continues to develop an oral vocabulary using themes or topics.</p> <p>Follows instructions</p> <ul style="list-style-type: none"> <li>• Listens to short stories, personal recounts or non-fiction texts, e.g. factual recounts, instructions, information reports, told or read from a Big book etc.</li> </ul>	<p>Gives simple instructions.</p> <p>Understands and responds to simple questions.</p> <ul style="list-style-type: none"> <li>• When</li> <li>• Why</li> <li>• What</li> <li>• Listens to short stories, personal recounts or non-fiction texts, e.g. factual recounts, instructions, information reports, told or read from a Big book etc.</li> </ul>	<p>Asks for clarifications</p> <p>Responds and makes requests.</p> <p>Listen to stories and personal recounts and answers comprehension questions.</p> <p><a href="https://youtu.be/uiqDniB8T6A?t=40">https://youtu.be/uiqDniB8T6A?t=40</a></p>	<p>Participates in a short conversation on a familiar topic.</p> <p>Listen to stories and personal recounts and answers comprehension questions.</p>	<p>Identifies an object from a simple oral description.</p> <p>Predicts what will happen next in a story or personal account.</p> <p>Expresses feelings about a story.</p>	<p>Talks about objects in a picture or photograph in response to teacher's instructions.</p> <p>Retells a story</p>	<p>Listens to a simple recount.</p> <p>Gives a simple oral recount</p> <p>Retells a story</p>	<p>Understands and uses language structures in context.</p> <ul style="list-style-type: none"> <li>• Past tense – I watered the plant</li> </ul> <p>Listens to a non-fiction text such as a factual recount or information report.</p> <p>Demonstrates understanding of oral vocabulary by pointing at objects in the classroom or in a picture in response to questions.</p> <p><a href="https://www.youtube.com/watch?v=OasbYWF4_S8">https://www.youtube.com/watch?v=OasbYWF4_S8</a></p> <p><a href="https://www.youtube.com/watch?v=6jQ7y_qQYUA">https://www.youtube.com/watch?v=6jQ7y_qQYUA</a></p> <p><a href="https://www.youtube.com/watch?v=vNyy4fGRO5o">https://www.youtube.com/watch?v=vNyy4fGRO5o</a></p>	<p>Memorises and performs simple poems, action rhymes and songs.</p> <p>Listens to a non-fiction text such as a factual recount or information report.</p>	<p>Plays language Games.</p> <ul style="list-style-type: none"> <li>• I spy with my little eye</li> </ul> <p>With the teacher's help, gives a simple summary of a non-fiction text.</p>
<p><b>Phonics:</b></p> <p>Recognises at least 3 new vowel digraphs – ea as in eat, oe as in toe, ie as in tie</p>	<p><b>Phonics:</b></p> <p>Recognises at least 3 new vowel digraphs – oa as in boat, oo as in look.</p>	<p><b>Phonics:</b></p> <p>Recognises silent e in words <b>a-e, i-e</b></p>	<p><b>Phonics:</b></p> <p>Recognises silent e in words <b>o-e, u-e, -ice</b></p>	<p><b>Phonics:</b></p> <p>Recognises silent e in words <b>o-e, e-e</b></p> <p>Builds and sounds out words using sounds learnt.</p>	<p><b>Phonics:</b></p> <p>Uses consonant blends to build up and break down words. <b>-ng, -nk</b></p> <p>Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full'.</p> <p>Builds and sounds out words using sounds learnt.</p>	<p><b>Phonics:</b></p> <p>Uses consonant blends to build up and break down words. <b>-ng, -nk, -ck</b></p> <p>Distinguishes between long and short vowel sounds orally as in boot and book, fool and full, kite and kit</p> <p>Builds and sounds out words using sounds learnt.</p>	<p><b>Phonics:</b></p> <p>Uses consonant blends to build up and break down words. <b>-op, -ap</b></p> <p>Distinguishes between long and short vowel sounds orally as in boot and book, fool and full, kite and kit</p> <p>Builds and sounds out words using sounds learnt.</p>	<p><b>Phonics:</b></p> <p>Uses consonant blends to build up and break down words. <b>-ay, -ai</b></p> <p>Recognize know rhyming words as (e.g. fly, sky, dry, cry)</p> <p>Builds and sounds out words using sounds learnt.</p>	<p><b>Phonics:</b></p> <p>Uses consonant blends to build up and break down words. <b>-ie, -all</b></p> <p>Recognize know rhyming words as (e.g. fly, sky, dry, cry)</p> <p>Builds and sounds out words using sounds learnt.</p>
<p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text (Big book) with the teacher, using the title for prediction.</p> <p>Describes how a story made him / her feel, code switching if necessary.</p> <p><a href="https://wcedportal.co.za/eresource/49221">https://wcedportal.co.za/eresource/49221</a></p>	<p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text (Big book) with the teacher, using the title for prediction.</p> <p>Describes how a story made him / her feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text (Big book) with the teacher, using the title for prediction.</p> <p>Describes how a story made him / her feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Read a short written text (Big book) with the teacher, using the title for prediction.</p> <p>Describes how a story made him / her feel, code switching if necessary.</p> <p><a href="https://www.youtube.com/watch?v=75NQK-Sm1YY">https://www.youtube.com/watch?v=75NQK-Sm1YY</a></p>	<p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Answers literal questions about a story.</p> <p>Reads a short written text (Big book) with the teacher, using the title for prediction.</p> <p>Describes how a story made him / her feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text (Big book) with the teacher, using the title for prediction.</p> <p>Describes how a story made him / her feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text (Big book) with the teacher, using the title for prediction.</p> <p>Describes how a story made him / her feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text (Big book) with the teacher, using the title for prediction.</p> <p>Describes how a story made him / her feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text (Big book) with the teacher, using the title for prediction.</p> <p>Describes how a story made him / her feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading: (with the teacher)</b></p> <p>Reads a short written text (Big book) with the teacher, using the title for prediction.</p> <p>Describes how a story made him / her feel, code switching if necessary.</p>
<p><b>Group guided Reading:</b></p> <p>Reads aloud from own book. Whole group, same story.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading.</p>	<p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book. Whole group, same story.</p> <p>Uses the reading strategies taught in HL to make sense and</p>	<p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book. Whole group, same story.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading.</p>	<p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book. Whole group, same story.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading.</p>	<p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book. Whole group, same story.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading.</p> <p>Reads with increasing fluency and expression – comprehension.</p>	<p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book. Whole group, same story.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading.</p>	<p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book. Whole group, same story.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading.</p>	<p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book. Whole group, same story.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading.</p>	<p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book. Whole group, same story.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading.</p>	<p><b>Group Guided Reading:</b></p> <p>Reads aloud from own book. Whole group, same story.</p> <p>Uses the reading strategies taught in HL to</p>



	Understands and uses the present progressive, e.g. We are planting a seed. <a href="https://wcedportal.co.za/eresource/75881">https://wcedportal.co.za/eresource/75881</a>	Revises some of the grammar covered informally in Grades R to 2.	Revises some of the grammar covered informally in Grades R to 2.	Revises some of the grammar covered informally in Grades R to 2.	Revises some of the grammar covered informally in Grades R to 2.	Countable and uncountable nouns, e.g. bottles/water	Countable and uncountable nouns, e.g. bottles/water	Countable and uncountable nouns, e.g. bottles/water	Revises some of the grammar covered informally in Grades R to 2.	Revises some of the grammar covered informally in Grades R to 2.
<b>Requisite pre-knowledge</b>	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic
<b>Resources (other than textbook) to enhance learning</b>	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
<b>Informal assessm; remediation</b>	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
<b>SBA (Formal Assessment)</b>	Ongoing <a href="https://wcedportal.co.za/eresource/69191">https://wcedportal.co.za/eresource/69191</a>	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Formal Assessment to be completed by the end of Week 7 on the following: • Reading Oral	Formal Assessment to be completed by the end of Week 8 on the following: • Phonics Written • Reading Oral • Reading Comprehension Written • Language use	Formal Assessment to be completed by the end of Week 9 on the following: • Listening and Speaking • Phonics oral • Writing <b>Compile into 1 FAT</b>	

TERM 3	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10
<b>CAPS section</b>	<b>Listening &amp; Speaking W: 40%</b> <b>Phonics &amp; Spelling W:20%</b> <b>Reading W:30%</b> <b>Writing &amp; Language structure &amp; use W:10%</b>	<b>Listening &amp; Speaking W: 40%</b> <b>Phonics &amp; Spelling W:20%</b> <b>Reading W:30%</b> <b>Writing &amp; Language structure &amp; use W:10%</b>	<b>Listening &amp; Speaking W: 40%</b> <b>Phonics &amp; Spelling W:20%</b> <b>Reading W:30%</b> <b>Writing &amp; Language structure &amp; use W:10%</b>	<b>Listening &amp; Speaking W: 40%</b> <b>Phonics &amp; Spelling W:20%</b> <b>Reading W:30%</b> <b>Writing &amp; Language structure &amp; use W:10%</b>	<b>Listening &amp; Speaking W: 40%</b> <b>Phonics &amp; Spelling W:20%</b> <b>Reading W:30%</b> <b>Writing &amp; Language structure &amp; use W:10%</b>	<b>Listening &amp; Speaking W: 40%</b> <b>Phonics &amp; Spelling W:20%</b> <b>Reading W:30%</b> <b>Writing &amp; Language structure &amp; use W:10%</b>	<b>Listening &amp; Speaking W: 40%</b> <b>Phonics &amp; Spelling W:20%</b> <b>Reading W:30%</b> <b>Writing &amp; Language structure &amp; use W:10%</b>	<b>Listening &amp; Speaking W: 40%</b> <b>Phonics &amp; Spelling W:20%</b> <b>Reading W:30%</b> <b>Writing &amp; Language structure &amp; use W:10%</b>	<b>Listening &amp; Speaking W: 40%</b> <b>Phonics &amp; Spelling W:20%</b> <b>Reading W:30%</b> <b>Writing &amp; Language structure &amp; use W:10%</b>	<b>Listening &amp; Speaking W: 40%</b> <b>Phonics &amp; Spelling W:20%</b> <b>Reading W:30%</b> <b>Writing &amp; Language structure &amp; use W:10%</b>
<b>Topic, concepts, skills and values</b>	<b>PUBLIC SAFETY</b> <a href="https://wcedportal.co.za/eresource/62491">https://wcedportal.co.za/eresource/62491</a> <b>Listening and Speaking:</b> Continues to develop an oral (listening and speaking) vocabulary • using themes or topics to short stories, personal recounts or non-fiction texts told or read from a Big Book or illustrated poster for enjoyment. Predicts what will happen next in a story or personal recount. Expresses feelings about the story. Continues to build oral vocabulary, including conceptual vocabulary, e.g. • describing processes, making things.	<b>PUBLIC SAFETY</b> <b>Listening and Speaking:</b> Continues to develop an oral (listening and speaking) vocabulary • using themes or topics. Gives simple instructions. Listens to stories and personal recounts and answers comprehension questions. Predicts what will happen next in a story or personal recount. Expresses feelings about the story. Continues to build oral vocabulary, including conceptual vocabulary, e.g. • describing processes, making things.	<b>POLLUTION</b> <b>Listening and Speaking:</b> Continues to develop an oral (listening and speaking) vocabulary • using themes or topics. Understands and responds to simple questions . • When • Why • How Asks for clarification. Responds to and makes requests. Predicts what will happen next in a story or personal recount. Expresses feelings about the story. Retells the story.	<b>POLLUTION</b> <b>Listening and Speaking:</b> Continues to develop an oral (listening and speaking) vocabulary • using themes or topics. Participates in a short conversation on a familiar topic. Predicts what will happen next in a story or personal recount. Expresses feelings about the story. Listens to a non-fiction text as a procedural text, and answers comprehension questions: • Why do you need the ..... Continues to build oral vocabulary, including conceptual vocabulary, e.g. • describing processes, making things. Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.	<b>HOW PEOPLE LIVED LONG AGO</b> <b>Listening and Speaking:</b> Continues to develop an oral (listening and speaking) vocabulary • using themes or topics. Identifies an object from a simple oral description, e.g. • puts pictures in the right order after listening to instructions. Predicts what will happen next in a story or personal recount. Expresses feelings about the story. With the teacher's help gives a simple summary of the non-fiction text. Continues to build oral vocabulary, including conceptual vocabulary, e.g. • e.g. describing processes, making things.	<b>HOW PEOPLE LIVED LONG AGO</b> <b>Listening and Speaking:</b> Continues to develop an oral (listening and speaking) vocabulary • using themes or topics. Talks about objects in a picture or photograph in response to teacher's instructions. Predicts what will happen next in a story or personal recount. Expresses feelings about the story. With the teacher's help gives a simple summary of the non-fiction text. Continues to build oral vocabulary, including conceptual vocabulary, e.g. • e.g. describing processes, making things.	<b>HOW PEOPLE LIVED LONG AGO</b> <b>Listening and Speaking:</b> Continues to develop an oral (listening and speaking) vocabulary • using themes or topics. Listens to a simple recount – the teacher tells how she made something. Predicts what will happen next in a story or personal recount. Expresses feelings about the story. With the teacher's help gives a simple summary of the non-fiction text. Continues to build oral vocabulary, including conceptual vocabulary, e.g. • describing processes, making things.	<b>SPACE</b> <b>Listening and Speaking:</b> Continues to develop an oral (listening and speaking) vocabulary • using themes or topics. Gives a simple oral recount of recent experiences. Predicts what will happen next in a story or personal recount. Expresses feelings about the story. Predicts what will happen next in a story or personal recount. Expresses feelings about the story.	<b>SPACE</b> <b>Listening and Speaking:</b> Continues to develop an oral (listening and speaking) vocabulary • using themes or topics. Understands and uses language structures in context,e.g. • demonstrative pronouns: Please give me that. Predicts what will happen next in a story or personal recount. Expresses feelings about the story. Continues to build oral vocabulary, including conceptual vocabulary, e.g. • describing processes, making things.	<b>Listening and Speaking:</b> Continues to develop an oral (listening and speaking) vocabulary using themes or topics. Memorises and performs single poems, action rhymes and songs. Plays language games, e.g. I spy with my little eye... Predicts what will happen next in a story or personal recount. Expresses feelings about the story. Continues to build oral vocabulary, including conceptual vocabulary, e.g.

<p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that.</li> </ul> <p><a href="https://wcedportal.co.za/resource/62461">https://wcedportal.co.za/resource/62461</a></p>	<p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that.</li> </ul>	<p>Continues to build oral vocabulary, including conceptual vocabulary, e.g.</p> <ul style="list-style-type: none"> <li>describing processes, making things.</li> </ul> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that</li> </ul> <p><a href="https://www.youtube.com/watch?v=V82W2w5rY8">https://www.youtube.com/watch?v=V82W2w5rY8</a></p> <p><a href="https://www.youtube.com/watch?v=u5YCXIzskyl">https://www.youtube.com/watch?v=u5YCXIzskyl</a></p>	<ul style="list-style-type: none"> <li>past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that</li> </ul>	<ul style="list-style-type: none"> <li>conceptual vocabulary, e.g. describing processes, making things.</li> </ul> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that</li> </ul> <p><a href="https://www.youtube.com/watch?v=ICwbmDmit0">https://www.youtube.com/watch?v=ICwbmDmit0</a></p>	<p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that</li> </ul>	<p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that</li> </ul>	<p>Continues to build oral vocabulary, including conceptual vocabulary, e.g.</p> <ul style="list-style-type: none"> <li>describing processes, making things.</li> </ul> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that</li> </ul>	<p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that</li> </ul>	<p>describing processes, making things.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that.</li> </ul>
<p><b>Phonics:</b></p> <p>Distinguishes between different vowel sounds aurally, e.g. bird/bed; ship/sheep</p> <p>Builds and sounds out words using sounds learnt.</p> <p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel, code switching if necessary?</p> <p><a href="https://wcedportal.co.za/resource/49221">https://wcedportal.co.za/resource/49221</a></p> <p><b>Group Guided Reading:</b></p> <p>Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p>	<p><b>Phonics:</b></p> <p>Recognize at least five new digraphs (e.g. ai in pain/ay as in pay / oi as in coin / oy as in toy /ou as in round.</p> <p>Builds and sounds out words using sounds learnt.</p> <p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel, code switching if necessary?</p> <p><b>Group Guided Reading</b></p> <p>Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p>	<p><b>Phonics:</b></p> <p>Recognises at least five new vowel digraphs (ai – pain; ay – pay; oi – coin; oy – toy; ou – round.</p> <p>Builds and sounds out words using sounds learnt.</p> <p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel, code switching if necessary?</p> <p><b>Group Guided Reading</b></p> <p>Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p> <p>Uses the reading strategies taught in the HL to make sense</p>	<p><b>Phonics:</b></p> <p>Recognises at least five new vowel digraphs (ai – pain; ay – pay; oi – coin; oy – toy; ou – round.</p> <p>Builds and sounds out words using sounds learnt.</p> <p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel, code switching if necessary?</p> <p><b>Group Guided Reading</b></p> <p>Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p> <p>Uses the reading strategies taught in the HL to make sense and monitor</p>	<p><b>Phonics:</b></p> <p>Builds and sounds out words using sounds learnt.</p> <p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel, code switching if necessary?</p> <p><b>Group Guided Reading</b></p> <p>Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p> <p>Uses the reading strategies taught in the HL to make sense and monitor self when</p>	<p><b>Phonics:</b></p> <p>Recognize three-letter consonant blends at the beginning and end of words. E.g. str-, scr-</p> <p>Builds and sounds out words using sounds learnt.</p> <p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel, code switching if necessary?</p> <p><b>Group Guided Reading</b></p> <p>Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p> <p>Uses the reading strategies taught in the HL to make sense and monitor self when</p>	<p><b>Phonics:</b></p> <p>Recognize three-letter consonant blends at the beginning and end of words. E.g. -nch-, -tch</p> <p>Builds and sounds out words using sounds learnt.</p> <p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel, code switching if necessary?</p> <p><b>Group Guided Reading</b></p> <p>Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p>	<p><b>Phonics:</b></p> <p>Recognises consonant digraphs in a word – ph; ll; ss; ff, st-</p> <p>Builds and sounds out words using sounds learnt.</p> <p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel, code switching if necessary?</p> <p><b>Group Guided Reading</b></p> <p>Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p>	<p><b>Phonics:</b></p> <p>Recognises consonant digraphs in a word – ph; ll; ss; ff</p> <p>Builds and sounds out words using sounds learnt.</p> <p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him/her feel, code switching if necessary?</p> <p><b>Group Guided Reading</b></p> <p>Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p>	<p><b>Phonics:</b></p> <p>Builds and sounds out words using sounds learnt.</p> <p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made him / her feel, code switching if necessary?</p> <p><b>Group Guided Reading</b></p> <p>Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-fiction text with the teacher.</p>

<p>Uses the reading strategies taught in the HL to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</p> <p>Reads with increasing fluency and expression.</p> <p>Shows an understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and other's writing.</p> <p>Reads independently books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><a href="https://wcedportal.co.za/eresource/75941">https://wcedportal.co.za/eresource/75941</a></p> <p><a href="https://wcedportal.co.za/eresource/62436">https://wcedportal.co.za/eresource/62436</a></p> <p><b>Writing:</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Writes increasingly complex lists with headings.</p> <p>Builds own word bank and personal dictionary.</p> <p>Uses children's dictionaries (mono- and bilingual)</p> <p><b>Language Structure:</b></p> <p>Understands and uses the past tense.</p>	<p>Uses the reading strategies taught in the HL to make sense and monitor self when reading(phonics, context clues, structural analysis, sight words).</p> <p>Reads with increasing fluency and expression.</p> <p>Shows an understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and other's writing.</p> <p>Reads independently books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing:</b></p> <p>Writes a paragraph of 4 – 6 sentences on a familiar topic.</p> <ul style="list-style-type: none"> <li>• Builds own word bank and personal dictionary.</li> <li>• Uses children's dictionaries (mono- and bilingual)</li> </ul> <p><b>Language Structure:</b></p> <p>Understands and uses the past tense.</p>	<p>and monitor self when reading(phonics, context clues, structural analysis, sight words).</p> <p>Reads with increasing fluency and expression.</p> <p>Shows an understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and other's writing.</p> <p>Reads independantly books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing:</b></p> <p>Organises information on a chart, table or bar graph.</p> <p>Builds own word bank and personal dictionary.</p> <p>Uses children's dictionaries (mono- and bilingual)</p> <p><b>Language Structure:</b></p> <p>Understands and uses countable and uncountable nouns (revision)</p>	<p>self when reading(phonics, context clues, structural analysis, sight words).</p> <p>Reads with increasing fluency and expression.</p> <p>Shows an understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and other's writing.</p> <p>Reads independantly books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing:</b></p> <p>With guidance, writes a personal recount of experiences.</p> <p>Builds own word bank and personal dictionary.</p> <p>Uses children's dictionaries (mono- and bilingual)</p> <p><b>Language Structure:</b></p> <p>Understands and uses countable and uncountable nouns (revision)</p>	<p>reading(phonics, context clues, structural analysis, sight words).</p> <p>Reads with increasing fluency and expression.</p> <p>Shows an understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and other's writing.</p> <p>Reads independantly books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing:</b></p> <p>Uses the writing process (drafting, writing and editing)</p> <p>Builds own word bank and personal dictionary.</p> <p>Uses children's dictionaries (mono- and bilingual)</p> <p><b>Language Structure:</b></p> <p>Understands and uses the articles a and the with nouns, e.g. a bottle/the bottle.</p>	<p>reading(phonics, context clues, structural analysis, sight words).</p> <p>Reads with increasing fluency and expression.</p> <p>Shows an understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and other's writing.</p> <p>Reads independantly books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing:</b></p> <p>Uses punctuation already taught in HL.</p> <p>Builds own word bank and personal dictionary.</p> <p>Uses children's dictionaries (mono- and bilingual)</p> <p><b>Language Structure:</b></p> <p>Understands and uses the articles a and the with nouns, e.g. a bottle/the bottle.</p>	<p>Uses the reading strategies taught in the HL to make sense and monitor self when reading(phonics, context clues, structural analysis, sight words).</p> <p>Reads with increasing fluency and expression.</p> <p>Shows an understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and other's writing.</p> <p>Reads independantly books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing:</b></p> <p>Spells common words correctly and attempts to spell familiar words using phonic knowledge.</p> <p>Builds own word bank and personal dictionary.</p> <p>Uses children's dictionaries (mono- and bilingual)</p> <p><b>Language Structure:</b></p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	<p>Uses the reading strategies taught in the HL to make sense and monitor self when reading(phonics, context clues, structural analysis, sight words).</p> <p>Reads with increasing fluency and expression.</p> <p>Shows an understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and other's writing.</p> <p>Reads independantly books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing:</b></p> <p>Uses past tense with increasing accuracy.</p> <p>Builds own word bank and personal dictionary.</p> <p>Uses children's dictionaries (mono- and bilingual)</p> <p><b>Language Structure:</b></p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	<p>Uses the reading strategies taught in the HL to make sense and monitor self when reading(phonics, context clues, structural analysis, sight words).</p> <p>Reads with increasing fluency and expression.</p> <p>Shows an understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and other's writing.</p> <p>Reads independantly books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing:</b></p> <p>Builds own word bank and personal dictionary.</p> <p>Uses children's dictionaries (mono- and bilingual)</p> <p><b>Language Structure:</b></p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	<p>Uses the reading strategies taught in the HL to make sense and monitor self when reading(phonics, context clues, structural analysis, sight words).</p> <p>Reads with increasing fluency and expression.</p> <p>Shows an understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and other's writing.</p> <p>Reads independantly books read in Guided reading sessions and simple caption books and picture story books in the FAL from reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing:</b></p> <p>Builds own word bank and personal dictionary.</p> <p>Uses children's dictionaries (mono- and bilingual)</p> <p><b>Language Structure:</b></p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>
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	<a href="https://wcedportal.co.za/eresource/75881">https://wcedportal.co.za/eresource/75881</a>									
<b>Requisite pre-knowledge</b>	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic
<b>Resources (other than textbook) to enhance learning</b>	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
<b>Informal assessm; remediation</b>	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
<b>SBA (Formal Assessment)</b>	Ongoing <a href="https://wcedportal.co.za/eresource/69191">https://wcedportal.co.za/eresource/69191</a>	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Formal Assessment to be completed by Week 8 on the following: <ul style="list-style-type: none"> <li>Writing:</li> </ul>	Formal Assessment to be completed by Week 9 on the following: <ul style="list-style-type: none"> <li>Listening and Speaking</li> <li>Phonics – Written</li> <li>Reading Oral – Group Guided Reading Session – Sight words</li> <li>Reading Oral – Group Guided Reading</li> </ul> <p><b>Compile into 1 FAT</b></p>

TERM 4	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10
<b>CAPS section</b>	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Listening & Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%
<b>Topic, concepts, skills and values</b>	<p><b>PRODUCTS AND PROCESSES</b></p> <p><a href="https://wcedportal.co.za/eresource/62561">https://wcedportal.co.za/eresource/62561</a></p> <p><b>Listening and Speaking</b></p> <p>Continues to develop an oral vocabulary (listening and speaking)</p> <ul style="list-style-type: none"> <li>using themes and topics.</li> </ul> <p>Follows and gives instructions.</p> <p>Listens to short stories, personal recounts or non-fiction texts, e.g.</p> <ul style="list-style-type: none"> <li>factual recounts, instructions, information reports told or read from a Big Book or illustrated poster.</li> </ul> <p>Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to</p>	<p><b>PRODUCTS AND PROCESSES</b></p> <p><b>Listening and Speaking</b></p> <p>Understands and responds to simple questions,</p> <p>Listens to stories and personal recounts and answers comprehension questions</p> <p>Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of</p>	<p><b>DISASTER AND WHAT WE SHOULD DO</b></p> <p><b>Listening and Speaking</b></p> <p>Asks for clarification,</p> <p>Responds to and makes requests,.</p> <p>Predicts what will happen next in a story or personal recount.</p> <p>Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of</p>	<p><b>DISASTER AND WHAT WE SHOULD DO</b></p> <p><b>Listening and Speaking</b></p> <p>Participates in a short conversation on a familiar topic.</p> <p>Exspresses feelings about the story,</p> <p>Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>present and past tenses, countable and uncountable nouns; articles a and the;</li> </ul>	<p><b>DISASTER AND WHAT WE SHOULD DO</b></p> <p><b>Listening and Speaking</b></p> <p>Identifies an object from a simple oral description.</p> <p>Retells the story.</p> <p>Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>present and past tenses, countable and uncountable nouns; articles a</li> </ul>	<p><b>ANIMALS AND CREATURES THAT HELPS US</b></p> <p><b>Listening and Speaking</b></p> <p>Talks about objects in a picture or photograph in response to teacher's instructions,</p> <p>Listens to a non-fiction text and answers comprehension questions.</p> <p>Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions / instructions from the teacher.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p>	<p><b>ANIMALS AND CREATURES THAT HELPS US</b></p> <p><b>Listening and Speaking</b></p> <p>Listens to and gives a simple oral recount</p> <p>With the teacher's help, gives a simple summary of the non-fiction text.</p> <p>Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions / instructions from the teacher.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of</p>	<p><b>ANIMALS AND CREATURES THAT HELPS US</b></p> <p><b>Listening and Speaking</b></p> <p>Understands and uses language structures in context.</p> <p>Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>present and past tenses, countable and uncountable nouns; articles a</li> </ul>	<p><b>ANIMALS AND CREATURES THAT HELPS US</b></p> <p><b>Listening and Speaking</b></p> <p>Memorises and performs single poems, action rhymes and songs.</p> <p>Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions / instructions from the teacher.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>present and past tenses, countable and uncountable nouns; articles a and the; prepositions in/on; comparative</li> </ul>	<p><b>ANIMALS AND CREATURES THAT HELPS US</b></p> <p><b>Listening and Speaking</b></p> <p>Plays language games.</p> <p>Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions / instructions from the teacher.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>present and past tenses, countable and uncountable nouns; articles a and the; prepositions in/on; comparative</li> </ul>

<p>questions/instructions from the teacher.</p> <p>Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>present and past tenses, countable and uncountable nouns; articles a and the; prepositions in/on; comparative adjectives –fast, faster, fastest</li> </ul> <p><a href="https://wcedportal.co.za/eresource/62546">https://wcedportal.co.za/eresource/62546</a></p>	<p>meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>present and past tenses, countable and uncountable nouns; articles a and the; prepositions in/on; comparative adjectives – fast, faster, fastest</li> </ul>	<p>meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>present and past tenses, countable and uncountable nouns; articles a and the; prepositions in/on; comparative adjectives –fast, faster, fastest</li> </ul> <p><a href="https://www.youtube.com/watch?v=2DhK87MdQ9g&amp;vl=en">https://www.youtube.com/watch?v=2DhK87MdQ9g&amp;vl=en</a></p>	<p>prepositions in/on; comparative adjectives –fast, faster, fastest</p>	<p>and the; prepositions in/on; comparative adjectives –fast, faster, fastest</p>	<ul style="list-style-type: none"> <li>present and past tenses, countable and uncountable nouns; articles a and the; prepositions in/on; comparative adjectives –fast, faster, fastest</li> </ul> <p><a href="https://www.firstpalette.com/craft/printable-animal-masks.html">https://www.firstpalette.com/craft/printable-animal-masks.html</a></p>	<p>meaningful spoken language, e.g.</p> <ul style="list-style-type: none"> <li>present and past tenses, countable and uncountable nouns; articles a and the; prepositions in/on; comparative adjectives – fast, faster, fastest</li> </ul>	<p>and the; prepositions in/on; comparative adjectives –fast, faster, fastest</p>	<p>nouns; articles a and the; prepositions in/on; comparative adjectives – fast, faster, fastest</p>	<p>adjectives –fast, faster, fastest</p>
<p><b>Phonics:</b></p> <p>Distinguishes between different vowel sounds aurally (e.g. bird and bed / ship and sheep)</p>	<p><b>Phonics:</b></p> <p>Recognize at least five vowel diagraphs (e.g. ay as in pain /ay as in pay / oi as in coin / oy as in toy / ou as in round).</p>	<p><b>Phonics:</b></p> <p>Recognize at least five vowel diagraphs (e.g. ay as in pain /ay as in pay / oi as in coin / oy as in toy / ou as in round).</p> <p>Build and sound out words using sounds learnt.</p>	<p><b>Phonics:</b></p> <p>Recognize at least five vowel diagraphs (e.g. ay as in pain /ay as in pay / oi as in coin / oy as in toy / ou as in round).</p> <p>Build and sound out words using sounds learnt.</p>	<p><b>Phonics:</b></p> <p>Recognize and uses some suffixes. E.g. -ly, -ing</p> <p>Builds and sounds out words using sounds learnt.</p>	<p><b>Phonics:</b></p> <p>Recognize and uses some suffixes. E.g. -ed</p> <p>Builds and sounds out words using sounds learnt.</p>	<p><b>Phonics:</b></p> <p>Recognises and uses some suffixes (-es; -ies; -ly; -ing; -ed)</p> <p>Builds and sounds out words using sounds learnt</p>	<p><b>Phonics:</b></p> <p>Recognize three-letter word consonant blends at the beginning and end of words. E.g. str-, scr-</p> <p>Builds and sounds out words using sounds learnt</p>	<p><b>Phonics:</b></p> <p>Recognize three-letter word consonant blends at the beginning and end of words. E.g. -ss, -ff, -ll</p> <p>Builds and sounds out words using sounds learnt.</p>	<p><b>Phonics:</b></p> <p>Recognize three-letter word consonant blends at the beginning and end of words. E.g. -tch, -nch, ph-</p> <p>Builds and sounds out words using sounds learnt.</p>
<p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made them feel, code switching if necessary.</p> <p><a href="https://wcedportal.co.za/eresource/49221">https://wcedportal.co.za/eresource/49221</a></p>	<p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made them feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made them feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made them feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made them feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made them feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made them feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made them feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made them feel, code switching if necessary.</p>	<p><b>Reading: Shared Reading:</b></p> <p>Reads a short written text (Big Book or other enlarged text) with the teacher, using the title for prediction.</p> <p>Answers literal questions about a story.</p> <p>Describes how a story made them feel, code switching if necessary.</p>
<p><b>Group guided Reading:</b></p> <p>Reads aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story or non-fiction text with the teacher.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</p> <p>Reads with increasing fluency and expression.</p> <p>Shows understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p> <p>Reads own and others' writing.</p> <p>Reads independently books read in Guided Reading</p>	<p><b>Group guided Reading</b></p> <p>Reads aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story or non-fiction text with the teacher.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</p> 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independent reading.</p> <p>Reads own and others' writing.</p>	<p><b>Group guided Reading</b></p> <p>Reads aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story or non-fiction text with the teacher.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</p> <p>Reads with increasing fluency and expression.</p> <p>Shows understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p>	<p><b>Group guided Reading</b></p> <p>Reads aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story or non-fiction text with the teacher.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</p> <p>Reads with increasing fluency and expression.</p> <p>Shows understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p>	<p><b>Group guided Reading</b></p> <p>Reads aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story or non-fiction text with the teacher.</p> <p>Uses the reading strategies taught in HL to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words)</p> <p>Reads with increasing fluency and expression.</p> <p>Shows understanding of punctuation when reading aloud.</p> <p>Continues to build a sight vocabulary from the guided, shared and independent reading.</p>	<p><b>Group guided Reading</b></p> <p>Reads aloud from own book in a guided reading group with the teacher, that is, the whole group reads the same story or non-fiction text with the teacher.</p> <p>Uses the reading strategies taught in HL to make sense and monitor 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	<p>sessions and simple caption books and picture story books in the FAL from the classroom reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><a href="https://wcedportal.co.za/eresource/62506">https://wcedportal.co.za/eresource/62506</a></p> <p><b>Writing/Shared Writing and creative writing</b></p> <p>Uses handwriting skills taught in HL.</p> <p>Builds own word bank and personal dictionary.</p> <p>Uses children's dictionaries (mono- and bilingual)</p> <p><b>Language Structure:</b></p> <p>Understands and uses the future tense – I will go to town tomorrow.</p> <p>Revises some of the grammar covered informally in Grades R to 2.</p> <p><a href="https://wcedportal.co.za/eresource/62936">https://wcedportal.co.za/eresource/62936</a></p> <p><a href="https://wcedportal.co.za/eresource/75881">https://wcedportal.co.za/eresource/75881</a></p>	<p>Reads own and others' writing.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing/Shared Writing and creative writing</b></p> <p>Writes increasingly complex lists with headings.</p> <p><b>Language Structure:</b></p> <p>Understands and uses the future tense – I will go to town tomorrow.</p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	<p>Reads own and others' writing.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing/Shared Writing and creative writing</b></p> <p>Writes a paragraph of 6 – 8 sentences on a familiar topic.</p> <p><b>Language Structure:</b></p> <p>Understands and uses comparative adjectives – a car is faster than a bicycle.</p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	<p>story books in the FAL from the classroom reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing/Shared Writing and creative writing</b></p> <p>Organises information in a chart, table or bar graph, e.g. after doing a survey.</p> <p><b>Language Structure:</b></p> <p>Understands and uses comparative adjectives – a car is faster than a bicycle.</p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	<p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing/Shared Writing and creative writing</b></p> <p>Writes a personal recount of experiences,</p> <p><b>Language Structure:</b></p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	<p>Reads own and others' writing.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing/Shared Writing and creative writing</b></p> <p>Together with the teacher, writes a simple story and copies it (Shared writing)</p> <p><b>Language Structure:</b></p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	<p>Reads own and others' writing.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing/Shared Writing and creative writing</b></p> <p>Using the writing process (drafting, writing, editing, publishing)</p> <p><b>Language Structure:</b></p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	<p>Reads own and others' writing.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing/Shared Writing and creative writing</b></p> <p>Uses punctuation already taught in HL.</p> <p>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</p> <p><b>Language Structure:</b></p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	<p>Reads own and others' writing.</p> <p>Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.</p> <p>Reads familiar poems and rhymes.</p> <p>Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.</p> <p><b>Sight words</b></p> <p>CAPS pg. 87 89</p> <p><b>Writing/Shared Writing and creative writing</b></p> <p>Uses past tense with increasing accuracy</p> <p><b>Language Structure:</b></p> <p>Revises some of the grammar covered informally in Grades R to 2.</p>	
<b>Requisite pre-knowledge</b>	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic	Knowledge of the topic
<b>Resources (other than textbook) to enhance learning</b>	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes	Posters needed Big Books, Rhymes
<b>Informal assessm; remediation</b>	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
<b>SBA (Formal Assessment)</b>	Ongoing	Ongoing	Ongoing	Ongoing	Formal Assessment to be completed by Week 5 on the following:	Formal Assessment to be complete by Week 6 on the following:	Formal Assessment to be complete by Week 7 on the following:	Formal Assessment to be completed by Week 8 on the following:		

	<a href="https://wcedportal.co.za/eresource/69191">https://wcedportal.co.za/eresource/69191</a>				<ul style="list-style-type: none"> <li>• Listening and Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading Oral</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Reading Oral</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics Written</li> <li>• Reading Comprehension Written</li> <li>• Language use</li> </ul> <p><b>Compile into 1 FAT</b></p>		
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