TERM 1	Week: 1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	/eek: 10
CAPS section	Listening &	Listening & Speaking W:	Listening & Speaking W:	Listening & Speaking W:	Listening & Speaking W:	Listening & Speaking W:	Listening & Speaking W:	Listening & Speaking W:	Listening & Speaking W:	Listening & Speaking W:
	Speaking W: 40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	40% Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%
	https://wcedeportal.co. za/eresource/49146	ABOUT ME	FEELINGS	FEELINGS	HEALTH PROTECTION	KEEPING MY BODY SAFE	KEEPING MY BODY SAFE	RIGHTS AND RESPONSIBILITIES	RIGHTS AND RESPONSIBILITIES	
	Listening and Speaking  Develop an oral vocabulary using themes or topics.  Listens to stories, personal recounts or non-fiction texts told or read from a big book or illustrated poster for enjoyment.  https://wcedeportal.co.za/eresource/78321	Follows instructions.     Take out your excercise book and pencil. Write the date in the top of the right hand corner.  Listens to stories, personal recounts or non-fiction texts told or read from a big book or illustrated poster fot enjoyment.	Listening and Speaking  Give simple instructions:  Hold my hand – how does it feel  Understands and responds to simple questions  When Why Where  Listens to stories and personal recounts and answers comprehensive questions.	Listening and Speaking  Asks for clarification.  I do not understand how you feel please say it again.  Responds to and makes requests.  May / Can I use the dictionary please  Listens to stories and personal recounts and answers comprehensive questions.	Listening and Speaking  Participates in a short conversation on a familiar topic.  • How do our family keeps ourselves healthy?  Identifies an object from a simple oral description. • Give a riddle  Predicts what will happen next in a story or personal recount.	Listening and Speaking  Objects in a picture or photograph in response to teacher's instructions.  Tell me what can you see in this photo  Listens to a simple recount.  Teacher tells a story about the topic  Expresses feelings about a story.	Listening and Speaking  With help from the teacher, gives a simple recount,  • Leamer tells the teacher about something he / she dit to keep their body safe.  Retells a story.	Listening and Speaking  Understands and uses language structures in context.  Past tense – I saw the school – it is a safe place for me I went home where my mommy was waiting for me  Listens to a non-fiction text as a factual recount or information report on a subject and answers.	Listening and Speaking  Memorises and performs simple poems, action rhymes and songs.  • Any new song teacher wants to learn the children regarding the Oral topic of the week  With the teacher's help, gives a simple summary of a non –fiction text.	Listening and Speaking  Plays language games, e.g.  Guess who I am?  With the teacher's help, gives a simple summary of a non – fiction text.
Topic, concepts, skills and values	Phonics:  Revision – Recognises consonant digraphs at the beginning of a word. E.g. sh- gr-  Reading: Shared Reading: (with the teacher)  Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)  Answers lliteral questions about a story.  Describes how a story made him / her feel. Code switching if necessary.	Phonics:  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.  Reading: Shared Reading: (with the teacher)  Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)  Answers literal questions about a story.  Describes how a story made him / her feel. Code switching if necessary.	Phonics:  Recognises consonant digraphs at the beginning of a word. E.g. wh-, sp- Builds and sounds out short (3 and 4-letter) words using sounds learnt.  Reading: Shared Reading: (with the teacher)  Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)  Answers literal questions about a story.  Describes how a story made him / her feel. Code switching if necessary.	Phonics:  Builds and sounds out short (3 and 4-letter) words using sounds learnt.  Distinguishes between different vowel sound aurally (e.g. the 'u' in put and 'u' in bus make different sounds.  Reading: Shared Reading: (with the teacher)  Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)  Answers literal questions about a story.  Describes how a story made him / her feel, Code switching if necessary.	Phonics:  Builds and sounds out short (3 and 4-letter) words using sounds learnt.  Distinguishes between different vowel sound aurally (e.g. the 'u' in put and 'u' in bus make different sounds.  Reading: Shared Reading: (with the teacher)  Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)  Answers literal questions about a story.  Describes how a story made him / her feel,. Code switching if necessary.  Retell a story or summarises a non-fiction text	Phonics:  Recognises consonant digraphs (-sh, -ch, -th) at the end of a word, e.g. fi-sh, ri-ch, wi-th  Reading: Shared Reading: (with the teacher)  Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)  Answers literal questions about a story.  Describes how a story made him / her feel. Code switching if necessary.	Phonics:  Recognises consonant digraphs (-sh, -ch, -th) at the end of a word, e.g. fi-sh, ri-ch, wi-th  Recognises vowel diagraphs -oa-, -oi-  Reading: Shared Reading: (with the teacher)  Reads a short written text with the teacher, using t title for prediction. (Big book or any other enlarged text)  Answers literal questions about a story.  Describes how a story made him / her feel. Code switching if necessary.	Phonics:  Recognises vowel diagraphs, e.g. oo as in boot, oa as in boat.  Builds and sounds out short (3 and 4 letter) words using sounds learnt.  Reading: Shared Reading: (with the teacher)  Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)  Answers literal questions about a story.  Describes how a story made him / her feel, Code switching if necessary.	Phonics:  Consolidation of week 1 tot 3  Builds and sounds out short (3 and 4 letter) words using sounds learnt.  Reading: Shared Reading: (with the teacher)  Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)  Answers literal questions about a story.  Describes how a story made him / her feel. Code switching if necessary.	Phonics:  Consolidation of week 6 tot 8  Builds and sounds out short (3-4 letter) words using sounds learnt.  Reading: Shared Reading: (with the teacher)  Reads a short written text with the teacher, using the title for prediction. (Big book or any other enlarged text)  Answers literal questions about a story.  Describes how a story made him/her feel. Code switching if necessary.

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

	Builds own word bank and personal dictionary. Uses children's dictionaries.	spell unfamiliar words using phonic knowledge.  Builds own word bank and personal dictionary.  Uses children's dictionaries.	spell unfamiliar words using phonic knowledge.  Builds own word bank and personal dictionary.  Uses children's dictionaries.	spell unfamiliar words using phonic knowledge.  Builds own word bank and personal dictionary.  Uses children's dictionaries.	spell unfamiliar words using phonic knowledge.  Builds own word bank and personal dictionary.  Uses children's dictionaries.	spell unfamiliar words using phonic knowledge.  Builds own word bank and personal dictionary.  Uses children's dictionaries.	Builds own word bank and personal dictionary.  Uses children's dictionaries.	Builds own word bank and personal dictionary.  Uses children's dictionaries.	Builds own word bank and personal dictionary.  Uses children's dictionaries.	Uses children's dictionaries.
	Language Structure: Understands and uses the simple present tense  https://wcedeportal.co. za/eresource/75881	Language Structure: Understands and uses the simple present tense	Language Structure: Understands and uses the simple present tense	Language Structure: Understands and uses: There is / are, e.g. There is a book on the table.	Language Structure: Understands and uses the possesive nouns, e.g. the book's cover	Language Structure: Understands and uses the possesive nouns, e.g. the book's cover	Language Structure:  Revises some of the grammar covered informally in Grades R to 2.	Language Structure:  Revises some of the grammar covered informally in Grades R to 2.	Language Structure: Revises some of the grammar covered informally in Grades R to 2.	Language Structure:  Revises some of the grammar covered informally in Grades R to 2.
Requisite pre- knowledge	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
Resources (other than textbook) to	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				
enhance learning										
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing  https://wcedeportal.co. za/eresource/69191	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	1 FAT to be completed by the end of Week 9 on the following:  • Listening and Speaking  • Phonics Written  • Reading Oral (Group Guided Reading)  • Writing	

TERM 2	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	https://wcedeportal.co. za/eresource/49236 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

Continues to develop an oral vocabulary using themes or topics.  Follows instructions  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.	Gives simple instructions.  Understands and responds to simple questions.  When Why What  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.	Asks for clarifications  Responds and makes requests.  Listen to stories and personal recounts and answers comprehension questions.  https://youtu.be/uiqDniB8T6 A?t=40	Participates in a short conversation on a familiar topic.  Listen to stories and personal recounts and answers comprehension questions.	Identifies an object from a simple oral description.  Predicts what will happen next in a story or personal account.  Expresses feelings about a story.	Talks about objects in a picture or photograph in response to teacher's instructions.  Retells a story	Listens to a simple recount.  Gives a simple oral recount  Retells a story	Understands and uses language structures in context.  Past tense – I watered the plant  Listens to a non-fiction text such as a factual recount or information report.  Demonstrates understanding of oral vocabulary by pointing at objects in the classroom or in a picture in response to questions.  https://www.youtube.com/watch?v=OasbYWF4_S8  https://www.youtube.com/watch?v=6jQ7y_qQYUA  https://www.youtube.com/watch?v=oyyyy	Memorises and performs simple poems, action rhymes and songs.  Listens to a non-fiction text such as a factual recount or information report.	Plays language Games.  I spy with my little eye  With the teacher's help, gives a simple summary of a non- fiction text.
Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:
Recognises at least 3 new vowel digraphs – ea as in eat, oe as in toe, ie as in tie	Recognises at least 3 new vowel digraphs – oa as in boat, oo as in look.	Recognises silent e in words a-e, i-e	Recognises silent e in words o-e, u-e, -ice	Recognises silent e in words o-e, e-e  Builds and sounds out words using sounds learnt.	Uses consonant blends to build up and break down wordsng, -nk  Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full'.  Builds and sounds out words using sounds learnt.	Uses consonant blends to build up and break down wordsng, -nk, -ck  Distinguishes between long and short vowel sounds orally as in boot and book, fool and full, kite and kit  Builds and sounds out words using sounds learnt.	Uses consonant blends to build up and break down wordsop, -ap  Distinguishes between long and short vowel sounds orally as in boot and book, fool and full, kite and kit  Builds and sounds out words using sounds learnt.	Uses consonant blends to build up and break down wordsay, -ai  Recognize know rhyming words as (e.g. fly, sky, dry, cry)  Builds and sounds out words using sounds learnt.	Uses consonant blends to build up break down wordsie, -all  Recognize know rhyming words as fly, sky, dry, cry)  Builds and sounds out words using sounds learnt.
Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with the teacher)	Reading: Shared Reading: (with
Reads a short written text (Big book) with the teacher, using the title for prediction.  Describes how a story made him / her feel, code switching if necessary.  https://wcedeportal.co.za/eresource/49221	Reads a short written text (Big book) with the teacher, using the title for prediction.  Describes how a story made him / her feel, code switching if necessary.	Reads a short written text (Big book) with the teacher, using the title for prediction.  Describes how a story made him / her feel, code switching if necessary.	Read a short written text (Big book) with the teacher, using the title for prediction.  Describes how a story made him / her feel, code switching if necessary. <a href="https://www.youtube.com/watch?v=75NQK-Sm1YY">https://www.youtube.com/watch?v=75NQK-Sm1YY</a>	Answers literal questions about a story.  Reads a short written text (Big book) with the teacher, using the title for prediction.  Describes how a story made him / her feel, code switching if necessary.	Reads a short written text (Big book) with the teacher, using the title for prediction.  Describes how a story made him / her feel, code switching if necessary.	Reads a short written text (Big book) with the teacher, using the title for prediction.  Describes how a story made him / her feel, code switching if necessary.	Reads a short written text (Big book) with the teacher, using the title for prediction.  Describes how a story made him / her feel, code switching if necessary.	Reads a short written text (Big book) with the teacher, using the title for prediction.  Describes how a story made him / her feel, code switching if necessary.	the teacher)  Reads a short written text (Big book) with the teacher, using the title for prediction.  Describes how a story made him / her feel, code switching if necessary.
Group guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:	Group Guided Reading:
Reads aloud from own book. Whole group, same story.  Uses the reading strategies taught in HL to make sense and monitor self when reading.	Reads aloud from own book. Whole group, same story.  Uses the reading strategies taught in HL to make sense and	Reads aloud from own book. Whole group, same story. Uses the reading strategies taught in HL to make sense and monitor self when reading.	Reads aloud from own book. Whole group, same story. Uses the reading strategies taught in HL to make sense and monitor self when reading.	Reads aloud from own book. Whole group, same story.  Uses the reading strategies taught in HL to make sense and monitor self when reading.  Reads with increasing fluency and expression – comprehension.	Reads aloud from own book. Whole group, same story. Uses the reading strategies taught in HL to make sense and monitor self when reading.	Reads aloud from own book. Whole group, same story. Uses the reading strategies taught in HL to make sense and monitor self when reading.	Reads aloud from own book. Whole group, same story.  Uses the reading strategies taught in HL to make sense and monitor self when reading.	Reads aloud from own book. Whole group, same story.  Uses the reading strategies taught in HL to make sense and monitor self when reading.	Reads aloud from own book. Whole group, same story. Uses the reading strategies taught in HL to

Reads with increasing fluency and	monitor self when reading.	Reads with increasing fluency and expression – comprehension.	Reads with increasing fluency and expression – comprehension.	Shows an understanding of punctuation when reading	Reads with increasing fluency and expression – comprehension.	Reads with increasing fluency and expression – comprehension.	Reads with increasing fluency and expression – comprehension.	Reads with increasing fluency and expression – comprehension.	make sense and monitor self when reading.
expression – comprehension. Shows an	Reads with increasing fluency and expression – comprehension.	Shows an understanding of punctuation when reading aloud.	Shows an understanding of punctuation when reading aloud.	aloud.  Continues to build a sight vocabulary from the guided,	Shows an understanding of punctuation when reading aloud.	Shows an understanding of punctuation when reading aloud.	Shows an understanding of punctuation when reading aloud.	Shows an understanding of punctuation when reading aloud.	Reads with increasing fluency and
understanding of punctuation when reading aloud.	Shows an understanding of punctuation when reading aloud.	Continues to build a sight vocabulary from the guided, shared and independant	Continues to build a sight vocabulary from the guided, shared and independant	shared and independant reading.  Reads own and others' writing.	Continues to build a sight vocabulary from the guided, shared and independant	Continues to build a sight vocabulary from the guided, shared and independant	Continues to build a sight vocabulary from the guided, shared and	Continues to build a sight vocabulary from the guided, shared and	expression – comprehension. Shows an
Continues to build a sight vocabulary from	Continues to build a	reading.	reading.	Reads independently books	reading.	reading.	independant reading.	independant reading.	understanding of punctuation
the guided, shared and independant reading.	sight vocabulary from the guided, shared and independant reading.	Reads own and others' writing.	Reads own and others' writing.	read in Guided reading sessions and simple caption books and picture story books	Reads own and others' writing.	Reads own and others' writing.	Reads own and others' writing.	Reads own and others' writing.	when reading aloud.
Reads own and others' writing.	Reads own and others' writing.	Reads independently books read in Guided reading sessions and simple caption books and picture story	Reads independently books read in Guided reading sessions and simple caption books and picture story	in the FAL from reading corner.  Reads familiar poems and rhymes.	Reads independently books read in Guided reading sessions and simple caption books and picture story	Reads independently books read in Guided reading sessions and simple caption books and picture story	Reads independently books read in Guided reading sessions and simple caption books and	Reads independently books read in Guided reading sessions and simple caption books and	Continues to build a sight vocabulary from the guided,
Reads independently books read in Guided reading sessions and	Reads independently books read in Guided reading sessions and	books in the FAL from reading corner.	books in the FAL from reading corner.	Uses childrens' picture diaries to find out the meaning of	books in the FAL from reading corner.	books in the FAL from reading corner.	picture story books in the FAL from reading corner.	picture story books in the FAL from reading corner.	shared and independant reading.
simple caption books and picture story books in the FAL from	simple caption books and picture story books in the FAL from reading	Reads familiar poems and rhymes.	Reads familiar poems and rhymes.	unknown words.	Reads familiar poems and rhymes.	Reads familiar poems and rhymes.	Reads familiar poems and rhymes.	Reads familiar poems and rhymes.	Reads own and others' writing.
reading corner.  Reads familiar poems and rhymes.	corner.  Reads familiar poems and rhymes.	Uses childrens' picture diaries to find out the meaning of unknown words.	Uses childrens' picture diaries to find out the meaning of unknown words.		Uses childrens' picture diaries to find out the meaning of unknown words.	Uses childrens' picture diaries to find out the meaning of unknown words.	Uses childrens' picture diaries to find out the meaning of unknown words.	Uses childrens' picture diaries to find out the meaning of unknown words.	Reads independently books read in Guided reading
Uses childrens' picture diaries to find out the meaning of unknown words.	Uses childrens' picture diaries to find out the meaning of unknown words.								sessions and simple caption books and picture story books in the FAL from
									reading corner.  Reads familiar poems and rhymes.
									Uses childrens' picture diaries to find out the meaning of unknown words.
Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words
CAPS pg. 87 89 <a href="https://wcedeportal.co.za/eresource/49251">https://wcedeportal.co.za/eresource/49251</a>	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89
Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:	Writing:
Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in HL.	Uses handwriting skills taught in
Writes increasingly complex lists with headings.	Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary.	Builds own word bank and personal dictionary.	HL.  Builds own word
Builds own word bank and personal	Uses children's dictionaries.	Uses children's dictionaries.  Writes a paragraph of 4 – 6	Uses children's dictionaries.  Organises information in a	Uses children's dictionaries. Uses the writing process	Uses children's dictionaries. Uses punctuation already	Uses children's dictionaries.  Spells common words	Uses children's dictionaries.	Uses children's dictionaries.	bank and personal dictionary.
dictionary.  Uses children's	With guidance, writes a simple set of instructions.	sentences on a familiar topic.	chart, table or bar graph.	(drafting, writing, editing, publishing)	yaught in HL.	correctly and attempts to spell unfamiliar words using phonic knowledge.			Uses children's dictionaries.
dictionaries.						Writes meaningful sentences in the present progressive tense with some accuracy.			
Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:

	Understands and uses the present progressive, e.g. We are planting a seed.  https://wcedeportal.co.za/eresource/75881	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.
Requisite pre-knowledge	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
Resources (other than textbook) to enhance learning	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
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing  https://wcedeportal.co. za/eresource/69191	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  Compile into 1 FAT	

TERM 3	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%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W:	Listening & Speaking W: 40%
				Phonics & Spelling W:20%						
	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Reading W:30%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20%	Phonics & Spelling W:20%
		111277	Reading W:30%	Writing & Language structure &	Reading W:30%	Reading W:30%	Reading W:30%		Reading W:30%	
	Reading W:30%	Reading W:30%	Writing & Language structure	use W:10%	Writing & Language	Writing & Language structure	Writing & Language	Reading W:30%	Writing & Language	Reading W:30%
	Writing & Language structure & use W:10%	Writing & Language structure & use W:10%	& use W:10%		structure & use W:10%	& use W:10%	structure & use W:10%	Writing & Language structure & use	structure & use W:10%	Writing & Language structure & use W:10%
								W:10%		VV:10%
	PUBLIC SAFETY	PUBLIC SAFETY	POLLUTION	POLLUTION	HOW PEOPLE LIVED	HOW PEOPLE LIVED LONG	HOW PEOPLE LIVED LONG	SPACE	SPACE	
	https://wcedeportal.co.za/				201107100	noo	7.00			
	eresource/62491									
	Listening and Speaking:	Listening and Speaking:	Listening and Speaking:	Listening and Speaking:	Listening and Speaking:	Listening ad Speaking:	Listening and Speaking:	Listening and Speaking:	Listening and Speaking:	Listening and Speaking:
	Continues to develop an	Continues to develop an	Continues to develop an oral	Continues to develop an oral	Continues to develop an oral	Continues to develop an oral	Continues to develop an oral		Continues to develop an oral	
	oral (listening and	oral (listening and	(listening and speaking)	(listening and speaking) vocabulary	(listening and speaking)	(listening and speaking)	(listening and speaking)	Continues to develop an oral (listening and	(listening and speaking)	Continues to develop
	speaking) vocabulary  using themes	speaking) vocabulary  using themes or	vocabulary     using themes or	using themes or topics.	vocabulary  using themes or	vocabulary  using themes or	vocabulary  using themes or	speaking) vocabulary	vocabulary  using themes or	an oral (listening and speaking) vocabulary
	or topics	topics.	topics.	Participates in a short conversation	topics.	topics.	topics.	• using	topics.	using themes or
	to short stories, personal	100.00	10,7.55.	on a familiar topic.	τομ.σσ.	100.00.	topico:	themes or	topics.	topics.
	recounts or non-fiction	Gives simple instructions.	Understands and responds to		Identifies an object from a	Talks about objects in a picture	Listens to a simple recount –	topics.	Understands and uses	
Topic,	texts told or read from a	1	simple questions .	Predicts what will happen next in a	simple oral description, e.g.	or photograph in response to	the teacher tells how she made	0	language structures in	Memorises and
concepts,	Big Book or illustrated poster for enjoyment.	Listens to stories and personal recounts and	• When	story or personal recount.	puts pictures in     the right order	teacher's instructions.	something.	Gives a simple oral recount of recent	context,e.g.	performs single poems, action rhymes
skills and	poster for enjoyment.	answers comprehension	Why     How	Expresses feelings about the story.	the right order after listening to	Predicts what will happen next in	Predicts what will happen next	experiences.	demonstrative pronouns:	and songs.
values	Predicts what will happen	questions.	- How		instructions.	a story or personal recount.	in a story or personal recount.	охропопосо.	Please give me	and conge.
	next in a story or personal	1	Asks for clarification.	Listens to a non-fiction text as a				Predicts what will	that.	Plays language
	recount.	Predicts what will happen		procedural text, and answers	Predicts what will happen	Expresses feelings about the	Expresses feelings about the	happen next in a story		games, e.g. I spy with
	Funnance for the second of	next in a story or personal		comprehension questions:	next in a story or personal	story.	story.	or personal recount.	Predicts what will happen	my little eye
	Expresses feelings about the story.	recount.	Responds to and makes	Why do you need the	recount.	With the teacher's help gives a	With the teacher's help gives a	Expresses feelings	next in a story or personal recount.	Predicts what will
	the story.	Expresses feelings about	requests.	Continues to build oral vocabulary,	Expresses feelings about the	simple summary of the non-	simple summary of the non-	about the story.	recount.	happen next in a story
	Continues to build oral	the story.	Predicts what will happen next	including conceptual vocabulary, e.g.	story.	fiction text.	fiction text.	about the diery.	Expresses feelings about the	or personal recount.
	vocabulary, including	,	in a story or personal recount.	<ul> <li>describing processes,</li> </ul>	, ,			Predicts what will	story.	
	conceptual vocabulary,	Continues to build oral		making things.	With the teacher's help gives	Continues to build oral	Continues to build oral	happen next in a story		Expresses feelings
	e.g.	vocabulary, including	Expresses feelings about the	[	a simple summary of the	vocabulary, including conceptual	vocabulary, including	or personal recount.	Continues to build oral	about the story.
	describing	conceptual vocabulary, e.g.	story.	Begins to develop understanding and	non-fiction text.	vocabulary,	conceptual vocabulary, e.g.	Expresses feelings	vocabulary, including	Continues to build oral
	processes, making things.	<ul> <li>describing processes,</li> </ul>	Retells the story.	ability to use simple language structures in the context of	Continues to build oral	<ul> <li>e.g. describing processes, making</li> </ul>	<ul> <li>describing processes, making</li> </ul>	about the story.	conceptual vocabulary, e.g.  • describing	vocabulary, including
	making tilligs.	making things.	Retells the story.	meaningful spoken language, e.g.	vocabulary, including	things.	things.	about the story.	processes,	conceptual
						<del>3</del> 0.	90.		making things.	vocabulary, e.g.
•									<u> </u>	

Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.  • past tense: countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that.  https://wcedeportal.co.za/eresource/62461	Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.  • past tense: countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that.	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.  • past tense: countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that  https://www.youtube.com/watch?v=V82W2w5riY8  https://www.youtube.com/watch?v=u5YCXlzskyl	past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that	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.      past tense: countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that  https://www.youtube.com/watch?v=ICcwbmDmit0	Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.  • past tense : countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that	Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.  • past tense: countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that	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.  • past tense:  countable and uncountab le nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that.	Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.  • past tense: countable and uncountable nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that	describing processes, making things.  Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.  • past tense: countable and uncountab le nouns; a and the; prepositions – in /on; demonstrative pronouns – please give me that.
				Phonics:			Phonics:		
Phonics:	Phonics:	Phonics:	Phonics:	Builds and sounds out words	Phonics:	Phonics: Recognize three-letter	Recognises	Phonics:	Phonics:
Distinguishes between different vowel sounds aurally, e.g. bird/bed; ship/sheep	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.	Recognises at least five new vowel digraphs (ai – pain; ay – pay; oi – coin; oy – toy; ou – round.	Recognises at least five new vowel digraphs (ai – pain; ay – pay; oi – coin; oy – toy; ou – round.	using sounds learnt.	Recognize three-letter consonant blends at the beginning and end of words. E.g. str-, scr-	consonant blends at the beginning and end of words. E.gnch-, -tch	consonant digraphs in a word – ph; ll; ss; ff, st- Builds and sounds out	Recognises consonant digraphs in a word – ph; ll; ss; ff	Builds and sounds out words using sounds learnt.
Builds and sounds out words using sounds learnt.	Builds and sounds out words using sounds learnt.	Builds and sounds out words using sounds learnt.	Builds and sounds out words using sounds learnt.	Reading:	Builds and sounds out words using sounds learnt.	Builds and sounds out words using sounds learnt.	words using sounds learnt.	Builds and sounds out words using sounds learnt.	
Reading:	Reading:	Reading:	Reading:	Shared Reading:	Reading:	Reading:	Shared Reading:	Reading:	Reading:
Shared Reading:	Shared Reading:	Shared Reading:	Shared Reading:	Reads a short written text (Big book or other enlarged	Shared Reading:	Shared Reading:	Reads a short written text (Big book or other	Shared Reading:	Shared Reading:
Reads a short written text (Big book or other enlarged text) with the teacher, using the title for	Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.	Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.	Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.	text) with the teacher, using the title for prediction.  Answers literal questions	Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.	Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.	enlarged text) with the teacher, using the title for prediction.	Reads a short written text (Big book or other enlarged text) with the teacher, using the title for prediction.	Reads a short written text( Big book or other enlarged text) with the teacher, using the title
prediction.	Answers literal questions	Answers literal questions about	Answers literal questions about a story.	about a story.	Answers literal questions about a	Answers literal questions about	Answers literal questions about a	Answers literal questions	for prediction.
Answers literal questions about a story.	about a story.  Describes how a story	a story.  Describes how a story made	Describes how a story made him / her feel, code switching if necessary?	Describes how a story made him / her feel, code switching if necessary?	story.  Describes how a story made him	a story.  Describes how a story made	story.  Describes how a story	about a story.  Describes how a story made	Answers literal questions about a story.
Describes how a story made him / her feel, code switching if necessary?	made him / her feel, code switching if necessary?	him / her feel, code switching if necessary?	The feet, code switching if necessary:	ii necessary:	/ her feel, code switching if necessary?	him / her feel, code switching if necessary?	made him / her feel, code switching if necessary?	him/her feel, code switching if necessary?	Describes how a story made him / her feel,
https://wcedeportal.co.za/ eresource/49221				Group Guided Reading			Group Guided		code switching if necessary?
Group Guided Reading:	Group Guided Reading	Group Guided Reading	Group Guided Reading		Group Guided Reading	Group Guided Reading	Reading	Group Guided Reading	Group Guided
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	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	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.	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.	Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or nonfiction text with the teacher.	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.  Uses the reading strategies	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.	Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-	Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or nonfiction text with the teacher.	Reading  Read aloud from own book in a guided reading group with the teacher. This means the whole group reads the same story or non-
with the teacher.	teacher.	Uses the reading strategies taught in the HL to make sense	Uses the reading strategies taught in the HL to make sense and monitor	Uses the reading strategies taught in the HL to make sense and monitor self when	taught in the HL to make sense and monitor self when	GAUTOI.	fiction text with the teacher.	Inclion text with the teacher.	fiction text with the teacher.

		T	T				I		ı
Uses the reading	Uses the reading strategies	and monitor self when	self when reading(phonics, context	reading(phonics, context	reading(phonics, context clues,	Uses the reading strategies	Uses the reading	Uses the reading strategies	
strategies taught in the HL	taught in the HL to make	reading(phonics, context clues,	clues, structural analysis, sight	clues, structural analysis,	structural analysis, sight words).	taught in the HL to make sense	strategies taught in	taught in the HL to make	Uses the reading
to make sense and	sense and monitor self	structural analysis, sight words).	words).	sight words).		and monitor self when	the HL to make sense	sense and monitor self when	strategies taught in
monitor self when reading	when reading(phonics,	Doods with in section floor	Dead with in a single form	Danda with in an anion	Reads with increasing fluency	reading(phonics, context clues,	and monitor self when	reading(phonics, context	the HL to make sense
(phonics, context clues,	context clues, structural	Reads with increasing fluency	Reads with increasing fluency and	Reads with increasing	and expression.	structural analysis, sight	reading(phonics,	clues, structural analysis,	and monitor self when
structural analysis, sight	analysis, sight words).	and expression.	expression.	fluency and expression.	Chaus an understanding of	words).	context clues,	sight words).	reading(phonics, context clues,
words).	Doods with increasing	Chaus an understanding of	Chaus an understanding of	Chaus an understanding of	Shows an understanding of	Doods with increasing fluores	structural analysis,	Reads with increasing	1
Reads with increasing	Reads with increasing fluency and expression.	Shows an understanding of punctuation when reading	Shows an understanding of punctuation when reading aloud.	Shows an understanding of punctuation when reading	punctuation when reading aloud.	Reads with increasing fluency	sight words) Reads with increasing	fluency and expression.	structural analysis, sight words).
ŭ	liuency and expression.	aloud.	purictuation when reading aloud.	aloud.	Continues to build a sight	and expression.	fluency and	liuericy and expression.	Signit words).
fluency and expression.	Shows an understanding of	alouu.	Continues to build a sight vocabulary	alouu.	vocabulary from the guided,	Shows an understanding of	expression.	Shows an understanding of	Reads with increasing
Shows an understanding	punctuation when reading	Continues to build a sight	from the guided, shared and	Continues to build a sight	shared and independent reading.	punctuation when reading	Shows an	punctuation when reading	fluency and
of punctuation when	aloud.	vocabulary from the guided,	independent reading.	vocabulary from the guided,	Shared and independent reading.	aloud.	understanding of	aloud.	expression.
reading aloud.	aloud.	shared and independent	independent reading.	shared and independent	Reads own and other's writing.	aloud.	punctuation when	aloud.	expression.
rodding diodd.	Continues to build a sight	reading.	Reads own and other's writing.	reading.	Troude own and outer o whang.	Continues to build a sight	reading aloud.	Continues to build a sight	Shows an
Continues to build a sight	vocabulary from the guided,	rodding.	Troduct own and out of a writing.	rodding.	Reads independently books read	vocabulary from the guided,	rodding diodd.	vocabulary from the guided,	understanding of
vocabulary from the	shared and independent	Reads own and other's writing.	Reads independantly books read in	Reads own and other's	in Guided reading sessions and	shared and independent	Continues to build a	shared and independent	punctuation when
guided, shared and	reading.		Guided reading sessions and simple	writing.	simple caption books and picture	reading.	sight vocabulary from	reading.	reading aloud.
independent reading.		Reads independantly books	caption books and picture story		story books in the FAL from		the guided, shared	l .caag.	i saanig alsaa.
	Reads own and other's	read in Guided reading sessions	books in the FAL from reading	Reads independantly books	reading corner.	Reads own and other's writing.	and independent	Reads own and other's	Continues to build a
Reads own and other's	writing.	and simple caption books and	corner.	read in Guided reading	J		reading.	writing.	sight vocabulary from
writing.		picture story books in the FAL		sessions and simple caption	Reads familiar poems and	Reads independently books	Reads own and		the guided, shared
ŭ	Reads independently books	from reading corner.	Reads familiar poems and rhymes.	books and picture story	rhymes.	read in Guided reading	other's writing.	Reads independantly books	and independent
Reads independantly	read in Guided reading		Uses children's picture dictionaries	books in the FAL from		sessions and simple caption		read in Guided reading	reading.
books read in Guided	sessions and simple	Reads familiar poems and	(mono- and bilingual) to find out the	reading corner.	Uses children's picture	books and picture story books	Reads independently	sessions and simple caption	
reading sessions and	caption books and picture	rhymes.	meaning of unknown words.		dictionaries (mono- and bilingual)	in the FAL from reading corner.	books read in Guided	books and picture story	Reads own and
simple caption books and	story books in the FAL from	Uses children's picture		Reads familiar poems and	to find out the meaning of		reading sessions and	books in the FAL from	other's writing.
picture story books in the	reading corner.	dictionaries (mono- and		rhymes.	unknown words.	Reads familiar poems and	simple caption books	reading corner.	_
FAL from reading corner.		bilingual) to find out the				rhymes.	and picture story		Reads independantly
-	Reads familiar poems and	meaning of unknown words.		Uses children's picture		Uses children's picture	books in the FAL from	Reads familiar poems and	books read in Guided
Reads familiar poems and	rhymes.			dictionaries (mono- and		dictionaries (mono- and	reading corner.	rhymes.	reading sessions and
rhymes.				bilingual) to find out the		bilingual) to find out the			simple caption books
	Uses children's picture			meaning of unknown words.		meaning of unknown words.	Reads familiar poems	Uses children's picture	and picture story
Uses children's picture	dictionaries (mono- and						and rhymes.	dictionaries (mono- and	books in the FAL from
dictionaries (mono- and	bilingual) to find out the							bilingual) to find out the	reading corner.
bilingual) to find out the	meaning of unknown words.						Uses children's picture	meaning of unknown words.	
meaning of unknown							dictionaries (mono-		Reads familiar poems
words.							and bilingual) to find		and rhymes.
							out the meaning of		
							Linknown words		I I loog children's nicture
							unknown words.		Uses children's picture
							ulikilowii wolds.		dictionaries (mono-
							dikilowii words.		dictionaries (mono- and bilingual) to find
									dictionaries (mono- and bilingual) to find out the meaning of
				Sight words			Sight words		dictionaries (mono- and bilingual) to find
				_			Sight words		dictionaries (mono- and bilingual) to find out the meaning of
Simbá wanda	Simht wards	Ciuliá wanda	Sinhi wanda	Sight words CAPS pg. 87 89	Sinhá wanda	Sinht words		Sight words	dictionaries (mono- and bilingual) to find out the meaning of unknown words.
Sight words	Sight words	Sight words	Sight words	_	Sight words	Sight words	Sight words	Sight words	dictionaries (mono- and bilingual) to find out the meaning of
				_			Sight words		dictionaries (mono- and bilingual) to find out the meaning of unknown words.
Sight words CAPS pg. 87 89	Sight words CAPS pg. 87 89	Sight words CAPS pg. 87 89	Sight words CAPS pg. 87 89	_	Sight words CAPS pg. 87 89	Sight words CAPS pg. 87 89	Sight words	Sight words CAPS pg. 87 89	dictionaries (mono- and bilingual) to find out the meaning of unknown words.
CAPS pg. 87 89				_			Sight words		dictionaries (mono- and bilingual) to find out the meaning of unknown words.
CAPS pg. 87 89 https://wcedeportal.co.za/				_			Sight words		dictionaries (mono- and bilingual) to find out the meaning of unknown words.
CAPS pg. 87 89				_			Sight words		dictionaries (mono- and bilingual) to find out the meaning of unknown words.
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941				_			Sight words		dictionaries (mono- and bilingual) to find out the meaning of unknown words.
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/				CAPS pg. 87 89			Sight words CAPS pg. 87 89		dictionaries (mono- and bilingual) to find out the meaning of unknown words.
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941				_			Sight words		dictionaries (mono- and bilingual) to find out the meaning of unknown words.
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/				CAPS pg. 87 89 Writing:			Sight words CAPS pg. 87 89 Writing:		dictionaries (mono- and bilingual) to find out the meaning of unknown words.
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/eresource/62436	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89  Writing: Uses the writing process	CAPS pg. 87 89	CAPS pg. 87 89	Sight words CAPS pg. 87 89  Writing: Uses past tense with	CAPS pg. 87 89	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/				CAPS pg. 87 89 Writing:			Sight words CAPS pg. 87 89 Writing:		dictionaries (mono- and bilingual) to find out the meaning of unknown words.
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/eresource/62436  Writing:	CAPS pg. 87 89 Writing:	CAPS pg. 87 89  Writing:	CAPS pg. 87 89  Writing:	Writing: Uses the writing process (drafting, writing and editing)	CAPS pg. 87 89  Writing:	CAPS pg. 87 89  Writing:	Sight words CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy.	CAPS pg. 87 89  Writing:	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing:
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/eresource/62436  Writing: Uses handwriting skills	CAPS pg. 87 89  Writing:  Writes a paragraph of 4 – 6	CAPS pg. 87 89  Writing:  Organises information on a	CAPS pg. 87 89  Writing: With guidance, writes a personal	Writing: Uses the writing process (drafting, writing and editing) Builds own word bank and	CAPS pg. 87 89  Writing: Uses punctuation already taught	CAPS pg. 87 89  Writing: Spells common words correctly	Sight words CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy. Builds own word bank	CAPS pg. 87 89  Writing: Builds own word bank and	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing: Builds own word bank
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CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/eresource/62436  Writing: Uses handwriting skills taught in HL.  Writes increasingly	Writing: Writes a paragraph of 4 – 6 sentences on a familiar topic.	Writing: Organises information on a chart, table or bar graph. Builds own word bank and	Writing: With guidance, writes a personal recount of experiences. Builds own word bank and personal	Writing: Uses the writing process (drafting, writing and editing) Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: Uses punctuation already taught in HL. Builds own word bank and	Writing: Spells common words correctly and attempts to spell familiar words using phonic knowledge.	Sight words CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy. Builds own word bank and personal dictionary.	Writing: Builds own word bank and personal dictionary. Uses children's dictionaries	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing:  Builds own word bank and personal dictionary.
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CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/eresource/62436  Writing: Uses handwriting skills taught in HL.  Writes increasingly	Writing: Writes a paragraph of 4 – 6 sentences on a familiar topic.	Writing: Organises information on a chart, table or bar graph. Builds own word bank and personal dictionary.	Writing: With guidance, writes a personal recount of experiences. Builds own word bank and personal dictionary.	Writing: Uses the writing process (drafting, writing and editing) Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: Uses punctuation already taught in HL. Builds own word bank and personal dictionary.	Writing: Spells common words correctly and attempts to spell familiar words using phonic knowledge.	Sight words CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy. Builds own word bank and personal dictionary. Uses children's dictionaries (mono-	Writing: Builds own word bank and personal dictionary. Uses children's dictionaries	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing:  Builds own word bank and personal dictionary.  Uses children's dictionaries (mono-
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/eresource/62436  Writing: Uses handwriting skills taught in HL.  Writes increasingly complex lists with headings.	Writing: Writes a paragraph of 4 – 6 sentences on a familiar topic.  • Builds own word bank and personal dictionary.	Writing: Organises information on a chart, table or bar graph. Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: With guidance, writes a personal recount of experiences. Builds own word bank and personal dictionary. Uses children's dictionaries (mono-	Writing: Uses the writing process (drafting, writing and editing) Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: Uses punctuation already taught in HL. Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: Spells common words correctly and attempts to spell familiar words using phonic knowledge. Builds own word bank and personal dictionary.	Sight words CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy. Builds own word bank and personal dictionary. Uses children's	Writing: Builds own word bank and personal dictionary. Uses children's dictionaries	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing:  Builds own word bank and personal dictionary.  Uses children's
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/eresource/62436  Writing:  Uses handwriting skills taught in HL.  Writes increasingly complex lists with headings.  Builds own word bank and	Writing: Writes a paragraph of 4 – 6 sentences on a familiar topic.  • Builds own word bank and personal dictionary.  • Uses children's	Writing: Organises information on a chart, table or bar graph. Builds own word bank and personal dictionary.	Writing: With guidance, writes a personal recount of experiences. Builds own word bank and personal dictionary.	Writing: Uses the writing process (drafting, writing and editing) Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: Uses punctuation already taught in HL. Builds own word bank and personal dictionary.	Writing: Spells common words correctly and attempts to spell familiar words using phonic knowledge. Builds own word bank and personal dictionary. Uses children's dictionaries	Sight words CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy. Builds own word bank and personal dictionary. Uses children's dictionaries (mono-	Writing: Builds own word bank and personal dictionary. Uses children's dictionaries	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing:  Builds own word bank and personal dictionary.  Uses children's dictionaries (mono-
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/eresource/62436  Writing: Uses handwriting skills taught in HL.  Writes increasingly complex lists with headings.	Writing: Writes a paragraph of 4 – 6 sentences on a familiar topic.  • Builds own word bank and personal dictionary.  • Uses children's dictionaries (mono- and	Writing: Organises information on a chart, table or bar graph. Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: With guidance, writes a personal recount of experiences. Builds own word bank and personal dictionary. Uses children's dictionaries (mono-	Writing: Uses the writing process (drafting, writing and editing) Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: Uses punctuation already taught in HL. Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: Spells common words correctly and attempts to spell familiar words using phonic knowledge. Builds own word bank and personal dictionary.	Sight words CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy. Builds own word bank and personal dictionary. Uses children's dictionaries (mono-	Writing: Builds own word bank and personal dictionary. Uses children's dictionaries	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing:  Builds own word bank and personal dictionary.  Uses children's dictionaries (mono-
CAPS pg. 87 89  https://wcedeportal.co.za/eresource/75941  https://wcedeportal.co.za/eresource/62436  Writing:  Uses handwriting skills taught in HL.  Writes increasingly complex lists with headings.  Builds own word bank and	Writing: Writes a paragraph of 4 – 6 sentences on a familiar topic.  • Builds own word bank and personal dictionary.  • Uses children's	Writing: Organises information on a chart, table or bar graph. Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: With guidance, writes a personal recount of experiences. Builds own word bank and personal dictionary. Uses children's dictionaries (mono-	Writing: Uses the writing process (drafting, writing and editing) Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: Uses punctuation already taught in HL. Builds own word bank and personal dictionary. Uses children's dictionaries	Writing: Spells common words correctly and attempts to spell familiar words using phonic knowledge. Builds own word bank and personal dictionary. Uses children's dictionaries	Sight words CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy. Builds own word bank and personal dictionary. Uses children's dictionaries (mono-	Writing: Builds own word bank and personal dictionary. Uses children's dictionaries	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing:  Builds own word bank and personal dictionary.  Uses children's dictionaries (mono-
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https://wcedeportal.co.za/eresource/75941 https://wcedeportal.co.za/eresource/62436  Writing: Uses handwriting skills taught in HL. Writes increasingly complex lists with headings. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)	Writing: Writes a paragraph of 4 – 6 sentences on a familiar topic.  Builds own word bank and personal dictionary.  Uses children's dictionaries (mono- and bilingual)	Writing: Organises information on a chart, table or bar graph. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)	Writing: With guidance, writes a personal recount of experiences. Builds own word bank and personal dictionary. Uses children's dictionaries (monoand bilingual)	Writing: Uses the writing process (drafting, writing and editing) Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Understands and uses the	Writing: Uses punctuation already taught in HL. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)	Writing: Spells common words correctly and attempts to spell familiar words using phonic knowledge. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)	Sight words  CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy. Builds own word bank and personal dictionary. Uses children's dictionaries (monoand bilingual)  Language Structure: Revises some of the	CAPS pg. 87 89  Writing: Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing:  Builds own word bank and personal dictionary.  Uses children's dictionaries (mono- and bilingual)
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https://wcedeportal.co.za/eresource/75941 https://wcedeportal.co.za/eresource/62436  Writing: Uses handwriting skills taught in HL. Writes increasingly complex lists with headings. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Understands and uses the	Writing: Writes a paragraph of 4 – 6 sentences on a familiar topic.  • Builds own word bank and personal dictionary.  • Uses children's dictionaries (mono- and bilingual)	Writing: Organises information on a chart, table or bar graph. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Understands and uses countable and uncoutable	Writing: With guidance, writes a personal recount of experiences. Builds own word bank and personal dictionary. Uses children's dictionaries (monoand bilingual)	Writing: Uses the writing process (drafting, writing and editing) Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Understands and uses the articles a and the with nouns, e.g. a bottle/the	Writing: Uses punctuation already taught in HL. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Understands and uses the	Writing: Spells common words correctly and attempts to spell familiar words using phonic knowledge. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)	Sight words  CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy. Builds own word bank and personal dictionary. Uses children's dictionaries (monoand bilingual)  Language Structure: Revises some of the grammar covered informally in Grades R	Writing: Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure:	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing:  Builds own word bank and personal dictionary.  Uses children's dictionaries (mono- and bilingual)
https://wcedeportal.co.za/eresource/75941 https://wcedeportal.co.za/eresource/62436  Writing: Uses handwriting skills taught in HL. Writes increasingly complex lists with headings. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Understands and uses the	Writing: Writes a paragraph of 4 – 6 sentences on a familiar topic.  • Builds own word bank and personal dictionary.  • Uses children's dictionaries (mono- and bilingual)  Language Structure: Understands and uses the	Writing: Organises information on a chart, table or bar graph. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Understands and uses	Writing: With guidance, writes a personal recount of experiences. Builds own word bank and personal dictionary. Uses children's dictionaries (monoand bilingual)  Language Structure: Understands and uses countable and	Writing: Uses the writing process (drafting, writing and editing) Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Understands and uses the articles a and the with nouns, e.g. a bottle/the	Writing: Uses punctuation already taught in HL. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Understands and uses the articles a and the with nouns,	Writing: Spells common words correctly and attempts to spell familiar words using phonic knowledge. Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Revises some of the grammar covered informally in Grades R	Sight words  CAPS pg. 87 89  Writing: Uses past tense with increasing accuracy. Builds own word bank and personal dictionary. Uses children's dictionaries (monoand bilingual)  Language Structure: Revises some of the grammar covered informally in Grades R	Writing: Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Revises some of the grammar covered informally	dictionaries (mono- and bilingual) to find out the meaning of unknown words.  Sight words  CAPS pg. 87 89  Writing: Builds own word bank and personal dictionary. Uses children's dictionaries (mono- and bilingual)  Language Structure: Revises some of the grammar covered

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Requisite pre- knowledge	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
Resources (other than textbook) to enhance learning	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
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	Ongoing  https://wcedeportal.co.za/eresource/69191	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Formal Assessment to be completed by Week 8 on the following:  • Writing:	Formal Assessment to be completed by Week 9 on the following:  Listening and Speaking Phonics – Written Reading Oral – Group Guided Reading Session – Sight words Reading Oral – Group Guided Reading Cral – Group Guided Reading Compile into 1 FAT	

TEDM 4	Week: 1	Washin 0	Week: 3	Mach: 4	Week: 5	Wester C	Mach: 7	Wash: 0	Wester 0	Waster 40
TERM 4		Week: 2		Week: 4		Week: 6	Week: 7	Week: 8	Week: 9	Week: 10
CAPS section	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%	Listening & Speaking W: 40%
	Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%	Phonics & Spelling W:20% Reading W:30% Writing & Language structure & use W:10%
	PRODUCTS AND PROCESSES  https://wcedeportal.co.za/eresource/62561	PRODUCTS AND PROCESSES	DISASTER AND WHAT WE SHOULD DO	DISASTER AND WHAT WE SHOULD DO	DISASTER AND WHAT WE SHOULD DO	ANIMALS AND CREATURES THAT HELPS US	ANIMALS AND CREATURES THAT HELPS US	ANIMALS AND CREATURES THAT HELPS US		
	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking	Listening and Speaking
	Continues to develop an oral vocabulary (listening and speaking)	Understands and responds to simple questions,	Asks for clarification,  Responds to and makes requests	Participates in a short conversation on a familiar topic.  Exspresses feelings about the	Identifies an object from a simple oral description.  Retells the story.	Talks about objects in a picture or photograph in response to teacher's instructions.	Listens to and gives a simple oral recount	Understands and uses language structures in context.	Memorises and performs single poems, action rhymes and songs.	Plays language games.  Continues to build oral vocabulary, including
Topic, concepts,	<ul> <li>using themes and topics.</li> </ul>	Listens to stories and personal recounts and answers comprehension	Predicts what will happen next in a story or personal	story,  Continues to build oral	Continues to build oral vocabulary, including	Listens to a non-fiction text and answers comprehension	With the teacher's help, gives a simple summary of the non-fiction text.	Continues to build oral vocabulary, including conceptual vocabulary –	Continues to build oral vocabulary, including conceptual vocabulary –	conceptual vocabulary – pointing to objects in the classroom or in a picture in
skills and values	Follows and gives instructions.	questions	recount.	vocabulary, including conceptual vocabulary – pointing to objects	conceptual vocabulary – pointing to objects in the	questions.	Continues to build oral	pointing to objects in the classroom or in a picture in	pointing to objects in the classroom or in a picture in	response to questions / instructions from the teacher.
	Listens to short stories, personal recounts or non-fiction texts, e.g.  factual recounts, instructions, information reports	Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in	Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in	in the classroom or in a picture in response to questions/instructions from the teacher.	classroom or in a picture in response to questions/instructions from the teacher.	Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in	vocabulary, including conceptual vocabulary – pointing to objects in the classroom or in a picture in response to questions	response to questions/instructions from the teacher.  Begins to develop	response to questions / instructions from the teacher.  Begins to develop	Begins to develop understanding and ability to use simple language structures in the context of
	told or read from a Big Book or illustrated poster.	response to questions/instructions from the teacher.	response to questions/instructions from the teacher.	Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken	Begins to develop understanding and ability to use simple language structures in the context of meaningful	response to questions / instructions from the teacher.  Begins to develop	/ instructions from the teacher.  Begins to develop	understanding and ability to use simple language structures in the context of meaningful spoken	understanding and ability to use simple language structures in the context of meaningful spoken	meaningful spoken language, e.g.  present and past tenses, countable
	Continues to build oral vocabulary, including conceptual vocabulary – pointing to objects	Begins to develop understanding and ability to use simple language	Begins to develop understanding and ability to use simple language	language, e.g.  • present and past tenses, countable and	spoken language, e.g.  • present and past tenses, countable	understanding and ability to use simple language structures in the context of	understanding and ability to use simple language structures in	language, e.g.  • present and past tenses, countable	language, e.g  • present and past tenses,	and uncountable nouns; articles a and the;
	in the classroom or in a picture in response to	structures in the context of	structures in the context of	uncountable nouns; articles a and the:	and uncountable nouns: articles a	meaningful spoken language, e.g.	the context of	and uncountable nouns: articles a	countable and uncountable	prepositions in/on; comparitive

questions/instructions from the teacher.	meaningful spoken language, e.g.  • present and	meaningful spoken language, e.g.  • present and past	prepositions in/on; comparitive adjectives –fast, faster, fastest	and the; prepositions in/on; comparative	present and past tenses, countable and uncountable	meaningful spoken language, e.g.	and the; prepositions in/on; comparitive	nouns; articles a and the; prepositions	adjectives –fas faster, fastest
Begins to develope	past tenses,	tenses, countable		adjectives -fast,	nouns; articles a	past tenses,	adjectives -fast,	in/on;	
understanding and ability to use	countable and	and uncountable		faster, fastest	and the;	countable	faster, fastest	comparitive	
simple language structures in	uncountable	nouns; articles a			prepositions	and		adjectives -	
the context of meaningful	nouns; articles	and the;			in/on;	uncountable		fast, faster,	
spoken language, e.g.	a and the;	prepositions			comparative	nouns;		fastest	
<ul> <li>present and past</li> </ul>	prepositions	in/on;			adjectives -fast,	articles a and			
tenses, countable	in/on;	comparative			faster, fastest	the;			
and uncountable	comparative	adjectives –fast,				prepositions			
nouns; articles a and	adjectives –	faster, fastest			https://www.frataslatta.com/	in/on;			
the; prepositions in/on; comparitive	fast, faster, fastest				https://www.firstpalette.com/ craft/printable-animal-	comparitive adjectives –			
adjectives –fast,	idstest	https://www.youtube.com/			masks.html	fast, faster,			
faster, fastest		watch?v=2DhK87MdQ9g&			iliasks.litilii	fastest			
laster, lastest		vl=en				lastest			
https://wcedeportal.co.za/eresou		<u></u>							
rce/62546									
									Phonics:
Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Phonics:	Recognize three-letter wo
Distinguishes between different	Recognize at least five	Recognize at least five vowel	Recognize at least five vowel	Recognize and uses some	Recognize and uses some	Recognises and uses	Recognize three-letter word	Recognize three-letter	consonant blends at the
vowel sounds aurally (e.g. bird	vowel diagraphs (e.g. ay	diagraphs (e.g. ay as in pain	diagraphs (e.g. ay as in pain /ay	suffixes. E.gly, -ing	suffixes. E.ged	some suffixes (-es; -ies;	consonant blends at the	word consonant blends at	beginning and end of wo
and bed / ship and sheep)	as in pain /ay as in pay / oi	/ay as in pay / oi as in coin /	as in pay / oi as in coin / oy as in			-ly; -ing; -ed)	beginning and end of words.	the beginning and end of	E.gtch, -nch, ph-
· ''	as in coin / oy as in toy /	oy as in toy / ou as in round).	toy / ou as in round).	Builds and sounds out words	Builds and sounds out words	, , ,	E.g. str-, scr-	words. E.gss, -ff, -ll	
	ou as in round).			using sounds learnt.	using sounds learnt.	Builds and sounds out			Builds and sounds out we
		Build and sound out words	Build and sound out words using			words using sounds	Builds and sounds out words	Builds and sounds out	using sounds learnt.
		using sounds learnt.	sounds learnt.			learnt	using sounds learnt	words using sounds learnt.	
Reading: Shared Reading:	Reading: Shared Reading:	Reading: Shared Reading:	Reading: Shared Reading:	Reading: Shared Reading:	Reading: Shared Reading:	Reading: Shared Reading:	Reading: Shared Reading:	Reading: Shared Reading:	Reading: Shared Reading:
								Reads a short written text	
Reads a short written text (Big Book or other enlarged text) with	Reads a short written text (Big Book or other	Reads a short written text (Big Book or other enlarged	Reads a short written text (Big Book or other enlarged text) with	Reads a short written text (Big Book or other enlarged text)	Reads a short written text (Big Book or other enlarged	Reads a short written text (Big Book or other	Reads a short written text (Big Book or other enlarged	(Big Book or other	Reads a short written tex (Big Book or other enlarge
the teacher, using the title for	enlarged text) with the	text) with the teacher, using	the teacher, using the title for	with the teacher, using the title	text) with the teacher, using	enlarged text) with the	text) with the teacher, using	enlarged text) with the	text) with the teacher, us
prediction.	teacher, using the title for	the title for prediction.	prediction.	for prediction.	the title for prediction.	teacher, using the title	the title for prediction.	teacher, using the title for	the title for prediction.
prediction.	prediction.	the the for prediction.	prediction.	lor prediction.	the title for prediction.	for prediction.	the the for prediction.	prediction.	and the for prodiction.
Answers literal questions about	prediction.	Answers literal questions	Answers literal questions about a	Answers literal questions about	Answers literal questions	ioi prediction.	Answers literal questions	prodiction.	Answers literal questions
a story.	Answers literal questions	about a story.	story.	a story.	about a story.	Answers literal	about a story.	Answers literal questions	about a story.
	about a story.		"" ,	,		questions about a story.	,	about a story.	,
Describes how a story made	,	Describes how a story made	Describes how a story made	Describes how a story made	Describes how a story made	,	Describes how a story made	,	Describes how a story ma
them feel, code switching if	Describes how a story	them feel, code switching if	them feel, code switching if	them feel, code switching if	them feel, code switching if	Describes how a story	them feel, code switching if	Describes how a story	them feel, code switching
necessary.	made them feel, code	necessary.	necessary.	necessary.	necessary.	made them feel, code	necessary.	made them feel, code	necessary.
	switching if necessary.					switching if necessary.		switching if necessary.	
https://wcedeportal.co.za/eresou									
<u>rce/49221</u>									
Group guided Reading:	Group guided Reading	Group guided Reading	Group guided Reading	Group guided Reading	Group guided Reading	Group guided Reading	Group guided Reading	Group guided Reading	Group guided Reading
Reads aloud from own book in a	Reads aloud from own	Reads aloud from own book	Reads aloud from own book in a	Reads aloud from own book in	Reads aloud from own book	Reads aloud from own	Reads aloud from own book	Reads aloud from own	Reads aloud from own b
guided reading group with the	book in a guided reading	in a guided reading group	guided reading group with the	a guided reading group with	in a guided reading group	book in a guided reading	in a guided reading group	book in a guided reading	in a guided reading grou
teacher, that is, the whole group	group with the teacher,	with the teacher, that is, the	teacher, that is, the whole group	the teacher, that is, the whole	with the teacher, that is, the	group with the teacher,	with the teacher, that is, the	group with the teacher,	with the teacher, that is,
reads the same story or non-	that is, the whole group	whole group reads the same	reads the same story or non-	group reads the same story or	whole group reads the same	that is, the whole group	whole group reads the same	that is, the whole group	whole group reads the sa
fiction text with the teacher.	reads the same story or non-fiction text with the	story or non-fiction text with the teacher.	fiction text with the teacher.	non-fiction text with the teacher.	story or non-fiction text with the teacher.	reads the same story or non-fiction text with the	story or non-fiction text with the teacher.	reads the same story or non-fiction text with the	story or non-fiction text we the teacher.
Uses the reading strategies	teacher.	נווס נסמטוטו.	Uses the reading strategies	todorior.	נווס נסמטוטו.	teacher.	uno todonol.	teacher.	are teacher.
taught in HL to make sense and	, sucrior.	Uses the reading strategies	taught in HL to make sense and	Uses the reading strategies	Uses the reading strategies	, odding.	Uses the reading strategies		Uses the reading strateg
monitor self when reading	Uses the reading	taught in HL to make sense	monitor self when reading	taught in HL to make sense	taught in HL to make sense	Uses the reading	taught in HL to make sense	Uses the reading	taught in HL to make ser
(phonics, context clues,	strategies taught in HL to	and monitor self when	(phonics, context clues, structural	and monitor self when reading	and monitor self when	strategies taught in HL	and monitor self when	strategies taught in HL to	and monitor self when
structural analysis, sight words)	make sense and monitor	reading (phonics, context	analysis, sight words)	(phonics, context clues,	reading (phonics, context	to make sense and	reading (phonics, context	make sense and monitor	reading (phonics, contex
	self when reading	clues, structural analysis,		structural analysis, sight	clues, structural analysis,	monitor self when	clues, structural analysis,	self when reading	clues, structural analysis
Reads with increasing fluency	(phonics, context clues,	sight words)	Reads with increasing fluency	words)	sight words)	reading (phonics,	sight words)	(phonics, context clues,	sight words)
and expression.	structural analysis, sight	B 1 37	and expression.	Danda with in and in	B	context clues, structural	Doods with in one o	structural analysis, sight	Danda with the
Chave us desets a discount	words)	Reads with increasing	Chave understanding of	Reads with increasing fluency	Reads with increasing	analysis, sight words)	Reads with increasing	words)	Reads with increasing
Shows understanding of	Doodo with incressing	fluency and expression.	Shows understanding of punctuation when reading aloud.	and expression.	fluency and expression.	Doods with increasing	fluency and expression.	Reads with increasing	fluency and expression.
	Reads with increasing	Shows understanding of	punctuation when reading aloud.	Shows understanding of	Shows understanding of	Reads with increasing	Shows understanding of	fluency and expression.	Shows understanding of
punctuation when reading aloud.	fluency and expression.	Shows understanding of punctuation when reading	Continues to build a sight	punctuation when reading	Shows understanding of punctuation when reading	fluency and expression.	punctuation when reading	וועפווטא מווע פאטופטטוטוו.	punctuation when readin
	i	aloud.	vocabulary from the guided,	aloud.	aloud.	Shows understanding of	aloud.	Shows understanding of	aloud.
Continues to build a sight	Shows understanding of	ulouu.	shared and independent reading.	aloud.	alouu.	punctuation when	aloud.	punctuation when reading	alouu.
Continues to build a sight vocabulary from the guided,	Shows understanding of		I Shared and independent reading	i .	I		Continues to build a sight	aloud.	Continues to build a sigh
Continues to build a sight vocabulary from the guided, shared and independent	punctuation when reading	Continues to build a sight	Shared and independent reading.	Continues to build a sight	Continues to build a sight	reading aloug	I CONTINUES to Dulid a Sidin		
Continues to build a sight vocabulary from the guided,		Continues to build a sight vocabulary from the guided.	Reads own and others' writing.	Continues to build a sight vocabulary from the guided,	Continues to build a sight vocabulary from the guided,	reading aloud.	vocabulary from the guided,	aloud.	
Continues to build a sight vocabulary from the guided, shared and independent	punctuation when reading	Continues to build a sight vocabulary from the guided, shared and independent			Continues to build a sight vocabulary from the guided, shared and independent	Continues to build a		Continues to build a sight	
Continues to build a sight vocabulary from the guided, shared and independent reading.	punctuation when reading aloud.	vocabulary from the guided,	Reads own and others' writing.  Reads independently books read	vocabulary from the guided,	vocabulary from the guided,		vocabulary from the guided,	Continues to build a sight vocabulary from the	vocabulary from the guid
Continues to build a sight vocabulary from the guided, shared and independent reading.	punctuation when reading aloud.  Continues to build a sight	vocabulary from the guided, shared and independent	Reads own and others' writing.	vocabulary from the guided, shared and independent	vocabulary from the guided, shared and independent	Continues to build a	vocabulary from the guided, shared and independent	Continues to build a sight	vocabulary from the guide shared and independent

	sessions and simple caption books and picture story books in the FAL from the classroom reading corner.  Reads familiar poems and rhymes.  Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.	Reads own and others' writing.  Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.  Reads familiar poems and rhymes.  Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.	Reads own and others' writing.  Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.  Reads familiar poems and rhymes.  Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.	story books in the FAL from the classroom reading corner.  Reads familiar poems and rhymes.  Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.	Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.  Reads familiar poems and rhymes.  Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.	Reads own and others' writing.  Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.  Reads familiar poems and rhymes.  Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.	Reads own and others' writing.  Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.  Reads familiar poems and rhymes.  Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.	Reads own and others' writing.  Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.  Reads familiar poems and rhymes.  Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.	Reads own and others' writing.  Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.  Reads familiar poems and rhymes.  Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.	Reads own and others' writing.  Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the FAL from the classroom reading corner.  Reads familiar poems and rhymes.  Uses children's picture dictionaries (mono- and bilingual) to find out the meaning of unknown words.
	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words	Sight words
	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89	CAPS pg. 87 89
	https://wcedeportal.co.za/eresource/62506						22.2 25.5. 00	2 P 2 P 2 P 2 P 2 P 2 P 2 P 2 P 2 P 2 P		7 2 pg. 5. 55
	Writing/Shared Writing and creative writing	Writing/Shared Writing and creative writing	Writing/Shared Writing and creative writing	Writing/Shared Writing and creative writing	Writing/Shared Writing and creative writing	Writing/Shared Writing and creative writing	Writing/Shared Writing and creative writing	Writing/Shared Writing and creative writing	Writing/Shared Writing and creative writing	Writing/Shared Writing and creative writing
	Uses handwriting skills taught in HL.	Writes increasingly complex lists with headings.	Writes a paragraph of 6 – 8 sentences on a familiar topic.	Organises information in a chart, table or bar graph, e.g. after doing a survey.	Writes a personal recount of experiences,	Together with the teacher, writes a simple story and copies it (Shared writing)	Using the writing process (drafting, writing, editing,	Uses punctuation already taught in HL.	Spells common words correctly and attempts to spell unfamiliar words	Uses past tense with increasing accuracy
	Builds own word bank and personal dictionary.						publishing)		using phonic knowledge	
	Uses children's dictionaries (mono- and bilingual)									
	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:	Language Structure:
	Understands and uses the future tense – I will go to town tomorrow.	Understands and uses the future tense – I wil go to town tomorrow.	Understands and uses comparative adjectives – a car is faster than a bicycle.	Understands and uses comparative adjectives – a car is faster than a bicycle.	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.	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.	Revises some of the grammar covered informally in Grades R to 2.	Revises some of the grammar covered informally in Grades R to 2.						
	https://wcedeportal.co.za/eresource/62936									
	https://wcedeportal.co.za/eresource/75881									
Requisite pre- knowledge	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
Resources (other than textbook) to enhance learning	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
Informal assessm; remediation	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing
SBA (Formal Assessment)	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:		

https://wcedeportal.co.za/enrce/69191	sou		Listening and     Speaking	Listening and Speaking     Reading Oral	Writing     Reading Oral	Phonics Written     Reading     Comprehension     Written     Language use  Compile into 1 FAT	