



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL REVISED ANNUAL TEACHING PLANS

GRADE 2

FIRST ADDITIONAL LANGUAGE (FAL)

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1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans after the extended lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming, as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards in all subjects have been set;
- Progression: content and context of each grade shows progression from simple to complex

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1st June 2020.

4. Revised Teaching Plans per Subject

This document presents the revised national annual teaching plans for Grade 1.

1. Afrikaans First Additional Language

Revised National Teaching Plan

Die onderwyer moet 'n regmerkie maak langsaan afgehandelde inhoud. Maak seker dat die voorgeskrewe inhoud in die gegewe tydraamwerk afgehandel word. Gebruik die eerste week vir oriëntasie en basislynassessering. Assessering word deurlopend gedoen - gebruik 'n kontrolelys om inhoud af te merk. Gebruik SGA riglyne as 'n gids.

LUISTER EN PRAAT (MONDELING)

INHOUD / BEGRIFFE / VAARDIGHED

Daaglikse aktiwiteite (30 minute per week)

Aktiwiteite verskil in tydsduur. Onderwysers kan een langer aktiwiteit , of twee of drie korter aktiwiteite per week onderrig.

* Onderwysers behoort temas te kies wat hulle in staat sal stel om woordeskat uit te brei, en al die onderstaande aktiwiteite te dek.

* Let daarop dat die voorgestelde temas / onderwerpe slegs voorstelle is.

* Onderwysers kan hulle eie temas kies. Dit sal van die konteks en die beskikbare hulpmiddels afhang.

* Onderwysers moet seker maak dat hulle die nodige Grootboeke, plakkate, rympies, liedjies, speletjies en voorwerpe beskikbaar het vir die tema wat hulle gekies het.

* Onderwysers moet gedurende die beskikbare tyd soveel moontlik aktiwiteite probeer dek.

Datums	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Weke																						
Gaan voort om 'n mondelinge (luister en praat) woordeskat te ontwikkel, deur gebruik te maak van temas. Integreer aktiwiteite met Gedeelde lees, Wiskunde en Lewensvaardigheid.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Volg 'n kort reeks instruksies. Voltooi 'n taak, byvoorbeeld: Neem die kryt en skryf jou naam op die bord. Gebruik nou die uitveer om die bord skoon te maak.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Gee eenvoudige instruksies, byvoorbeeld: Maak oop die deur.					x							x			x						x	
Maak eenvoudige versoek en beweringe, byvoorbeeld: Kan ek buitetoe gaan, ek wil speel, asseblief?	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Identifiseer 'n voorwerp deur eenvoudige, mondelinge beskrywing, byvoorbeeld: Dit is winter. Daar is nie blare aan die bome nie. / Dit is lente. Die voëltjie bou sy nessie. Kies die toepaslike prent vir die beskrywing. Integreer aktiwiteite met Gedeelde lees, Wiskunde en Lewensvaardigheid.			x	x			x	x				x	x		x		x		x	x		
Praat oor voorwerpe in 'n prent en reageer op die onderwyser se instruksies, byvoorbeeld: Wat sien jy? Vertel vir my meer van wat jy sien. Integreer aktiwiteite met Gedeelde lees, Wiskunde en Lewensvaardigheid.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Luister na 'n eenvoudige vertelling, bv. My somervakansie, en beantwoord eenvoudige vrae, byvoorbeeld: Waarheen het Tandi vir haar somervakansie gegaan? Wat het sy gedoen toe hulle daar aankom? Wat het sy volgende gedoen?		x				x	x	x		x	x		x			x		x	x			
Die onderwyser help leerders om die storie oor te vertel, of 'n kort opsomming te maak.		x				x	x	x		x	x		x			x		x	x			

Memoriseer eenvoudige gediggies, aksiesrympies en liedjies, en dra dit voor, byvoorbeeld: Die wiele van die bus draai om en om	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	
Speel taalspeletjies, byvoorbeeld: Leerders werk in groepe. Hulle moet klere benoem wat ons op 'n warm / koue dag dra. Die groep wat die meeste kledingstukke kan benoem, is die wenners.	x	x			x	x			x	x	x				x				x					

Fokus op luister- en praataktiwiteite (minimum 15 minute een maal per week, maksimum 15 minute twee maal per week)

- Luister na stories wat vertel of gelees word (gedeelde lees).
- Afhangend van die klasrooster kan die onderwyser een of twee maal per week 'n storie lees of vertel (of 'n reeks gebeure weergee). Stories wat vertel word, kan deur middel van gebare en ander toneelbenodighede, byvoorbeeld maskers, gedramatiseer word. 'n Grootboek of geillustreerde plakkaat (waarop al die leerders die prent kan sien) word gebruik vir stories wat gelees word

Weke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Luister vir genot na kort stories en neem op gepaste tye aan refreine deel; gee terugvoering oor niefiksie-tekste,byvoorbeeld: Winter, wat uit Grootboeke of geillustreerde plakkate vertel word.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Verstaan en reageer op eenvoudige vrae, byvoorbeeld: "Watter ...?"	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Benoem van die voorwerpe in die prent en reageer op die onderwyser se vrae, byvoorbeeld: Wat is dit hierdie? Dit is sneeu.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Dramatiseer dele van die storie deur van die teks te gebruik.				x				x					x				x		x		x		x
Die onderwyser help leerders om die storie oor te vertel, of 'n kort opsomming te maak.		x					x						x			x		x				x	
Ontwikkeling van begrippe, woordeskat en taalstrukture: Deur aan die bestaande aktiwiteite deel te neem, word woordeskat, asook begripswoordeskat, uitgebrei, byvoorbeeld: deur 'n tema soos Die weer / rigting - links / regs . Ons lees van links na regs		x	x										x										
Die gebruik van eenvoudige taalstrukture: teenwoordige tyd: Hy skop die bal bywoorde: Die seun hardloop vinnig werkwoorde: Die wind waai byvoeglike naamwoorde: Die water is warm	bywoorde	byvoeglike naamwoord	werkwoorde	teenwoordige tyd	Bywoorde	byvoeglike naamwoord	werkwoorde	Byvoeglike naamwoorde	Present progressive tense	werkwoorde	teenwoordige tyd	byvoeglike naamwoord	teenwoordige tyd	werkwoorde	teenwoordige tyd	Adverbs							

ASSESSESSERING	
MOET AFGEHANDEL WORD GEDURENDE WEEK 9	
<ul style="list-style-type: none"> Herhaal 3 sinne oor opeenvolging van gebeure in die storie wat vertel/ gelees was <p>Beantwoord letterlike vrae wat met die storie verband hou. (Wys my die deel van die storie waarvan jy die meeste gehou het.)</p>	RUBRIEK KONTROLELYS
Toon begrip van basiese woordeskat deur na voorwerpe in die klaskamer te wys (noem die voorwerpe),	
MOET AFGEHANDEL WORD GEDURENDE WEEK 20	
Gebruik n skryfraam en gee n eenvoudige vertelling van 3-4 sinne. OF Leerders vertel die storie oor, OF Hulle maak n kort opsommimg(3-4 sinne)	RUBRIEK KONTROLELYS
Toon begrip van basiese woordeskat deur op onderwyser se instruksies te reageer en aksies uit te voer.Byvoorbeeld: Wys my die reus, vliegtuig, in die prent. Loop swaar soos 'n reus. Beweeg soos 'n vliegtuig. Kraai soos 'n hoenderhaan.	
Beantwoord eenvoudige vrae, byvoorbeeld: Van watter seisoen hou jy die meeste? Noem 'n vrug wat ons kan koop tydens die seisoen?	

LEES EN KLANKE

INHOUD / BEGRIPPE / VAARDIGHEDE

Klanke en fonemiese bewustheid (15 minute per week)

- * Beplan kort doelgerigte aktiwiteite van (5-10 minute) wat verspreid is oor 'n week. (3x 5 min OF 2x 10 min plus 5 minute)
- * Gaan voort om aanvangsklanke aan te leer. Groepeer woorde in klank- en woordfamilies.
- * Stel eers die tweeletterkombinasies aan die begin van woorde bekend. Gebruik woorde wat die leerders reeds ken en gebruik die woorde in eenvoudige sinne.
- * Stel leerders bloot aan algemene konsonantkombinasies en vokaalverbindinge in hoëfrekwensie woorde, of woorde wat reeds aan die leerders bekend is.
- * Maak seker dat leerders die betekenis verstaan as nuwe woorde bekengestel word. Gebruik woorde in sinne.
- *
- * Aktiwiteite kan ook met luister-, praat- en leesaktiwiteite geïntegreer word.

Dates	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Weeks																						
Identifiseer die letter-klank-verhouding van die meeste enkelkonsonante en kort vokale	x	x	x	x	x																	
Herken die -jie en -tjie uitgange aan die einde van woorde, bv. Mandjie, katjie																						
Groepeer woorde in woordfamilies, bn.: a - lat, mat, dat, vat e - mes, ses, les, nes i - mik, tik, stik, hik o - rok, lok, bok u - bus, lus, mus																	x	x	x	x	x	
Verdeel eenvoudige drie letterwoorde wat met n enkelkonsonant begin, gevvolg deur 'n kort vokaal en n eindkonsonant in individuele klanke bv. k-a-t; p-e-n; p-o-t																						
Doen woordbou-aktiwiteite en verdeel eenvoudige woorde met enkelbeginklanke en kort vokale (aanvangsklank en rym), bv.: soos in k-at, m-et, v-os, w-it, b-us, ens.	x	x	x	x	x																	
Herken woorde met lang vokale en groepeer dit dit in woordfamilies, byvoorbeeld: -aa- in kaas, -oo- in loot, boot; -ee- in meel en -uu- in vuur	aa	ee	oo	uu																		
Onderskei tussen kort en lang vokale soos in poot/pot boot/bot																						
Doen woordbou-aktiwiteite met aangeleerde klanke.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Herken tweeletterkombinasies aan die begin van woorde, byvoorbeeld: -gr- oen, bl- om.						x	x	x	x													
Onderskei tussen klanke wat maklik verwarr word, byvoorbeeld: i en u																				x		

Gedeelde lees (vorm deel van Luister en Praat)

*Gedeelde lees is 'n lees- en luisteraktiwiteit. Dit sluit ook praat in, aangesien leerders met hul onderwyser oor die teks gesels.

*In Graad 2 is gedeelde lees deel van luister en praat.

Groepbegeleide lees (minimum 30 minute)

*Onderwysers wat van die minimum tyd vir Eerste Addisionele Taal gebruik maak, waar daar net 30 minute beskikbaar is, kan twee maal per week klasbegeleide lees doen.

*Hulle lees eenvoudige tekste en doen aktiwiteite wat op die teks betrekking het.

*Maak gebruik van boeke wat eenvoudige strukture, woordeskat en prente bevat om die inhoud en begrip te ondersteun..

Week	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Leerders lees hardop tydens groepbegeleide lees uit hul eie leesboeke saam met die onderwyser. Tydens klasbegeleide lees, lees leerders dieselfde teks of niefiksie-tekste saam met die onderwyser.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Maak gebruik van dieselfde leestegnieke wat in Huistaal aangeleer is sodat leerders hulself moniteer wanneer daar gelees word (klanke, sigwoorde, kontekstuele leidrade, struktuuranalise).	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Lees met toenemende vlotheid en uitdrukking.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Toon begrip vir leestekens tydens hardoplees	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Bou 'n sigwoordeskat uit die groepbegeleide, gedeelde en selfstandige lees op.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Selfstandige lees (gedurende leerders se vrye tyd by die skool en huis)

*Leerders moet aangemoedig word om in hul vrye tyd selfstandig te lees, byvoorbeeld huis of wanneer hulle voor ander leerders hul skriftelike werk voltooi het.

*Dit is belangrik dat leerders elke geleentheid in die klas benut om hul lees te ontwikkel.

Week	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Lees hul eie en ander se skryfwerk.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Lees selfstandig (op hul eie) boeke wat in die groepbegeleide lees gelees is, boeke met eenvoudige onderskrifte en prentstorieboeke wat in die leeshoeke voorkom.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Maak van een- en tweetalige prentwoordeboeke gebruik om die betekenis van onbekende woorde na te slaan.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

ASSESSERING: KLANKE

MOET AFGEHANDEL WORD GEDURENDE WEEK 9	
Bou en breek woorde op.	
Groepeer woorde in woordfamilies.	KONTROLELYS
Tweekonsonantkombinasies aan die begin van woorde. dr-o-m, st-a-p, gr-a-p, bl-e-s	
Diktee: • Skryf een tot -twee sinne wat deur die onderwyser dikteer word. Woordlys bestaan uit 10 hoëfrekwensie en klankwoorde	SKRIFTELIK- RUBRIEK
Groepbegeleide lees Assesseeer hardop lees van elke leerder. Gebruik leesteks met 40-50 woorde uit DBO Werkboek of klas leesboek. Beantwoord kort mondelinge vrae oor teks.	RUBRIEK
Woordherkenning: Sigwoorde: 40 - 50 woorde	KONTROLELYS
MOET AFGEHANDEL WORD GEDURENDE WEEK 20 Skryf woorde met kort vokaal en groepeer dit in woord families. byvoorbeeld: -as, -es, -is, -us, -os, -es. Tweekonsonantkombinasies aan die begin van woorde soos dr-o-m, st-a-p, gr-a-p, bl-e-s Woordbou met lang vokale (-oo-; -ee-) Herken die -jie en -tjie uitgange aan die einde van woorde, bv. Mandjie, katjie	KONTROLELYS
ASSESSERING: LEES Assesseeer hardop lees van elke leerder. Gebruik leesteks met 50-60 woorde uit DBO Werkboek of klas leesboek Tipe vrae: * Meerkeusevrae. * Vul die woorde in (cloze prosedure).	SKRIFTELIK- RUBRIEK
Assesseeer 50-60 sigwoorde per leerder. Gebruik temas, leesboek of Grootboek.	KONTROLELYS

SKRYF

INHOUD / BEGRIPPE / VAARDIGHEDEN

30 minute per week (2X 15 min OF 3X10 min)

* *Onderwysers moet probeer om soveel moontlik aktiwiteit te gedurende die beskikbare tyd te dek (meer as een keer)

*Maak gebruik van handskrifvaardighede wat reeds in Huistaal onderrig is.

*Skryf sinne deur skryframe te gebruik, byvoorbeeld: Ek hou van ... Ek hou nie van ... nie.

* Spel woorde korrek uit bestaande kennis, byvoorbeeld: motor, speel, gaan, of deur klankkennis te gebruik, byvoorbeeld net, pet, vet.

*Skryf sinne en maak gebruik van klanke en sigwoorde wat reeds onderrig is.

* Leerders skryf bekende woorde en sinne wat deur die onderwyser gedikteer word. Integreer met klankeles.

Datum	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Kies die regte onderskrif en kopieer dit om by die prent te pas.	x	x	x																				
.				x	x																		
Voltooи die sinne deur die ontbrekende woorde in te vul.						x	x	x															
Skryf sinne deur sinsrame te gebruik, byvoorbeeld: Ek hou van ... Ek hou nie van	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							
Orden sinne in die regte volgorde en skryf dit neer om 'n paragraaf te vorm.																		x	x	x	x	x	
Skryf 'n paragraaf van ten minste drie sinne oor 'n bekende onderwerp.								x	x	x	x		x	x	x	x							
Gebruik leestekens wat reeds in Huistaal geleer is (hoofletters en punte).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Skryf kort, eenvoudige tekste, gebruik vaardighede wat in die huistaal aangeleer is om inligting in 'n eenvoudige grafiekvorm, byvoorbeeld 'n tabel, te organiseer.															x	x	x	x	x	x	x	x	
Bou eie woordbank en persoonlike woordeboek.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Taalstruktuur:								x	x	x	x		x	x	x	x	x	x	x	x	x	x	
* Gebruik selfstandige naamwoorde(eie name, name van plekke) en voornaamwoorde, byvoorbeeld: ek, jy, hy, sy in skryfwerk. Integreer voornaamwoorde aktiwiteit met Luister en Praat.																							
* Demonstreer deur die korrekte gebruik van voornamwoorde, byvoorbeeld: Hy is 'n seun, Sy is 'n meisie. Dit is sy stoel. Dit is haar stoel.																							

Maak gebruik van die teenwoordige en verlede tyd in skryfwerk. Integreer dit met Luister en Praat aktiwiteite								x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Vorm en gebruik, met die onderwyser se hulp, meervoude van bekende selfstandige naamwoorde Herken meervoude (-s en -e) op gehoor. Integreer dit met klanke								x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x

ASSESSESERING

MOET AFGEHANDEL WORD GEDURENDE WEEK 9

Skryf en illustreer 'n beterskapskaartjie	RUBRIEK
Skryf 'n sin met korrekte leestekens wat deur die onderwyser gedikteer word.	KONROLELYS

MOET AFGEHANDELWORD GEDURENDE WEEK 20

Skryf drie sinne met leestekens oor 'n bekende onderwerp/ prent .	KREATIEWE SKRYFWERK - RUBRIEK
Skryf sinne met die korrekte leestekens tydens diktee. Integreer met klanke.	SKRIFTELIK - KONROLELYS

2. English First Additional Language

Revised National Teaching Plan

The teacher must tick off what she has done - ensure all aspects are done within the time given.

Use the first week for orientation and baseline assessment. Assessment is done continuously- have a checklist available to tick off on an ongoing basis. Use your SBA guidelines as a guide.

LISTENING AND SPEAKING (ORAL)

Dates																										
Weeks	1	2	3	4	5	6	7	8	9	10	11		13	14	15	16	17	18	19	20	21	22				
THEMES																										
1. We have feelings																										
2. Making mistakes																										
3. Being safe and responsible																										
4. Traditions																										
5. Fact or fiction?																										
6. Community																										
7. Creative thinking																										
8. Healthy eating																										
9. Worried and afraid																										
10. Other places																										

CONTENT/CONCEPTS/SKILLS

Daily activities (30 minutes per week)

The activities vary in length. The teacher could do one longer activity or two or three short ones per week.

* Teachers select themes that will allow them to introduce and recycle vocabulary, and cover the activities listed below.

* Note that the suggested themes/topics are simply suggestions.

* Teachers should choose their own appropriate themes depending on their context and the resources available.

* They should make sure that they have Big Books/posters, rhymes, songs, games and real objects for the theme they have chosen.

* Teachers should try to cover all the activities, more than once if possible.

Dates	1	2	3	4	5	6	7	8	9	10	11	13	14	15	16	17	18	19	20	21	22
Weeks	1	2	3	4	5	6	7	8	9	10	11	13	14	15	16	17	18	19	20	21	22
Continues to develop an oral (listening and speaking) vocabulary using the themes selected. Integrate with Shared Reading, Mathematics, and Life Skills.	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
Follows a short sequence of instructions, e.g. completing an activity.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Gives simple instructions, e.g. "Open the door."					x									x							x
Makes simple requests and statements, e.g. "It is cold. May I have a jersey?"	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Identifies an object from a simple oral description. Learners must match this description with the correct picture. Integrate with Shared Reading, Mathematics, and Life Skills.			x	x			x	x				x	x		x		x		x	x	x
Talks about objects in a picture in response to teacher's instructions. Integrate with Shared Reading, Mathematics, and Life Skills.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Listens to a simple recount, e.g. details of a story.		x				x	x	x		x	x				x			x		x	x
With help from the teacher, gives a simple recount, e.g. recount the details of a story to a friend/teacher.	x					x	x	x		x	x			x			x		x	x	
Memorises and performs simple poems, actions rhymes and songs.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Plays language games, for example, learners work in teams – they must think of the names of clothes you wear on a hot day/cold day. The team with the most words wins./ Simon Says, etc.	x	x			x	x			x	x	x			x							

Focussed listening and speaking activities (Minimum 15 minutes x 1 per week; maximum 15 minutes x 2 per week)

* Listens to stories told and read (Shared Reading)

* Once or twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events). Stories that are told can be dramatised using gestures and props to support meaning.

* Stories that are read should be from a Big Book or illustrated poster where all the children can see the pictures.

Weeks	1	2	3	4	5	6	7	8	9	10	11	13	14	15	16	17	18	19	20	21	22
-------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----

Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster with enjoyment and joins in choruses at the appropriate time.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Understands and responds to simple questions such as "Which ...?" "Whose ...?" Integrate with Shared Reading.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Names some of the things in the picture in response to questions from the teacher.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Acts out the story using some of the dialogue.				x					x				x			x		x			x	
With help from the teacher, retells the story/ giving a simple summary of the text.		x					x					x			x		x		x		x	
Development of concepts, vocabulary and language structures: Through taking part in the above activities: *continues to build oral vocabulary, including conceptual vocabulary, e.g. weather/ direction (left and right) (We read and write from left to right.)	x	x													x							
Begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g. *present progressive tense: "He is kicking the ball" *a greater range of adverbs (quickly, slowly) *the verb to be: "It is cold"; *a greater range of adjectives (windy, cloudy, rainy, warm, sunny)	Adverbs	Adjectives	Verbs	Present progressive tense	Adverbs	Adjectives	Verbs	Present progressive tense	Adverbs	Adjectives	Verbs	Present progressive tense	Adjectives	Present progressive tense	Verbs	Present progressive tense	Adverbs					

ASSESSMENT

To be completed by week 9	
Retells a story that is told or read (at least 3 or 4 sentences)	RUBRIC
Gives a simple recount	CHECKLIST
Answer simple literal questions about text/story	
Demonstrates understanding of basic vocabulary	
To be completed by week 20	
Using a frame, gives a simple recount of at least 3 to 4 sentences on personal news.	RUBRIC
Demonstrates an understanding of some basic vocabulary.	CHECKLIST (✓ X)
Answer simple literal questions about story/text.	

READING AND PHONICS

CONTENT/CONCEPTS/SKILLS

Phonemic Awareness and phonics (15 minutes per week)

- * These activities should be short (5-10 minutes) and spaced out over the week.
- * Build short, familiar words with short vowel sounds. These words can be grouped into word families.
- * Consonant digraphs are introduced in the beginning and end of words.
- * Common consonant blends are introduced using familiar or high frequency words.
- * Vowel digraphs are taught and can also be grouped into word families.
- * Familiar words are used in sentences.
- * The activities can also be integrated into Listening and Speaking or Shared Reading activities.

Dates																								
Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22	
Identifies letter-sound relationships of all single letters.	x	x	x	x																				
Builds up and breaks down simple words beginning with a single consonant into onset and rime (e.g. f-at, p-in, r-ed) and into individual sounds (e.g. f-a-t, p-i-n, r-e-d)	a	e	o	i	u																			
Groups common words into word families (e.g. bin, pin, tin).	x	x	x	x	x												x	x	x	x				
Recognises common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words.						sh	sh	th	th	ch	ch													
Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip).													fl	cl	br	dr								
Recognises vowel digraphs (e.g. oo as in boot, ee as in feet).																oo	oo	ee	ee					
Recognises common endings in words (e.g. 'ed' [past tense], 'ing' [present progressive tense], 'y' and 's' [plurals]).				in	g		s													y	ed			
Distinguishes aurally between long and short vowel sounds, (e.g. 'not' and 'note', 'hat' and 'hate')	x	x	x	x	x																			
Distinguishes aurally between sounds that are often confused (e.g. 'i' and 'e').																							x	

Shared Reading (time has been allocated under Listening and Speaking)

* Shared Reading is both a reading and a listening activity; it also involves speaking because learners talk about the text with their teacher.

* In Grade 2, Shared Reading will continue, but as part of Listening and Speaking.

Group Guided Reading (Minimum 30 minutes and maximum 1 hour 15 minutes per week)

* Teachers who are using the maximum time for First Additional Language should divide their class into 5 same-ability reading groups and work with one group each day for 15 minutes.

* While the teacher is working with this group, the other groups will read around the group or do paired reading, using simple familiar texts or do activities related to the reading text.

* The books should be very simple with repetition of structures and vocabulary and pictures to support the text.

Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Reads with increasing fluency and expression.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Shows an understanding of punctuation when reading aloud.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Continues to build a sight vocabulary from the guided, shared and independent reading.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X

Independent reading (in learners' free time at school and at home)

* Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class, e.g. when they have finished an activity ahead of time and at home for homework.

* It is important that every opportunity in class is used to develop their reading.

Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Reads own and others' writing.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the First Additional Language from the classroom reading corner.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X

TO BE COMPLETED BY WEEK 9

Build up and break down words	CHECKLIST
Group word families	
Recognises words with – ed, -ing ends	
Consonant blends: sh-, ch-, th, at beginning and end of words	WRITTEN - RUBRIC
Spelling: Word list of 10 words and 1-2 sentences dictation	WRITTEN - RUBRIC
Group Guided Reading Sessions	RUBRIC
Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 40-50 words and ask questions about the text.	
Word recognition: Sight words: 40 - 50 words	CHECKLIST
TO BE COMPLETED BY WEEK 20	
Spelling: Word list of 10 words and 1-2 sentences dictation - written.	WRITTEN - RUBRIC
Write word with short vowels e.g. ag, eg, ig, og, ug & group common words into word families.	CHECKLIST
Consonant digraphs: sh-, ch-, th, at beginning and end of words.	
Word building with vowel digraphs (-oo-; -ee-)	
Word building consonant blends and recognises consonant digraphs at the beginning of words (fl, sl, gr, pl, etc)	
Recognises words with – ed, -ing ends	
Choose a short reading passage of 50 - 60 words (DBE Workbook or Reader.) Types of questions: * Multiple choice questions. * Fill in the missing words (cloze procedure).	WRITTEN - MEMO
Assess each learner individually 50-60 sight words (Big Book, Theme, Reader).	CHECKLIST

WRITING**CONTENT/CONCEPTS/SKILLS**

- * Teachers should try to cover as many of these activities as possible in the time available.
- * Uses handwriting skills taught in Home Language.
- * Writing sentences should be supported by providing a writing frame.
- * Spells words correctly from memory or using phonic knowledge when writing sentences.
- * Writes sentences using words containing the phonic sounds and common sight words already taught.
- * Writes familiar words and sentences from dictation. Integrate with Phonics.

Dates	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Weeks																						
Chooses and copies a caption to match a picture.	x	x	x																			
Writes a caption for a picture				x	x																	
Completes sentences by filling in missing words.						x	x	x														
Writes sentences using a frame, for example, I like _____. I do not like _____.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						
Puts jumbled sentences in the right order to make a paragraph and copies it.																		x	x	x	x	x
Writes a paragraph of at least 3 sentences on a familiar topic.								x	x	x	x	x	x	x	x	x						
Uses punctuation already taught in the Home Language (capital letters and full stops).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Using skills taught in Home Language, organises information in a simple graphic form (e.g. chart or time line). Writes some short, simple texts already taught in the Home Language, for example, a message on a get well card															x	x		x		x	x	
Builds own word bank and personal dictionary.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Language Structures:							x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Uses some nouns and pronouns (I, you, he, she, it, etc.) when writing. Integrate with Listening and Speaking by modeling the use of correct pronouns.							x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Uses simple present, present progressive and past tenses when writing. Integrate with Listening and Speaking.							x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Uses plurals of some familiar words when writing. Integrate with Phonics (plurals of nouns that are part of the Phonics lesson can be reinforced orally).							x	x	x	x		x	x	x	x	x	x	x	x	x	x	

ASSESSMENT	
TO BE COMPLETED BY WEEK 9	
Writes and illustrates birthday card /a get well card	RUBRIC
Writes a sentence from dictation, punctuate the sentence.	CHECKLIST
TO BE COMPLETED BY WEEK 20	
Writes at least 3 sentences on a familiar topic/picture using capital letters and full stops	WRITTEN - RUBRIC
Writes a sentence from dictation, punctuate the sentence. Integrate with Phonics.	WRITTEN - CHECKLIST

3. isiXhosa First Additional Language

Revised National Teaching Plan

Utitshala makenze olu phawu ✓ koko akuggibileyo - qinisekisa ukuba zonke iinkalo zenziwe ngexesha elabelwe ukuba zigqitywe ngalo.

Sebenzisa iveki yokuqala ukuqhelanisa abafundi nenqubo yokufika esikolweni nokwenza uhlolo olusisiseko. Kwenziwa uhlolo oluqhubekekayo- qiniseka ukuba itshekhillisti yakho ikhona ukuze uyisebenzise rhoqo. Sebenzisa uxwebhu luka SBA njengesikhokelo.

UKUPHULAPHULA NOKUTHETHA (EZOMLOMO)

UMHLA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IIVEKI																						
Imixholo																						
1. Sineemvakalelo																						
2. Ukwenza iimpazamo																						
3. Ukukhuseleka nokuthembeka																						
4. Izithethethe																						
5. Yinyani okanye yintsomi?																						
6. Ekuhlaleni																						
7. Ukuba nengcinga yokuyila																						
8. Ukutya okusempilweni																						
9. Ukukhathazeka nokoyika																						
10. Ezinye iindawo																						

UMXHOLO/INGQIQO/IZAKHONO

Imisebenzi yemihla ngemihla (imizuzu engama-30 ngeveki)

Le misebenzi iyahluka ngokobude. Utitshala usenokwenza umsebenzi omnye omdana kungenjalo imisebenzi emibini okanye emithathu emifutshanana ngeveki.

* Ootitshala bakhetha izihloko eziya kubavumela ukuba bazise yaye bamane besebenzisa isigama (recycle vocabulary), yaye benze le misebenzi idweliswe apha ngezantsi,

* Qaphela ukuba ezi zihloko zicityiswayo ziingcebiso nje.

* Ootitshala mabazikhethela imixholo yabo efanelekileyo ngokuxhomekeke kwimeko nezixhobo ezikhoyo.

* Mabaqiniseke ukuba baneeNcwadi eziNkulu/iipowusta, izicengcelezo, iingoma, imidlao nezinto zenyani ezaneleyo zeso sihloko basikhethileyo.

* Ootitshala mabazame ukwenza yonke imisebenzi, ibe ngaphezu komsebenzi omnye ukuba kuyenzeka.

UMHLA

IIVEKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
• Uyaqhuba nokukhulisa isigama somlomo (ukuphulaphula nokuthetha) esebebenzisa izihloko ezichongiweyo. Nxulumanisa Nokufunda notitshala, Izibalo kunye Nezakhono Zobomi.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
• Ulandela uluhlu olufutshane lwemiyalelo, umzekelo ukuggibeza	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
• Unika imiyalelo emifutshane, umzekelo, ‘Vula ucango’. ‘Vala ucango.’					x								x		x								x
Wenza izicelo neentetho ezelula, umzekelo, ‘Kuyabanda. Ndicela ukuthatha ijezi.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uchonga into ngokulandela ingcaciso yomlomo elula, umzekelo, ‘Kusibekel.’ Abafundi mabadibanise le ngcaciso nomfanekiso ochanekileyo. Nxulumanisa Nokufunda Notitshala, Izibalo nezofundo Zezakhono Zobomi.			x	x			x	x						x	x		x		x			x	x
Uthetha ngezinto ezesemfanekisweni ngokomyalelo katitshala, umzekelo, ‘Ubona ntoni emfanekisweni?’ ‘Ndixelete into oyibona emfanekisweni. Nxulumanisa nokuFunda noTitshala, Izibalo, neZakhono Zobomi.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uphulaphula ibalana elilula, umzekelo, utitshala ebalisa ngotyelelo elwandle ngosuku olutshisayo.		x				x	x	x		x	x		x				x			x	x		
Ubalisa ibalana elilula, encediswa ngutitshala, umzekelo, ubalisa ngohambo lwakhe.		x				x	x	x		x	x		x				x			x	x		
Ugcina engqondweni enze imibongo elula, izicengcelezo ezinentshukumo neengoma, umzekelo, Mntakwethu (x2), Ulele na? (x2) Kubethwa intsimbi (x2) Khelekenkce! (x2).	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Udlala imidlalo yowlimi, umzekelo, abafundi basebenza
ngokwamaqela - mabacinge ngamagama eempahila abazinxiba xa
kutshisa/kubanda. Iqela elinamagama amaninzi liyaphumelela.

Imisebenzi egxininisa ku 'kuPhulaphula nokuThetha' (ubuncinane imizuzu eli-15 ka-1 ngeveki, kodwa ingeqqithi kwimizuzu eli-15 ka-2 ngeveki)

* Uphulaphula amabali abaliswayo nafundwayo (ukuFunda noTitshala)

* Utishala ubalisa okanye ufunda ibali (okanye abalise ngezehlo ezechileyo) kanye okanye kabini ngeveki, ngokuxhomekeke kwixesha elifumanekayo.

* Amabali abaliswayo angalinganiswa/ asenokwenziwa umdlalo, kusetyenziswa iintshukumo nezincedisi (props) ukuxhasa intsingiselo. Amabali afundwayo makathathwe eNcwadini eNkulu okanye ipowusta enemizobo apho bonke abafundi bayibonayo imifanekiso.

Uqala ukwakha ukuqonda nokukwazi ukusebenzisa izakhiwo zolwimi ezilula ezisemxholweni wolwimi oluthethwayo olunentsingiselo, umzekelo.

*imo ende yexesha langoku: 'Uyavikhaba ibhola'

*uluhlu lolubanzana lwezihlomelo; 'ngokukhawuleza.' 'ngokucotha'

*ukusebenzisa intsiza-senzi; kuvatshisa:

*uluhlu olubanzana lwezibahuli: ebanday

anamid olubarizana wezibaluu. ebardayo, eyomleyo, nezinmeho, naokuthambileyo, kuginile.

Ngokutianibneyo, Raqimie IIKIIHLQIA

**UKUHLULA
MAKUSOTY**

MAKUGQIT YWE KWIVERKI YE 9

- Ubalisa ibali kwakhona (ubuncinane izivakalisi ezi-3 okanye 4)
 - Ubalisa ibalana elilula
 - Uphendula, ngeempendulo ezimfutshane, imibuzo elula ecacileyo malunga nebali

Ubonakalisa ukuqonda isigama somlomo esisisiseko

MAKUGQITYWE KWIVEKI YAMA 20

- Ubalisa indaba zakhe elandela isakhelo ngezivakalisi ezi 3 ukuya kwezi-4.
 - Ubonakalisa ukuqonda isigama somlomo esisisiseko.
 - Iphendula imibuzo elula ecacileyo malunga nebuli /itekisi

MAKUGQITYWE KWIVEKI YE 9	
• Ubalisa ibali kwakhona (ubuncinane izivakalisi ezi-3 okanye 4)	IRUBHRIKHI
• Ubalisa ibalana elilula	ITSHEKHLISTI/ULUHLU LOKUHLOLA
• Uphendula, ngeempendulo ezimfutshane, imibuzo elula ecacileyo malunga nebali	
Ubonakalisa ukuqonda isigama somlomo esisisiseko	
MAKUGQITYWE KWIVEKI YAMA 20	
• Ubalisa indaba zakhe elandela isakhelo ngezivakalisi ezi 3 ukuya kwezi-4.	IRUBHRIKHI
• Ubonakalisa ukuqonda isigama somlomo esisisiseko.	ITSHEKHLISTI/ULUHLU LOKUHLOLA (✓ X)
• Uphendula imibuzo elula ecacileyo malunga nebali /itekisi.	

UKUFUNDA NEZANDI

UMXHOLO/INGQIQO/IZAKHONO

Ulwazi Iwezandi namagama (imizuzu eli-15 ngeveki)

* Le misebenzi mayibe mifutshane (imizuzu emi-5 - 10) yaye yahlulahlulelwe iveki.

* Wakha acazulule amagama alula aqala ngeqabane elinye ngokwesiqalo selungu (onset) nokulandelayo kwelungu (rime) (umz. f-a(ka), s-i(ka), s-e(la)

Ubeka amagama afanayo ngokwamaqela amagama (umz. yam, zam, bam)

* Uqaphela oonombini bamaqabane abafana ekuqaleni nasekupheleni kwamagama njengo'th' (thabatha)

* Ukwakha amagama esebezisa izandi ezakhiwe ngamaqabane amathathu (oonontathu)

* Wakha acazulule amagama anoonobumba aba-3 esebezisa izandi azifundileyo. (umz. m-n-a, m-na, mna; e-w-e, e-we, ewe)

* Uqaphela ukuphela ngokufanayo kwamagama (umz. 'am' - 'kwam', 'eni'-'esikolweni')

* Le misebenzi ingadityaniswa nezisebenzi yokuphulaphula nokuthetha kanye nokufunda.

UMHLA

IIVEKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
• Wakha acazulule amagama alula aqala ngeqabane elinye ngokwesiqalo selungu (onset) nokulandelayo kwelungu (rime) (umz. f-a(ka), s-i(ka), s-e(la))	x	x	x	x																			
Wakha acazulule amagama alula aqala ngeqabane elinye ngokwesiqalo selungu (onset) nokulandelayo kwelungu (rime) (umz. f-a(ka), s-i(ka), s-e(la))	x	x	x	x	x																		
Ubeka amagama afanayo ngokwamaqela amagama (umz. yam, zam, bam)	x	x	x	x	x	s-am	kw-	l-am	z-am	b-am	w-am						x	x	x	x			
Uqaphela ukuphela ngokufanayo kwamagama (umz. 'am - kwam' 'eni - esikolweni')																							
Ukwakha amagama esebezisa izandi ezakhiwe ngamaqabane amabini namathathu ng, nd, nt, ndw	nt	nd, nj	ny, nz	nz, nc	ng, nw	nk, nq	ty, bh	ts, sh	ph, qh	th, xh	rh, hl		xw,	sw,	lw, gg	gx,	dl, ntl	mv,	mf,	ndw,	ndl	ngq	tsh
Ukwakha amagama esebezisaizandi ezakhiwe ngamaqabane amabini) umz. nt - intente																							
Uqaphela oonombini bamaqabane abafana ekuqaleni nasekupheleni kwamagama njengo'th, s' (tha-ba-tha, si - ndi-sa)																							
Wakha acazulule amagama anoonobumba aba-3 esebezisa izandi azifundileyo. (umz. m-n-a, m-na, mna; e-w-e, e-we, ewe)	x	x	x	x	x																		x

* UkuFunda noTitshala (ixesha lako libekwe phantsi kokuPhulaphula nokuThetha)

* UkuFunda noTitshala ngumsebenzi wokufunda nokuphulaphula; kukwaquka ukuthetha kuba abafundi bathetha ngetekisi notitshala wabo.

* KwiBanga lesi-2, ukuFunda noTitshala kuya kuqhuba, kodwa sele kuyinxalenyeye yokuPhulaphula nokuThetha.

* UkuFunda noTitshala (ixesha lako libekwe phantsi kokuPhulaphula nokuThetha)

* UkuFunda noTitshala ngumsebenzi wokufunda nokuphulaphula; kukwaquka ukuthetha kuba abafundi bathetha ngetekisi notitshala wabo.

* KwiBanga lesi-2, ukuFunda noTitshala kuya kuqhuba, kodwa sele kuyinxalenyeye yokuPhulaphula nokuThetha.

liveki	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ufundela ngaphandle (ngokukhwazayo) encwadini yakhe ekufundeni kweqela okukhokelwayo efunda notitshala. Le nto ithetha ukuba iqela lonke lifunda ibali elifanayo okanye itekisi eyinyani, lifunda kune notitshala	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Usebenzisa iindlela zokufunda ezifundiswe kuLwimi / IwaseKhaya esenzela ukuqonda itekisi nokuzihlol xa efunda (izandi, izikhokelo zeemeko, uhlalutyo Iwesakhiwo, amagama abonwa rhoqo)	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
• Ufunda ngokuhabalaka okwandyo	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Ubonisa ukuqonda uphawulo lwentetho (punctuation) xa efundela ngaphandle.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uqalisa ukuzakhela uluhlu Iwamagama abonwa rhoqo ewathatha ekufundeni okukhokelwayo, ukufunda notitshala nokuzifundela yedwa	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Ukuzifundela (ngexesa abangenzi nto ngalo abafundi esikolweni okanye ekhaya)

* Abafundi mabakhuthazelwe ukuba bazifundele ngoLwimi Iwabo oloNgezelelweyo lokuQala xa benexesa abangenzi nto ngalo eklasini (umz. xa beqale bagqiba ukwenza umsebenzi) nasekhaya (umz. umsebenzi wasekhaya).

* Kubalulekile ukuba onke amathuba afumanekayo eklasini asetyenziselwe ukuphuhlisa ukufunda kwabo.

liveki	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
• Ufunda into ayibhalileyo nebalwe ngabanye	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
• Uzifundela ngoLwimi lokuQala oloNgezelelweyo iincwadi engancediswa ngethuba lokuFunda okuKhokelwayo afunde neencwadi ezlilu ezcacisa imifanekiso (caption books) neencwadi zamabali abaliswa ngemifanekiso (picture story books) afumaneka kwikona yokufunda yaseklasini.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
• Usebenzisa izichazi-magama zabafundi ezinemifanekiso (zolwimi olunye nezimbini) ukukhangela intsingiselo yamagama angawaziyo	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

UKUHLOLA: IZANDI

LO MSEBENZI MAWUGQITYWE KWIVEKI- 9

Ukwakha nokucazulula amagama. Ukubeka amagama afanayo ngokwamaqela amagama Uqaphela ukuphela ngokufanayo kwamagama (umz. 'am - kwam' 'eni - esikolweni')	ITSHEKHILISTI
Uqaphela oonombini bamaqabane abafana ekuqaleni nasekupheleni kwamagama njengo'th, s' (tha-ba-tha, si - ndi-sa)	

Upelo: Uluhlu lwamagama angama- 10 unye nokubizelwa kwezivakalisi 1-2.

OKUBHALWAYO - IRUBHRIKHI

Izifundo zokufunda ngamaqela notitshala:

Hlola umfundu ngamnye kwizifundo zeorali, chonga ibali (DBE incwadi yokusebenzela, incwadi yokufunda) enamagama ubuncinane angama 40-50 uze ubuze imibuzo ngetekisi.

IRUBHRIKHI

Ukunakana amagama: Amagama asetyenziswa rhoqo: amagama angama 40 - 50

ITSHEKHILISTI

LO MSEBENZI MAWUGQITYWE KWIVEKI YAMA- 20

Upelo : uluhlu lwamagama angama 10- nobizelo lwezivakalisi 1-2 - umsebenzi obhalwayo.

OKUBHALWAYO - IRUBHRIKHI

Wakha acazulule amagama alula aqala ngeqabane elinye ngokwesiqalo selungu (onset) nokulandelayo kwelungu (rime) (umz. f-a(ka), s-i(ka), s-e(la) uze ubeka amagama afanayo ngokwamaqela amagama (umz. yam, zam, bam)

Uqaphela oonombini bamaqabane abafana ekuqaleni
nasekupheleni kwamagama njengo'th, s' (tha-ba-tha, si - ndi-sa)

ITSHEKHILISTI

Ukwakha amagama esebeenzisa izandi ezakhiwe ngamaqabane amabini) umz.
nt - intente

Uqaphela ukwakha amagama esebeenzisa izandi ezakhiwe
ngamaqabane amathathu.

Uqaphela ukuphela ngokufanayo kwamagama (umz. 'am' - 'kwam',
'eni'-'esikolweni')

UKUHLOLA: UKUFUNDA

Chonga isicatshulwa esinamagama angama 50-60 (DBE incwadi yokusebenzela okanye incwadi yokufunda) :

OKUBHALWAYO - IMEMORANDAM

<p>lindidi zemibuzo:</p> <ul style="list-style-type: none">* Uchonga impendulo enye kwezininzi* Ukugwalisa ngamagama ashiyelelweyo	
Hiola umfundu ngamnye kumagama asetyenziswa rhoqo ayi 50-60 (DBE incwadi yokusebenzela, kumxholo okanye incwadi yokufunda)	ITSHEKHILISTI

UKUBHALA

UMXHOLO/INGQIQO/IZAKHONO

- * Ootitshala mabazame ukwenza imisebenzi emininzi kangangoko ngexesha elikhoyo.
- * Usebenzisa izakhono zokubhala ngesandla eselete zifundiwe kuLwimi Lwasekhaya
- * Ubhala izivakalisi esebenzisa isakhelo (frame) (umz. Ndithanda _____. Andithandi _____).
- * Upela amagama ngokuchanekileyo engawajonganga, umzekelo, ewe, hamba, nika, okanye esebenzisa ulwazi lwamaga, umzekelo, umama, utata, usisi
- * Ubhala izivakalisi esebenzisa amagama anezandi namagama abonwayo aqhelekileyo asele efundiwe.
- * Ubhala amagama nezivakalisi eziqhelekileyo kwezo azibizelwayo. Nxulumanisa nezandi.

UMHLA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
IIVEKI																						
Ukhetha akhuphele ingcaciso (caption) ecacisa imifanekiso	x	x	x																			
Ubhala ingcaciso yomfanekiso, encediswa				x	x																	
Uggibezele izivakalisi ngokufakela amagama ashiyelelwego						x	x	x														
Ubhala izivakalisi esebenzisa isakhelo (frame) (umz. Ndithanda _____ . Andithandi _____).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							
Ulandelelanisa kakuhle izivakalisi ezibhidanisiwego (jumbled sentences) esenzela ukwenza umhlathi aze awukhuphele																	x	x	x	x	x	
Ubhala umhlathi owenziwa bubuncinane bezivakalisi ezi-3 ngesihloko asaziyo								x	x	x	x	x	x	x	x							
Usebenzisa uphawulo-ntetho (punctuation) asele elufundisiwe kuLwimi / IwaseKhaya (oonobumba abakhulu nezingxi)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Usebenzisa izakhono azifundiswe kuLwimi / IwaseKhaya ukulandelelanisa iinkukacha ngendlela elula (umz. itshathi okanye ukulandelelana kweziganeko ngokwamaxxesha (time line)																x	x		x	x	x	
Uzakhela ibhanki yesigama nesichazi-magama sakhe.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Isakhwi solwimi:								x	x	x	x		x	x	x	x	x	x	x	x	x	
Usebenzisa izibizo nezimelabizo (Mna, wena, yena, yona, njl.) ekubhaleni Nxulumanisa nezfundo zokuPhulaphula nokuThetha ngokubonisa indlela yokusebenzisa izimelabizo.																						
Usebenzisa imo emfutshane, imo ende yexesha langoku nexesha elidlulileyo xa ebhala. Nxulumanisa nezfundo zokuPhulaphula nokuThetha.							x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Usebenzisa isininzi samagama aqhelekileyo xa ebhala. Nxulumanisa nezfundo zeZandi (izininzi zezibizo eziyinxalenye zezifundo zeZandi zingabethelelwego ngeorali)							x	x	x	x		x	x	x	x	x	x	x	x	x	x	

UKUHLOLA**LO MSEBENZI MAWUGQITYWE KWIVEKI- 9**

Ubhala aze acacise iitekisi ezimfutshane ezilula asele ezifundile, umz. umyalezo wekhadi lokuzalwa okanye lokunqwenelela ukuphila	IRUBHRIKHI
Ubhala isivakalisi asibizelwayo (dictation), afeke iimpawu zokubhala ngokufanelekileyo.	ITSHEKHILISTI

LO MSEBENZI MAWUGQITYWE KWIVEKI- 20

Ubhala umhlathi owenziwa bubuncinane bezivakalisi ezi-3 ngesihloko asaziyo/umfanekiso esebezisa oonobumba abakhulu nezingxi.	OKUBHALWAYO - IRUBHRIKHI
Ubhala isivakalisi asibizelwayo (dictation), afa ke iimpawu zokubhala ngokufanelekileyo. Nxulumanisa nesifundo seZandi.	OKUBHALWAYO - ITSHEKHILISTI

4. isiZulu First Additional Language

Revised National Teaching Plan

Usuku	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
INDIKIMBA																						
1. Izikhathi zonyaka																						
2. Izilwane																						
3. Izilwane ezihlala emanzini																						
4. Amakhaya ezilwane																						
5. Inhlabathi																						
6. Ezokuthutha																						
7. Izinsuku zenkolo																						
Usuku	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Uqhubeka nokuthuthukisa ulwazimaga (ukulalela nokukhuluma) esebenzisa izindikimba ezikhethiwe. Hlanganisa nezifundo zokuFunda ngokuHlanganyela, zeziBalo, kanye nezamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Ulandela imiyalelo emifushane elandelanayo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Unikeza imiyalelo elula, isibonelo, 'vula isicabha.' 'vala isicabha.'					x							x		x							x	
Wenza izicelo kanye nokukhuluma okulula, isibonelo "Kumakhaza. Ngicela ijezi?"	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Ubona izinto ezichazwa ngamagama alula. Abafundi baqondanisa incazeloo nesithombe. Hlanganisa nezifundo zokuFunda ngokuHlanganyela, zeziBalo, kanye nezamaKhono eMpilo.			x	x			x	x				x	x		x		x		x	x	x	
Umfundi uchaza izinto azibona esithombeni ngokomyalelo kathisha. Hlanganisa nezifundo zokuFunda ngokuHlanganyela, zeziBalo, kanye nezamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Ulalela izindaba ezimfushane, isibonelo, imininingwane yendaba		x				x	x	x		x	x	x			x		x		x	x		

Ngosizo lukathisha , uphinda axoxe indaba elula, isibonelo, ukuphinda axoxele umngani/uthisha imininingwane yendaba.		X	X				X	X	X		X	X		X			X		X		X	X	
Bazi ngekhanda bese bahaya izinkondlo ezilula, imilolozelo kanye namaculo.	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	
Badlala umdlalo wolimi, isibonelo, abafundi basebenza ngamaqembu - kufanele bacabange amagama ezingubo eziggokwa uma kushisa/uma kumakhaza. Iqembu elinezimpendulo eziningi yilonia elidla umhlanganiso	x	x			x	x			x	x	x				x								
Amasonto	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ulalela izindaba ezimfushane, izindaba ezioxwayo noma imibhalo yamaqiniso noma izindaba ezipfundwe eNcwadini eNkulu noma iphosta enemidwebo, ngokuzithokozela bese bengenelela lapho kuphindaphindwa khona, ngesikhathi esifanele.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Uphendula imibuzo emifushane elula enjengokuthi "Ikuphi...?" "Okukabani?"	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Unikeza amagama ezinto ezithile ezisesithombeni ukuphendula imibuzo kathisha.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Ulingisa indaba lapho kunenkulumo-mpendulwano				x				x						x			x		x			x	
Ngokusizwa uthisha, uphinda axoxe indaba/unikeza indaba ngamafuphi.		x				x								x			x				x		
Ukuthuthukiswa komqondo wamagama, uhuu lolwazimagama nezakhiwo zolimi Ngokubamba iqhaza kulokhu okungenha: * Umfundu uyaqhube ka nokuzakhela ulwazimagama (isb. isimo sezulu, inkombandlela(esokunxele,esokudla) (Sibhala futhi sifunde sisuka kwesokunxele siya kwesokudla.)																							
Uqala ukuthuthukisa ukuqonda kwakhe kanye nokukwazi ukusebenzisa izakhiwo zolimi ezifana nesandiso, isiphawulo, isenzo, inkathi yamanje.	Izandiso	Isiphawulo	Izenzo	Inkathi yamanje	Izandiso	Isiphawulo	Izenzo	Izichasiso	Inkathi yamanje	Izenzo			Inkathi yamanje	Isiphawulo	Inkathi yamanje	Izenzo	Inkathi yamanje	Izandiso					

UKUHLOLA	
Kumele kuqedwe ngesonto lesi-9	
Uphinda axoxe indaba exoxiwe noma efundiwe (imisho emithathu noma emine).	IRUBHRIKHI
Uxoxa elandelanisa izigameko ezithile ezilula Uphendula imibuzo elula emayelana nombhalo/nendaba. Ukhombisa ulwazi lwamagama ajwayelekile.	UHLU LOKUHLOLA
Kumele kuqedwe ngesonto lama-20	
Usebenzisa uhlaka ukunika ukulandelana kwezigameko, imisho emithathu kuya kwemine okungenani.	IRUBHRIKHI
Ukhombisa ukujonda ulwazimagama oluyisisekelo.	UHLU LOKUHLOLA (<input checked="" type="checkbox"/> X)
Uphendula imibuzo elula emayelana nendaba/umbhalo.	

UKUFUNDA NEMISINDO

OKUQUKETHWE /ULWAZI/ AMAKHONO

Ukwakhiwa nokwazi imisindo: (imizuzu eyi-15 ngesonto)

- * Le misebenzi kumele ibe mifushane (imizuzu 5-10) bese ihlelwa yanele isonto lonke
 - * Bakha amagama amafushane ajwayelekile ngemisindo efundiwe. Lawa magama angaqqwa ngokufana kwamalunga awo.
 - * UkuFaka imisindo efundiwe ekuqaleni nasekugcineni kwegama
 - * Wakha acozulule amagama alula aqala ngongwaqa abafanayo (Isb. is-tu-lo,isi-to-lo, isi-ko-le)
 - * Sebenzisa amagama ajwayelekile ukwenza imisho.
 - * Imisebenzi ingahlanganiswa nezfundo zokuLalela nokuKhuluma noma nezfundo zokuFundu ngokuHlanganyela.

Ukufunda Ngamaqembu Okuholwayo (isikhathi esincane imizuzu engama-30 kanti isikhathi esiphezulu yihora nemizuzu eyi-15 ngesonto)																							
* Othisha abasebenzisa isikhathi esiphezulu soLimi Lokuqala lokweNgeza kufanele bahlukanise abafundi ngamaqembu amahlanu (5) aneziphiko zokufunda ezifanayo bese besebenza neqembu elilodwa imizuzu eyi-15 ngosuku.																							
* Ngesikhathi uthisha esebezena naleli qembu, abafundi bamanye amaqembu bafunda ngamunye noma ngabibili emaqenjini abo besebenzisa izincwadi ezilula eziwayelekile noma imisebenzi ephathelene nokufunda umbhalo.																							
* Izincwadi kumele kube ezilula futhi eziphindaphinda izakhiwo zolimi kanye nolwazimagama nezithombe zokweseka umbhalo.																							
Amasonto	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Umfundi ngamunye ufunda ngokuphimisela encwadini yakhe efunda nothisha. Kube sekulandela iqembu lonke lifunda indaba efanayo lihambisana nothisha	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Usebenzisa amasu okufunda awafunde oLimini Lwasekhaya ukwakha umqondo kanye nokuzibheka uma efunda (imisindo, ukuhleleka kombhalo, amagama afundwa ngokubukwa)	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Ufunda ngokugeleza aphinde akhombise ngezitho zomzimba lokho akufundayo (isp. uyamangala lapho kumangaza khona, ahlahle amehlo lapho kwethusa khona, njll).	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Ukhombisa ukuqonda izimpawu zokufunda lapho efunda ephimisa (iziphumuzi ezifana nongqi, ukhefana, umbabazi, umbuzi, njll).	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Uqhubeka nokuzakhela ulwazimagama alucoshela lapho efunda ngokulawulwa, ngokuhlanganyela nangokuzimela.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Ukufunda ngokuzimela (ngesikhathi sabafundi esikhululekile esikoleni kanye nasekhaya)																							
* Abafundi kumele bakhuthazwe ukuthi bafunde ngokuzimela oLimini Lokuqala Lokwengeza uma bethola isikhathi ekilasini, isibonelo, uma besheshe baqeda umsebenzi bebenikwe wona kanye nasekhaya kube umsebenzi wasekhaya.																							
* Kubalulekile ukuthi uma kuvela isikhathi, sisetshenziselwe ukuthuthukisa amakhono abo okufunda																							
Amasonto	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ufunda umbhalo wakhe kanye nowabanye.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Uzifundela ngokwakhe izincwadi ezifundwe ngesikhathi sokuFundu okuHolwayo nezincwadi ezinezihloko ezilula kanye nezincwadi zezithombe oLimini Lokuqala Lokwengeza ezisekhoneni lezincwadi ekilasini.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	

<p>Khetha umbhalo omfushane (incwadi yokusebenzela ye-DBE noma incwadi yokufunda) Izinhlobo zemibuzo: *Ukukhetha impendulo efanele *Ukugcwalisa ngegama elifanele.</p>	<p>OKUBHALWAYO- IZIMPENDULO EZILINDELEKILE</p>
<p>Hlola ingane ngayinye amagama angama 50-60 owafunda ngokuwabuka. (Sebenzisa Incwadil enkulu, indikimba, incwadi yokufunda)</p>	<p>UHLU LOKUHLOLA</p>

UKUBHALA

OKUQUKETHWE/ULWAZI /AMAKHONO

- * Othisha kumele baqikelele ukuthi bayenza ngobuningi le misebenzi kuye ngesikhathi esikhona
- * Usenzisa amakhono okubhala kahle ngesandla awafundiswe oLimini Lwasekhaya
- * Ukubhala imisho kumele kulekelelw uhlaka lokubhala.
- * Ubhala kahle amagama ngokuwazi noma esebezisa ulwazi lwemisindo uma ebhala imisho.
- * Ubhala imisho esebezisa amagama anemisindo noma amagama ajwayelekile afundisiwe.
- * Ubhala amagama ajwayelekile kanye nemisho ebizelwa uthisha.

Izinsuku	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Amasonto																						
Ukhetha bese ebhala isihlokwana esihambisana nesithombe.	x	x	x																			
Ubhala isihloko esichaza isithombe				x	x																	
Uqedela imisho ngokugcwala amagama afanele.						x	x	x														
Ubhala imisho esebezisa uhlaka oluthile (isb. Ngithanda -----, Angithandi -----).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							
Uhlela imisho exovekile ngendlela efanele, akhe isigaba esinomqondo.																	x	x	x	x	x	x
Ubhala isigaba semisho emithathu okungenani ngesihloko esejwayelekile.								x	x	x	x	x	x	x	x							
Usebezisa izimpawu zokufunda azifunde oLimini lwaseKhaya (osonhlamvukazi kanye nongqi).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Usebezisa amakhono awafunde oLimini Lwasekhaya ukuhlela kahle ulwazi (isibonelo ishadi noma umugqa wesikhathi) Ubhala umbhalo omfushane, olula awafundiswe oLimini Lwasekhaya (isb. Ikhadi - 'UkuFisela ukusheshe alulame').															x	x		x		x		x
Uzakhela inqolobane yamagama kanye nesichazamazwi sakhe.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Izakhiwo zolimi: Usebezisa amabizo ezabizwana ezithile (mina, wena, nina, yena, bona njll) uma bebhala. Hlanganisa nesifundo sokuLalela nokuKhuluma lapho ubonisa khona indlela eyiyo yokusebezisa isabizwana soqobo.								x	x	x	x		x	x	x	x	x	x	x	x	x	
Usebezisa inkathi yamanje nenkathi edlule ngempumelelo uma ebhala. Hlanganisa nesifundo sokuLalela nokuKhuluma								x	x	x	x		x	x	x	x	x	x	x	x	x	
Usebezisa ubuningi bamagama ajwayelekile uma ebhala. Hlanganisa nesifundo seMisindo (ubuningi bamagama ayingxenye yesifundo seMisindo kungagcizelelw ngokukukhuluma)								x	x	x	x		x	x	x	x	x	x	x	x	x	

UKUHLOLA	
Kumele kuqedwe ngesonto lesi-9	
Udweba aphinde abhale ikhadi lokufisela ozalwayo/lokufisele ogulayo ukululama okusheshayo	IRUBHRIKHI
Ubhala umusho ebizelwa nguthisha asebenzise kahle izimpawu zokukhanyisa.	UHLU LOKUHLOLA
Kumele kuqedwe ngesonto lama-20	
Ubhala okungenani imisho emithathu ngesihloko esijwayelekile/isithombe esebeenzisa ofeleba/osonhlamvukazi kanye nongqi.	OKUBHALIWE - IRUBHRIKHI
Ubhala umusho awubizelwe esebeenzise izimpawu zokukhanyisa.Hlanganisa nesifundo seMisindo	OKUBHALIWE - UHLU LOKUHLOLA

5. Sesotho First Additional Language

Revised National Teaching Plan

Titjhere o lokela ho tshwaya mosebetsi a o entseng - a netefatse hore dikarolo tsohle di etswa ka nako e lekantsweng. A sebedise beke ya pele bakeng sa boikwetliso le tekanyetso ya motheo (baseline assessment). A sebedise tekanyetso e tswelang pele - a be a sebedise lenanetekolo (checklist) leo a tla le tshwaya kgafetsa. A sebedise Bukana ya Tataiso ya Tekanyetso Ya Sekolong (SBA Guidelines).

HO MAMELA LE HO BUA (TSA MOLOMO)

Letsatsi																									
DIBEKE	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22		
Dihlooho																									
1. Re na le maikutlo																									
2. Ho etsa diphoso																									
3.Ho bolokeha le boikarabelo																									
4. Meetlo																									
5. Nnete kapa tshomo																									
6. Setjhaba																									
7. Monahano wa boqapi																									
8. Ho ja hantle																									
9. Ho tshwenyeha le ho tshoha																									
10. Dibaka tse ding																									

DIKAHARE/DIKGOPOLOKUTLWISISO/BOKGONI

Mesebetsi ya letsatsi (metsotsso e 30 ka beke)

Mesebetsi e fapanwa ka bolelele. Titjhere a ka etsa mosebetsi o le mong o molelele kapa e mebedi ho isa borarong e mekgutshwane ka beke.

* Matitjhere a kgethe meokotaba e tla ba thusa ho ruta tlottlontswe le ho e pheta, mme a rute mesebetsi ena e latelang.

* Hlokomela ho re meokotaba/dihlooho tse sisintsweng di mpa di sisintswe feela.

* Matitjhere a kgethe meokotaba ya bona e dumellanang le maemo le mehlodi e teng ya disebediswa..

* Ba netefatse hore ba na le Dibuka tse Kgolo/diphoustara, diraeme, dipina, dipapadi le dintho tsa nnete tse hlokahalang bakeng sa mookotaba oo ba o kgethileng.

* Matitjhere a lokela ho leka ho ruta mesebetsi yohle, ho feta hanngwe ha ho kgonahala.

Letsatsi

Letsatsi	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Dibeke	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Tswela pele ho ntshetsa pele tlottlontswe ya molomo (ho mamela le ho bua) a sebedisa mookotaba kapa dihlooho tse kgethilweng. Kopanya le Padisommoho, Mmetse "Dipalo", le Bokgoni ba Bophelo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Latela tlhahlamano e kgutshwane ya ditaelo, mohlala, 'Taka sefahleho se thabileng'.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Fana ka ditaelo tse bonolo, mohlala, "bula lemati"					x							x			x						x	
Etsa dikopo tse bonolo le dipehelo, mohlala, Ke nyorilwe. Na nka nwa metsi a ka kgalaseng?	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Hlwaya ntho tlhalosong e bonolo ya molomo. Baithuti ba lokela ho nyalanya tlhaloso ena le setshwantsho se nepahetseng. Kopanya le Padisommoho, Mmetse "Dipalo", le Bokgoni ba Bophelo.			x	x			x	x				x	x		x		x			x	x	
Bua ka dintho tse setshwantshong ho araba ditaelo tsa titjhere. Kopanya le Padisommoho, Mmetse "Dipalo", le Bokgoni ba Bophelo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Mamela ditaba tse bonolo tse phetwang hape, mohlala, diketsahalo tsa pale.		x				x	x	x		x	x		x			x		x	x			
Ka thuso ya titjhere, pheta ditaba/pale e bonolo, mohlala, a bolele ka leeto leo a le nkileng.		x				x	x	x		x	x		x			x		x	x			
Ho hopola le ho etsa dithothokiso tse bonolo, diraeme tsa diketsiso le dipina.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

Bapala dipapadi tsa puo, mohlala, ba sebetsa ka dihlopha - ba lokela ho nahana ka mabitsa a diphahlo tseo ba di aparang ha ho tjhesa/ho bata. Sehlopha se holang ke se nang le manswe a mangata

Mesebetsi ya ho mamela le ho bua e tse pamisitsweng (Metsotso e 15 x 1 ka beke; moedi ke metsotso e 15 x 2 ka beke)

* Mamela dipale tse phetwang le tse balwang (padisommoho / ho bala ka kopanelo)

* Hang kapa habedi ka beke, ho latela nako e teng, titjhore o pheta kapa o bala pale (kapa ditaba tse phetwang hape). Dipale tse phetwang di ka tshwantshiswa ka ho sebedisa ditho tsa mmele le disebediswa tsa ho tshwantshisa ho tshehetsha moelego.

* Dipale di lokela ho balwa Dibukeng tse Kgolo kapa diphousetara tse nang le ditshwantsho moo baithuti bohle ba kgonang ho bona ditshwantsho.

DIBEKE	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Mamela ka lethabo dipale tse kgutshwane kapa ditema tseo e seng tsa boiqapelo kapa tse balwang Bukeng e Kgolo kapa phoustareng ya ditshwantsho, mme a kenella mahlasong ka nako e loketseng.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Utlwisa le ho araba dipotso tse bonolo jwaloka "Ke mang...? "Ke e eng...". Kopanya le Padisommoho.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Fana ka mabitso a mmalwa a dintho tse ditshwantshong ho araba dipotso tsa titjhere.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Tshwantshisa pale a sebedisa puisano e kgutshwane.				x					x					x				x				x	
Ka thuso ya titjhere, o pheta pale kapa o fana ka kgutsufatso e bonolo ya tema.		x				x							x			x						x	
Ntshetsa pele dikgopolokutlwiso, tlotlontswe le dibopeho tsa puo: Ka ho ba le seabo mesebetsing e ka hodimo: * Tswela pele ho bopa tlotlontswe ya molomo, a kenyelletsa le tlotlontswe ya kgopolo, mohlala, letshehadi / le letona (Re ngola ho tloha lehlakoreng le letshehadi hoyo ho le letona).		x	x												x								

Qala ho ntshetsa pele kutlwisiso le bokgoni ba ho sebedisa puo e bonolo le dibopeho tsa puo maemong a puo e buuwang e nang le moelelo, mohlala * Iekgathe lejwale letselli: 'O ntse a raha bolo', * mahlalosi a eketsehileng: (apele, 'butle') * maetsi a eketsehileng: tshaba, leka, rata * makgethi a eketsehileng: sesane, ntle, mpe	mahlalosi	makgethi	maetsi	iekgathe lejwale letselli	mahlalosi	makgethi	maetsi	makgethi	iekgathe lejwale letselli	maetsi	makgethi	iekgathe lejwale letselli	maetsi	makgethi	iekgathe lejwale letselli	mahlalosi			
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TEKANYETSO

Tekanyetso e phethelwe ka beke ya 9

Ho pheta pale eo a e utwileng kapa eo a e badileng (bonyane dipole tse 3 kapa 4)	RUBURIKI
Ho fana ka diphetelo tsa molomo tse bonolo Araba dipotso tse bonolo mabapi le tema / pale Bontsha kutlwisiso ya tlolontswe e mmalwa ya motheo	LENANETEKOLO

Tekanyetso e phethelwe ka beke ya 20

Ka tshebediso ya foreime, fana ka dipolelo tse 3 ho ya ho tse 4 ho pheta ditaba tsa bona.	RUBURIKI
Bontsha kutlwisiso ya tlolontswe e mmalwa ya motheo	LENANETEKOLO (✓ X)
Araba dipotso tse bonolo ka pale/tema	

HO BALA LE MEDUMO

DIKAHARE/DIKGOPOLOKUTLWISISO/BOKGONI

Temoho ya phetoho ya medumo le medumo (metsotso e 15 ka beke)

- * Mesebetsi ena e lokela ho ba mekgutshwane (metsotso e 5-10) mme e etswe nakong ya beke.
- * Bopa mantswe a makgutshwane a tlwaelehileng ka didumannotshi. Mantswe ana a ka kgobokanngwa hoyo ka maloko a ona.
- * Didummamoho tse tswakilweng qalong le qetellong ya mantswe di a rutwa.
- * Didummamoho tse tswakilweng di rutwa ho sebediswa mantswe a tlwaelehileng le a hlahellang kgafetsa.
- * Didumannotshi tse tswakilweng di a rutwa ebile di ka kgobokanngwa hoyo ka maloko a tsona .
- * Mantswe a tlwaelehileng a sebediswa dipolelong.
- * Mesebetsi ena e ka boela ya hokahanngwa le ho mamela le ho bua, le mesebetsi ya ho bala ka kopanelo (Padisommoho).

Letsatsi	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Dibeke	x	x	x	x																		
Hlwaya kamano ya ditlhaku le medumo ya ditlhaku tsohle tse ikemetseng	b	s	t	d	h																	
Bopa le ho arola mantswe a bonolo a qalang ka didummamoho tse ikemetseng (mohl. t-aka, b-in-a, h-ema) le ditlhakung tse ikemetseng (mohl. t-a-k-a, b-i-n-a, h-e-m-a)	x	x	x	x	x																	
Kgobokanya mantswe a tlwaelehileng a leloko (mohl. hata, bata, kata, rata)	x	x	x	x	x												x	x	x	x		
Hlokomela didummamoho tse tswakilweng (mohl. sh, kg, ng, ts, hl) qalong le qetellong ya mantswe						sh	kg	ng	ng	ts	hl											
Bopa le ho arola mantswe a bonolo a qalang ka didummamoho tse hlahlamanang (mohl. nt-a, mp-e, nk-u)															nt	nt	mp	nk				
Elellwa didumannotshi tse tswakilweng (mohl. oo ho hlooho, ee ho feela)																	oo	oo	ee	ee		
Hlokomela diqetello tse tshwanang mantsweng 'ng'					ng		ng															
Fapanya ka kutlo pakeng tsa didumannotsi tse phahameng le tse tlase (mohl. 'e' ho ke tshela noka le ke tshela metsi le 'o' ho Ke mo oma ka koto le Diaparo di a oma')	x	x	x	x	x																	
Fapanya ka kutlo medumo e ka ferekanyang ha bonolo (mohl. e ho tseba - tsebisa)																						x

Padisommoho (nako e kenyelleditswe ka tlasa ho mamela le ho bua)

- * Padisommoho ke mosebetsi wa Ho bala le Ho mamela di le pedi; e boetse e kenyelletsa ho bua hobane baithuti ba bua ka tema le titjhere wa bona.
- * Kereiting ya 2, Padisommoho e tla tswela pele, empa e le karolo ya ho mamela le ho bua

Ho bala ka tataiso ya seholpha (bonyane metsots e 30 mme o sa fete hora e le 1 metsots e 15)

* Matitjhere a hlahise Padisotataiso ya diholpha kotareng ena. Matitjhere a sebedisang moedi wa nako Puong ya Tlatsetso ya Pele ba lokela ho arola baithuti ka diholpha tse hlano tsa mefuta ya baithuti ba nang le bokgoni bo lekanang ba ho bala mme ba sebetse le seholpha se le seng ka mehla metsots e 15.

* Ha titjhere a ntse a sebetsa le seholpha sena diholpha tse ding di tla ipalla kapa baithuti ba bale ka bobedi, kapa ba sebedise tema e bonolo e tlwaelehileng kapa ba etsa mesebetsi e amanang le tema.

* Dibuka di

lokela ho ba bonolo ka seboleho sa phetapheto le tlotlontswe le ditshwantho ho tshehetsa tema.

Dibeke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Balla hodimo buka ya hae seholpheng sa padisotataiso le titjhere. Seholpha kaofela se bala pale e tshwanang kapa tema eo e seng ya boiqapelo le titjhere	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Sebedisa mawa a ho bala a rutilweng Puong ya Lapeng ho fana ka moevelo mme a itekola ha a bala (medumo, ditemoso tsa moevelo, tshekatsheko ya seboleho, mantswe a hlhang kgafetsa)	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Bala ka bokgeleke bo eketsehileng le ka maikutlo	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Bontsha kutlwiso ya matshwao a puo ha a balla hodimo	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Tswela pele ho bopa tlotlontswe e hlhang kgafetsa padisotataisong, padisommohong le padisonnotshing	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Padisonnotshi (ka nako e lokolohileng sekolong le lapeng)

* Baithuti ba lokela ho kgothalletswa ho etsa padisonnotshi Puong ya Pele ya Tlatsetso ha ba na le nako e ka thoko ka phaposing (mohl. Ha ba qetile ho etsa mosebetsi pele nako e fela) le lapeng (mohl. bakeng sa mosebetsi wa lapeng).

* Ho bohlokwa hore monyetla o bang teng ka phaposing o sebediswe ho ntshetsa pele tsebo ya ho bala.

Dibeke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Bala seo a se ngotseng le se ngotseng ke ba bang	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Bala ka boyena dibuka tse badilweng ka nako ya Padisotataiso le dibuka tsa dihlloho tse bonolo le dibuka tsa dipale tse nang le ditshwantsho Puong ya Tlatsetso ya Pele tse behilweng sekgutlweng sa ho bala ka phaposing ya ho rutela.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Sebedisa dibukantswe tsa bana tse nang le ditshwantsho (dibukantswe tsa puo e le nngwe le tsa puo tse pedi) ho fumana moevelo wa mantswe a sa tsejweng.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

TEKANYETSO: MEDUMO

Tekanyetso e phethelwe ka beke ya 9	
Bopa le ho arola mantswe Bokelletsa mantswe a tshwanang hoyo ka leloko la ona. Elellwa diqetello tse tshwanang mantsweng 'ng'. Elellwa didumammo tse tswakilweng (mohl. sh, kg, ng, ts, hl) qalong le qetellong ya mantswe	LENANETEKOLO
Mopeleto: Lenane la mantswe a 10 le polelo e le 1 - 2 tsa pitsetso.	Sena se a ngolwa (Ho sebediswe Ruburiki)
Ho bala ka tataiso ya sehlopha * Lekola bokgoni ba moithuti ka mong ba ho bala * Kgetha temo (hotswa ho Buka tsa Lefapha La Thuto tsa mosebetsi kapa buka ya dipale) e nang le mantswe a 40 - 50 bonyane mme o botse dipotso ka temo eo.	RUBURIKI
Temoho ya mantswe: mantswe a tlwaelehileng a 40-50.	LENANETEKOLO
Tekanyetso e phethelwe ka beke ya 20	
Mopeleto: Lenane la mantswe a 10 le polelo e le 1-2 tsa pitsetso. (Ho a ngolwa) Fapanya ka kutlo pakeng tsa didumannotsi tse phahameng le tse tlase (mohl. 'e' ho ke tshela noka le ke tshela metsi) le ho bokella mantswe a tlwaelehileng hoyo ka maloko a ona.	Sena se a ngolwa (Ho sebediswe Ruburiki)
Didumammo tse tswakilweng (mohl. sh, kg, ng, ts, hl) qalong le qetellong ya mantswe.	LENANETEKOLO
Bopa mantswe o sebedisa didumannotsi tse tswakilweng (mohl. oo le ee)	
Bopa le ho arola mantswe a bonolo a qalang ka didumammo tse hlahlamanang (mohl. nt-, mp-, nk-)	
Elellwa mantswe a qetellang ka 'ng'	
TEKANYETSO: HO BALA	
Kgetha temo ya mantswe a 50 - 60 (hotswa bukeng ya mosebetsi ya Lefapha La Thuto kapa buka ya dipale) Mefuta ya dipotso: * Potso eo o kgethang karabo ho tse mmalwa * Ho tlatselletsa mantswe a siilweng.	TSE NGOTSWENG - MEMO
Lekola bokgoni ba moithuti ka mong ba ho bala mantswe a tlwaelehileng a 50 - 60 (Sebedisa Buka e Kgolo kapa buka ya dipale).	LENANETEKOLO

HO NGOLA

DIKAHARE/DIKGOPOLOKUTLWISISO/BOKGONI

- * Matitjhere a lokela ho leka ho etsa mosebetsi o mongata ho e latelang kamoo ba ka kgonang ka nako eo ba nang le yona.
- * Sebedisa bokgoni ba mongolo bo rutilweng Puong ya Lapeng
- * Ho ngola dipoleo ho lokela ho tshehetswa ka foreimi ya ho ngola.
- * Ho peleta mantswe ka nepo ho tswa mohopolong kapa a sebedisa tsebo ya medumo.
- * Ho ngola dipoleo a sebedisa mantswe a nang le medumo le mantswe a hlahang kgafetsa a seng a rutilwe
- * Ho ngola mantswe a tlwalehileng le dipoleo ho tswa pitsetsong. Kopanya le medumo

Letsatsi	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Dibeke	x	x	x																			
Kgetha mme a kopisa sehlooho a se nyalanya le setshwantsho.	x																					
Ngola sehlooho bakeng sa setshwantsho.				x	x																	
Qetella dipolelo ka ho tlatsa mantswe dikgeong.						x	x	x														
Ngola dipolelo a sebedisa foreimi, mohlala, Ke rata _____. Ha ke rate _____.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x							
Beha dipolelo tse lobokaneng ka tatellano e nepahetseng ho etsa seratswana le ho se kopisa																	x	x	x	x	x	x
Ngola seratswana sa bonyane dipolelo tse tharo ka sehloho se tlwaelehileng.							x	x	x	x		x	x	x	x							
Sebedisa matshwao a puo a seng a rutilwe Puong ya Lapeng (ditlhaku tse kgolo le dikgutlo).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Sebedisa bokgoni bo rutilweng Puong ya Lapeng, hlophisa tlhahisoledsing ka sebolepo se bonolo sa dikerafiki (tjhate kapa molanako). Ngola tse mmalwa tsa ditema tse bonolo tse seng di rutilwe Puong ya Lapeng, mohlala, molaetsa kareteng ya takaletsa ya ho hlaphohelwa ho kuleng.															x	x		x		x		x
Etsa pokello ya hae ya mantswe le bukantswe eo a iketseditseng yona.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Sebolepo sa puo:							x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Sebedisa mabitso le maemedi a mmalwa (nna, yena, sona, bona, lona, wena) ha a ngola. Kopanya le Ho mamela le Ho bua ka ho bontshs tsela e nepahetseng ya ho sebedisa maemedi.																						

Sebedisa lekgathe lejwale, lekgathe lejwale letsnelly le lekgathe lefetile ha a ngola.								x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
--	--	--	--	--	--	--	--	---	---	---	---	--	---	---	---	---	---	---	---	---	---	---	---	---	---

Sebedisa bongata ba mantswe a mmalwa a tlwaelehileng ha a ngola. Kopanya le medumo (tsebo ya bongata ba mabitso e ka rutwa ka tshebediso ya ho bua ka nako ya ho ruta medumo).							x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x
--	--	--	--	--	--	--	---	---	---	---	--	---	---	---	---	---	---	---	---	---	---	---	---	---	---

TEKANYETSO

Tekanyetso e phethelwe ka beke ya 9

Ngola le ho etsa dikarete tsa ditakalletso (tsatsi la tswalo / ho hlapohelwa).	RUBURIKI
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Ngola dipolelo tsa pitsetso a ngola le matshwao a puo dipolelong.	LENANETEKOLO
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Tekanyetso e phethelwe ka beke ya 20

Ngola dipolelo tse tharo ka seholoho se tlwaelehileng a sebedisa tlhaku tse kgolo le dikgutlo.	Tekanyetso ena e ya ngolwa (Ho sebediswe Ruburiki)
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Ngola dipolelo tse bitswang mme a sebedise matshwao a puo ka nepo. Kenyelletsa medumo.	Tekanyetso ena e ya ngolwa (Ho sebediswe Lenanetekolo)
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6. Setswana First Additional Language

Revised National Teaching Plan

Morutabana a tshwae tiro nngwe le nngwe ea e dirileng - a dire bonnete jwa gore o ruta tiro yotlhe ya dibeke di le 22 mo nakong e rebotsweng																							
GO REETSA LE GO BUA (MOTLOTLO)																							
DITHITOKGANG	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
1. Maikutlo																							
2. Diphoso kgodiso																							
3. Ipabalelo/polokego																							
4. Meetlo																							
5. Nnete kgotsa maaka?																							
6. Sechaba																							
7. Boithamedi																							
8. Go ja go go itekanetseng																							
9. Go tshwenyega ebile o tshogile																							
10. Mafelo mangwe																							

DITENG /DIKGOPOLO / DIKGONO

Ditirwana tsa letsatsi le letsatsi (Metsotsso e le 30 mo bekeng)

Morutabana o tlhopha dithitokgang di le pedi tse di ba letlang go itsise tiriso gape ya tlotlofoko le go akaretsa ditirwana tse di neetsweng fa tlase. Ela tlhoko gore dithitokgang /ditlhogo tse di tshitshintsweng ke dikaelo fela. Barutabana ba tshwanetse go itlhophela dithitokgang tse di maleba ba ikaegile ka bokao/ tiriso le dithusathuto tse ba nang le tsona. Ba netefatse gore ba nne le ditlhokego tsotlhe tse di jaaka dibukakgolo, diphousetara, morumo, dipina, metshameko le dilo tsa nnete tsa thitokgang e ba e tlhophileng.

Dibeke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Tswelela go tlhabolola tlotlofoko ya molomo (go reetsa le go bua) a dirisa dithitokgang kgotsa ditlhogo jaaka `maikutlo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Sala morago ditaelo tse di bonolo, sk, thala setshwantsho sa sefatlhego se itumetseng. Jaanong thala setshwantsho sa sefatlhego se se itumelang.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Neela ditaelo tse di bonolo, sk, Thala setshwantsho sa sefatlhego se se itumetseng.					x							x			x								x
Neela ditaelo tse di bonolo, sk, Thala setshwantsho sa sefatlhego se se itumetseng.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Supa selo go tswa mo tlhalosong e e bonolo ya molomo, sk, Mosetsana o mo kutlobotlhokong. O a lela.' Barutwana ba lemoge sediriswa go tswa mo tlhalosong ya molomo e e bonolo, sk. mosetsana o utlwile botlhoko			x	x			x	x					x	x		x		x			x	x	
Tlotla ka dilo tse di mo setshwantshong o tsibogela ditaelo tsa morutabana, sk: 'O bona eng mo setshwantshong? Ntlotlele ka se o se bonang mo setshwantshong .	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Reetsa tatelano ya ditiragalo e e bonolo, sk: Morutabana o bua se a se dirileng mo mafelong a beke e e fetileng		x				x	x	x		x	x		x			x			x	x			
Reetsa tatelano ya ditiragalo e e bonolo, sk: Morutabana o bua se a se dirileng mo mafelong a beke e e fetileng		x				x	x	x		x	x		x			x		x	x	x			
Go ithuta ka tlhogo le go diragatsa dikopo tse di bonolo, ba diragatsa diraeme le dipina, sk, 'Tlhogo, magetla, sehuba le letheka, mangole le menwana, mangole le menwana'	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Tshameka metshameko ya puo, sk, 'fopholetsa gore mongwe o ikutlwa jang go tswa mo tlhagisong ya maikutlo le puo ka dikarolo tsa mmele.	x	x			x	x			x	x	x					x							

Ditirwana tse di tsepamisitsweng tsa go reetsa le go bua (bonnye jwa nako metsotso e le 15 x 1 mo bekeng bogolo jwa nako metsotso e le 15 x 2 mo bekeng) Reetsa dikgang tse di tlottlweng le tse di buisitsweng (Puisokopanelo) Gangwe kgotsa gabedi mo bekeng, go tswa mo nakong e e leng teng, morutabana o tlota kgotsa o buisa kgang (kgotsa go neela tatelano ya ditiragalo). Dikgang tse di tlottlweng di ka diragadiwa go dirisiwa puo ya dikarolo tsa mmele le moaparo go tshegetsa bokao. Dikgang tse di buisiwang di tshwanetse go buisiwa go tswa mo bukeng e kgolo kgotsa mo phousetareng ya ditshwantsho mo barutwana botlhe ba ka bonang ditshwantsho sentle teng

Dibeke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Reetsa dikgangkhutshwe, tatelano ya ditiragalo kgotsa ditlhanga tse di nang le bonnete kgotsa buisa go tswa mo bukeng e kgolo kgotsa diphousetara tsa ditshwantsho, sk. Motse wa šwa, ka go ijesa monate le go tsena fa gare fa go tshwanetseng ka nako e e maleba.	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Go tlhaloganya le go tsibogela ditaelo, sk, 'Ntshupetse pidipidi e e itumetseng e e thumang mo letamong	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Neela maina a dilo dingwe mo sethwantshong o tsibogela dipotso tsa morutabana, sk, 'Ke eng se?' 'Ke tlhapi'	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Diragatsa kgang o dirisa dingwe tsa dipuisano			x				x					x				x				x		
Ka thuso go tswa go morutabana, neelana tatelano ya ditiragalo e e bonolo, sk. 'Tlotla ka ga loeto'		x				x						x			x				x			
Tlhabololo ya dikgopolo ,tlotlofoko le popego ya puo.. Go tsaya karolo mo ditirwaneng tse di fa godimo: • Tswelela go tlhabolola tlotlofoko ya molomo, o akaretsa tlotlofoko e e akanngwang, sk. 'go tlhagisa maikutlo' • Simolola go tsweletsa go tlhaloganya le bokgoni jwa tiriso e e bonolo ya popego ya puiso mo bokaong jwa puo e e tlhaloganyesegang, sk, Go tlhaloganya le go simolola go dirisa pakajaanong jaaka 'Ke ja bogobe le nnake' Dinako tse di farologaneng jaaka'Sa ntlha/sa pele..', se se latelang.'	x	x										x										
O simolola go tlhabolola go tlhaloganya le bokgoni jwa tiriso e e bonolo ya dipopego tsa puo fa e dirisitswe mo puong e e nang le bokao ya molomo, sk, pakajaanong-tsweledi, sk, 'O raga kgwele'mefuta e e farologaneng ya matlhaodi, 'yo montle, se se telele.'	Lethalosi	Lethaodi	lediri	Pakajaanong tsweledi	Lethalosi	Lethaodi	lediri	Lethalosi	Pakajaanong tsweledi	Lediri		Pakajaanong tsweledi	Lethaodi	Pakajaanong tsweledi	lediri	Pakajaanong tsweledi	Lethalosi					

TLHATLHOBO	E DIRWE KA BEKE YA 9	
Boeletsa kgang/sobokanya setlhanga ka molomo (dipolelo di le tharo kgotsa di le nne)		RUBURIKI
Bontsha go tlhaloganya tlotlofoko ya motheo ya molomo ka go supa didiriswa mo phaposiborutelong kgotsa mo setshwantshong kgotsa o di diragatse ka go tsibogela ditaelo tsa morutabana, sk. 'Ntshupetse moeteledipele wa setlhophpha', jj. 'Supa motshwaradino'.		LENANE LA TLHATLHOBO (✓ X)
Araba dipotso tse di bonolo, sk, maemo a loapi a ntse jang gompieno?		
Supa ditshwantsho di le tharo go tswa mo tlhalosong e e bonolo ya molomo, sk. 'ke selemo, letsatsi le a phatsima'/ke mariga ditlhare di tlhotlhoregile/ke lethhabula, dinonyane di aga dintlhaga		
E DIRWA KA BEKE YA 20		RUBURIKI
O dirisa lethomeso la polelo, o neela tatelano ya ditiragalo ya dipolelo di le 3-4.		
Bontsha go tlhaloganya tlotlofoko ya motheo ya molomo ka go supa didiriswa mo phaposiborutelong kgotsa mo setshwantshong kgotsa o di diragatse ka go tsibogela ditaelo tsa morutabana, sk. 'Ntshupetse moeteledipele wa setlhophpha', jj. 'Supa motshwaradino'.		LENANE LA TLHATLHOBO (✓ X)
Araba dipotso tse di bonolo, sk, maemo a loapi a ntse jang gompieno?		

PUISO LE MEDUMOPUO

DITENG/DIKGOPOLO/DIKGONO

Ditirwana tse di tshwanetse di nne dikhutshwane (metsotso e le 5-10). Di ka nna tsa lomaganngwa le ditirwana tsa Go reetsa le Go bua le tsa Go buisa. • Supa kamano ya tlhaka le modumo ya ditlhakanngwe tse dintsi. • Lemoga mafoko a a felelang ka go tshwana, sk. ng-nokeng, tlhageng sk na - malana, lesakana jj. • Aga le go kgaoganya mafoko a a bonolo a a simololang ka tumammogo e le nngwe e bile a rumisana. (tala, fala, kala,) le medumo e e ikemetseng • Farologanya medumo ya kutlo ya ditumanosi tse di telele le tse dikhutshwane (sk. 'maaka, mooki, le lona, bona ')

Dibeke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Supa kamano ya tlhaka le modumo ya ditlhakanngwe tse dintsi	x	x	x	x																			
Aga le go kgaoganya mafoko a a bonolo a a simololang ka tumammogo e le nosi le ka go raema (sk :t-ala, f-ala,	a	e	o	i	u																		
Kgobokanya mafoko a a tlwaelegileng a lesika le le lengwe (alafile, agile, bapile, fagile).	x	x	x	x	x												x	x	x	x			
Lemoga ditumammogo tsa ka gale tse di pataganeng mo tshimologong le mo bofelong jwa mafoko (sk :tl,th,kg, ng).						tl	th	kg	ts	ng													
Aga le go kgaoganya mafoko a a bonolo a a simololang ka tumammogo e le nosi. (sk, t-ala, f-ala,)												t	f	tl	kg	ts							
Lemoga ditumanosi tse di pataganeng. ('oo' mo go 'lootsa', 'ee mo go 'leele').																	oo	oo	ee	ee			
Lemoga bokhutlo jo bo tlwaelegileng mo mafokong (sk: -ng mo go 'mofokeng', 'nageng', le -ela mo go 'rokela', 'ragela'					ng	na															ng	ela	
Farologanya medumo ya kutlo ya ditumanosi tse di telele le tse dikhutshwane (sk. 'maaka, mooki, le lona, bona ')	x	x	x	x	x																		
Supa pharologanyo magareng ga ditlhaka le medumo e e tlhakanyang tlhogo.sk 'i',le 'o'																						x	

Puisokopanelo (Nako e setse e abetswe go reetsa le go bua) Puisokopanelo mo tirwaneng ya puiso le ya go reetsa, e akaretsa go bua ka gonne barutwana ba tlotla ka setlhangwa le morutabana. Mo Mophatong 2, Puisokopanelo e tla tswelela jaaka karolo ya go reetsa le go bua.

* In Grade 2, Shared Reading will continue, but as part of Listening and Speaking.

Puisokaelo ka ditlhophpha (bonnye jwa nako metsotso e le 30 le bogolo jwa nako ura e le 1 le metsotso e le 15 mo bekeng). Barutabana ba itsise Puisokaelo ka ditlhophpha mo kgweditharong e. Barutabana ba ba dirisang bogolo jwa nako mo Puotlaleletso ya Ntlha, ba tshwanetse go kgaoganya phaposiborutelo ka dikarolo di le 5 tsa bokgoni bo bo tshwanang ba puiso le go dira le setlhophpha se le sengwe metsotso e le 15 letsatsi lengwe le lengwe. Fa morutabana a dira le setlhophpha se, ditlhophpha tse dingwe di tla buisetsana mo ditlhopheng kgotsa ba tla dira puiso ka bobedi, ba dirisa setlhangwa se se bonolo se se tlwaelegileng kgotsa ditirwana tse di amanang le setlhangwa. Dibuka di tshwanetse go nna bonolo ka poeletso ya dipopego le tlotlofoko le ditshwantsho go tshegetsa setlhangwa.

* While the teacher is working with this group, the other groups will read around the group or do paired reading, using simple familiar texts or do activities related to the reading text.

* The books should be very simple with repetition of structures and vocabulary and pictures to support the text.

DIBEKE	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Buisetsa kwa godimo mo bukeng ya gago mo Puisokaelo ka ditlhophpha le morutabana. Setlhophpha sotlh se buisa kgang e e tshwanang kgotsa setlhangwa se a nang le bonnete le morutabana	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Dirisa maano a puiso a a rutilweng mo puong ya gae go dira tlhaloganyo le go itekola ka boena fa a buisa (medumopuo, tiriso e e nang le mafoko a a thusang go bona karabo, tshekatsheko ya popego, mafoko a ba a bonang le go a bua).	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Buisa ka thelelo e e oketsegileng le go ithalosa sentle	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Bontsha go tlhaloganya matshwao a puiso fa o buisetsa kwa godimo	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Simolola go aga tlotlofoko go tswa mo Puisokaelo, Puisokopanelo le Puiso ka nosi.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Puiso ka nosi (ka nako ya barutwana e e lokologileng kwa sekolong le kwa gae). Barutwana ba rotloediwe go buisa ka nosi Puotlaleletso ya Ntlha fa ba na le nako e e sa dirisiweng mo phaposiborutelong.(sk. fa ba feditse tirwana pele ga nako) le kwa gae (sk. jaaka tiro gae). Go botlhokwa gore tshono nngwe le nngwe mo phaposing e dirisetswe go tlhabolola puiso ya bona. •

* It is important that every opportunity in class is used to develop their reading.

DIBEKE	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Buisa mokwalo wa gagwe le wa ba bangwe	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Buisa ka nosi dibuka tse di buisitsweng ka nako ya Puisokaelo le dintlhathlhaloso tse di bonolo le dibuka tsa ditshwantsho tsa kgang tsa Puotlaleletso ya Ntlha mo sekhutwaneng sa puiso mo phaposiborutelong	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Dirisa dithanodi tsa bana tsa ditshwantsho (thanodi ya temenngwe le temepedi) go bona tlhaloso ya mafoko a a sa itsiweng.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

TLHATLHOBO: MEDUMOPUO EDIRWE KA BEKE YA 9	
Mopeleto: Lenaane la mafoko bonnye a le 10 go tswa go thuto ya medumopuo le dipolelo di le pedi tsa piletso Kgobokanya mafoko a a tlwaelegileng a lesika le le lengwe (alafile, agile, bapile, fagile).	RUBURIKI
Lemoga ditumammogo tslwaelegileng tse di pataganeng mo tshimologong le mo bofelong jwa mafoko.(sk :tl,th,kg, ng)	LENAANE LA TLHATLHOBO
Lemoga ditumanosi tse di pataganeng. (sk. 'oo' mo go 'lootsa', 'ee' mo go 'leele')	
Lemoga ditumammogo tslwaelegileng tse di pataganeng mo tshimologong le mo bofelong jwa mafoko.(sk :tl,th,kg, ng)	
Lemoga bokhutlo jo bo tlwaelegileng mo mafokong (sk. -ng mo go 'mofokeng', 'nageng', le -ela mo go 'rokela', 'ragela').	
Tlhophya temana ya mafoko a le 50-60 go buka puiso kgotsa buka ya tiro ya DBE.Mefuta ya Dipotso: Sekeletska karabo e e nepagetseng go tse odi neetsweng. Tlaleletska ka mafoko a tlhaelang.	MEMORANTAMO
Tlhatlhoa morutwana ka nosi ka mafoko a le 50-60 (buka kgolo, thitokgang, bukapuiso)	LENAANE LA TLHATLHOBO
TLHATLHOBO E DIRWE KA BEKE YA BO 20	
Mopeleto: Lenaane la mafoko bonnye a le 10 go tswa go thuto ya medumopuo le dipolelo di le pedi tsa piletso Kgobokanya mafoko a a tlwaelegileng a lesika le le lengwe (alafile, agile, bapile, fagile).	MEMORANTAMO
Lemoga ditumammogo tslwaelegileng tse di pataganeng mo tshimologong le mo bofelong jwa mafoko.(sk :tl,th,kg, ng)	

GO KWALA

DITENG/DIKGOPOLO/DIKGONO Ditirwana tsa go kwala (ga 2 kgotsa 3 mo bekeng.) Barutabana ba tshwanetse go tlhopha mo go tse di latelang; ba leke go akaretsa bontsi jwa ditirwana tse di le teng: • Dirisa ditirwana tsa mokwalo tse di rutilweng mo Puong ya Gae. • Tlhopha le go kopolola dintlhathhaloso tse di ka nyalelanang le setshwantsho . • Ka thuso ya morutabana kwala dintlhathhaloso tsa setshwantsho. • Feleletsa dipolelo ka go tlatsa ka mafoko a a tlogetsweng. • Kwala dipolelo o dirisa mafoko a a nang le medumopuo le mafoko a tlwaelegileng a tlhagelelang kgapetsakgapetsa a a setseng a rutilwe mo Puong ya Gae. • Dirisa matshwao a puiso a a setseng a rutilwe mo Puong ya Gae (dithhakakgolo le dikhutlo).

DIBEKE	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Tlhophha le go kopolola dintlhathhaloso tse di ka nyalelanang le setshwantsho	x	x	x																				
Kwala dintlhathhaloso tsa setshwantsho.				x	x																		
Feleletsa dipolelo ka go tlatsa diphatlha tse di tlogetsweng.						x	x	x															
Kwala dipolelo o dirisa letlhomeso la polelo, (sk.Ke rata -----.Ga ke rate -----)	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x							
Tsenya dipolelo tse di tlhakatlhakaneng /di tswakantsweng ka tatelano go dira temana le go e kopolola																		x	x	x	x	x	x
Kwala temana ya bonnye dipolelo di le 3 ka setlhogo se se tlwaelegileng								x	x	x	x		x	x	x	x							
Dirisa matshwao a puiso a a setseng a rutilwe mo Puong ya Gae (dithhakakgolo le dikhutlo)	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Dirisa dikgono tse o di rutilweng mo Puo ya Gae, rulaganya tshedimosetso mo kerafong e e bonolo, sk. tshate kgotsa molanako.																	x		x		x		x
Aga sefala sa mafoko le thanodi ya bona	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Dirisa maina le maemedi mo mokwalong (sk. nna, wena, ena, sona)								x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Dirisa pakajaanong, pakatsweledi le pakatlang fa ba kwala								x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Tiriso ya bontsi jwa mafoko a a tlwaelegileng fa ba kwala .								x	x	x	x		x	x	x	x	x	x	x	x	x	x	

TLHATLHOBO : GO KWALA TLHATLHOBO E DIRWE KA BEKE YA 9

Kwala le go tshwantsha karata ya molaetsa wa pholo	RUBURIKI
Kwala mafoko a a tlwaelegileng le dipolelo go tswa mo piletsong.	LENAANE LA TLHATLHOBO
TLHATLOBO E DIRWE KA BEKE YA BO 20	
Kwala temana ya bonnye dipolelo di le 3 ka setlhogo se se tlwaelegileng	RUBURIKI
Kwala mafoko a a tlwaelegileng le dipolelo go tswa mo piletsong.	

7. Siswati First Additional Language

Revised National Teaching Plan

Thishela kumele athike wonkhe umsebenti lawentile - enta siciniseko sekutsi tonkhe tinhlangotsi tentiwe kulamaviki langu-22.

KULALELA NE KUKHULUMA (TEMLOMO)

TINGCIKITSI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
1. Sinemiva																							
2. Kwenta emaphutsa																							
3. Kuphepha neku tinakekela																							
4. Emasiko																							
5. Liciniso nobe ngemanga																							
6. Umphakatsi/Ummango																							
7. Kucabanga ngendlela yekuticambela																							
8. Kudla ngendlela lenemphilo																							
9. Kukhatsateka nekwesaba																							
10. Letinye tindzawo																							

LOKUCUKETFWE/LWATI/EMAKHONO

Imisebenti yamalanga onkhe (30 yemaminiti ngeliviki)

Misebenti leyentwako iyehluka ngebudze bayo. Thishela angenta sifundvo lesidze sibe sinye nobe timbili nobe letintsatfu letimfishane ngeliviki.

* Bothishela bakhetsa tingcikitsi letitabavumela kutsi betfule baphindze babuyekete silulumagama, babuye bakhone kwenta lemisebenti lebhalwe ngentasi.

* Caphela kutsi lettingcikitsi letiniketiwe nobe tihloko imibono nje.

* Bothishela kumele bakhetsa tingcikitsi lebatawufundzisa ngato lekungutonatona letitabasita ngekuya kwetinsita letikhona nobe lebanato.

* Kumele bente siciniseko sekutsi banawo Emabhuku lamakhulunobe emaphosta, imilolotelo, tingoma, imidlalo netinsita tangemphele talengcikitsi lebayikhetsile.

* Bothishela kumele batame kufundzisa wonkhe umsebenti, uma kukhonakala bangawenta ngalokuphindhziwe.

EMAVIKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Kuyachutjekwa nekutfufukisa temlomo (kulalela neku khuluma) silulumagama kusetjentiswe tingcikitsi letikhetsiwe. Cubanisa Kufundza Ngekuhlanganyela, Tibalo kanye neMakhono Ekuphila.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Kulandzela luulu lolufishane lweticondziso letilichungechunge, sib. kwenta umsebenti uwucedze.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Kuniketa ticondziso letimalula, sib. "Vula sivalo."					x								x			x							x
Kwenta ticelo kanye netitativende letimelula, sib. "Kuyabandza. Ngingalitfola lijezi?"	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Kukhona kubona intfo ngenchazelo lemfishane leniketiwe. Ebafundzi kumele bakhone kucatsanisa lenchazelo kanye nesitfombe lesiniketiwe. Cubanisa Kufundza Ngekuhlanganyela, Tibalo kanye neMakhono Ekuphila.			x	x			x	x					x	x		x		x				x	x
Kukhuluma ngetintfo letisesitfombeni ngekuya kwemyalo loniketwe nguthishela. Cubanisa Kufundza Ngekuhlanganyela, Tibalo kanye neMakhono Ekuphila .	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Kulalela ngalokujulile tintfo letishiwo nobe letikhuluniwe, sib. Kubaluleka kwendzatjane letsite.		x				x	x	x		x	x		x			x		x		x	x		
Ngekulekelelwa nguthishela, umfundzi uniketa umcondvo lomalula ngalokuvetwa ngulenzaba lekayifundzile nobe lekayivile,sib. Kusho kujula nobe kunotsa lokusenzabeni kutemngani nobe thishela.		x				x	x	x		x	x		x			x		x		x	x		
Akhumbule aphindze asho nobe ente tinkhondlo letimelula, ente imilolotelo ngendlela yekuhombisa kanye netingoma.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Kudlala imidlalo lesakukhuluma, sib., bafundzi basebenta ngemacembu – kumele bacabange ngemagama etimpahahlia	x	x			x	x			x	x	x				x								

tasebusika nobe ehlolo. Licembu lelinemagama etimphahla lamanyenti ngilo leliwinile. / Simon utsi, njill.																							
Imisebenti yekukhuluma neku lalela lehlelekile (Linanincane 15 emaminihi ngeliviki linye; Linanikhulu 15 emaminithi kibili ngeliviki)																							
* Kulalela tindzatjana letifundvwako nobe leticocwako (Kufundza Ngekuhlanganyela)																							
* Kanye nobe kibili ngeliviki, kutawuya ngekutsi sikhona yini sikhatsi, thishela uyayifundza nobe ayicoce indzaba (nobe asho luhlu lwetigameko). Tindzaba leticocwako tingalingiswa ngekwenta nobe ngekugcoka timphahlatsite kuze tinikete inchazelo.																							
* Tindzaba letifundvwako kumele tisselwe emabhukwini lamakhulu or nobe iphosta lenkhulu lapho bonkhe bantfwana batewukhona kubona titfombe.																							
EMAVIKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Kulalelwa kwetindzaba letimfishane, basho loko lebakufundzile ngendatzane nobe lengasilo liciniso ngenjabulo bese bayahlanganyela kusho emakhorasi ngesikhatsi lesifanele.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
Kulalela nekuphendula imibuto lemalula lenjengekutsi "ngukuphi ...?" "kwabani ...?" Kuhlanganiswe nekufundza ngekuhlanganyela.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
Usho letinye tintfo letisesitfombeni abe aphendvula lokubutwe nguthishela.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
Kulingisa umdlalo kusetjentiswe inkulumomphendvulwano.					X				X										X			X	
Ngekusitwa/kulekelelwa nguthishela, bafundzi bayayisho futsi lendzaba nobe bayifinyete.	X						X							X			X					X	
Kutfutfukiswa kwemagama tsite, silulumagama ne sakhiwo selulwimi:	X	X																X					
Ngekutsatsa lichaza kulemisebenti lelandzelako:																							
*Kuchubeka nekutfutfukisa silulumagama setemlomo, kufaka phaktsi siluluagama sekuvisisa inshokutsi yemagama lahlukahlukene, sib. simo selitulu/ timphawu (sencele ne sekudla) (Sicala kufundza nekubhala sisukele esandleni sesancele siye esandleni sekudla.)																							
Ucala kuvisisa nekuba nelikhono lekusebentisa takhi telulwimi letilula kusimongcondvo selulwimi lolukhulunywako futsi loluvakalako, sib.	Tibalui	Inshokutsi	Tento	Inkhatsi yanyalo lechubekako	Tibalui	Inshokutsi	Tento	Inshokutsi	Inkhatsi yanyalo lechubekako	Tento	Inkhatsi yanyalo lechubekako		Inshokutsi	Inkhatsi yanyalo lechubekako	Tento	Inkhatsi yanyalo lechubekako	Tibalui						
*Inkhatsi yanyalo lechubekako: "Umfana ukhahlela ibhola"																							
*Lizinga lelikhulu lekusetjentiswa kwetibaluli (masinyane, kancanyane)																							
*Lokusenteko: "Kuyabandza";																							
*Lizinga lelikhulu lekusetjentiswa kwe nshokutsi (kunemoya, kunemafu, liyana, kufudvumele, kuyashisa)																							

KUHLOLA	
Kusebentisa luhlaka kuniketa umfundzi akhone kubhala imisho leimitsatfu kuya kulemine asho tindzaba leticondzene naye matfupha.	IRUBHRIKI
Kuveta likhono lekuvisisa lamanye amagama lasisekelo sekufundza, kukhuluma nekubhala..	LUHLALWEKUHLOLA
Kuphendvula imibuto lemalula ngendaztjane nobe ithekisti	

KUFUNDZA NE MISINDVO

LOKUCUKETFWE/LWATI/EMAKHONO

Lwati lwemisindvo nemisindvo (15 emaminithi ngeliviki)

- * Misebenti yemisindvo kumele ibe mifishane (5-10 ememinithi) futsi ibe nekushiyelana evikini.
 - * Akha emagama lamafishane lajwayelekile lanemisindvo lemifishane. Lawo magama angabekwa ngekwetigaba teminden yawo.
 - * Imisindvo ingetfulwa ekucaleni nobe ekugcineni kweligama.
 - * Kuhlanganiswa kwemisindvo kungentiwa ngekusebentisa emagama lasetjentiswa kakhulu.
 - * Kuphimisa kwabonkhamisa kungafundzisa ngekuhlela ngekwetigaba teminden yabo.
 - * kusetjentiswa emagama lajwayelekile emishweni.
 - * Kufundzisa kwemisindvo kunqahlanganiswa nekufundzisa kwekulalela nekukhuluma kanye nekufundza ngekuhlanganya.

Emaviki	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ubona budlelwano bemisindvo leneluhlavu lunye	x	x	x	x																			
Ubumba aphindze ahlahlele emagama lalula, nekuveta ticalo temagama nobe tincenyte tekugcina temagama. (sib. Likati: li-ka-ti)(li-kati:)(lika-ti:)					x	x	x					x	x	x									
Ugcogca emagama lanekufana awabeke ngekweminden yawo	x	x	x	x	x												x	x	x	x			
Ubona imisindvo yabongwaca labahamba ngababili ekucaleni kweligama,bh,sh,hl,ch,dz.ny njll sib. Ibhola, shuba,hleka, chawula, imvula,lidzedze,lunyawo njll.					sh	bh	hl	ny	dz	mv													
Wakha abuye ahlahlele emagama asebentisa imisindvo yabongwaca lehamba ngabatsatfu lebayfundzile, ndz, ndv, ndz, ntf, nts, nhl, mph sib. Indzawo, indvodza, intfombatane, inhloko, imphuphu njll.												nhl	nts	ntf	ndz								
Utfola budlelwane bemisindvo eLulwimini Lwasekhaya, kute akwati kwakha emagama lasesikhatsini sanyalo, esikhatsini lesendlulile nobe esikhatsini lesitako (sib. Ngiyadla. Ngidilie, ngitawudla)				x		x														x	x		
Ubona emagama lanetijobelelo (sib. -ana, -kati, umfanyana, indovukati)						x				x				x		x						x	
Ubona emagama lahlobene(sib. Buka,nuka,suka, luka, duka)	x	x	x	x	x									x		x		x		x			
Utfola budlelwane bemisindvo yabongwaca labahamba ngamunye, labaphinyswa ngalokufanako eLulwimini lwekwengetwa sib. Sala-sun, lidada-dog, hamba-hen njll.					x	x						x		x		x						x	

Kufundza ngekuhlanganya(sikhatsi sifakwe ngaphasi kwekulalela nekukhuluma)

- * Kufundza ngekuhlanganyela kubuye kutfolakale ngaphasi kwekufundza nekulalela; kufaka futsi nekukhuluma lapho bafundzi bacoca ngethekisti kanye nathishela wabo.

* Kufundza ngekuhlanganyela ebangeni lesibili kutawuchubeka, kodvwa kube yincenye yekukhuluma nekulalela.

EBangeni 2, bafundzi bacala umsebenti lomusha elulwimini Iwekweneta: Kufundza Ngemacembu Basitwa Nguthishela. Kepha batawube bawetayele umsebenti njengobe bebasolomane bawenta elulwimini Iwabo Iwasekhaya kusukela ekucaleni kweliBanga 1. Kulomsebenti, thishela udzinga tincwadzi tekufundza letitsite letihlelwe ngekwemazinga ebulukhuni bawo. Thishela kumele ahlele bafundzi ngemacembu lahlelwe ngekwemakhono lanebafundzi laba-6 kuya kula-10 bese ukhetsa incwadzi yekufundza lelungelie lizinga labo. Thishela usebenta nelicembu ngalinye kanye ngeliviki lokutawutsata emaminithi la-15 ngesikhatsi lalamanye emacembu afundza ngababili nobe afundza ngekutimela nobe enta imisebenti lehambisana netheksthi, kwenta sibonelo, imisebenti yekubhala lelula lenjengekucedzela imisho nobe kubeka imisho ngendlela lelandzelana kahle. Inhoso yekufundza basitwa nguthishela ngukutsi thishela akwati kutfola litfuba lekubukana nemfundzi ngamunye kute atfutfukise emakhono abo esifundvo sekuvisa kanye nawekuhlela emalunga emagama elulwimini Iwabo Iwekweneta.

Emaviki	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Bafundzi bafundza etincwadzini tabo tekufundzababebasitwa nguthishela wabo ecenjini labo.. Licembu lonkhe lifundza indzaba nobe ithekisti lefanako basitwa nguthishela wabo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Basebentisa emasu ekufundza labawafundze kululwimi Iwasekhaya kutihlolka kufundza kwabo(imisindvo, emachinga elwati, kuhalatiya simo selulwimi, emagama lavela kanyenti).	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Kufundza ngekutetsema nekuhelela kuyengeteka.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Baveta kuvisisa kufundza ngalokuvakalako babebasebentisa timphawu tekufundza(sib. ?, . !)	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Uchubeka nekwakha silulumagama setemlomo ngesikhatsi sekufundza ngekusita, ngekuhanganya nekufundza ngekutimela	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

Kufundza ngekutimela(ngesikhatsi sakhe umfundzi kungaba kusesikoleni nobe ekhaya)

* Bafundzi kemele bakhutsatwe kutifundzela ngelulwimi Iwekwenetwa ngesikhatsi sabo eklassini, sib. uma basheshe bacedza umsebenti wabo ngembi kwesikhatsi kantsi nasekhaya bangafundza njenge msbenti wasekhaya.

* Kubalulekile kutsi lonkhe litfuba lebanalo eklassini balisebentisele kututfukisa kufundza.

Emaviki	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Ufundza umsebenti wakhe newalabanye	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Utifundzela emabhuku lafundvwe ngesikhatsi sekufundza ngemacembu,afundze emabhuku lanemibhalo lemalula aphindze afundze emabhuku lanetitfombe ngelulwimi lelengetiwe ekhoneni lekufundza.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Baabentise sichazamagama sebantwana(selulwimi lunye kanye netilwimi Itimbili) kutfola tinchazelo temagama labangawati	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x

KUHLOLA: IMISINDVO

Kupela: Sibitelo seluhlu lwemagama lalishumi kanye nemusho lowodvwa kuya kulemibili 1-2 - lokubhalwako.

Kubhala emagama lanabonkhamisa labafishane: "pheceleti" ag, eg, ig, og, ug kanye nekugcoca emagama ngekweminden yawo.

Misindvo lenjenga: sh-, ch-, th, ekucaleni nasekugcineni kwemagama.

Kubumba emagama kusetjentiswe bonkhamisa labahamba ngababili: "pheceleti" (-oo-, -ee-)

Kubumba emagama kusetjentiswe misindvo lehamba ngamibili kanye nekuyiphimisa: "pheceleti"(fl, sl, gr, pl, etc)

Kubona emagama lagcina: "pheceleti" nga – ed, -ing

IRUBHRIKI YALOKUBHALIWE

LUHLULWEKUHLOLA

KUHLOLA: KUBHALA

Khetsa siceshana sekufundza lesingaba ngemagama langu 50 kuya ku 60 (DBE incwadziyekusebentela nobe incwadzi yekufundza.)

Tinhlobo temibuto:

* Imibuto lenetimphevndvulo letehlukene.

* Kugcwalisa ngeligama lelishodako.

Hlolola umfundzi ngamunye ngemagama lajwayelekile langu 50-60(Incwadzi lenkhulu, Ingcikitsi, Incwadzi yekufundza).

LUHLA LWETIMPHENDVULO LETIBHALIWE

LUHLALWEKUHLOLA

KUBHALA

LOKUCUKETFWE/LWATI/EMAKHONO

- * Bothishela kumele betame kwenta umsebenti ngalokusemandleni abo kulesikhatsi batobebanaso.
 - * Usebentisa emakhono ekubhala ngesandla lawafundze eLulwimini lwasekhaya.
 - * Kubhala imsho kumele kulekelelwne ngekubhala emabintane.
 - * Upela kahle emagama lawakhumbulako nobe asebentise Iwati lwemisindvo nakabhala imisho.
 - * Ubhala imisho ngekusebentisa imisindvo nemagama lavamile lawafundzile.
 - * Ubhala sibitelo nqemagama nemisho lejwayelekile. Uhlanjanisa nemisindvo.

KUHLOLA

Ubhala imisho lemitsatfu asebentise sihloko lesijwayelekile nobe sitfombe asebentise bofeleba kanye nabongci.	IRUBHRIKI LEBHALIWE
Ubhala umusho lovela kutesibitelo awufake timphawu tekubhala. Uhlanganisa nemisindo.	LUHLULWEKUHLOLA LELIBHALIWE

8. Tshivenda First Additional Language

Revised National Teaching Plan

9. Xitsonga First Additional Language

Revised National Teaching Plan