



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

---

## **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **GRADE 4-5**

Curriculum and Assessment  
Policy Statement Grade R-5  
for learners with Severe  
Intellectual Disability

## Contents

|  |     |
|--|-----|
| SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY ..... | 4   |
| 1.1 Background.....  | 4   |
| 1.2 Overview.....  | 5   |
| 1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability .....        | 6   |
| 1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability.....           | 8   |
| 1.4 Subjects and time allocation .....   | 9   |
| 2 SECTION 2: INTRODUCTION TO ENGLISH FIRST ADDITIONAL LANGUAGE.....  | 11  |
| 3 SECTION 3: OVERVIEW OF TOPICS AND CONTENT PER TERM AND ANNUAL TEACHING PLANS.....  | 24  |
| 3.1 Content overview of topics .....   | 24  |
| 3.2 Teaching plans .....   | 29  |
| 3.2.1 Grade 4 term 1.....  | 29  |
| 3.2.2 Grade 4: Term 2 .....  | 40  |
| 3.2.3 Grade 4 Term 3 .....   | 49  |
| 3.2.4 Grade 4: Term 4 .....  | 57  |
| 3.3 Annual Teaching Plans: English First Additional (FAL) Language Grade 5 .....   | 65  |
| 3.3.1 Grade 5 Term 1: .....  | 65  |
| 3.3.2 Grade 5 Term 2: .....  | 79  |
| 3.3.3 Grade 5 Term 3: .....  | 89  |
| 3.3.4 Grade 5 Term 4: .....  | 98  |
| 4 SECTION 4: ASSESSMENT.....   | 107 |
| 4.1 Introduction .....   | 107 |
| 4.2 Assessment principles .....  | 108 |
| 4.2.1 Definition.....  | 108 |
| 4.2.2 Informal Assessment or Daily Assessment .....  | 108 |

|       |   |     |
|-------|---|-----|
| 4.2.3 | Formal Assessment .....                                       | 109 |
| 4.3   | Managing assessment .....                                     | 112 |
| 4.3.1 | Types of Assessment.....                                      | 112 |
| 4.3.2 | Planning Assessment .....                                     | 113 |
| 4.3.3 | Methods of Assessment.....                                    | 114 |
| 4.3.4 | Assessment tools/instruments to execute assessment .....      | 114 |
| 4.4   | School Assessment Programme .....                             | 116 |
| 4.5   | Assessment programme across the five years.....               | 117 |
| 4.6   | Recording and Reporting .....                                 | 123 |
| 4.7   | Moderation of Assessment.....                                 | 124 |
| 4.7.1 | Moderation serves five purposes: .....                        | 125 |
| 4.7.2 | Internal moderation .....                                     | 125 |
| 4.8   | General.....  | 125 |
| 5     | ADDENDUM 1: ENGLISH FIRST ADDITIONAL LANGUAGE WORD LIST ..... | 127 |
| 6     | ADDENDUM 2: Last 100 most frequently used words.....          | 129 |

## **SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

### **1.1 Background**

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. The Convention on the Rights of Persons with Disabilities, ratified by the Parliament of South Africa in 2007 (Article 24) requires Government to ensure that children with disabilities are able to access an inclusive, quality primary, compulsory education and secondary education on an equal basis with others in the communities in which they live and that persons with disabilities are not excluded from the general education.

There are learners participating in the General Education and Training Band who have an aptitude and interest in applied knowledge and vocational skills for whom the National Curriculum Statement, Grades R to 12 (NCS) needs to be differentiated to make it fully accessible. This would include learners with moderate to severe intellectual disability and learning difficulties. Knowledge and skills should be presented at a more functional level and at reduced depth and breadth, whilst a number of occupational subjects are also made available. They should be given an opportunity to receive an endorsed statement of achievement that is related to learning within their interest and aptitude.

This Learning Programme has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols outlined in the Policy on Screening, Identification, Assessment and Support of 2014. They will benefit from curriculum content that is aligned to the Foundation and Intermediate Phase of the National Curriculum Statement at a more applied and functional level in accordance with their age, interest and aptitude.

It is critical, that through flexibility and differentiated methodologies, learners enrolled for these differentiated subjects will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum requirements set for the different grades. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies relevant to the specific subject. They should be in a position to demonstrate the values and practical competencies

that they have mastered which will make it possible for them to progress to either the Technical Occupational pathway or the world of work.

The learning programme is structured in such a way that it makes provision for a wide spectrum of learners with moderate to severe intellectual disability and learning difficulties across the age span. It is aimed at the full development of their human potential and sense of dignity and self-worth. It also allows for the development of their personality, talents and creativity, as well as their mental and physical abilities, cultural, social, environmental and economic competencies to their fullest potential with a view to enabling them to participate effectively and independently in a free society as adults (Convention on the Rights of Persons with Disabilities, 2006 and the White Paper on the Rights of Persons with Disabilities, 2015).

The learning programme for CSPID should be consulted in cases where a learner enters the CAPS Grades R – 5 for learners with Severe Intellectual Disability (SID) programme at a level where they require bridging to join the appropriate grade. The CSPID learning programme will provide a framework for educators to design down to ensure that there is a smooth transition into the SID learning programme.

The introduction of this Learning Programme within the National Curriculum Statement is aimed at strengthening of respect for human rights, fundamental freedoms and human diversity. It will provide learners in ordinary and in special schools across the range of competencies and aptitudes with conditions that ensure dignity, promote self-reliance and facilitate active participation in the school and in the community and offer the opportunity to obtain a recognised and accredited statement of achievement.

## **1.2 Overview**

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for differentiated education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) The United Nations Convention on the Rights of People with Disabilities adopted by the United Nation general Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ii) The White Paper on the Rights of Persons with Disabilities (2015);
- (iii) The National Education Policy Act (Act 27 of 1996);
- (iv) The South African Schools Act (Act 84 of 1996);

- (v) The National Curriculum Statement, Grades R to 12 (2011);
- (vi) The South African National Curriculum Framework for Children from Birth to Four (2015);
- (vii) National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009);
- (viii) Section 11 of the Children's Act (Act 31 of 2005);
- (ix) Chapter 5, section 76 of the Children's Act as amended (2007);
- (x) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (xi) Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013);
- (xii) Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (xiii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiv) Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014);
- (xv) Policy on Screening, Identification, Assessment and Support (SIAS) (2014);
- (xvi) Guidelines for Responding to Diversity in the Classroom (2012);
- (xvii) National Protocol on Assessment (2011), specifically Chapter 9;
- (xviii) National Policy Pertaining to Promotion and Progression Requirements (2011);
- (xix) Learning Programme for Children with Severe to Profound Intellectual Disability.

### **1.3 General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability**

- (a) The National Curriculum Statement Grades R to 9 gives expression to the knowledge, skills, values and attitudes worth learning in South African schools. This curriculum aims at removing the barriers that make it difficult for learners with moderate to severe intellectual disability and learning difficulties to access the curriculum. It will enable them to acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The Curriculum and Assessment Policy Statement (CAPS) Grades R to 5 for learners with Severe Intellectual Disability serves the purpose of:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - Facilitating the transition of learners from education institutions to either protective or open employment;
  - Providing employers with a sufficient profile of a learner's competences;
  - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
  - 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.
- (c) The curriculum is based on the following principles:
- 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 learning: encouraging an active approach to multi-sensory learning;
  - Attainment of realistic, but high knowledge and skills levels: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
  - 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.
- (d) Inclusivity should become a central part of the organisation's planning and teaching at each school. All teachers should have a sound understanding of how to recognise and address severe intellectual barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011).

### **1.3.1 The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability**

The specific aims of the CAPS Grades R to 5 for learners with Severe Intellectual Disability are to:

- Give recognition to learners who would follow the curriculum, irrespective if they meet the requirements and achieve the competencies as specified in the learning programmes;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them to be more independent and better equipped for life after school. It may also enable the learners to enter a Technical Occupational curriculum;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in sheltered or open employment;
- Prepare learners to function better in a fully inclusive society and employment; and
- Provide employers with a profile of the learner's competence.

#### **1.3.1.1 Learners successfully completing the curriculum will be able to:**

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the curriculum;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Use technology effectively and
- Demonstrate entrepreneurial skills that will enable them to create their own work in the contexts in which they live.



## 1.4 Subjects and time allocation

Instructional time for the Learning Programmes is 27½ hours in a five day cycle;

| <b>Subjects</b>           |   | <b>Time</b>             |
|---------------------------|---|-------------------------|
| <b>General Education</b>  |   |                         |
| <b>Languages</b>          |   | 5 – 14 years = 10 hours |
| Home Language             |   | 14 – 18 years = 6 hours |
| First additional language |   | 14 – 18 year = 2 hours  |
| <b>Mathematics</b>        |   | 5 – 14 years = 5 hours  |
|                           |   | 14 – 18 years = 3 hours |
| <b>Life Skills</b>        | Life Skills – Personal and Social Wellbeing | 5 – 14 years = 8 hours  |
|                           |   | 14 – 18 years = 5 hours |
|                           | Physical Education                          | 1 hour                  |
|                           | Creative Arts                               | 5 – 14 years = 3½ hours |
|                           |   | 14 – 18 years = 1 hour  |
| Natural Sciences          |   | 1½ hours                |
| <b>Skills subjects</b>    |   | 14 – 18 years = 8 hours |

| <b>Subjects</b>  | <b>Time</b> |
|--|-------------|
| <b>CAPS Grades R to 5 for learners with severe intellectual disability:</b>  |             |
| <b>Electives</b>   |             |
| Agricultural Studies<br>Art and Crafts<br>Civil Technology: Bricklaying and Plastering<br>Civil Technology: Plumbing<br>Civil Technology: Woodworking and Timber<br>Consumer Studies: Food Production<br>Consumer Studies: Needlework<br>Hospitality Studies<br>Mechanical Technology: Body Works: Panel Beating and or Spray Painting<br>Mechanical Technology: Motor Mechanics<br>Mechanical Technology: Welding<br>Office Administration<br>Personal Care: Ancillary Health Care<br>Personal Care: Beauty and Nail Technology<br>Personal Care: Hairdressing and Beauty Care<br>Service Technology: Maintenance | 8 hours     |
| <b>Total: General and Skills subjects</b>  | <b>27½</b>  |

The following table proposes the learner progression across the years in the curriculum.

| Grades R – 3   | Grades 4 – 5  |
|--|---|
| <p>General Education</p> <p>Home Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> <li>- Personal and Social wellbeing</li> <li>- Physical education</li> <li>- Creative arts</li> </ul> | <p>General Education</p> <p>Home Language</p> <p>First Additional Language</p> <p>Mathematics</p> <p>Life Skills</p> <ul style="list-style-type: none"> <li>- Personal and Social wellbeing</li> <li>- Physical education</li> <li>- Creative arts</li> <li>- Natural Sciences</li> </ul> <p>Skills subjects</p> <p>A minimum of 3 skills and maximum of 4 skills</p> |

## **2 SECTION 2: INTRODUCTION TO ENGLISH FIRST ADDITIONAL LANGUAGE**

### **2.1 WHAT IS LANGUAGE?**

Language is a tool for thought and communication. It is also a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. Learning to use language effectively enables learners to acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. It also provides learners with a rich, powerful and deeply rooted set of images and ideas that can be used to make their world other than it is; better and clearer than it is.

### **2.2 LANGUAGE LEVELS**

#### **2.2.1. Home Language**

The Home Language level assumes that learners come to school able to understand and speak the language. It is the language first acquired by learners. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level.

#### **2.2.2. First Additional Language**

The First Additional Language refers to a language that is not a mother tongue but which is used for certain communicative functions in a society, that is, medium of learning and teaching in education. English First Additional Language is very important for learners whose Home Language is not English. English is an acknowledged language worldwide and is the language commonly used in the World of Work. It would be almost impossible to communicate effectively in the world of work without being able to use English and therefore will make employment very difficult.

### **2.3 SKILLS TO BE STUDIED IN ENGLISH FIRST ADDITIONAL LANGUAGE**

|   |   |
|---|---|
| 1 | Listening and Speaking                                  |
| 2 | Reading and phonemic/phonological awareness and phonics |
| 3 | Writing and Language Structure                          |

## **2.4 ADDITIVE BILINGUALISM**

To enhance what was already learned in English First Additional Language, they still need to build a strong oral foundation. They need to hear lots of simple, spoken English which they can understand from the context. Listening to the teacher read stories, dialogues etc. is a good way of doing this as it also supports children's emergent literacy development. As children's understanding grows, they need plenty of opportunities to speak the language in simple ways. This provides the foundation for learning and improving reading and writing skills.

Fortunately, children can transfer many literacy skills from their home language. For example, if learners are taught handwriting well in their home language, they can use this skill when writing in English. If they learn phonics in their home language, it will be great help when learning sound-spelling relationships in English. They can apply their knowledge in English and learn those sound-spelling relationships that are different in English.

The First Additional Language CAPS takes advantage of learners' literacy skills in their home language. For example, activities such as Guided reading that are introduced in the Home Language CAPS is also introduced in the First Additional Language in CAPS in Grade 5. This is what is called 'additive bilingualism' – developing a stronger literacy foundation in the Home Language and building First Additional Language literacy onto this.

## **2.5 Specific Skills**

### **2.5.1 Listening and Speaking**

Learning an additional language is much like learning a home language except that it happens later in children's lives. In the first year of their lives, children hear huge amounts of simple language in context, which enables them to gradually absorb the grammar and vocabulary of their home language. After a year or so, children start speaking their home language but not in full sentences. They begin by producing one or two words, which they use to express a range of meanings and purposes. They can understand much more complex language than they can express.

The learner with Severe Intellectual Disability will initially use gestures to communicate. The aim is to get the learners to pay attention, make eye contact and react to verbal stimuli using the voice, sounds and gestures. These learners need to show awareness of their environment and they must be able to display social competence. They use visual and pictorial cues to make meaning of the spoken word. Participation in discussions and conversations take place by using alternative modes of communication, e.g. sign language,

body language, gestures, pointing to objects/pictures/symbols/makaton pictures and by using short phrases. Learners are encouraged to listen without interrupting and taking turns to speak. It is important to keep their attention focused. Time allocated to Listening and Speaking is dedicated to continuously build oral vocabulary. Repetition is of utmost importance for these learners.

### **Alternative and Augmentative Communication: AAC**

Learners may experience extreme difficulty with learning to speak. AAC is used to assist these learners to communicate. Learning to read is also extremely difficult for them. In order to assist them, both speaking and reading the content / concepts / skills need to start off with visual literacy programme which includes the use of:

Playing and experimenting with concrete objects using all senses (seeing, hearing, feeling, smelling, tasting and moving (where possible and applicable). The following can be used:

- Photographs of the concrete objects
- Pictures of the same concrete objects
- Coloured picture symbols
- The first letter of word
- The word
- Short sentences

An Individual Support Plan (ISP) is vital for learners with Severe Intellectual Disability.

It is important for teachers to keep this in mind when children are learning an additional language. In Grade 4, learners need to be exposed to lots of oral language in the form of stories and classroom instructions. Listening to stories being told is an excellent way for children to acquire their additional language. The teacher needs to:

- choose a story with a simple, repetitive structure, which allows for vocabulary and grammar to be recycled,
- keep the language very simple, speaking slowly but naturally,
- use gestures, pictures and real objects to support understanding of the story.

Another way of exposing children to the additional language is through listening to stories (or non-fiction texts) read by the teacher. The teacher reads from a Big Book, a large illustrated book with enlarged print that all the learners can see as she reads. This is called 'Shared Reading'. One of the advantages of Shared Reading is that as well as being an excellent listening activity, it also develops learners' emergent literacy. Children learn, for example, concepts of print (e.g. that we start reading at the front of a book and end at the back; and

that we read from left to right and top to bottom of a page), and they begin to recognise a few written words in the additional language (e.g. he, she). Learners should be familiar with the activity of Shared Reading since they will also be doing it in their Home Language lessons.

Another excellent way of exposing children to the additional language is by giving simple instructions that they respond to physically; for example, the teacher says, 'Come here, Thabo,' with an accompanying gesture, and he responds. This method, known as Total Physical Response, has the advantage that the teacher can see immediately whether Thabo understands or not and she can provide feedback – either 'Well done, Thabo,' or she can repeat the instruction more slowly with the gesture emphasized more strongly.

The advantage of the three methods described above (listening to stories, Shared Reading and Total Physical Response) is that they all focus on learning language through listening comprehension. This takes the pressure off learners having to speak, reduces anxiety and allows them to focus on understanding the language. However, in order to become competent users of the language, learners also have to practise speaking. Initially, learners' spoken language will be formulaic – memorised songs and poems, and some formulaic language learned as chunks, for example, 'Good morning, how are you?' 'I'm fine, how are you?' But gradually, as children begin to understand the additional language, they need to start talking, initially with one or two word utterances. For example, in response to the teacher's question, 'Did you like the story,' a learner answers 'Yes' or 'No.'

At first, learners' emergent spoken language needs to be scaffolded (i.e. modelled and supported). For example, learners can begin by acting out stories the teacher has told or read to them, speaking some of the dialogue. With the teacher's help, the children can retell the story. The teacher needs to make sure that all the children get opportunities to speak in English. Because children will progress at a different pace, the teacher needs to tailor speaking opportunities (e.g. the questions she asks) to the level of the individual child. As the children move through the grades, the teacher should expect children to speak more and their utterances should become longer.

As children make progress with learning English, they also need to be introduced to more text types. In Grade 4, they will have lots of exposure to stories and will begin to recognise the structure and features of narrative text (i.e. characters are introduced, the setting is described, a problem arises and it is resolved; a narrative is usually told in the past tense). In the Grade 5 First Additional Language CAPS, oral recounts are introduced (e.g. Yesterday,

we went to town. First, we went to the supermarket to buy food. Then we went to the library, etc.), and written recounts are included. The recount is an important text type because it provides a bridge between spoken and written language. We often use oral recounts (e.g. telling people about what we have done), but we also write them down. In Grade 5, learners are also introduced orally to procedural text (i.e. instructions such as recipes) and information reports (e.g. Elephants are large animals. They live in herds, etc.).

These activities are organised around themes. The themes should be very familiar to learners, preferably already taught in the Home Language, and offer lots of opportunities for teaching language in context (e.g. they need to provide opportunities for demonstration and use of things that are physically present in the classroom).

The reason for using themes is to make it possible to constantly recycle vocabulary and language structures in meaningful contexts. For example, words related to the body (face, eyes, ears, nose, mouth, arms, legs, feet) and the structures in which they are situated (Point to your \_\_\_\_./This is my \_\_\_\_./These are my \_\_\_\_.) first of all need to be heard repeatedly in context; learners then need opportunities to use them.. Only if vocabulary and structures are constantly recycled, will learners be able to remember and use them.

## **2.5.2 READING AND VIEWING**

Reading and writing also contribute to learners' language development in English. Reading gives learners more exposure to their additional language. We know from research that children's vocabulary development is heavily dependent on the amount of reading they do. Writing is important because it forces learners to think about grammar and spelling. This encourages learners to process the language, speeds up language acquisition and increases accuracy. Learners who are unable to read and/or write can continue doing the work orally, although they should be encouraged to attempt to read and write even on a basic level.

### **2.5.2.1 SHARED READING**

This activity is an important focus for language and literacy development. The purpose of Shared Reading is to give learners exposure to their additional language in a meaningful, supportive context. It also develops learners' emergent literacy in their additional language. They develop concepts of print and start to recognise a few written words in English. At this level, the teacher should:

- Choose a very simple text with a limited amount of text and good illustrations.
- The story should have a clear, simple structure.

- The language and vocabulary should be repetitive and predictable.
- Talk about the pictures with the learners so that they understand the vocabulary. Ask questions in their home language. Help them to link the story to their lives.
- Read the text several times to the learner while you are using your finger or a 'pointer' to enable learners to follow your progress through the text.
- Ask questions about the story.
- Gradually involve learners in 'reading' the story.

As learners progress in each year, the texts should become more challenging. The teacher models fluent reading and uses the text to develop vocabulary, comprehension, decoding skills, understanding of text structure, grammar and punctuation.

### **2.5.2.2 GROUP GUIDED READING**

Learners are introduced to Group Guided Reading in Grade 5. They will be familiar with the activity since they will have been doing it in their home language. For this activity, the teacher needs a set of readers graded according to level of difficulty. The teacher should organise the learners in combined groups (strong and weak) of 4 - 5 learners and then should select a reader/text appropriate for their level. The teacher works with an individual group while the other groups are involved in Paired or Independent Reading. The purpose of Guided Reading is for the teacher to give learners individual attention in order to develop their comprehension and word attack skills in their additional language.

#### **Steps in a Group Guided Reading Lesson**

##### **I. Select an appropriate text:**

Graded readers will mostly be used for group reading. They should be at a lower level than the texts used for Shared Reading. Read through the text beforehand and note any vocabulary or grammar that may be challenging for the children. These may provide the teacher with a teaching focus.

##### **II. Introduction:**

Introduce the type of book (e.g. fiction or non-fiction) and the topic. Help the children to link the topic to their own life experiences. Keep this 'talk' focused and just enough for the children to read successfully (3-5 minutes).

##### **III. Talk about the pictures**



Use the pictures to introduce the learners to the topic and talk about any new vocabulary. Again, try to keep this focused and brief. (2–3 minutes)

#### **IV. First Reading:**

Children read the text individually. The teacher observes the children's reading behaviours and may select an additional teaching focus based on these observations. The teacher moves from learner to learner and hears each read a small section of the text aloud. The teacher prompts the learners at this stage by saying for example:

- What do you expect to read in this book?
- Does that make sense to you?
- Well done! You corrected yourself. That makes sense.
- What would sound right in this sentence?
- Look at the illustration.
- It could be but look at the first letter again.

Initially you will probably have to ask these questions in the learners' home language. However, as soon as possible start asking the questions in English.

#### **V. Comprehension**

Ask the learners questions about the text to ensure comprehension.

#### **VI. Second and subsequent readings**

On subsequent days children re-read the text either in pairs or alone. The prime focus here is to develop fluency and provide opportunities to use the text for the development of vocabulary, grammar and deeper comprehension of the text. Repeated reading supports the development of fluency in the additional language. Teachers may be unfamiliar with using Guided Reading especially in the First Additional Language class. Therefore, they can introduce the method gradually. Once they become confident about using it in the Home Language, they can then start using it in First Additional Language. In the meantime, teachers can do whole class reading where all the learners have a copy of the same text and each child takes a turn to read. Teachers should still observe individual children's reading behaviour and help them to develop comprehension and word attack skills.

#### **2.5.2.3 Phonemic/Phonological Awareness and Phonics**

The first stage of learning to decode written language is oral – learning to isolate the different sounds of the language (phonemic awareness). The learner then has to relate the sounds to the letters that represent them. Start with “s, a, t, i, and n”. Then blend letters together to

form words (e.g. sat, tin) (phonics). The learner has to understand the words (comprehension) and encounter them so often in print that he/she recognises them automatically. Finally, the learner has to be able to read the words in sentences quickly with comprehension (fluency). However, these elements of learning to read do not happen in a step by step sequence. For example, children learn to recognise and understand whole words from environmental print and Shared Reading. Nevertheless, a systematic phonics programme is important in learning to read in one's home language, alongside reading, writing, and listening to stories being read.

When children begin to read and write in their additional language, they already know how to decode in their home language. They already understand concepts of print and have considerable prior knowledge of sound-spelling relationships. What they need in their First Additional Language phonics class is practice in applying this knowledge to learning to decode text in English (e.g. blending known sounds to make words). Children also need to learn where sound-spelling relationships are different in their home and additional languages. For example, 'th' in English represents two different sounds, which are different to the sound which 'th' represents in African languages (e.g. thank, that, thatha). English vowels are particularly challenging for African language speakers, and this is made more difficult by the variety of ways in which these vowels are spelt (e.g. see, sea, key, me). It is important that in Grade 4, children develop a strong oral foundation in their additional language. Otherwise, they will not understand the words they are decoding in English.

It is important for the teacher to keep in mind that her role is to build awareness over time of sound-spelling relationships in the additional language, not to drill for complete accuracy. Phonics should take the form of short, regular activities.

### **Daily/weekly phonics activities**

Specific attention should be given to phonics throughout the year. A programme is provided in the First Additional Language CAPS. A phonics programme is provided which builds on what learners have already done in their home language. Since there is a limited time available for teaching phonics, teachers are encouraged to integrate phonics teaching into Listening, Speaking and Shared Reading activities.

#### **2.5.2.4 Word recognition**

English has a large number of words that are not spelt as they sound (e.g. one, two). It is therefore very difficult, and sometimes impossible, to decode them phonetically. Children learn to recognise sight words (or 'look and say' words) by seeing them repeatedly. Words

that appear frequently in texts (high frequency words) can be learned in this way. The more children read in their additional language, the more sight words they will acquire.

### **2.5.2.5 Comprehension**

Children are often able to decode in their additional language, but are unable to understand what they read. This results in what some people call 'barking at print'. The main reason that children are unable to comprehend text is that their language skills are weak. They lack sufficient vocabulary and grammar to make sense of what they read. Therefore, the teacher must build their vocabulary and grammar by exposing them to plenty of English at the right level. Strategies such as building a 'word wall' in the classroom and encouraging learners to keep personal dictionaries (or vocabulary books) are also helpful. Getting children to read more in their additional language is perhaps the best way of improving their vocabulary. However, this strategy will only work if the texts are at a suitable level for independent reading.

Another important way of developing children's reading comprehension is by asking questions that enable learners to engage with the text. The teacher should begin with simple questions, e.g. 'Who ....?' (e.g. Who ate the apple?) 'What ....?' (e.g. What did Joseph eat?) and 'Where ....?' (e.g. Where did Joseph go to sleep?) Gradually, as learners get used to question forms and develop the language necessary to answer them, more complex questions can be asked.

### **2.5.3 WRITING AND PRESENTING**

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subjects enables learners to communicate functionally and creatively. Writing which is appropriately scaffold using writing frames, pictures, word banks, dictionaries, etc. produces competent, versatile writers who will be able to use their skills to develop and present appropriate written and visual texts for a variety of purposes.

#### **Process approach to writing.**

Writing and designing texts is a process which consists of the following stages:

- Pre-writing/planning.
- Drafting.
- Revision.
- Editing/Proofreading.

- Publishing/presenting.

#### **2.5.4 LANGUAGE STRUCTURES AND CONVENTIONS**

A good knowledge of vocabulary and grammar provides the foundation for skills development (listening, speaking, reading and writing) in the First Additional Language

Learners will learn how Language Structures and Conventions are used. Through interacting with a variety of texts, learners extend their use of vocabulary (also vocational vocabulary) and correctly apply their understanding of Language Structures and Conventions.

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of Language Structures and Conventions. It is expected that Language Structures and Conventions should be taught in context as other language skills are taught and developed. The teaching plans contain a list of Language Structures and Conventions (items) that should be covered in each grade. When selecting listening and reading texts for each two-week cycle, make sure that they contain some of the language items you want to cover. Create activities related to these texts that will enable learners to use these items, in context. The language structures that the teacher has chosen to teach, must also be included in the Listening and Speaking and Writing activities.

##### **a. Language teaching approaches**

The approaches to teaching language are text-based, communicative and process orientated. The text-based approach and the communicative approach are both dependent on the continuous use and production of texts.

**The Balanced Language Approach** has been adopted by the Department of Basic Education (DBE) as the methodology to teach Languages. It balances various approaches to the teaching of reading and uses all language skills (listening, reading, speaking and writing) in a balanced way.

**A text-based approach** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers and viewers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed. This approach will require quite a lot of

modelling, support and scaffolding in the First Additional Language classroom. Suggestions for these are built into the teaching plans.

**A communicative approach** suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where the literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way – learners read by doing a great deal of reading and learn to write by doing a range of writing.

## **2.6 REQUIREMENTS FOR ENGLISH FIRST ADDITIONAL LANGUAGE AS A SUBJECT**

### **2.6.1 Time Allocation**

The suggested teaching time for the First Additional Language in Grade 4 and 5 is 2 hours per week. All language content is provided within a two-week cycle (4 hours). The following time allocation for the different language skills is suggested:

| <b>TOPICS/SKILLS</b>   | <b>TIME ALLOCATION PER 2 WEEKS</b> |                     |
|--|------------------------------------|---------------------|
|  | <b>Grade 4</b>                     | <b>Grade 5</b>      |
| <b>Listening and Speaking (oral)</b>   | 1h 30 (45 min x 2)                 | 1 hour (30 min x 2) |
| <b>Reading (Emergent reading, Shared Reading and Group Guided Reading)</b>   | 1 hour (30 min x 2)                | 1 hour (30 min x 2) |
| <b>Phonemic and Phonological Awareness and Phonics</b>   | 30 minutes (15 min x 2)            | 1 hour (30 min x 2) |
| <b>Writing and Language Structure</b>  | 1 hour (30 min x 2)                | 1 hour (30 min x 2) |
| Thinking and reasoning skills are incorporated into the skills and strategies required for Listening and Speaking, for Reading and Phonics, and for Writing. |                                    |                     |

### **2.6.2 Resources**

a. Personal resources for learners

- 1 x A4 Flip file
- 1 x 72 page exercise book
- 2 blue pens, 2 greys pencils, rubber, ruler, scissor, glue, colour pencils

## **b. Minimum requirements and equipment in FAL classes**

| <b>A TEACHER SHOULD HAVE THE FOLLOWING CORE MATERIALS</b> |                                |
|---|--------------------------------|
| Dictionary  | Story books with pictures      |
| Boardmaker images relating to topics                      |                                |
| <b>LEARNER AND TEACHER RESOURCES</b>                      |                                |
| Brochures   | Television programmes          |
| Information texts   | Radio programmes               |
| Magazines   | Video clips (audio-video aids) |
| Notices   | Card board                     |
| Posters   | Scissors                       |
| Advertisements  | Coloured permanent markers     |
| Newspapers  | Glue                           |
|   | Colour pencils                 |

### **2.6.3 Infrastructure, equipment and finances**

#### **Infrastructure/Environment**

A teaching space with the following minimum requirements is recommended:

- Teachers with skills to teach learners experiencing barriers to learning.
- Classes with not more than 15 learners.
- Classrooms with tables and chairs at the right height for every learner.
- Electricity in all class rooms to use equipment required.
- The grounds and buildings (classes, bathrooms, stoops etc.) of the school must be accessible for learners and parents with disabilities. Suggestions: ramps, bars, levelling play grounds, accessible toilets.

#### **Finances**

### **Budget and inventory**

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the assessment required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

## **2.7 CAREER OPPORTUNITIES**

Learners doing English First Additional Language will benefit tremendously because English is a language acknowledged worldwide and the language commonly used in the world of work. Being able to communicate effectively in English in the world of work will raise employment possibilities. A learner will be able to enter the world of work, with the skills that he/she acquired during the two years, as a: receptionist, telephonist, cashier, waiter, stock controller, shelf packer, sales person and many more.

### 3 SECTION 3: OVERVIEW OF TOPICS AND CONTENT PER TERM AND ANNUAL TEACHING PLANS

Each week has a compulsory contact time of 2 hours for grade 4 and 5.

#### 3.1 Content overview of topics

The table below indicates the topics and content in the English First Additional Language learning programme in Grade 4 – 5 with differentiation

|                        | GRADE 4  | GRADE 5   |
|------------------------|--|---|
| LISTENING AND SPEAKING | <ul style="list-style-type: none"><li>• Respond to greetings and use formulaic language</li><li>• Make simple requests</li><li>• Listen to stories and respond to questions</li><li>• Develop vocabulary</li><li>• Follow a short sequence of instructions</li><li>• Compare and classify information</li><li>• Listen to and give a recount</li><li>• Use visual and pictorial cues to make meaning</li><li>• Do a role play</li><li>• Understand and use simple language structures</li><li>• Use language for communication</li><li>• Listen to thematic content with understanding</li><li>• Participate in conversations and discussions</li><li>• Sequence pictures and words</li><li>• Use language to develop concepts</li><li>• Participate in language games</li></ul> | <ul style="list-style-type: none"><li>• Listen to fiction, nonfiction, information, discussions, etc. and respond to questions</li><li>• Develop vocabulary</li><li>• Follow simple instructions</li><li>• Compare and classify information</li><li>• Listen to and give a recount</li><li>• Use visual and pictorial cues to make meaning</li><li>• Do a role play</li><li>• Understand and use simple language structures</li><li>• Use language for communication</li><li>• Participate in conversations and discussions</li><li>• Express emotions reaction about the story</li><li>• Sequence pictures /sentences</li><li>• Use language to understands concepts</li><li>• Participate in language games</li></ul> |



|   | GRADE 4  | GRADE 5  |
|---|--|--|
| PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS | <ul style="list-style-type: none"> <li>• Identify letter-sound relationship of all single letters</li> <li>• Identify beginning, medial and end sounds in words</li> <li>• Distinguish aurally between sounds that are often confused</li> <li>• Distinguishes aurally between long and short vowel sounds,</li> <li>• Identify the sound and name of the letters of the alphabet</li> <li>• Recognise sight words and high frequency words</li> <li>• Segment sentences into individual words</li> <li>• Break words into syllables</li> <li>• Builds up and breaks down simple words beginning with a single consonant into onset and rime and into individual sounds</li> <li>• Group words into sound families</li> <li>• Recognise vowel digraphs</li> <li>• Recognise common endings in word (-ed, -ing, -y)</li> <li>• Recognise known rhyming words</li> <li>• Recognise plurals (s, es)</li> <li>• Use phonetic knowledge to spell words</li> </ul> | <ul style="list-style-type: none"> <li>• Identify the letter-sound relationship of all single letters</li> <li>• Identify initial, medial and end sounds in words</li> <li>• Recognise consonant digraphs at the beginning and end of words</li> <li>• Use a dictionary</li> <li>• Recognise beginning sounds visually and aurally</li> <li>• Distinguish between sounds that are often confused</li> <li>• Build words with sounds taught</li> <li>• Recognise sight words and high frequency words</li> <li>• Recognise vowel digraphs</li> <li>• Identify plurals (-s and -es)</li> <li>• Use phonetic structures to spell</li> <li>• Recognise and use suffixes at the end of words</li> <li>• Recognise some differences between sound/spelling relationships in home and additional languages</li> <li>• Recognise silent 'e' in words</li> <li>• Recognise consonant blends in words</li> <li>• Identify rhyming words</li> <li>• Distinguish between long and short vowel sounds</li> <li>• Recognise onset (first sound) and rime (last syllable) in more complex patterns</li> <li>• Recognise homophones</li> <li>• Recognise antonyms</li> </ul> |
|   | 8 CAPS GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY ENGLISH FIRST ADDITIONAL LANGUAGE <ul style="list-style-type: none"> <li>• Recognise synonyms</li> </ul>   |  |

|  | GRADE 4  | GRADE 5   |
|--|--|---|
| <b>SUGGESTED SEQUENCE OF PHONICS INSTRUCTION</b> | <ul style="list-style-type: none"> <li>• Single letters</li> <li>• Short vowel words: -i-, -o-, -a-, -e-, -u-</li> <li>• Consonant blends: fl, sl, cl, pl,</li> <li>• Vowel digraphs: -oo-, -ee,</li> <li>• Recognise words ending on –ed, e.g. watch – watched; paint – painted, etc. This activity can be linked to the teaching of past tense.</li> <li>• Identify words ending on –ing, e.g. watching; painting; etc.</li> <li>• Words ending on –y</li> </ul> | <ul style="list-style-type: none"> <li>• Single letters</li> <li>• Consonant digraphs at the beginning and end of words</li> <li>• Consonant blends (fl-; sl-; cl-; pl-; cr-; dr-; gr-; tr-)</li> <li>• Vowel digraphs: -oo-; -ee-; -oy; -ea-; -oa-, -ay</li> <li>• Plurals (-s; -es)</li> <li>• Suffixes (-ed; -ing; -ly; -es, -ies; -ish; -er; -ful)</li> <li>• Silent ‘e’ words</li> <li>• Consonant digraphs (-ph-, -ll; -ss; -ff)</li> <li>• Three-letter consonant blends (str-; scr-; -tch; -nch)</li> <li>• Consonant blends at the end of words (-nk; -ck)</li> <li>• Consonant –le</li> <li>• Silent b</li> <li>• Silent w</li> <li>• Prefixes (un-; over-; super)</li> </ul> |

|   | GRADE 4   | GRADE 5   |
|---|---|---|
| EMERGENT, SHARED AND GROUP GUIDED READING | <ul style="list-style-type: none"> <li>• Read a Big Book, or other enlarged text, with the teacher</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Read simple labels on objects in the classroom</li> <li>• Read labels below pictures</li> <li>• Learn vocabulary</li> <li>• Match words with objects</li> <li>• Listen to fiction and nonfiction text</li> <li>• Respond to questions about the story</li> <li>• Dramatise a story</li> <li>• Develop word recognition skills</li> <li>• Predicts the story</li> <li>• Adhere to the punctuation when reading</li> <li>• Recognise letters/words</li> <li>• Participate in word/picture games</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Shared Reading</b></li> <li>• Read text with the teacher</li> <li>• Respond to questions</li> <li>• Recognise familiar words in the classroom and environment</li> <li>• Recognise sight words and high frequency words</li> <li>• Adhere to punctuation</li> <li>• Predict what the story is about</li> <li>• Sequence pictures/sentences</li> <li>• Read different types of text, e.g. a simple map, pamphlets, advertisements, notices, etc.</li> <li>• <b>Group Guided Reading</b></li> <li>• Read aloud from own book in a group, i.e. the whole group reads the same text</li> <li>• Use diagrams and illustrations in the text to reinforce understanding</li> <li>• Respond to questions</li> <li>• Adhere to punctuation when reading</li> <li>• Use decoding skills</li> <li>• Recognise sight words and high frequency words</li> <li>• Complete a comprehension activity</li> <li>• Read with fluency, expression, speed and correct pronunciation</li> </ul> |

|                                | GRADE 4  | GRADE 5   |
|--------------------------------|--|---|
| WRITING AND LANGUAGE STRUCTURE | <ul style="list-style-type: none"> <li>• Copy / write captions</li> <li>• Build own word bank and personal dictionary</li> <li>• Write a list</li> <li>• Use punctuation correctly in written work</li> <li>• Draw pictures to convey messages</li> <li>• Write a short text</li> <li>• Write a set of instructions</li> <li>• Complete sentences by filling in the missing words</li> <li>• Use simple language structures in context:               <ul style="list-style-type: none"> <li>○ Negatives</li> <li>○ Present tense</li> <li>○ Present progressive tense</li> <li>○ Imperatives ('Don't be late!')</li> <li>○ Nouns and plurals</li> <li>○ Adverbs</li> <li>○ Adjectives</li> <li>○ Connecting words</li> <li>○ Pronouns</li> <li>○ The modal 'can'</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Write a short text</li> <li>• Write a list with a heading</li> <li>• Write a personal recount</li> <li>• Write a letter</li> <li>• Write an invitation</li> <li>• Write messages</li> <li>• Organise information on a table, chart, bar graph</li> <li>• Plan and write a story using the writing process</li> <li>• Write a diary entry</li> <li>• Complete a form</li> <li>• Use appropriate language, spelling and punctuation</li> <li>• Build own word bank and personal dictionary</li> <li>• Understand and use simple language structures in context:               <ul style="list-style-type: none"> <li>○ Past tense, simple present tense, present progressive tense, future tense</li> <li>○ Possessive nouns, e.g. "The boy's coat is long".</li> <li>○ Understands and uses negative forms ('Do not...', 'Never...')</li> <li>○ Countable and uncountable nouns (e.g. bottles/water)</li> <li>○ Prepositions, "The pens are on the table".</li> <li>○ Begins to use connecting words to show cause-and-effect (so that)</li> <li>○ Personal pronouns</li> <li>○ Understand and use verbs</li> </ul> </li> </ul> |
|                                | 8 CAPS GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY ENGLISH FIRST ADDITIONAL LANGUAGE  | <ul style="list-style-type: none"> <li>○ Possessive pronouns</li> <li>○ Nouns – plurals</li> <li>○ Antonyms</li> </ul>  |

### 3.2 Teaching plans

Each term comprises of ten weeks and 2 hours English First Additional Language instructional time is compulsory for learners between the ages fourteen (14) and eighteen (18) years. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners are three (2) years in grade 4 with differentiation, and three (3) years in grade 5 with differentiation.

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment to the learners and the teacher may not leave learners unattended during Home Language instructional time.

#### 3.2.1 Grade 4 term 1

Learners are two years in grade 4 and the learning content in the tables make provision for more difficult content to be taught during the second year in grade 4 to ensure that progression takes place.

| Grade 4 Term 1    |  |   |   |
|-------------------|--|---|---|
| DURATION AND WEEK | TOPIC  | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:  |
| 1 & 2<br>2 hours  | Development of Self:<br>My body, functions, senses, likes & dislikes<br>Understanding emotions | <ul style="list-style-type: none"><li>• Use visual and pictorial cues to make meaning</li><li>• Listen and respond to instructions</li><li>• Develop vocabulary</li><li>• Respond to greetings and use formulaic language</li><li>• Participate in language games</li></ul> | <b>LISTENING AND SPEAKING</b><br><br><b>Teacher Note:</b> Teacher will provide the necessary teaching and learning resources e.g. pictures, charts, models, activity cards, AAC resources etc. To introduce the theme content teacher can use the HL when needed. The learner is expected to learn about 20 new words each term. A glossary of the Word list is provided.<br><br><b>Learners display the following listening and communicative behaviour throughout the year:</b> |

| Grade 4 Term 1    |       |  |  |
|-------------------|-------|--|--|
| DURATION AND WEEK | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:                    | CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:   |
|                   |       | <ul style="list-style-type: none"> <li>• use formulaic language</li> </ul> | <ul style="list-style-type: none"> <li>• Make simple requests.</li> <li>• Pay attention, make eye contact and react to verbal stimuli.</li> <li>• Listen to instructions and point to pictures and words (e.g. Point to the parts of the body and to the words in the picture: eyes, nose, mouth, head, hair, etc.).</li> <li>• Respond to greetings and use formulaic language (e.g. please, thank you)</li> <li>• Ask permission to do something</li> <li>• Respond physically to simple oral instructions (e.g. Take the apple. Put it on the table.)</li> <li>• Memorise and perform simple poems, action rhymes and songs.</li> </ul> <p><b>Term specific content for Term 1:</b></p> <ul style="list-style-type: none"> <li>• Begin to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>• Play language games: A vocabulary game. Teacher puts several familiar objects (food/clothes) on a tray and asks the learners to memorise the names in the First Additional Language. He/she then covers the objects and asks the learners to recall the objects.)</li> <li>• Identify and describe similarities and differences of the different senses and personal likes and dislikes</li> <li>• Participate in simple class (thematic) discussions and conversations through</li> </ul> |

| Grade 4 Term 1    |       |   |   |
|-------------------|-------|---|---|
| DURATION AND WEEK | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:  |
|                   |       |   | <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>• active listening and alternative modes of communication if needed:</li> </ul> <p>The topic can be introduced with an action song, videos, books, flashcards, during daily routine activities. These learners are often visual learners, and will copy what you model.</p>  |
|                   |       | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>  |   |
|                   |       | <ul style="list-style-type: none"> <li>• Begin to identify different initial sounds in words</li> </ul>   | <p>The phonics activities should be integrated into Listening and Speaking and Shared Reading activities.</p> <ul style="list-style-type: none"> <li>• Focus on the sounds that are similar to the Home Language, e.g. 's, a, t'.</li> <li>• Use pictures, letter cards, songs, stories, etc. to teach the single sounds.</li> <li>• Identify different initial sounds in words (e.g. 'h' in hat/head/hand, 'b' in bag/brother/build).</li> <li>• Group words into sound families, e.g. give the learners word cards and they sort the words that begin with the same sound, e.g. <b>hat</b>; <b>hen</b>; <b>hand</b>.</li> </ul> |
|                   |       | <b>EMERGENT READING/SHARED READING</b>  |   |
|                   |       | <ul style="list-style-type: none"> <li>• Transfer some of the knowledge and skills acquired in the HL:</li> <li>• Read a Big Book, or other enlarged text, with the teacher</li> <li>• Use visual and pictorial cues to make</li> </ul> | <p><i>The teacher reads the text to the class, pointing to the words and discussing the pictures and the story line. She re-reads the story during the week, encouraging the learners to join in. The text is used to introduce new vocabulary.</i></p> <ul style="list-style-type: none"> <li>• Read simple picture books with the teacher.</li> </ul>   |

| Grade 4 Term 1    |   |   |  |
|-------------------|---|---|--|
| DURATION AND WEEK | TOPIC   | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:   |
|                   |   | meaning   | <ul style="list-style-type: none"> <li>• Talk about the pictures and identify objects in pictures.</li> <li>• Read a picture card (related to the theme) with several pictures.</li> </ul>   |
|                   |   | <b>WRITING AND LANGUAGE STRUCTURE</b>   |  |
|                   |   | <ul style="list-style-type: none"> <li>• Copy captions</li> <li>• Build own word bank and personal dictionary</li> </ul>                    | <ul style="list-style-type: none"> <li>• Complete a card of emotions/choose the correct caption to complete the card.</li> <li>• Build own word bank and personal dictionary</li> </ul>  |
| 3 & 4:<br>2 hours | Development of self: Changes in boys and girls (puberty) and/or<br><b>Transport</b> | <b>LISTENING AND SPEAKING</b>   |  |
|                   |   | <ul style="list-style-type: none"> <li>• Listen and respond to instructions by pointing to objects</li> <li>• Develop vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise and point out common objects in pictures</li> <li>• Recognise and point out the sight /theme words with pictures</li> <li>• Talk about pictures in posters, theme charts, books etc.</li> </ul> <p>The topics should allow the teacher to constantly recycle simple, basic language structures, introduce new vocabulary and consolidate vocabulary already taught, as she communicates with the learners in the First Additional Language.</p> <ul style="list-style-type: none"> <li>• Participate in simple class (thematic) discussions and conversations through active listening and alternative modes of communication if needed.</li> </ul> |
|                   |   | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>  |  |
|                   |   | <ul style="list-style-type: none"> <li>• Identify initial sounds in words</li> <li>• Build simple words with sounds taught</li> </ul>       | <ul style="list-style-type: none"> <li>• Identify different initial sounds in printed text, e.g. circle/indicate the words with a particular sound.</li> </ul>   |



| Grade 4 Term 1    |       |  |   |
|-------------------|-------|--|---|
| DURATION AND WEEK | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:  |
|                   |       |  | <ul style="list-style-type: none"> <li>• Build words with the taught sounds.</li> <li>• Complete words with the correct sound using pictures.</li> <li>• Play a phonics game, e.g. Learners sound each letter separately (d-o-g, c-a-t, h-e-n) and say the word.</li> </ul>   |
|                   |       | <b>EMERGENT READING/SHARED READING</b>   |   |
|                   |       | <ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• Read simple labels on concrete objects in the classroom</li> <li>• Read labels below pictures</li> <li>• Learn some oral vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Identify simple labels in the classroom.</li> <li>• Use pictures, letter cards, songs, stories, etc. to teach oral vocabulary.</li> <li>• Interpret pictures to make up own story: “read” the pictures.</li> <li>• Use pictures to predict what the story is about.</li> <li>• Match concrete objects to words.</li> <li>• Complete a visual picture such as building puzzles, completing picture puzzles.</li> </ul>  |
|                   |       | <b>WRITING AND LANGUAGE STRUCTURE</b>  |   |
|                   |       | <ul style="list-style-type: none"> <li>• Complete a list</li> <li>• Use punctuation correctly</li> <li>• Understand and use simple language structures</li> <li>• Build own word bank and personal dictionary</li> </ul>                         | <ul style="list-style-type: none"> <li>• Write one to two sentences using a frame, e.g. ‘I like ____.’ / ‘I do not like ____.’ Learners who are unable to write sentences can use pictures and an oral explanation in the First Additional Language until they acquire the competence to write.</li> <li>• Use pictures/word cards to write a simple list.</li> <li>• Use capital letters and full stops, e.g. give the learners cards on which they have to put on the capital letters and full stops.</li> <li>• Read and copy word walls and labels in the classroom when doing written</li> </ul> |

| Grade 4 Term 1    |  |  |  |
|-------------------|--|--|--|
| DURATION AND WEEK | TOPIC  | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:   |
|                   |  |  | <p>work.</p> <ul style="list-style-type: none"> <li>• Use some simple language structures in context:</li> <li>• Simple present tense such as 'I like cake.' 'I do not like bananas.') by completing a simple sentence in context.</li> <li>• Negative, e.g. 'I <b>do not</b> like cake.'</li> <li>• Write words in a personal dictionary.</li> </ul>  |
| 5 & 6<br>2 hours  | Health and environment responsibility:<br>Healthy Eating &<br>Dietary Habits | <b>LISTENING AND SPEAKING</b>  |  |
|                   |  | <ul style="list-style-type: none"> <li>• Develop vocabulary/sight word</li> <li>• Listen to stories and respond to questions</li> <li>• Role play familiar situations</li> </ul> <p>Understand and use language structures</p> | <ul style="list-style-type: none"> <li>• Listen to short stories (e.g. healthy eating) told or read with enjoyment and answer simple questions by pointing to the words and pictures.</li> <li>• Recognise and point out common objects in pictures and give the plurals of countable nouns, e.g. dish – dishes, apple – apples, etc.</li> <li>• Role play familiar and well established situations: e.g. How to ask teacher to</li> <li>• Participate in vocabulary (memory) game: A 'Food bowl' with toy food items/pictures/words is passed around and each learner has a turn, 'My name is ... and I like ... .' Then the whole group says, 'His name is ... and he likes .... Her name is ... and she likes ....'</li> <li>• Sequence three pictures about how to prepare food with clean hands and on clean surfaces. Learners give a recount of the pictures.</li> <li>• Participate in discussions.</li> </ul> |

| Grade 4 Term 1    |       |   |  |
|-------------------|-------|---|--|
| DURATION AND WEEK | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:   |
|                   |       | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>  |  |
|                   |       | <ul style="list-style-type: none"> <li>Identify beginning and end sounds in words</li> <li>Recognise sight words</li> <li>Build and blend words with sounds taught</li> <li>Segment sentences into individual words</li> <li>Group words into sound families</li> </ul> | <ul style="list-style-type: none"> <li>Use pictures and letter cards to build simple words with sounds taught.</li> <li>Group words into sound families, e.g. give the learners word cards and they sort the words into groups according to the beginning sounds of the words.</li> <li>Segment sentences into individual words by clapping on each word.</li> <li>Complete words with the correct sound using pictures.</li> <li>Play a phonics game, e.g. board game with words that begins/ends with the same sound.</li> </ul>   |
|                   |       | <b>EMERGENT READING/SHARED READING</b>  |  |
|                   |       | <ul style="list-style-type: none"> <li>Listen to a story or non-fiction text</li> <li>Use visual and pictorial cues to make meaning</li> <li>Respond to questions about the story</li> <li>Develop vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>Label and read the list of healthy food &amp; unhealthy food from the poster with the teacher's assistance.</li> <li>Read simple sentences with pictures from chart: How to preserve and store food safely.</li> <li>Recognise high frequency words in text.</li> <li>Match pictures to words on objects and named items such as name cards on tables, door, window.</li> <li>Read simple labels of objects and pictures in the classroom.</li> <li>Use pictures to 'read' simple phrase or caption books.</li> <li>Complete a visual picture such as building puzzles, completing pictures.</li> </ul> |

| Grade 4 Term 1    |   |  |   |
|-------------------|---|--|---|
| DURATION AND WEEK | TOPIC   | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:  |
|                   |   |  | <ul style="list-style-type: none"> <li>Respond to simple oral questions about the story.</li> <li>Use pictures, letter cards, songs, stories, etc. to learn oral vocabulary.</li> </ul>   |
|                   |   | <b>WRITING AND LANGUAGE STRUCTURE</b>  |   |
|                   |   | <ul style="list-style-type: none"> <li>Draw pictures to convey messages</li> <li>Write short text</li> </ul>   | <ul style="list-style-type: none"> <li>Write a caption for his/her drawing and reads back what is written.</li> <li>Write one to two sentences using a picture/sentence frame. Learners who are unable to write sentences can use pictures and an oral explanation in the First Additional Language until they acquire the competence to write.</li> <li>Write words from word walls and labels.</li> </ul> |
| 7 & 8<br>2 hours  |   | <b>LISTENING AND SPEAKING</b>  |   |
|                   | Health and environmental responsibility:<br>Substance abuse | <ul style="list-style-type: none"> <li>Develop vocabulary/ sight words</li> <li>Listen to the theme content with comprehension</li> <li>Respond to simple questions</li> </ul>   | <ul style="list-style-type: none"> <li>Listen to stories/nonfiction with enjoyment.</li> <li>Answer simple Yes/No questions.</li> <li>Role play familiar situations.</li> <li>Participate in discussions.</li> </ul>  |
|                   | World Of Work:<br>Rules of the workplace                    | <ul style="list-style-type: none"> <li>Identify letter-sound relationship of all single letters.</li> <li>Identify sounds at the end of words.</li> <li>Build and blend words</li> <li>Identify sounds from printed text</li> <li>Group words into sound families</li> </ul> | <ul style="list-style-type: none"> <li>Recognise the letter-sound relationship of all single letters by matching the letter sound to the written letter symbol.</li> <li>Recognise sounds at the end of the words-</li> <li>Build three letter words using short '-a-' and 'e' words.</li> <li>Identify sounds in printed text, e.g. circle/indicate the words with a particular sound.</li> </ul>          |

| Grade 4 Term 1    |       |  |  |
|-------------------|-------|--|--|
| DURATION AND WEEK | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested activities:   |
|                   |       | <ul style="list-style-type: none"> <li>Segment simple sentences into individual words</li> </ul>   | <ul style="list-style-type: none"> <li>Group words into sound/word families.</li> <li>Sound family: words that start with the same sound, e.g. <b>bin</b>, <b>bed</b>, <b>bat</b>, etc.</li> <li>Word family: words that have the same rime, e.g. <b>bin</b>, <b>pin</b>, <b>tin</b>, etc.</li> <li>Sort word cards according to the teacher's instruction.</li> <li>Complete words with the correct sound using pictures</li> <li>Segment sentences into individual words by clapping on each word</li> <li>Play a phonics game, e.g. board game with sounds/words taught</li> </ul>  |
|                   |       | <b>EMERGENT READING/SHARED READING</b>   |  |
|                   |       | <ul style="list-style-type: none"> <li>Read books with the teacher</li> <li>Respond to questions about the story</li> <li>Act out a story</li> <li>Develop vocabulary</li> <li>Use visual and pictorial cues to make meaning</li> <li>Play language games</li> </ul> | <ul style="list-style-type: none"> <li>Read simple picture books with one to two sentences per page where words are repeated.</li> <li>Answer simple questions about the story.</li> <li>Role play the story read to them.</li> <li>Point to and name objects in pictures.</li> <li>Sequence three pictures of a story and retell the story using simple words, sentences and/or gestures.</li> <li>Match words to words on objects and named items such as name cards on tables, door, window.</li> <li>Complete a visual picture such as building words and matching pictures.</li> <li>Play vocabulary games, e.g. word quizzes.</li> </ul> |
|                   |       | <b>WRITING AND LANGUAGE STRUCTURE</b>  |  |

| Grade 4 Term 1       |       |   |  |
|----------------------|-------|---|--|
| DURATION<br>AND WEEK | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES. USE IN<br>CONJUNCTION WITH DEPARTMENTAL WORKBOOKS. Suggested<br>activities:   |
|                      |       | <ul style="list-style-type: none"> <li>• Write short text</li> <li>• Use punctuation correctly</li> <li>• Compile a list</li> <li>• Use some simple language structures in context (prepositions and present progressive tense)</li> <li>• Build a word bank and personal dictionary</li> </ul> | <ul style="list-style-type: none"> <li>• Write one to two sentences using a picture/writing frame.</li> <li>• Use punctuation correctly: full stop and the correct use of capital letters.</li> <li>• Write simple shopping list. Learners who are unable to write can play a card game with pictures and words to compile their list.</li> <li>• Begin to develop an understanding and ability to use simple language structures in the context of meaningful spoken language:</li> <li>• Use imperatives such as 'Don't be late';</li> <li>• Present progressive tense such as 'I am signing the register';</li> <li>• Build own word bank and personal dictionary.</li> </ul> |

| Week 9 & 10 Assessment for Term 1 |  |
|-----------------------------------|--|
| Listening & Speaking              | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of at least 20 words, including the thematic words and familiar objects.</li> <li>• Respond appropriately to simple instructions and requests ( e.g. 'Stand up' or 'Clap your hands').</li> <li>• Demonstrate understanding of vocabulary in the story by pointing to objects in the pictures or in the classroom in response to instructions from the teacher</li> <li>• Answer simple Yes/No questions about the story/theme with the aid of the pictures</li> </ul> |
| Phonemic awareness/Phonics        | <ul style="list-style-type: none"> <li>• Identify different initial sounds of words</li> <li>• Identify the end sound in words</li> <li>• Recognise the letter-sound relationship of single letters taught by matching the letter name to the letter symbol</li> <li>• Segment sentences into individual words by clapping on each word</li> </ul>   |
| Reading                           | <ul style="list-style-type: none"> <li>• Recognise and read words linked to high frequency /thematic words.</li> <li>• Read labels below pictures</li> <li>• Answer some simple oral questions about the story</li> </ul>  |
| Writing and Language Structure    | <ul style="list-style-type: none"> <li>• Copy a caption for a picture he/she has drawn and reads back what is written</li> <li>• Write one to two sentences using a picture/writing frame</li> </ul>   |

### 3.2.2 Grade 4: Term 2

| Grade 4 Term 2               |   |   |  |
|------------------------------|---|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC   | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
| 1 & 2<br>2 hours             | Road safety/<br>Traffic Rules<br>Caring for the<br>environment<br>Recycling |   | <b>LISTENING AND SPEAKING</b>  |
|                              |   | <ul style="list-style-type: none"> <li>• Listen to stories and respond to simple questions</li> <li>• Participate in conversations and discussions</li> <li>• Understand language structures in context</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen to stories and content from themes and respond to question using pictures, own words and/or gestures.</li> <li>• Understand and begin to use adjectives in spoken language.</li> <li>• Participate in simple class (thematic) discussions and conversations.</li> <li>• Identify different people in my world.</li> <li>• Practice how to communicate with different people, different greetings, different forms of address, different ways to show respect. Role play situations with different people, e.g. strangers, older people, teacher, doctor, etc.</li> </ul> |
|                              |   |   | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>   |
|                              |   | <ul style="list-style-type: none"> <li>• Develop vocabulary</li> <li>• Recognise sounds in printed text</li> <li>• Recognise known rhyming words</li> <li>• Recognise initial sounds</li> <li>• Identify the letter-sound relationship of single letters</li> </ul> | <ul style="list-style-type: none"> <li>• Revise the sounds that were taught in Term 1.</li> <li>• Identify sounds in printed text, e.g. circle/indicate the words with a particular sound.</li> <li>• Recognise and use sight vocabulary and high frequency words.</li> <li>• Sound and clap out known rhyming words e.g. pen, ten, hen, men etc.</li> <li>• Recognises the initial sound from the remaining part of a syllable (e.g. c-at, m-at, f-at).</li> <li>• Recognise different initial sounds in words (e.g. 'g' in goat, 'd' in dog and</li> </ul>   |



| Grade 4 Term 2               |       |  |  |
|------------------------------|-------|--|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES  |
|                              |       |  | <p>donkey).</p> <ul style="list-style-type: none"> <li>• Play phonic game: Sound and name the letters of the alphabet.</li> </ul>  |
|                              |       | <b>EMERGENT READING/SHARED READING</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• Develop word recognition skills</li> </ul>                   | <ul style="list-style-type: none"> <li>• Read simple picture books with one to two sentences where the words are repeated with the teacher.</li> <li>• Use pictures to predict what the story is about.</li> <li>• Match words to pictures.</li> </ul>   |
|                              |       | <b>WRITING AND LANGUAGE STRUCTURE</b>  |  |
|                              |       | <ul style="list-style-type: none"> <li>• Write short text</li> <li>• Use punctuation correctly</li> <li>• Build a word bank and personal dictionary</li> </ul> | <ul style="list-style-type: none"> <li>• Write one to two sentences in the present tense, e.g. using a frame and/or a picture.</li> <li>• Use capital letters and full stops correctly.</li> <li>• Make a poster of the different people they can go to for assistance and label their roles accordingly.</li> <li>• Copy new words in personal dictionary.</li> </ul> |
| <b>3 &amp; 4</b>             |       | <b>LISTENING AND SPEAKING</b>  |  |

| Grade 4 Term 2               |   |   |  |
|------------------------------|---|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC   | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
| 2 hours                      | Good leaders<br>& good<br>followers<br>Personal safety<br>Creatures that<br>help us | <ul style="list-style-type: none"> <li>• Develop vocabulary</li> <li>• Develop listening comprehension by responding to simple questions</li> <li>• Participate in discussions</li> </ul>           | <ul style="list-style-type: none"> <li>• Teacher introduces the theme by reading a story about a leader, Nelson Mandela.</li> <li>• Talk about Nelson Mandela and the example he set as a good leader.</li> <li>• Answer questions.</li> <li>• Tell stories using pictures, own words and/or gestures.</li> <li>• Participate in discussions.</li> <li>• Play language /leadership games like: “Lead the Herd”, “Cookie Challenge” and “Silent Leadership” and let learners note the different roles played by everyone in respect of leading and following. Each game illustrates the role and positive attitude of the leader and follower.</li> <li>• Listen to the words and respond by placing the correct word (Follows, Lead, listen, guides, helps) under the headings: Leader &amp; Follower).</li> </ul> |
|                              |   | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>  |  |
|                              |   | <ul style="list-style-type: none"> <li>• Identify letter-sound relationships of all single letters</li> <li>• Identify different initial and end sounds</li> <li>• Build and blend words</li> </ul> | <ul style="list-style-type: none"> <li>• Revise letter-sound relationship of single sounds.</li> <li>• Identify initial and end sounds in printed text, e.g. circle/indicate the words with a particular sound.</li> <li>• Segment sentences into individual words by clapping on each word.</li> <li>• Use pictures and letter cards to build and break down words (e.g. p-e-n, p-en, pen; t-e-n, t-en, ten).</li> </ul>  |
|                              |   | <b>EMERGENT READING</b>   |  |
|                              |   | <ul style="list-style-type: none"> <li>• Follow the sequence of a simple picture story</li> </ul>   | <ul style="list-style-type: none"> <li>• Put three pictures in sequence as teacher tells a story. Retell the story in two to three sentences.</li> </ul>   |

| Grade 4 Term 2               |  |   |   |
|------------------------------|--|---|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC  | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                              |  | <ul style="list-style-type: none"> <li>• Use pictorial and visual cues to make meaning</li> <li>• Read simple books with the teacher</li> <li>• Adhere to punctuation</li> <li>• Recognise words</li> </ul>   | <ul style="list-style-type: none"> <li>• Read simple books with two to three sentences per page with the teacher.</li> <li>• Pay attention to the use of punctuation when reading.</li> <li>• Match words to pictures.</li> <li>•</li> </ul>  |
|                              |  | <b>WRITING</b>  |   |
|                              |  | <ul style="list-style-type: none"> <li>• Write captions</li> <li>• Write short text</li> <li>• Understand and use some simple language structures</li> <li>• Build own word bank and personal dictionary</li> </ul>   | <ul style="list-style-type: none"> <li>• Write a caption for a picture.</li> <li>• Write two to three sentences by using pictures, writing frames and word bank/dictionary.</li> <li>• Use simple language structures by using learners, objects and pictures to introduce this.</li> <li>• Adjectives, e.g. 'My friend is big'. 'The cat is small.'</li> <li>• Plurals: e.g. 'one cat – two cats.'</li> <li>• Write words in the personal dictionary</li> </ul>  |
| <b>5 &amp; 6:</b><br>2 hours | People who help us<br>Electricity<br>Our Country<br>South Africa | <ul style="list-style-type: none"> <li>• Listen to fiction, nonfiction, information and discussions</li> <li>• Respond to questions</li> <li>• Develop vocabulary</li> <li>• Listen to a recount and give own recount</li> <li>• Play language games</li> </ul> | <b>LISTENING AND SPEAKING</b> <ul style="list-style-type: none"> <li>• Listen to a simple recount and give own recount, e.g. teacher tells what he/she did during the weekend after which the learners tell what they did. Provide some structuring words, e.g. <b>Last weekend</b> I...<b>Then</b> I...<b>Next</b> I...<b>After that</b> I...</li> <li>• Recognise and point out common objects in pictures.</li> <li>• Play Vocabulary Board Game.</li> <li>• Participate in simple class discussions.</li> </ul> |

| Grade 4 Term 2               |       |  |   |
|------------------------------|-------|--|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                              |       | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>   |   |
|                              |       | <ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters, recognising differences in pronunciation between Home and First Additional Language.</li> <li>Identify initial and end sounds of words.</li> <li>Group common words into sound and word families</li> <li>Build and blend words</li> </ul> | <ul style="list-style-type: none"> <li>Compare the differences in pronunciation of words between Home and First Additional Language.</li> <li>Use pictures, word cards, letter cards, songs, stories, etc. to teach the sounds at the end of a word, e.g. –ee (tree; free; see; etc.); -oy (boy; toy; Roy; etc.).</li> <li>Identify words that begin with the same initial sound, e.g. <b>hat</b>; <b>hen</b>; <b>hand</b>, from a text and word walls.</li> <li>Build words using sounds learnt.</li> <li>Group words into sound families, e.g. give the learners word cards and they sort the words into group. More able learners can write the words into the correct sound family using the words from a word box.</li> <li>Build three letter words using short ‘-u-’ words.</li> <li>Make “SNAP” cards with different sounds/words and learners match the similar sounds to the words</li> </ul> |
|                              |       | <b>EMERGENT READING</b>  |   |
|                              |       | <ul style="list-style-type: none"> <li>Recognise familiar words</li> <li>Develop vocabulary</li> <li>Read books with the teacher</li> <li>Adhere to punctuation during reading</li> <li>Use visual and pictorial cues to make meaning</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise letters and high frequency words on flash cards and in text.</li> <li>Build vocabulary, thereby improving reading comprehension.</li> <li>Read and point out objects in the classroom/ pictures.</li> <li>Read simple books with two to three simple sentences per page with the teacher.</li> <li>Adhere to the punctuation during reading. Teacher models and learners</li> </ul>  |

| Grade 4 Term 2                  |  |   |   |
|---------------------------------|--|---|---|
| APPROXI-<br>MATE<br>DURATION    | TOPIC  | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br><br>Suggested activities:  |
|                                 |  |   | <p>follow.</p> <ul style="list-style-type: none"> <li>• Match pictures to words on objects and named items such as name cards on tables, door, window.</li> <li>• Completes a visual picture such as building puzzles with words and pictures</li> </ul>  |
|                                 |  | <b>WRITING AND LANGUAGE STRUCTURE</b>   |   |
|                                 |  | <ul style="list-style-type: none"> <li>• Write captions for pictures</li> <li>• Write short text</li> <li>• Use punctuation correctly</li> <li>• Understand and use simple language structures</li> </ul>   | <ul style="list-style-type: none"> <li>• Write a caption or short sentences on a topic with help and illustrate it.</li> <li>• Write/copy two to three sentences with the teacher's help (word bank, dictionary, writing frames, pictures, etc.).</li> <li>• Use simple language structures:</li> <li>• Adverbs, e.g. "The police ran <b>quickly</b>", "The teacher spoke <b>loudly</b>".</li> <li>• More able learners can write sentence/s for pictures using words from a word bank.</li> </ul>  |
| <b>7 &amp; 8</b><br><br>2 hours | Working in a group<br><br>Our environment<br><br>Job opportunities and careers | <b>LISTENING AND SPEAKING</b>   |   |
|                                 |  | <ul style="list-style-type: none"> <li>• Listen to fiction, nonfiction, information and discussions</li> <li>• Respond to questions</li> <li>• Use visual and pictorial cues to make meaning</li> <li>• Develop vocabulary</li> <li>• Compare and classify information</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about pictures in posters, theme charts, books, etc.</li> <li>• Respond to simple questions about stories and thematic discussions.</li> <li>• Recognise sight words often and include the words in spoken language.</li> <li>• Match things that go together and compare things that are different.</li> <li>• Tell stories using pictures, own words and/or gestures.</li> <li>• Participate in discussions.</li> <li>• Play a Listening Language game: The first learner makes a statement that ends with the word "then." The next learner adds more words that go</li> </ul> |

| Grade 4 Term 2               |       |   |  |
|------------------------------|-------|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES  |
|                              |       |   | <p><b>Suggested activities:</b></p> <p>along with the story. For example: Shopping for a party. First learner: "For the party we got cake 'then'. The next person adds more words that goes along with the story 'then', some balloons (and the next learner)"then" sweets and cool drink.</p>   |
|                              |       | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>  |  |
|                              |       | <ul style="list-style-type: none"> <li>• Build and blend words</li> <li>• Segment sentences into individual words</li> <li>• Identify rhyming words</li> <li>• Develop vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue to build words using letter cards.</li> <li>• Complete words with the correct sound using pictures.</li> <li>• Segments sentences with words that have only one syllable into individual words by clapping/tapping on each word: (e.g. Meg ran to the mat.)</li> <li>• Revise known rhyming words e.g. road, load, boot, hoot etc.</li> <li>• Match words with the correct picture.</li> <li>• Use familiar high frequency/thematic words from flashcards and word walls.</li> </ul> |
|                              |       | <b>EMERGENT READING/SHARED READING</b>  |  |
|                              |       | <ul style="list-style-type: none"> <li>• Read books with the teacher</li> <li>• Respond to questions</li> <li>• Recognise familiar words and letters</li> <li>• Use pictorial and visual cues to make meaning</li> <li>• Play language games</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to "read" simple picture books with the teacher.</li> <li>• Answer questions about the text.</li> <li>• Recognise words in text, the class/ school environment, e.g. labels on storage boxes in the classroom, name of principal/teacher on his/ her door.</li> <li>• Use pictures to predict what the story is about, e.g. 'read' picture and caption books showing an understanding that pictures and words are related, but different.</li> </ul>                                 |

| Grade 4 Term 2               |       |   |  |
|------------------------------|-------|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES  |
|                              |       |   | <b>Suggested activities:</b> <ul style="list-style-type: none"> <li>• Sequence pictures to show the order of events in a story.</li> <li>• Play word games: Learners recognise and match words to pictures</li> </ul>  |
|                              |       | <b>WRITING AND LANGUAGE STRUCTURE</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>• Copy words</li> <li>• Complete three sentences</li> <li>• Write short text</li> <li>• Understand and use language structures</li> <li>• Build own word bank and personal dictionaries</li> </ul> | <ul style="list-style-type: none"> <li>• Copy words from the word wall and labels in the classroom.</li> <li>• Complete three sentences by filling in the missing words</li> <li>• Write two to three sentences.</li> <li>• Understand and begin to use some simple language structures that have been taught this term in context:</li> <li>• Simple present tense</li> <li>• Nouns and their plurals</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Build own word bank and personal dictionary (vocabulary books).</li> <li>•</li> </ul> |

| Week 9 & 10 Assessment for Term 2           |   |
|---|---|
| Listening & Speaking                        | <ul style="list-style-type: none"> <li>• Demonstrate an understanding and use of at least 40 words, including the thematic words and high frequency words.</li> <li>• Respond to simple questions and instructions</li> <li>• Listen to a simple recount and give own recount</li> </ul>  |
| Phonemic/Phonological Awareness and Phonics | <ul style="list-style-type: none"> <li>• Build and break down words (short –a- and –e- words)</li> <li>• Recognise known rhyming words (e.g. road, load, boot, hoot etc.)</li> <li>• Identify sounds in beginning and end of words</li> </ul>   |
| Reading                                     | <ul style="list-style-type: none"> <li>• Answer some simple oral questions about the story/theme</li> <li>• Sequence pictures to show the order of events in a story</li> </ul>   |
| Writing and Language Structure              | <ul style="list-style-type: none"> <li>• Writes a caption for a picture he/she has drawn and reads back what is written</li> <li>• Complete three sentences by filling in the missing words</li> <li>• Write two to three sentences</li> <li>• Understand and begin to use some simple language structures in context:               <ul style="list-style-type: none"> <li>○ Simple present tense</li> <li>○ Nouns and their plurals</li> <li>○ Adjectives</li> <li>○ Adverbs</li> </ul> </li> </ul> |



### 3.2.3 Grade 4 Term 3

| Grade 4 Term 3       |   |  |   |
|----------------------|---|--|---|
| APPROXIMATE DURATION | TOPIC   | CONTENT/ CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
| 1 & 2<br><br>2 hours | Abilities, interests and potential<br><br>Time management<br><br>I can be an entrepreneur | <b>LISTENING AND SPEAKING</b>  |   |
|                      |   | <ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• Develop vocabulary</li> <li>• Respond to questions</li> <li>• Use language for communication</li> <li>• Play language games</li> <li>• Participate in discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about pictures in posters, theme charts, books etc., e.g. recognise and point out common objects in pictures.</li> <li>• Talk about what kind of work they would like to do</li> <li>• Listen to questions and respond</li> <li>• Begin to develop an oral (listening and speaking) vocabulary using themes or topics</li> <li>• Vocabulary Game/Exercise: Relate the instruction to pictures, learners respond by listening to the word, picking up the word card /label and matching it to the picture.</li> <li>• Participate in discussions.</li> </ul> |
|                      |   | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>   |   |
|                      |   | <ul style="list-style-type: none"> <li>• Identify letter-sound relationship of beginning and end sounds in words</li> <li>• Distinguish aurally between sounds that are often confused</li> <li>• Build and blend words</li> </ul>   | <ul style="list-style-type: none"> <li>• Recognition of different letter sounds at the beginning of words, e.g. <b>cat, mat, dog</b>, etc.</li> <li>• Circle/point out the initial and end sounds in words.</li> <li>• Play phonic games: Learners use word cards and pictures to distinguish aurally between words that have similar sounds ,e.g. a-apple, e-egg,</li> <li>• b- bat, p-pen etc.</li> <li>• Build and blend words from sounds learnt.</li> </ul>  |

| Grade 4 Term 3                  |                                   |   |   |
|---------------------------------|-----------------------------------|---|---|
| APPROXI-<br>MATE<br>DURATION    | TOPIC                             | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                                 |                                   | <b>EMERGENT READING</b>   |   |
|                                 |                                   | <ul style="list-style-type: none"> <li>• Read books with the teacher</li> <li>• Respond to questions</li> <li>• Use pictorial and visual cues to make meaning</li> <li>• Recognise and read words</li> <li>• Develop vocabulary</li> <li>•</li> </ul>     | <ul style="list-style-type: none"> <li>• Use pictures to understand simple phrases and sentences in a book.</li> <li>• Match pictures to words on objects and named items such as name cards on tables, door, window.</li> <li>• Recognise and read words in text and in the classroom.</li> <li>• Build vocabulary to improve reading comprehension.</li> <li>• Read simple books with two to three sentences per page.</li> </ul>   |
|                                 |                                   | <b>WRITING AND LANGUAGE STRUCTURE</b>   |   |
|                                 |                                   | <ul style="list-style-type: none"> <li>• Write a set of instructions</li> <li>• Build a word bank and personal dictionary</li> </ul>  | <ul style="list-style-type: none"> <li>• Write a set of instructions, e.g. a recipe/how to make tea. Use pictures and a word bank.</li> <li>• Write two to three sentences, e.g. using a frame and/or a picture.</li> <li>• Copy new words in personal dictionary</li> </ul>  |
| <b>3 &amp; 4</b><br><br>2 hours | Farm animals                      | <b>LISTENING AND SPEAKING</b>   |   |
|                                 | Wild animals<br><br>Peer pressure | <ul style="list-style-type: none"> <li>• Use visual and pictorial cues to make meaning</li> <li>• Respond to questions and instructions</li> <li>• Develop vocabulary</li> <li>• Compare and classify information</li> <li>• Sequence pictures</li> </ul> | <ul style="list-style-type: none"> <li>• Develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>• Recognise and use more words in spoken language.</li> <li>• Talk about pictures in posters, theme charts, books etc., e.g. recognise and point out common objects in pictures.</li> <li>• Identify and describe similarities and differences in pictures and information.</li> <li>• Tell stories using pictures, own words and/or gestures.</li> </ul> |

| Grade 4 Term 3        |          |  |  |
|-----------------------|----------|--|--|
| APPROXI-MATE DURATION | TOPIC    | CONTENT/ CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                       | Bullying | <ul style="list-style-type: none"> <li>Use language for communication</li> </ul>   | <ul style="list-style-type: none"> <li>Sequence pictures of 5 stages in responding to bullying/dealing with peer pressure (Walk away, Say stop, Keep calm, Don't fight, Tell a friend/adult).</li> <li>Role play situations and demonstrate to the learners, positive ways of dealing with these situations.</li> <li>Listen and participate in discussions.</li> </ul>  |
|                       |          | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>   |  |
|                       |          | <ul style="list-style-type: none"> <li>Identify different initial and end sounds in words</li> <li>Segment oral sentences into individual words</li> <li>Break words into syllables</li> <li>Build up and breaks down 3-letter words using sounds learnt. (e.g. p-e-n, p-en, pen)</li> <li>Distinguish aurally between sounds that are often confused (e.g. 'a' and 'e', 'ee' and 'ea')</li> </ul> | <ul style="list-style-type: none"> <li>Circle/point out the initial and end sounds in words.</li> <li>Segment sentences into individual words by clapping on each word.</li> <li>Clap out the syllables in familiar words.</li> <li>Builds up and breaks down 3-letter words using sounds learnt.</li> <li>Play phonic games: Learners use word cards and pictures to distinguish aurally between words that have similar sounds, (e.g. a-ant, e-egg, ee-feet, ea-seat etc.).</li> </ul> |
|                       |          | <b>EMERGENT READING</b>  |  |
|                       |          | <ul style="list-style-type: none"> <li>Listen to text and respond to questions</li> <li>Develop new vocabulary</li> <li>Read with the teacher</li> </ul>   | <ul style="list-style-type: none"> <li>Listen to text and answer simple comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures.</li> </ul>  |

| Grade 4 Term 3                  |   |   |  |
|---------------------------------|---|---|--|
| APPROXI-<br>MATE<br>DURATION    | TOPIC   | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                                 |   |   | <ul style="list-style-type: none"> <li>• Recognise and read words from picture charts and word walls.</li> <li>• Read simple books with three to four sentences where familiar words are used and vocabulary is repeated.</li> </ul>   |
|                                 |   | <b>WRITING AND LANGUAGE STRUCTURE</b>   |  |
|                                 |   | <ul style="list-style-type: none"> <li>• Complete sentences</li> <li>• Write short text</li> <li>• Use punctuation correctly</li> <li>• Build own word bank and personal dictionary</li> </ul>  | <ul style="list-style-type: none"> <li>• Complete three sentences by filling in the missing words.</li> <li>• Write three to four sentences, e.g. using a frame and/or a picture.</li> <li>• Use punctuation (capital letters, full stops and question marks) correctly.</li> <li>• Write new vocabulary into a personal dictionary.</li> </ul>                          |
| <b>5 &amp; 6</b><br><br>2 hours | Dangers in the environment<br><br>How to keep my body safe<br><br>Traffic rules | <b>LISTENING AND SPEAKING</b>   |  |
|                                 |   | <ul style="list-style-type: none"> <li>• Use more vocabulary with confidence</li> <li>• Listen to stories with comprehension and respond to questions</li> <li>• Participate in thematic discussions</li> <li>• Use language for communication</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about pictures in posters, theme charts, books etc.</li> <li>• Listen to stories and shows understanding by answering simple questions related to the story.</li> <li>• Recognise and point out common objects in pictures.</li> <li>• Role play different situations which has a beginning and end.</li> <li>•</li> </ul> |
|                                 |   | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>  |  |
|                                 |   | <ul style="list-style-type: none"> <li>• Identify the sound and name of the letters of the alphabet</li> <li>• Group common words into word families</li> </ul>   | <ul style="list-style-type: none"> <li>• Play a phonic game :sound and name the letters of the alphabet by pointing and sounding/naming as instructed</li> <li>• Builds and sounds out words using sounds learnt</li> </ul>  |

| Grade 4 Term 3               |                   |   |   |
|------------------------------|-------------------|---|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC             | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                              |                   | <ul style="list-style-type: none"> <li>Builds up and breaks down 3-letter words using consonant -vowel-consonant sounds learnt.</li> <li>Distinguishes between sounds that are often confused visually and aurally</li> </ul> | <ul style="list-style-type: none"> <li>Group words into sound families, e.g. using pictures and word cards.</li> <li>Play a phonic game: Say three sounds that make up a consonant -vowel-consonant pattern ( e.g. d-o-g, h-o-t, c-a-n), learners repeat in correct sequence and blend the words.</li> <li>Identify sounds that are often confused- visual similarity: 'b' and 'd', 'b' and 'p', 'm' and 'n'</li> <li>Identify sounds that are often confused – auditory similarity: 'f' and 'v', 't' and 'd', 'o' and 'u'</li> </ul> |
|                              |                   | <b>EMERGENT READING</b>   |   |
|                              |                   | <ul style="list-style-type: none"> <li>Develop vocabulary</li> <li>Recognise more sight and high frequency words</li> <li>Read simple books</li> </ul>  | <ul style="list-style-type: none"> <li>Read simple books with three to four sentences per page and pay attention to punctuation in text (capital letters, full stops, question marks).</li> <li>Answer questions (literal, True/False, choosing the correct answer).</li> <li>Recognise sight words and high frequency words</li> </ul>   |
|                              |                   | <b>WRITING AND LANGUAGE STRUCTURE</b>   |   |
|                              |                   | <ul style="list-style-type: none"> <li>Write short texts</li> <li>Complete three sentences</li> <li>Build own word bank and personal dictionary</li> </ul>  | <ul style="list-style-type: none"> <li>Write three to four sentences, e.g. using a frame and/or a picture and use punctuation correctly (capital letters, full stop and question mark).</li> <li>Complete three sentences by filling in the missing words.</li> <li>Copy new words in personal dictionary.</li> </ul>   |
| <b>7 &amp; 8</b>             | Peer pressure and | <b>LISTENING AND SPEAKING</b>   |   |
|                              |                   | <ul style="list-style-type: none"> <li>Listen to stories and discussions and</li> </ul>   | <ul style="list-style-type: none"> <li>Listen to a story with interest and acts out part of the story.</li> </ul>   |

| Grade 4 Term 3               |   |  |  |
|------------------------------|---|--|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC   | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br><br>Suggested activities:   |
| 2 hours                      | bullying  | respond to questions   | <ul style="list-style-type: none"><li>Answer questions about the story. Include closed (literal) questions. Assist learners by giving them a choice of answer or asking True and False questions.</li><li>Listen to instructions and identify the word, e.g. match words relevant to the pictures.</li></ul>   |
|                              | Rules in the workplace  |  |  |
|                              | I can be an entrepreneur  | <b>PHONEMIC/PHONLOGICAL AWARENESS AND PHONICS</b>  |  |
|                              |   | <ul style="list-style-type: none"><li>Identify letter-sound relationship of all single letters</li><li>Build and blend words</li></ul>   | <ul style="list-style-type: none"><li>Play 'Bingo' Game: Learners use pictures and letters for learning initial sounds and short vowel word families.</li><li>Play Spelling Games: Use letter cards (with onset and rime, e.g. each letter card will have the single letter, t, s, p. and the rime letter card will have the in) to match and blend/spell the words (tin, sin, pin etc.).</li></ul> <div><div>• t</div><div>• in</div></div> <ul style="list-style-type: none"><li>Revise letter-sound relationship of single letters.</li></ul> |
|                              |   | <b>EMERGENT READING/SHARED READING</b>   |  |
|                              | <ul style="list-style-type: none"><li>Read simple books</li><li>Recognise sight words/ high frequency words</li><li>Respond to questions about the text</li></ul> | <ul style="list-style-type: none"><li>Read simple books with three to four sentences per page and answer questions about the text (literal questions, Yes/No, True/False).</li><li>Recognise high frequency words and sight words in the text. Words can be circled/underlined or indicated in any other way according to the teacher's instruction.</li><li>Draws a picture to recalls details and main idea of story</li></ul> |  |

| Grade 4 Term 3       |       |  |  |
|----------------------|-------|--|--|
| APPROXIMATE DURATION | TOPIC | CONTENT/ CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                      |       | <b>WRITING AND LANGUAGE STRUCTURE</b>  |  |
|                      |       | <ul style="list-style-type: none"> <li>• Write short texts</li> <li>• Use punctuation correctly</li> <li>• Complete three sentences</li> <li>• Write a list</li> </ul> | <ul style="list-style-type: none"> <li>• Write three to four sentences, e.g. using a frame and/or a picture.</li> <li>• Use punctuation (capital letters, full stop, question mark).</li> <li>• Completes three sentences by filling in the missing words.</li> <li>• Write simple list.</li> <li>• Copy new words in personal dictionary</li> </ul> |

### Week 9 & 10: Assessment

| Week 9 & 10 Assessment for Term 3           |   |
|---|---|
| Listening & Speaking                        | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of at least 60 words, including the thematic words and high frequency words.</li> <li>• Sequence pictures</li> <li>• Participate in thematic discussions</li> </ul>   |
| Phonemic/Phonological Awareness and Phonics | <ul style="list-style-type: none"> <li>• Distinguish aurally between words that have similar sounds (,e.g. a-ant, e-egg, ee-feet, ea-seat )</li> <li>• Recognises familiar words in texts</li> <li>• Recognise the consonant -vowel- consonant pattern ( e.g. d-o-g, h-o-t, c-a-n), repeat in correct sequence and blend the words.</li> <li>• Group words into sound families, e.g. using pictures and word cards.</li> <li>• Match, blend and spell words (with onset and rime words, p-in , t-en, b-ug)</li> </ul> |
| Reading                                     | <ul style="list-style-type: none"> <li>• Read simple books</li> <li>• Sequence pictures to show the order of events in a story.</li> </ul>  |

|                                |  |
|--------------------------------|--|
|                                | <ul style="list-style-type: none"> <li>• Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures.</li> </ul>                                |
| Writing and Language Structure | <ul style="list-style-type: none"> <li>• Write three to four sentences and use punctuation correctly (capital letters, full stops, question marks)</li> <li>• Completes three sentences by filling in the missing words</li> </ul> |



### 3.2.4 Grade 4: Term 4

| Grade 4 Term 4       |   |  |   |
|----------------------|---|--|---|
| APPROXIMATE DURATION | TOPIC   | CONTENT/ CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
| 1 & 2<br><br>2 hours | Me and my disability<br><br>Give and receive feedback<br><br>Diverse Cultures | <b>LISTENING AND SPEAKING</b>  |   |
|                      |   | <ul style="list-style-type: none"> <li>Listen to fiction, nonfiction, information and discussions</li> <li>Responds to questions</li> <li>Develop vocabulary</li> <li>Compare and classify information</li> <li>Respond to a short sequence of instructions</li> <li>Use language skills to understand concepts</li> </ul> | <ul style="list-style-type: none"> <li>Identifies a person, animal or object from a simple oral description (e.g. I have two legs, wings and a beak. I can fly. Who am I?)</li> <li>Listen to stories and <b>indicate with help</b> how they feel about the story</li> <li>Understand and use language structures in the context of spoken language.</li> <li>Listen and participate in thematic discussions</li> </ul>   |
|                      |   | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>   |   |
|                      |   | <ul style="list-style-type: none"> <li>Groups common words into word families</li> <li>Build and blend words</li> <li>Continue to build up and break down 3-letter words using consonant -vowel-consonant sounds learnt.</li> <li>Continue to distinguish between sounds that are often confused visually</li> </ul>       | <ul style="list-style-type: none"> <li>Use pictures and word cards to build and blend words (e.g. hug, mug, jug; bag, rag, wag; hip, tip, rip)</li> <li>Use manipulatives, e.g. letter cards, to build and blend words with</li> <li>'-i- ', 'o' words.(p-i-g, h-o-t)</li> <li>Play a phonic game: Say three sounds that make up a consonant -vowel-consonant pattern (e.g. b-e-d, f-a-t, h-u-t), learners repeat in correct sequence and blend the words.</li> <li>Identify sounds that are often confused- visual similarity: 'a' and 'e', 'b' and</li> </ul> |

| Grade 4 Term 4               |       |   |  |
|------------------------------|-------|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                              |       | and aurally<br><ul style="list-style-type: none"> <li>Distinguish aurally between words that have similar sounds</li> </ul>   | 'p', 'm' and 'n'<br><ul style="list-style-type: none"> <li>Identify sounds that are often confused – auditory similarity: 'f' and 'v', 't' and 'd', 'o' and 'u'</li> <li>Distinguish aurally the words that start with the same sound, e.g. <b>book</b>; <b>bed</b>; <b>build</b>; <b>bee</b></li> </ul>   |
|                              |       | <b>EMERGENT READING</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>Read simple books with the teacher</li> <li>Respond to questions about the text</li> <li>Build sight and high frequency words</li> </ul>             | <ul style="list-style-type: none"> <li>Read simple books with three to four sentences per page where the vocabulary is being repeated.</li> <li>Recognise print/pictures in a variety of forms: books, comics, magazines, newspapers.</li> <li>Answer questions about the text that has been read.</li> <li>Recognise words in the text.</li> </ul>  |
|                              |       | <b>WRITING AND LANGUAGE STRUCTURE</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>Understand and begin to use some simple language structures in context</li> <li>Writes short texts</li> <li>Build own personal dictionary</li> </ul> | <ul style="list-style-type: none"> <li>Writes sentences using words containing the phonic sounds and common sight words already taught</li> <li>Writes familiar words and sentences from dictation</li> <li>Writes some short, simple texts (e.g. a message on a get well card)</li> <li>Understand and begin to use some simple language structures in context:</li> <li>The modal 'can', I can jump / skip / run etc. I can touch my toes.</li> <li>Copy new words in personal dictionary</li> </ul> |

| Grade 4 Term 4               |   |   |  |
|------------------------------|---|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC                                   | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
| 3 & 4<br><br>2 hours         | Pollution                               | <b>LISTENING AND SPEAKING</b>   |  |
|                              | Problem solving<br><br>Money and budget | <ul style="list-style-type: none"> <li>Respond to more complex questions with comprehension</li> <li>Recognise and use high frequency and sight words</li> <li>Use language to develop concepts</li> <li>Participate in discussions</li> </ul>  | <ul style="list-style-type: none"> <li>Recognise and learn high frequency words including thematic words</li> <li>Continue to build and learn oral vocabulary, including conceptual vocabulary</li> <li>Understand and respond to simple questions such as 'Which ...?' 'Whose ...?' (e.g. Whose coat is this?)</li> <li>Plays language games (e.g. Learners work in teams – they must read out the words they see inside the classroom and the team with the most words wins</li> <li>Answers simple literal questions about the theme</li> </ul> |
|                              |   | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>  |  |
|                              |   | <ul style="list-style-type: none"> <li>Builds up and breaks down simple words beginning with a single consonant into onset and rime and into individual sounds</li> <li>Distinguishes aurally between long and short vowel sounds</li> <li>Distinguish the medial sound of a word</li> <li>Recognise vowel digraphs</li> <li>Use phonetic knowledge to spell words</li> </ul> | <ul style="list-style-type: none"> <li>Build 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)</li> <li>Build up and break down words beginning with some common consonant blends (e.g. fl-at; sl-ip; cl-ap; pl-um; etc.)</li> <li>Distinguish aurally between different medial sounds of three-letter words related to the theme and phonics being taught</li> <li>Recognise vowel digraphs (e.g. –oo-; -ee-)</li> </ul>        |

| Grade 4 Term 4                  |   |  |   |
|---------------------------------|---|--|---|
| APPROXI-<br>MATE<br>DURATION    | TOPIC   | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                                 |   | <b>EMERGENT READING/SHARED READING</b>   |   |
|                                 |   | <ul style="list-style-type: none"> <li>• Develop a wider range of vocabulary from different contexts</li> <li>• Read simple books</li> </ul>   | <ul style="list-style-type: none"> <li>• Recognise printed and handwritten words in a range of settings: notes, letters, lists, advertisements</li> <li>• Recognise and read the sight words and high frequency words</li> <li>• Read simple books with three to four sentences per page.</li> </ul>  |
|                                 |   | <b>WRITING AND LANGUAGE STRUCTURE</b>  |   |
|                                 |   | <ul style="list-style-type: none"> <li>• Writes short texts</li> <li>• Use punctuation correctly</li> <li>• Understand and use language structures</li> </ul>  | <ul style="list-style-type: none"> <li>• Continue to use punctuation (capital letters, full stops, question marks).</li> <li>• Write four to five sentences using words containing the phonic sounds and common sight words already taught.</li> <li>• Uses some nouns and pronouns (I, you, he, she, it, etc.) in writing.</li> </ul>  |
| <b>5 &amp; 6</b><br><br>2 hours | Dangers in and around my house and environment:<br><br>Fire, Water<br><br>Dangers in and around my house and environment: | <b>LISTENING AND SPEAKING</b>  |   |
|                                 |   | <ul style="list-style-type: none"> <li>• Use more language structures</li> <li>• Use language to develop concepts</li> <li>• Compare and classify information</li> <li>• Participate in discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Use simple language structures, e.g. understand and begin to use the past tense such as 'I worked' and time connectors such as 'first', 'next', 'then') in spoken language.</li> <li>• Use language to understand concepts (e.g. expressing likes/dislikes).</li> <li>• Answers simple literal questions about the theme /topic.</li> <li>• Communicate using pictures, own words and/or gestures.</li> <li>• Listen and participate in thematic discussions.</li> </ul> |
|                                 |   | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>   |   |
|                                 |   | <ul style="list-style-type: none"> <li>• Continue to build and sounds out</li> </ul>   | <ul style="list-style-type: none"> <li>• Builds and sounds out words using sounds learnt</li> </ul>   |

| Grade 4 Term 4                  |   |  |  |
|---------------------------------|---|--|--|
| APPROXI-<br>MATE<br>DURATION    | TOPIC                                     | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                                 | Chemicals,<br>electricity<br><br>Diseases | <ul style="list-style-type: none"> <li>words using sounds learnt</li> <li>Recognises common endings in words</li> <li>Distinguish between different beginning, middle and end sounds of three-letter words</li> <li>Use phonetic knowledge to spell words</li> </ul> | <ul style="list-style-type: none"> <li>Group words into sound families, e.g. using pictures and word cards.</li> <li>Recognise words ending on –ed, e.g. watch – watched; paint – painted, etc. This activity can be linked to the teaching of past tense.</li> <li>Identify words ending on –ing, e.g. watching; painting; etc.</li> <li>Identify the different sounds at the beginning, middle and end of words</li> </ul> |
|                                 |   | <b>EMERGENT READING/SHARED READING</b>   |  |
|                                 |   | <ul style="list-style-type: none"> <li>Read books</li> <li>Build vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>Read books with three to four sentences per page.</li> <li>Recognise specific identified sight words from theme.</li> </ul>   |
|                                 |   | <b>WRITING AND LANGUAGE STRUCTURE</b>  |  |
|                                 |   | <ul style="list-style-type: none"> <li>Continue to write sentences</li> </ul>  | <ul style="list-style-type: none"> <li>Write three to four sentences, e.g. using a frame and/or a picture and read back what is written.</li> <li>Copy new words in personal dictionary.</li> <li>Understand and use simple language structures:</li> <li>Time connecting words</li> </ul>   |
| <b>7 &amp; 8</b><br><br>2 hours | <b>Year 1:</b><br><br>Gender stereotyping | <b>LISTENING AND SPEAKING</b>  |  |
|                                 | <b>Year 2:</b><br><br>Safe and            | <ul style="list-style-type: none"> <li>Participate in class discussions</li> <li>Use language to understand concepts</li> <li>Learn and use new sight words with confidence</li> </ul>   | <ul style="list-style-type: none"> <li>Participate in class discussions through active listening and alternative modes of communication if needed.</li> <li>Use language to develop concepts: classifying different types of relationships.</li> </ul>   |

| Grade 4 Term 4               |  |  |   |
|------------------------------|--|--|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC  | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                              | unsafe<br>relationships<br><br><b>Year 3:</b><br>Communication<br>in our world |  | <ul style="list-style-type: none"> <li>Continues to build vocabulary.</li> </ul>  |
|                              |  | <b>PHONEMIC/PHONOLOGICAL AWARENESS AND PHONICS</b>   |   |
|                              |  | <ul style="list-style-type: none"> <li>Continue to build and sound out words using sounds learnt</li> <li>Recognise words ending with 'y'</li> <li>Continue to identify different initial and end sounds in words</li> <li>Distinguish the medial sound of a word</li> <li>Continue to build up and break down 3-letter words using sounds learnt. (e.g. h-ug, b-ug,</li> <li>r-ug)</li> <li>Recognises plurals ('s' and 'es') aurally</li> <li>Use phonetic knowledge to spell words</li> </ul> | <ul style="list-style-type: none"> <li>Revise the sounds that were taught in Term 3 and 4.</li> <li>Builds and sounds out words using sounds learnt</li> <li>Use pictures to teach words ending on -y (baby; lady; berry; fairy; cherry, etc.)</li> <li>Circle/point out the initial and end sounds in words</li> <li>Look at pictures and fill in the sound that each picture starts with.</li> <li>Distinguish between different medial sounds of three-letter words related to the theme and phonics being taught.</li> <li>Group words into sound families, e.g. using pictures and word cards.</li> <li>Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.)</li> </ul> |
|                              |  | <b>EMERGENT READING/SHARED READING</b>   |   |
|                              |  | <ul style="list-style-type: none"> <li>Read books</li> <li>Respond to questions</li> <li>Retell the story</li> </ul>   | <ul style="list-style-type: none"> <li>Use pictures to predict what the story is about.</li> <li>Read books with three to four sentences per page and answer simple questions about the text.</li> <li>Learners retell the story in two or three sentences.</li> </ul>  |
|                              |  | <b>WRITING AND LANGUAGE STRUCTURE</b>  |   |

| Grade 4 Term 4       |       |   |  |
|----------------------|-------|---|--|
| APPROXIMATE DURATION | TOPIC | CONTENT/ CONCEPTS/SKILLS<br>The learner must be able to:                            | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                      |       | <ul style="list-style-type: none"> <li>Participate in writing activities</li> </ul> | <ul style="list-style-type: none"> <li>Writes a simple text (e.g. a birthday card)</li> <li>Writes a paragraph of three to four sentences on a familiar topic</li> </ul> |

### Week 9 & 10: Assessment

| Week 9 & 10 Assessment for Term 4           |  |
|---|--|
| Listening & Speaking                        | <ul style="list-style-type: none"> <li>Demonstrate an understanding of at least 80 words, including the thematic words and high frequency words.</li> <li>Use language to understand concepts (e.g. expressing likes/dislikes)</li> <li>Understand and respond to simple questions such as 'Which ...?' 'Whose ...?' (e.g. Whose coat is this?)</li> <li>Answers simple literal questions about the theme (e.g. "Name the different types of pollution</li> </ul>  |
| Phonemic/Phonological Awareness and Phonics | <ul style="list-style-type: none"> <li>Build and blend words with vowel- consonant pattern (e.g. b-e-d, f-a-t, h-u-t),</li> <li>Distinguish between sounds that are often confused visually and aurally('f' and 'v',' t' and 'd', 'o' and 'u' and a-ant, e-egg, ee- feet, ea-seat etc.)</li> <li>Distinguishes aurally between long and short vowel sounds, (e.g. 'not' and 'note', 'hat' and 'hate')</li> <li>Recognise the past tense of words ending in ed, watch – watched; paint – painted, play-played etc.</li> <li>Recognises plurals ('s' and 'es') aurally, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.)</li> <li>Distinguish aurally between initial, medial and end sounds of three-letter words related to the theme and phonics being taught.</li> </ul> |

|                                |  |
|--------------------------------|--|
| Reading                        | <ul style="list-style-type: none"> <li>• Read simple books with three to four sentences per page</li> <li>• Read with increasing fluency and expression</li> <li>• Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures.</li> <li>• Recognises some oral vocabulary in the text</li> </ul> |
| Writing and Language Structure | <ul style="list-style-type: none"> <li>• Use simple language structures</li> <li>• Writes learnt words and sentences independently</li> <li>• Write three to four sentences, e.g. using pictures/sentence frames</li> <li>• Write simple lists with headings</li> </ul>  |



### 3.3 Annual Teaching Plans: English First Additional (FAL) Language Grade 5

#### GRADE 5: English First Additional Language REQUIREMENTS PER TERM

##### 3.3.1 Grade 5 Term 1:

| Grade 5 Term 1            |   |   |  |
|---------------------------|---|---|--|
| APPROXIMATE DURATION      | TOPIC   | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:   |
| 1 & 2<br>2 hours per week | Positive self-formation<br><br>Sexuality, relationships and friendships | <ul style="list-style-type: none"> <li>Listen to stories, information, discussions, etc.</li> <li>Develop vocabulary</li> <li>Use language to develop concepts</li> </ul> | <b>LISTENING AND SPEAKING</b> <ul style="list-style-type: none"> <li><b>Teacher Note:</b> Teacher will provide the necessary teaching and learning resources e.g., pictures, charts, models, activity cards, AAC resources etc. Teachers will use HL to introduce the topics when necessary.</li> <li>Participate in simple class (thematic) discussions and conversations through active listening and alternative modes of communication if needed.</li> <li>The learner is expected to learn about 20 new words each term. For this term the target should be 100 words A glossary of the Word list is provided.</li> <li><b>Learners display the following listening and communicative behaviour throughout the year:</b> <ul style="list-style-type: none"> <li>React to simple greetings and farewells.</li> <li>Make simple requests.</li> <li>React to oral instructions.</li> <li>Listen to announcements and respond appropriately.</li> <li>Listen without interrupting and taking turns to speak.</li> <li>Talk about personal experiences and identify feelings with help.</li> </ul> </li> </ul> |

| Grade 5 Term 1               |       |   |  |
|------------------------------|-------|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:   |
|                              |       |   | <ul style="list-style-type: none"> <li>• Interact with peers and adults.</li> <li>• Participate in class discussions through active listening and alternative modes of communication if needed.</li> <li>• Make spontaneous requests.</li> <li>• Ask questions.</li> <li>• Give explanations.</li> <li>• <b>Activities for Term 1</b></li> <li>• Listens to information text, e.g. a factual recount.</li> <li>• Listen to a description and describes an object.</li> <li>• Talk about pictures in posters, theme charts, books etc.</li> <li>• Build vocabulary about the theme.</li> <li>• Participate in discussions.</li> </ul> |
|                              |       | <b>PHONICS</b>  |  |
|                              |       | <ul style="list-style-type: none"> <li>• Identify letter-sound relationship of all single letters</li> <li>• Recognise consonant digraphs at the beginning and end of words</li> <li>• Recognise common endings in words (-ed; -ing)</li> <li>• Use a dictionary</li> </ul> | <ul style="list-style-type: none"> <li>• Revise letter-sound relationship of all single letters.</li> <li>• Revise all the consonant digraphs at the beginning and end of words.</li> <li>• Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.).</li> <li>• Teach words ending on –ed, e.g. watch – watched; paint – painted, etc. This activity can be linked to the teaching of past tense.</li> <li>• Teach words ending on –ing, e.g. watching; painting; etc. Link with progressive tense.</li> </ul>   |

| Grade 5 Term 1               |       |   |  |
|------------------------------|-------|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:   |
|                              |       |   | <ul style="list-style-type: none"> <li>• Use pictures and word cards to teach blended words.</li> <li>• Use knowledge of alphabetical order and first letters of a word to find words in a dictionary.</li> <li>• Use the dictionary to check spelling and meanings of words.</li> <li>• Spell familiar words correctly, using a personal dictionary.</li> </ul> |
|                              |       | <b>SHARED READING</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>• Read simple story books with the teacher</li> <li>• Answer questions</li> <li>• Recognition of common words in the classroom and environment</li> </ul>  | <ul style="list-style-type: none"> <li>• Respond to simple questions 'Yes'/'No', True/False questions or where learners have a choice of answers.</li> <li>• Read high-frequency words and common sight words.</li> <li>• Match pictures and words using puzzles.</li> <li>•</li> </ul>  |
|                              |       | <b>GROUP GUIDED READING</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>• Read aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story</li> <li>• Use diagrams and illustrations in text to aid understanding</li> <li>• Show an understanding of punctuation when reading aloud</li> </ul> | <ul style="list-style-type: none"> <li>• Identify sight words and high frequency words when reading with the teacher.</li> <li>• Read with comprehension using diagrams and illustrations in text.</li> <li>• Show an understanding of punctuation (full stop, question mark) when reading.</li> </ul>   |
|                              |       | <b>WRITING and LANGUAGE USE</b>   |  |

| Grade 5 Term 1            |  |  |   |
|---------------------------|--|--|---|
| APPROXIMATE DURATION      | TOPIC  | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:  |
|                           |  | <ul style="list-style-type: none"> <li>• Write a visual text</li> <li>• Write a short text</li> </ul>  | <ul style="list-style-type: none"> <li>• Shared Writing: demonstrate how to write a birthday message. Learners copy/write their own birthday message. Pictures from magazines can also be used to write the message.</li> <li>• Write a paragraph of four to five sentences about a familiar topic/picture.</li> <li>• Punctuation: Learners punctuate sentences, e.g. hand out sentence strips, capital letters and a card with a full stop. Learners correct the capital letters on the sentence strip and add a full stop.</li> <li>• Understand and use language structure in context:</li> <li>• Past tense, e.g. "I saw the fire".</li> <li>• Simple present tense, is/are e.g. "He is at school"</li> <li>• Possessive nouns, e.g. "The boy's coat is long".</li> <li>• Understands and uses negative forms ('Do not.., Never...)</li> </ul> |
| 3 & 4<br>2 hours per week | How to do your own budget<br><br>Health and Safety | <b>LISTENING AND SPEAKING</b>  |   |
|                           |  | <ul style="list-style-type: none"> <li>• Respond to simple oral instructions</li> <li>• Participate in language games</li> <li>• Develop vocabulary</li> <li>• Understand and use simple language structures</li> <li>• Listen to stories, information, discussions, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk about pictures in posters, theme charts, books etc.</li> <li>• Listens to a story and expresses feelings about the story, e.g. 'Did you like the story? Give a reason for your answer.'</li> <li>• Listen to and relate to own experience.</li> <li>• Identify specific details in the story.</li> <li>• Retell the story in the correct sequence.</li> <li>• Describe cause and effect, e.g. 'What will the effect be of not saving money.'</li> </ul>   |

| Grade 5 Term 1               |       |  |   |
|------------------------------|-------|--|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:  |
|                              |       |  | <ul style="list-style-type: none"> <li>• Build on knowledge of sight words and high frequency words.</li> <li>• Listen and participate in discussions..</li> </ul>  |
|                              |       | <b>PHONICS</b>   |   |
|                              |       | <ul style="list-style-type: none"> <li>• Recognise aurally and visually some initial consonants and vowels</li> <li>• Distinguish aurally between sounds that are often confused</li> <li>• Recognises common consonant digraphs (e.g. sh, ch, th) at the end of words</li> <li>• Continue to recognise common/high frequency words in the classroom and environment</li> <li>• Continue to build and sound out blended words using sounds learnt</li> </ul> | <ul style="list-style-type: none"> <li>• Distinguishes aurally between sounds that are often confused (e.g. 'i' and 'e').</li> <li>• Identify all single letters in printed texts (labels, word walls, stories) and when listening to stories according to the teacher's instruction.</li> <li>• Recognise sight words and high frequency words in text. Learners can circle/indicate the words according to the teacher's instruction.</li> <li>• Use pictures and word cards to identify and point to words that have similar sounds that are confusing ('i' as in tin, big, fin and 'e' as in bed, net, ten, pet).</li> <li>• Use letter/ word cards to identify, build and read words with common consonant digraphs (e.g. sh, ch, th) at the end of words (e.g. church, thin, crash, lunch, fifth).</li> <li>• Use pictures and word cards to build and sound out blended words using sounds learnt.</li> <li>• Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</li> </ul> |
|                              |       | <b>SHARED READING</b>  |   |
|                              |       | <ul style="list-style-type: none"> <li>• Read a simple story with the teacher</li> <li>• Answer questions</li> </ul>   | <ul style="list-style-type: none"> <li>• Answer questions based on the texts read, e.g. Who? Where? When?</li> <li>• Answer Yes/No, 'True/False' questions and questions where learners have to</li> </ul>  |

| Grade 5 Term 1               |       |   |   |
|------------------------------|-------|---|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:  |
|                              |       | <ul style="list-style-type: none"> <li>• Show an understanding of punctuation when reading aloud</li> <li>• Identify familiar words</li> </ul>  | <ul style="list-style-type: none"> <li>• choose the correct answer.</li> <li>• Discuss capital letters, full stop and question mark in the reading text.</li> <li>• Recognise familiar words.</li> <li>• Identify the sequence of events in the story.</li> <li>• Use the title of the story to predict what the story is about.</li> </ul>   |
|                              |       | <b>GROUP GUIDED READING</b>   |   |
|                              |       | <ul style="list-style-type: none"> <li>• Read aloud from own book in a guided reading group with the teacher i.e. whole group reads the same story</li> <li>• Identify common words</li> <li>• Apply decoding skills</li> </ul>       | <ul style="list-style-type: none"> <li>• Read books with three to four simple sentences per page.</li> <li>• Answer questions about the text.</li> <li>• Recognise sight words, high frequency words and words with the sounds that have been taught.</li> <li>• Be able to use decoding skills to read unfamiliar words.</li> <li>• Read with increasing fluency and expression.</li> </ul>  |
|                              |       | <b>WRITING and LANGUAGE USE</b>   |   |
|                              |       | <ul style="list-style-type: none"> <li>• Write a list with a heading</li> <li>• Write a simple recount</li> <li>• Use appropriate grammar, spelling and punctuation</li> <li>• Build own word bank and personal dictionary</li> </ul> | <ul style="list-style-type: none"> <li>• Write a shopping list and add the estimated price per item. Add a heading to the list. Calculate the cost of the list.</li> <li>• Write about a personal experience: Sentence construction: cut sentence strips into two parts. Learners match the pieces that belong together. More able learners can rewrite the sentences after matching the pieces.</li> <li>• Write a paragraph (four to five sentences) using a frame on thematic topic. Learner can copy the sentences/write their own. Demonstrate how to write a</li> </ul> |

| Grade 5 Term 1            |  |  |   |
|---------------------------|--|--|---|
| APPROXIMATE DURATION      | TOPIC  | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:  |
|                           |  |  | <p>paragraph using Shared Writing (a paragraph is sentences about an idea – not listed/numbered sentences.) Edit the writing by checking punctuation and adding adjectives and adverbs.</p> <ul style="list-style-type: none"> <li>Record words in a personal dictionary.</li> <li>Understand and use language structure in context:</li> <li>Countable and uncountable nouns (e.g. bottles/water).</li> <li>Prepositions, “The pens are on the table”.</li> <li>Begin to use connecting words to show cause-and-effect (so that).</li> </ul> |
| 5 & 6<br>2 hours per week | Social factors that contribute to substance abuse<br><br>Diversity<br>Life events and social interaction | <b>LISTENING AND SPEAKING</b>  |   |
|                           |  | <ul style="list-style-type: none"> <li>Listen to stories, information, discussions, etc.</li> <li>Answer questions</li> <li>Develop vocabulary</li> <li>Compare and classify information</li> <li>Provide a recount</li> </ul> | <ul style="list-style-type: none"> <li>Listen to nonfiction text, e.g. How to make tea or a fruit salad.</li> <li>Understand and respond to simple questions such as ‘When ...?’ ‘Why ...?’ ‘How ...?’</li> <li>Continue to develop (listening and speaking) vocabulary using themes or topics.</li> <li>Give a simple oral recount (e.g. How did you make your cultural dish?).</li> <li>Tell stories using pictures, own words and/or gestures.</li> <li>Participate in discussions.</li> </ul>   |
|                           |  | <b>PHONICS</b>   |   |

| Grade 5 Term 1       |       |  |   |
|----------------------|-------|--|---|
| APPROXIMATE DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:  |
|                      |       | <ul style="list-style-type: none"> <li>• Recognise taught words in text</li> <li>• Recognise common endings in words (-ed; -ing)</li> <li>• Build up and break down simple words beginning with some common consonant blends</li> <li>• Recognise vowel digraphs (e.g. oo as in boot, ee as in feet)</li> <li>• Recognise consonant digraphs at the beginning and end of words</li> <li>• Build and blend words</li> </ul> | <ul style="list-style-type: none"> <li>• Revise words ending on –ing, e.g. watching; painting; etc. Link with progressive tense.</li> <li>• Build up and break 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).</li> <li>• Group words into sound families, e.g. give the learners word cards and they sort the words into groups.</li> <li>• Use pictures and word cards to build and sound out blended words using sounds learnt.</li> </ul> |
|                      |       | <b>SHARED READING</b>  |   |
|                      |       | <ul style="list-style-type: none"> <li>• Identify familiar words</li> <li>• Read a text with the teacher</li> <li>• Predict what the story is about</li> </ul>   | <ul style="list-style-type: none"> <li>• Match pictures and words using puzzles.</li> <li>• Point to words when reading.</li> <li>• Answer questions based on the texts, e.g. select the correct answer.</li> <li>• Predict what the story is about from the title.</li> <li>• Identify the sequence of the story.</li> </ul>   |
|                      |       | <b>GROUP GUIDED READING</b>  |   |
|                      |       | <ul style="list-style-type: none"> <li>• Read text on own level</li> <li>• Recognise high frequency words, sight</li> </ul>  | <ul style="list-style-type: none"> <li>• Read text with three to four sentences per page.</li> <li>• Follow while the text is being read.</li> </ul>  |



| Grade 5 Term 1       |  |  |   |
|----------------------|--|--|---|
| APPROXIMATE DURATION | TOPIC  | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:  |
|                      |  | words and phonic sounds learnt<br>• Do a comprehension activity on the text (oral or written)  | • Answer questions about the text (learners select the correct word cards/sentence strips to answer the questions and match it with pictures).<br>• Identify high frequency words, sight words and phonic sounds learnt.<br>• Identify the main idea.<br>• Read with increasing fluency and expression.   |
|                      |  | <b>WRITING and LANGUAGE USE</b>  |   |
|                      |  | • Write a list<br>• Write a letter<br>• Build own word bank and personal dictionary<br>• Understand and use simple language structures | • Write a list with a heading, e.g. make a list of the different cultures in our country using pictures/word cards and sorting them under headings.<br>• Write a simple letter with the teacher's guidance.<br>• Understands and uses language structure in context:<br>• Uses the present progressive tense (e.g. We are saying 'No' to drugs.)<br>• Personal pronouns.<br>• Countable nouns and their plurals.<br>• Build own word bank and personal dictionary. Add new words to the dictionary. |
| 7 & 8                |  | <b>LISTENING AND SPEAKING</b>  |   |
| 2 hours per week     | Constitutional values:<br>Democracy, Citizenship | • Listen to and participate in discussions<br>• Respond to simple questions<br>• Develop vocabulary                                    | • Listen to stories, poems and nonfiction, and answer questions about the text.<br>• Continues to respond to simple questions such as 'When ...?' 'Why ...?' 'How ...?'   |

| Grade 5 Term 1       |                         |  |  |
|----------------------|-------------------------|--|--|
| APPROXIMATE DURATION | TOPIC                   | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:   |
|                      | Rules to follow at work | <ul style="list-style-type: none"> <li>Understand and use simple language structures</li> <li>Relate own experiences</li> </ul>  | <ul style="list-style-type: none"> <li>Relate own experience (interest, abilities and potential) using pictures, own words and/or gestures.</li> <li>Recognise and point out common objects in pictures.</li> <li>Participate in discussions.</li> </ul>   |
|                      |                         | <b>PHONICS</b>   |  |
|                      |                         | <ul style="list-style-type: none"> <li>Recognise consonant digraphs at the beginning of words</li> <li>Identify plurals (-s and -es)</li> <li>Recognise vowel digraphs in the middle of a word</li> <li>Identify sounds at the end of words.</li> <li>Build and blend words</li> <li>Use phonetic structures to spell</li> </ul> | <ul style="list-style-type: none"> <li>Revise all the consonant digraphs at the beginning of words (sh-; ch-; th-; wh-).</li> <li>Use letter/ word cards to identify, build and read words with common consonant digraphs (e.g. sh, ch, th) at the beginning and end of words (e.g. shop, church, thin, crash, lunch, fifth).</li> <li>Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.).</li> <li>Use pictures, word cards, letter cards, songs, stories, etc. to teach the vowel digraph at the end of a word, e.g. –ee (tree; free; see; etc.).</li> <li>Play phonic board games with long vowel digraphs (e.g. oo as in boot, ee as in feet) by matching the word card and placing over the picture.</li> <li>Use letter cards to build words where the vowel digraph is in the middle of the</li> </ul> |

| Grade 5 Term 1       |       |  |  |
|----------------------|-------|--|--|
| APPROXIMATE DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:   |
|                      |       |  | word, e.g. –oo- (book; moon; soon; tool; cook; etc.).<br>• Identify sounds from printed text, e.g. underline/circle/indicate the words with all the oo, ee sounds.   |
|                      |       | <b>SHARED READING</b>  |  |
|                      |       | • Read books with the teacher<br>• Respond to simple questions<br>• Recognise common words<br>• Sequence pictures/sentences                | • Read fiction and/or nonfiction texts with the teacher.<br>• Answer questions, e.g. 'Who...? Where...? When...?' based on the texts. Learners answer with 'Yes'/'No', True/False, choosing the correct answer.<br>• Sequence four pictures/sentences.   |
|                      |       | <b>GROUP GUIDED READING</b>  |  |
|                      |       | • Read text on own level<br>• Respond to questions from the text<br>• Recognise high frequency words, sight words and phonic sounds learnt | • Read books with three to four sentences per page in a group situation.<br>• Answer simple questions about the text.<br>• Identify high frequency words, sight words and phonic sounds learnt.<br>• Adhere to the punctuation (full stop, comma and question mark) in the text.<br>• Read with increasing fluency and expression. |
|                      |       | <b>WRITING and LANGUAGE USE</b>  |  |
|                      |       | • Write a paragraph<br>• Write an invitation<br>• Build own word bank and personal dictionary<br>• Understand and use simple language      | • Shared Writing: Write a paragraph of three to five sentences about a familiar topic/picture.<br>• Use correct grammar, spelling and punctuation when writing a paragraph.<br>• Shared Writing: Demonstrate how to write an invitation. Give learners an invitation where some of the words have been omitted. Learners complete  |

| Grade 5 Term 1               |       |   |   |
|------------------------------|-------|---|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/<br>CONCEPTS/SKILLS<br>The learner must be able to: | CLARIFICATION NOTES/TEACHING GUIDELINES<br>USE IN CONJUNCTION WITH DEPARTMENTAL WORKBOOKS<br>Suggested activities:  |
|                              |       | structures  | <p>the invitation by placing word cards in the correct places. More able learners can copy the words onto the invitation.</p> <ul style="list-style-type: none"> <li>• Understand and use language structure in context: <ul style="list-style-type: none"> <li>○ Use the past tense.</li> <li>○ Use the present progressive tense.</li> <li>○ Begin to use connecting words to show contrast (but), reason (because) and purpose (so that).</li> </ul> </li> <li>• Use the dictionary to check spellings and meanings of words. Record words and their meanings in a personal dictionary.</li> </ul> |

| Week 9 & 10 Assessment for Term 1 |  |
|-----------------------------------|--|
| Listening & Speaking              | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of at least 100 words, including the thematic words and high frequency words.</li> <li>• Respond to simple questions such as 'When ...?' 'Why ...?' 'How ...?'</li> <li>• Participate in discussions</li> </ul>  |
| Phonics                           | <ul style="list-style-type: none"> <li>• Recognise words ending on –'es' and 's', e.g. watch – watches; match – matches, patch- patches, dog-dogs, cow-cows, book-books (This activity can be linked to the teaching of plurals)</li> <li>• Recognises consonant digraph ( 'th') at the beginning of a word (e.g. thin, thick, this, there, then, etc.)</li> <li>• Recognise long vowel digraphs (e.g. oo as in boot, ee as in feet)</li> </ul>  |
| Reading                           | <ul style="list-style-type: none"> <li>• Be able to use decoding skills when reading simple books of three to four sentences per page</li> <li>• Answer questions based on the texts read, e.g. Yes/No, True/False, Choose the correct answer.</li> <li>• Read with increasing fluency and expression</li> <li>• Recognise words in text</li> <li>• Recognise capital letters, full stop and question mark in the reading text</li> <li>• Identify the sequence of events in simple stories</li> <li>• Predict what the story is about from the title</li> </ul> |
| Writing                           | <ul style="list-style-type: none"> <li>• Write a list</li> <li>• Write a simple letter</li> <li>• Write a paragraph of four to five sentences using a frame on thematic topic</li> <li>• Writes a recount using a frame (e.g. Yesterday I..... Then I.....)</li> <li>• Write a simple invitation</li> <li>• Uses correct grammar, spelling and punctuation when doing written work</li> <li>• Understands and uses language structure in context:</li> <li>• Countable and uncountable nouns (e.g. bottles/water)</li> </ul>                                     |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Prepositions, “The pens are on the table”.</li> <li>• Use the past tense</li> <li>• Use the present progressive tense</li> <li>• Begin to use connecting words to show cause-and-effect (so that, then, etc.)</li> </ul> |
|--|---|

### 3.3.2 Grade 5 Term 2:

| Grade 5 Term 2                |                                  |  |  |
|-------------------------------|----------------------------------|--|--|
| APPROXI-MATE DURATION         | TOPIC                            | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
| 1 & 2<br><br>2 hours per week | Goal setting skills              | <b>LISTENING AND SPEAKING</b>  |  |
|                               | Career choices and opportunities | <ul style="list-style-type: none"> <li>• Develop vocabulary</li> <li>• Listen to a simple recount</li> <li>• Give a simple recount</li> <li>• Understand and respond to simple questions</li> <li>• Use pictorial and visual cues to make meaning</li> <li>• Participate in discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to fiction/nonfiction texts and answer questions about it.</li> <li>• Listen to a simple recount, e.g. the teacher tells about what she did during the weekend. Use structural words to assist the learners, e.g. Last weekend I...After that I...Then I....</li> <li>• Provide learners an opportunity to also give their own recount by following the teacher's example.</li> <li>• Include sight words and include the words in spoken language.</li> <li>• Talk about pictures in posters, theme charts, books.</li> <li>• Participate in thematic discussions.</li> </ul> |
|                               |                                  | <b>PHONICS</b>   |  |
|                               |                                  | <ul style="list-style-type: none"> <li>• Revise the vowel digraphs that were already taught</li> <li>• Revise all the consonant digraphs at the beginning and end of words.</li> <li>• Recognise vowel digraphs at the end of a word</li> <li>• Revise plurals</li> </ul>                          | <ul style="list-style-type: none"> <li>• Use pictures, word cards, letter cards, songs, stories, etc. to teach the vowel digraph at the end of a word, e.g. oy (boy; toy; Roy; etc.).</li> <li>• Group words into sound families, e.g. give the learners word cards and they sort the words into group. More able learners can write the words into the correct sound family using the words from a word box.</li> <li>• Use pictures and word cards to teach plurals of words, e.g. animal – animals; cat – cats; dog – dogs; match – matches; fox – foxes; pear – pears; bean – beans; etc.</li> </ul>                       |

| Grade 5 Term 2               |       |   |  |
|------------------------------|-------|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                              |       | <b>SHARED READING</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>• Read with the teacher</li> <li>• Recognise sight words and high frequency words</li> </ul>   | <ul style="list-style-type: none"> <li>• Read fiction/nonfiction text with the teacher. The teacher demonstrates how to read correctly, e.g. adhering to the punctuation, reading with expression, etc.</li> <li>• Read learnt words and sounds in the text.</li> </ul>  |
|                              |       | <b>GROUP GUIDED READING</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>• Read books at own level</li> <li>• Recognise words</li> <li>• Use pictorial and visual cues to make meaning</li> <li>• Read with expression</li> </ul> | <ul style="list-style-type: none"> <li>• Identify sight words and high frequency words when reading with teacher.</li> <li>• Look at pictures, point to and name objects in pictures, and use pictures to predict the story.</li> <li>• Answer questions about the text.</li> <li>• Read with expression.</li> </ul>   |
|                              |       | <b>• WRITING and LANGUAGE USE</b>   |  |
|                              |       | <p>Write messages</p> <ul style="list-style-type: none"> <li>• Understand and use simple language structures</li> </ul>   | <ul style="list-style-type: none"> <li>• Write a message:</li> <li>• Selects appropriate content for messages.</li> <li>• Uses the correct format.</li> <li>• Addresses the message correctly.</li> <li>• Orders the information logically.</li> <li>• Writes own name at the end.</li> <li>• Use a variety of vocabulary including, nouns, pronouns and connecting words.</li> <li>• Uses appropriate grammar, spelling and punctuation.</li> <li>• Understand and use simple language structures.</li> </ul> |



| Grade 5 Term 2               |   |  |   |
|------------------------------|---|--|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC   | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                              |   |  | <ul style="list-style-type: none"> <li>• Uses more connecting words to show addition (and) and sequence (then, before).</li> </ul>  |
| <b>3 &amp; 4</b>             |   | <b>LISTENING AND SPEAKING</b>  |   |
| 2 hours per week             | Basic First Aid in different situations<br><br>Safety in and around the house | <ul style="list-style-type: none"> <li>• Listen to fiction, nonfiction, information, discussions, etc.</li> <li>• Develop vocabulary</li> <li>• Compare and classify information</li> <li>• Participate in thematic discussions</li> </ul>                       | <ul style="list-style-type: none"> <li>• Listen to a variety of texts and answer questions about it.</li> <li>• Use labels, word cards, pictures, posters, etc. to develop vocabulary.</li> <li>• Describe objects and characters, explaining what it looks like and using adjectives.</li> <li>• Participate in discussions.</li> </ul>  |
|                              |   | <b>PHONICS</b>   |   |
|                              |   | <ul style="list-style-type: none"> <li>• Recognise and use suffixes at the end of words</li> <li>• Recognise high frequency words</li> <li>• Distinguish between different vowel sounds aurally</li> <li>• Recognise beginning, middle and end sounds</li> </ul> | <ul style="list-style-type: none"> <li>• Use word cards and letter cards when addressing the suffixes at the end of a word, e.g. -ly (likely; smoothly; slowly; gently; etc.).</li> <li>• Recognise common words in the classroom and environment.</li> <li>• Use pictures and word cards to build and blend words taught in printed text.</li> <li>• Distinguishes between different vowel sounds aurally (e.g. 'bird' and 'bed'; 'ship' and 'sheep' (e.g. 'bad' and 'bed'; 'ship' and 'chip').</li> </ul> |
|                              |   | <b>SHARED READING</b>  |   |
|                              |   | <ul style="list-style-type: none"> <li>• Read texts with the teacher</li> </ul>  | <ul style="list-style-type: none"> <li>• Identify the main characters in the story.</li> </ul>  |

| Grade 5 Term 2               |                                |  |  |
|------------------------------|--------------------------------|--|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC                          | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                              |                                | <ul style="list-style-type: none"> <li>Answer questions about the text</li> </ul>  | <ul style="list-style-type: none"> <li>Discuss the main ideas about the text/story.</li> <li>Retell the story in sequence.</li> <li>Express feelings about the story and gives a reason for the answer.</li> </ul>   |
|                              |                                | <b>GROUP GUIDED READING</b>  |  |
|                              |                                | <ul style="list-style-type: none"> <li>Read aloud from own book</li> <li>Show an understanding of punctuation when reading aloud</li> <li>Recognise vocabulary</li> </ul>        | <ul style="list-style-type: none"> <li>Read books with three to four sentences per page.</li> <li>Show an understanding of punctuation (full stop, comma, question mark, exclamation mark) when reading aloud.</li> <li>Recognise sight words, high frequency words and learnt spelling words in the text.</li> <li>Identify the main idea.</li> <li>Retell the story in two to three sentences.</li> <li>Read with increasing fluency, expression and correct pronunciation.</li> </ul> |
|                              |                                | <b>WRITING and LANGUAGE USE</b>  |  |
|                              |                                | <ul style="list-style-type: none"> <li>Write a short text</li> <li>Understand and use simple language structures</li> <li>Build own word bank and personal dictionary</li> </ul> | <ul style="list-style-type: none"> <li>Write a story about a familiar topic/picture. Write a paragraph of four to five sentences and use correct punctuation, language and spelling.</li> <li>Write sentences about the story (e.g. summary or own ending).</li> <li>Understand and use simple language structures:</li> <li>Understands and uses verbs to describe actions.</li> </ul>  |
| <b>5 &amp; 6</b>             | Safety in and around the house | <b>LISTENING AND SPEAKING</b>  |  |
|                              |                                | <ul style="list-style-type: none"> <li>Listen to fiction, nonfiction, information, discussions, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>Listens to stories, poems, nonfiction tests, etc. and answer questions about it.</li> <li>Develop vocabulary: teacher introduces the new vocabulary (theme/topic, sight</li> </ul>  |

| Grade 5 Term 2        |  |   |   |
|-----------------------|--|---|---|
| APPROXI-MATE DURATION | TOPIC                                  | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                       | Human Rights Violations, Gender Equity | <ul style="list-style-type: none"> <li>• Develop vocabulary</li> <li>• Compare and classify information</li> <li>• Participate in discussions</li> </ul>  | <p>words, high frequency words, etc.) on word cards and discusses it. Learners are encouraged to use the new vocabulary in their spoken language.</p> <ul style="list-style-type: none"> <li>• Listen and participate in thematic discussions.</li> </ul>   |
|                       |  | <b>PHONICS</b>  |   |
|                       |  | <ul style="list-style-type: none"> <li>• Recognise some differences between sound/spelling relationships in home and additional language (e.g. 'cat' and 'icici')</li> <li>• Recognise silent 'e' in words (e.g. cake, time, hope, note)</li> <li>• Continue to recognise plurals ('s' and 'es') aurally</li> </ul> | <ul style="list-style-type: none"> <li>• Recognises some differences between sound/spelling relationships in home and additional language (e.g. 'cat' and 'icici' e.g. 'thatha' and 'thin').</li> <li>• Group and build words with the same sound using pictures.</li> <li>• Plays language games (e.g. Chain game - teacher says a sound and points to a learner who must think of a word beginning with that sound; learner says a word, and then points to another learner and says a sound, and so on.</li> <li>• Use pictures and word cards to teach plurals of words, e.g. dish – dishes; box – boxes; job – jobs; chair – chairs; etc.).</li> </ul> |
|                       |  | <b>SHARED READING</b>   |   |
|                       |  | <ul style="list-style-type: none"> <li>• Read texts with the teacher</li> <li>• Respond to questions</li> <li>• Use pictorial and visual cues to make meaning</li> <li>• Recognise vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>• Look at pictures and predict what the story is about.</li> <li>• Point to and name objects in the pictures.</li> <li>• Read with the teacher and answer questions about the texts.</li> <li>• Identify the main idea and characters in the story.</li> <li>• Recognise the learnt words in the text.</li> </ul>  |
|                       |  | <b>GROUP GUIDED READING</b>   |   |

| Grade 5 Term 2                      |                          |  |   |
|-------------------------------------|--------------------------|--|---|
| APPROXI-MATE DURATION               | TOPIC                    | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                                     |                          | <ul style="list-style-type: none"> <li>• Read books at own level both silently and out loud</li> <li>• Recognise vocabulary</li> <li>• Adhere to the punctuation in the text</li> <li>• Read with fluency, expression and correct pronunciation</li> </ul> | <ul style="list-style-type: none"> <li>• Read both silently and out loud from own book in a guided reading group with the teacher and/or with a friend, i.e. whole group reads the same text.</li> <li>• Read books with four to five sentences per page with increasing fluency, expression and correct pronunciation.</li> <li>• Identify sight words, high frequency words and words that have been taught.</li> <li>• Identify the main idea.</li> <li>• Retell the story in two to three sentences.</li> </ul>   |
|                                     |                          | <b>WRITING and LANGUAGE USE</b>  |   |
|                                     |                          | <ul style="list-style-type: none"> <li>• Write a short text</li> <li>• Organise information in a chart, table, map, bar graph</li> <li>• Understand and use simple language structures</li> <li>• Build own word bank and personal dictionary</li> </ul>   | <ul style="list-style-type: none"> <li>• Write a paragraph of five to six sentences using pictures and/or word cards about a familiar topic/theme/picture.</li> <li>• Learners use the information provided by the teacher to complete missing words in a chart, table, map, bar graph, etc.</li> <li>• Uses appropriate vocabulary.</li> <li>• Use punctuation (capital letters, full stop, comma, question mark and exclamation mark) correctly in written work.</li> <li>• Understand and use simple language structures:</li> <li>• Respond to requests involving prepositions: crawl 'on' the mat, 'under' the table, 'through' the tunnel, 'through' the hoop.</li> </ul> |
| <b>7 &amp; 8</b><br><br>2 hours per | Knowledge of<br>benefits | <b>LISTENING AND SPEAKING</b>  |   |
|                                     |                          | <ul style="list-style-type: none"> <li>• Listen to fiction, nonfiction, information, discussions, etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen to fiction and nonfiction texts with understanding and answers questions about it.</li> </ul>   |

| Grade 5 Term 2               |                              |  |  |
|------------------------------|------------------------------|--|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC                        | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
| week                         | Documentation<br>that I need | <ul style="list-style-type: none"> <li>Respond to questions</li> <li>Develop vocabulary</li> <li>Compare and classify information</li> <li>Use language to communicate</li> <li>Participate in discussions</li> </ul>  | <ul style="list-style-type: none"> <li>Gives a simple personal recount of a personal experience, e.g. something that happened to make him/her sad/happy.</li> <li>Develop vocabulary by talking about the theme/topic.</li> <li>Encourage learners to use adjectives in their spoken language.</li> <li>Participate in discussions.</li> </ul>   |
|                              |                              | <b>PHONICS</b>   |  |
|                              |                              | <ul style="list-style-type: none"> <li>Develop vocabulary</li> <li>Recognise more consonant digraphs in a word</li> <li>Recognise three-letter consonant blends at the beginning of words</li> <li>Use consonant blends to build up and break down word</li> <li>Identify rhyming words</li> </ul> | <ul style="list-style-type: none"> <li>Recognises consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff').</li> <li>Recognises known rhyming words (e.g. fly, sky, dry, cry, try). Use pictures of words that rhyme. Ask learners if they can think of more words that rhyme.</li> </ul>  |
|                              |                              | <b>SHARED READING</b>  |  |
|                              |                              | <ul style="list-style-type: none"> <li>Read texts with the teacher</li> <li>Use pictorial and visual cues to make meaning</li> <li>Responds to questions</li> <li>Recognise new vocabulary</li> </ul>  | <ul style="list-style-type: none"> <li>Read with the teacher and answer questions about the story.</li> <li>Read and understand procedural texts, e.g. recipe/ instructions for making or doing something.</li> <li>Use the pictures to point to and name objects.</li> <li>Recognise words in the text according to the teacher's instructions, e.g. identify words with specific sounds, words on the word wall, etc.</li> </ul> |

| Grade 5 Term 2   |                                |   |  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
|--|--------------------------------|---|--|--|----------------------------------|--|--|------------------------|--------------------------------|-------------------------------|--|--|--|--|--|--|-----------|--|--|---------------------------|
| APPROXI-<br>MATE<br>DURATION   | TOPIC                          | CONTENT/CONCEPTS/SKILLS<br><br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br><br>Suggested activities:   |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
|  |                                | GROUP GUIDED READING  |  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
|  |                                | <ul style="list-style-type: none"><li>• Read books at own level both silently and out loud</li><li>• Recognise vocabulary</li><li>• Adhere to the punctuation in the text</li><li>• Read with fluency, expression and correct pronunciation</li></ul> | <ul style="list-style-type: none"><li>• Read with the teacher/friend or read silently on own.</li><li>• Identify the main idea and specific details.</li><li>• Answer questions about the text. Also include a few higher order thinking questions.</li><li>• Retell the story in two to three sentences.</li><li>• Read with increasing fluency, expression and correct pronunciation.</li></ul>  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
|  |                                | WRITING and LANGUAGE USE  |  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
|  |                                | <ul style="list-style-type: none"><li>• Plan and write a story by using the writing process (drafting, writing, editing, publishing)</li><li>• Build own word bank and personal dictionary</li></ul>  | • Shared Writing: plan the writing of a story using the story board, e.g.  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
|  |                                |   | <table><tr><td colspan="3">• The characters and the setting</td></tr><tr><td>• Who is in the story?</td><td>• Where does the story happen?</td><td>• When does the story happen?</td></tr><tr><td colspan="3">• The beginning: What happens at the start of the story?</td></tr><tr><td colspan="3">• The middle: What happens in the middle of the story?</td></tr><tr><td colspan="3">• The end</td></tr><tr><td colspan="3">• How does the story end?</td></tr></table> |  | • The characters and the setting |  |  | • Who is in the story? | • Where does the story happen? | • When does the story happen? | • The beginning: What happens at the start of the story? |  |  | • The middle: What happens in the middle of the story? |  |  | • The end |  |  | • How does the story end? |
| • The characters and the setting   |                                |   |  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
| • Who is in the story?   | • Where does the story happen? |   | • When does the story happen?  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
| • The beginning: What happens at the start of the story?   |                                |   |  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
| • The middle: What happens in the middle of the story?   |                                |   |  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
| • The end  |                                |   |  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
| • How does the story end?  |                                |   |  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
| <ul style="list-style-type: none"><li>• Give the learners word cards to sort into the table for planning. Learners copy/write their story with the teacher’s assistance. Some learners might only be able to draw a picture of their story and more able learners can write sentences.</li></ul> |                                |   |  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |
| <ul style="list-style-type: none"><li>• Uses the dictionary to check spellings and meanings of words and add more</li></ul>  |                                |   |  |  |                                  |  |  |                        |                                |                               |  |  |  |  |  |  |           |  |  |                           |

| Grade 5 Term 2               |       |   |  |
|------------------------------|-------|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/CONCEPTS/SKILLS<br><br>The learner must be able to: | CLARIFICATION NOTES/TEACHING GUIDELINES<br><br>Suggested activities: |
|                              |       |   | vocabulary.  |

## Week 9 & 10: Assessment

| Week 9 & 10 Assessment for Term 2 |  |
|-----------------------------------|--|
| <b>Listening &amp; Speaking</b>   | <ul style="list-style-type: none"> <li>• Demonstrate an understanding of at least 120 words, including the thematic words and high frequency words.</li> <li>• Give a simple oral recount</li> <li>• Participate in discussions</li> </ul>   |
| <b>Phonics</b>                    | <ul style="list-style-type: none"> <li>• Recognise and understand the use of plurals in words, e.g. animal – animals; cat –cats; dog – dogs; match – matches; fox – foxes; pear – pears; bean – beans.</li> <li>• Recognise suffixes at the end of a word, e.g. –ly (likely; smoothly; slowly; gently; etc.)</li> <li>• Recognise the different vowel sounds aurally (e.g. ‘bird’ and ‘bed’; ‘ship’ and ‘sheep’(e.g. ‘bad’ and ‘bed’; ‘ship’ and ‘chip’)</li> <li>• Recognises some differences between sound/spelling relationships in home and additional language (e.g. ‘cat’ and ‘icici’ e.g. ‘thatha’ and ‘thin’)</li> <li>• Recognises consonant digraphs in a word (e.g. ‘ph’, ‘ll’, ‘ss’, ‘ff’)</li> </ul> |
| <b>Reading</b>                    | <ul style="list-style-type: none"> <li>• Read high-frequency words and common sight words</li> <li>• Read texts with four to five sentences per page</li> <li>• Read with increasing fluency, expression and correct pronunciation</li> <li>• Identify the main characters</li> <li>• Retell the story in two to three sentences</li> </ul>  |
| <b>Writing</b>                    | <ul style="list-style-type: none"> <li>• Write a short paragraph of five to six sentences</li> <li>• Understand and use simple language structures</li> <li>• Understand and use verbs to describe actions</li> <li>• Respond to requests involving prepositions</li> </ul>  |



### 3.3.3 Grade 5 Term 3:

| Grade 5 Term 3       |  |  |  |
|----------------------|--|--|--|
| APPROXIMATE DURATION | TOPIC  | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
| 1 & 2                | Options available for my future<br><br>Dealing with stress | <b>LISTENING AND SPEAKING</b>  |  |
|                      |  | <ul style="list-style-type: none"> <li>Listen to fiction, nonfiction, information, discussions, etc.</li> <li>Develop vocabulary</li> <li>Use pictorial and visual cues to make meaning</li> <li>Provide a recount</li> <li>Use language to communicate</li> <li>Participate in discussions</li> </ul> | <ul style="list-style-type: none"> <li>Develop sight words, high frequency words and vocabulary about the theme. Encourage learners to use the vocabulary in spoken language.</li> <li>Give a simple recount using appropriate vocabulary and language structures.</li> <li>Talk about pictures in posters, theme charts, books.</li> <li>Asks questions to obtain information and answer questions.</li> <li>Listen to and participate in thematic discussions.</li> </ul>                          |
|                      |  | <b>PHONICS</b>   |  |
|                      |  | <ul style="list-style-type: none"> <li>Revise sounds learnt</li> <li>Distinguishes between long and short vowel sounds orally</li> <li>Recognise more vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc)</li> <li>Recognise more words with silent 'e'</li> </ul>        | <ul style="list-style-type: none"> <li>Revise the sounds learnt in Term 2.</li> <li>Listen to and point to/underline the different words that sound the same as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'.</li> <li>Use pictures, word cards and letter cards to learn more vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc.).</li> <li>Recognises three-letter consonant blends at the beginning of words (e.g. str-, scr-, -tch, -nch).</li> </ul> |
|                      |  | <b>SHARED READING</b>  |  |
|                      |  | <ul style="list-style-type: none"> <li>Read texts with the teacher</li> <li>Recognise vocabulary</li> <li>Read text from different sources</li> </ul>  | <ul style="list-style-type: none"> <li>Practise reading new text with the teacher, e.g. text on cards, pamphlets and advertisements.</li> <li>Answer questions about the text, e.g. determine the audience the text is</li> </ul>  |

| Grade 5 Term 3               |                        |  |  |
|------------------------------|------------------------|--|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC                  | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                              |                        |  | intended for.  |
|                              |                        | <b>GROUP GUIDED READING</b>  |  |
|                              |                        | <ul style="list-style-type: none"> <li>• Read social texts:</li> <li>• Invitations</li> <li>• Get well cards</li> </ul>  | <ul style="list-style-type: none"> <li>• Read and understand social texts, e.g. invitations, get well cards, etc.</li> <li>• Explain main message.</li> <li>• Identify features of text.</li> <li>• Discuss purpose of text.</li> <li>• Use a dictionary to find meaning of new words.</li> </ul>  |
|                              |                        | <b>WRITING and LANGUAGE USE</b>  |  |
|                              |                        | <ul style="list-style-type: none"> <li>• Write a diary entry</li> <li>• Write a personal recount</li> <li>• Understand and use simple language structures</li> <li>• Build own word bank and personal dictionary</li> </ul>            | <ul style="list-style-type: none"> <li>• Write a diary entry with the teacher's help. This can be done during Shared Writing.</li> <li>• Write five to six sentences about a personal recount, e.g. own news.</li> <li>• Understand and use simple language structures:</li> <li>• Use verbs correctly.</li> </ul>   |
| <b>3 &amp; 4</b>             | Orientation to my town | <b>LISTENING AND SPEAKING</b>  |  |
| 2 hours per week             | Cultural Diversity     | <ul style="list-style-type: none"> <li>• Listen to fiction, nonfiction, information, discussions, etc.</li> <li>• Respond to and ask questions</li> <li>• Use language to communicate</li> <li>• Participate in discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to a story/event read aloud or from radio or TV:</li> <li>• Provide own title for story/event.</li> <li>• Retell the story/drama in sequence.</li> <li>• Name characters correctly.</li> <li>• Listen to information text about different South African cultures.</li> <li>• Use appropriate vocabulary (including vocabulary related to the theme).</li> <li>• Listen and participate in thematic discussions.</li> </ul> |

| Grade 5 Term 3               |       |   |   |
|------------------------------|-------|---|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                              |       | <b>PHONICS</b>  |   |
|                              |       | <ul style="list-style-type: none"> <li>Recognise the first sound (onset) and the last syllable (rime) in more complex patterns</li> <li>Recognise more complex word families</li> <li>Recognise and use some suffixes (e.g. 'es', 'ies', 'ly', 'ing', 'ed')</li> <li>Build and sound out words using sounds learnt</li> </ul> | <ul style="list-style-type: none"> <li>Build up and break down words using consonant blends (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap).</li> <li>Identifies the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-aft', 'cr-aft', 'cr-eam', 'scr-eam', 'str-eam').</li> <li>Learn more complex word families (e.g. 'hatch', 'match', 'patch', 'catch', 'snatch).</li> <li>Builds and sounds out words using sounds learnt.</li> </ul> |
|                              |       | <b>SHARED READING</b>   |   |
|                              |       | <ul style="list-style-type: none"> <li>Read a simple map</li> <li>Recognise new vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>Identify the place/s on the map.</li> <li>Read and follows a route on the map.</li> <li>Describe a route on the map using vocabulary relating to direction (integrate with Listening and Speaking).</li> <li>Discusses new vocabulary from the read text.</li> </ul>   |
|                              |       | <b>GROUP GUIDED READING</b>   |   |
|                              |       | <ul style="list-style-type: none"> <li>Read books at own level both silently and out loud</li> <li>Recognise vocabulary</li> <li>Adhere to the punctuation in the text</li> <li>Respond to questions</li> </ul>   | <ul style="list-style-type: none"> <li>Read text with five to six sentences per page and answer questions about the text.</li> <li>Identify the main idea and details.</li> <li>Retell the story in two to three sentences.</li> <li>Adhere to the punctuation in the text.</li> </ul>  |

| Grade 5 Term 3        |                              |  |  |
|-----------------------|------------------------------|--|--|
| APPROXI-MATE DURATION | TOPIC                        | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                       |                              | <ul style="list-style-type: none"> <li>Read with fluency, expression and correct pronunciation</li> </ul>  |  |
|                       |                              | <b>WRITING and LANGUAGE USE</b>  |  |
|                       |                              | <ul style="list-style-type: none"> <li>Write a short text</li> <li>Build own word bank and personal dictionary</li> <li>Understand and use simple language structures</li> </ul>   | <ul style="list-style-type: none"> <li>Writes a short story using a frame:</li> <li>Selects relevant content for the story.</li> <li>Uses vocabulary including connecting words and phrases.</li> <li>Uses correct grammar, spelling, punctuation and spaces between paragraphs.</li> <li>Records words and their meanings in a personal dictionary.</li> <li>Understand and use simple language structures:</li> <li>Use connecting words (e.g. and, but, for, because, so, for etc.).</li> <li>Present tense.</li> </ul> |
| <b>5 &amp; 6</b>      | Understanding discrimination | <b>LISTENING AND SPEAKING</b>  |  |
|                       | Develop interview skills     | <ul style="list-style-type: none"> <li>Listen to fiction, nonfiction, information, discussions, etc.</li> <li>Respond to and answer questions</li> <li>Participates in short conversations and discussions</li> <li>Role play familiar situations</li> </ul> | <ul style="list-style-type: none"> <li>Listens to information text and answers questions.</li> <li>Describes the information, share ideas and offer opinions.</li> <li>Role play familiar situations, e.g. going for an interview.</li> <li>Participate in short conversation on a familiar topic.</li> <li>Takes turns, asks relevant questions and is able to retell the information correctly.</li> <li>Listen and participate in thematic discussions.</li> </ul>  |
|                       |                              | <b>PHONICS</b>   |  |
|                       |                              | <ul style="list-style-type: none"> <li>Recognise more consonant digraphs</li> </ul>  | <ul style="list-style-type: none"> <li>Revise all the consonant digraphs taught.</li> </ul>  |

**Grade 5 Term 3**

| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|------------------------------|-------|---|--|
|                              |       | <ul style="list-style-type: none"> <li>• Recognise more vowel digraphs</li> <li>• Use phonetic structures to spell</li> </ul> | <ul style="list-style-type: none"> <li>• Use letter cards to build words using vowel digraph, e.g. 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round).</li> <li>• Identify the words with the silent 'e' (e.g. cake, time, hope, note).</li> <li>• Group and build words with the same sound using pictures.</li> <li>• Play a phonics game, e.g. board game with words.</li> </ul> |
|                              |       | <b>SHARED READING</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>• Read visual text in different media</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Read posters, pamphlets, advertisements, notices, etc.</li> <li>• Discuss the pictures.</li> <li>• Discuss the purpose and the intended audience for the text.</li> <li>• Identify and interpret specific information.</li> <li>• Discuss the language structures in the text, e.g. plurals, prepositions, punctuation, etc.</li> </ul>                                     |
|                              |       | <b>GROUP GUIDED READING</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>• Read texts</li> <li>• Respond to questions</li> </ul>                                | <ul style="list-style-type: none"> <li>• Read texts with five to six simple sentences per page.</li> <li>• Answer questions about the text.</li> <li>• Recognise vocabulary in text.</li> <li>• Read with comprehensions and increasing confidence – fluency, expression, speed, correct pronunciation and adhere to the punctuation in the text.</li> </ul>   |
|                              |       | <b>WRITING and LANGUAGE USE</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>• Complete a form</li> <li>• Build own word bank and personal dictionary</li> </ul>    | <ul style="list-style-type: none"> <li>• Shared Writing: Teacher demonstrates how to complete a form, e.g. job application. After teacher has demonstrated, the learners can complete the form independently.</li> </ul>   |

| Grade 5 Term 3                |  |   |  |
|-------------------------------|--|---|--|
| APPROXI-<br>MATE<br>DURATION  | TOPIC  | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                               |  | <ul style="list-style-type: none"> <li>Understand and use simple language structures</li> </ul>   | <ul style="list-style-type: none"> <li>Record more words and their meanings in a personal dictionary.</li> <li>Understand and use language structures:</li> <li>Revise punctuation.</li> <li>Revise prepositions.</li> <li>Past tense.</li> </ul>  |
| 7 & 8<br><br>2 hours per week | Time management skills<br><br>Pricing and accounting | <b>LISTENING AND SPEAKING</b>   |  |
|                               |  | <ul style="list-style-type: none"> <li>Listen to fiction, nonfiction, information, discussions, etc.</li> <li>Develop vocabulary</li> <li>Respond to and answer questions</li> <li>Participate in conversations and discussions</li> </ul>  | <ul style="list-style-type: none"> <li>Listen to a story, information, etc. ask and answer questions.</li> <li>Identify specific details and interpret the information given.</li> <li>Relate the information to personal experiences.</li> <li>Listen to and respects others' ideas.</li> <li>Participate in conversations and discussions.</li> </ul>  |
|                               |  | <b>PHONICS</b>  |  |
|                               |  | <ul style="list-style-type: none"> <li>Recognise the vowel-silent e--a syllable with a long vowel-consonant-silent e pattern</li> <li>Recognise the consonant -le (e.g., apple, table).</li> <li>Recognise different words that sound the same</li> <li>Identify more plural words</li> </ul> | <ul style="list-style-type: none"> <li>Identify the vowel-silent e--a syllable with a long vowel-consonant-silent e pattern (e.g., shape, cube, slide, behave).</li> <li>Use letter and word cards to match the consonant sounds to the words (e.g., apple, table).</li> <li>Listen to and point to/underline the different words that sound the same as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'.</li> <li>Use pictures and word cards to teach plurals of words, e.g. (baby – babies; cherry – cherries; daisy – daisies; etc.).</li> </ul> |
|                               |  | <b>SHARED READING</b>   |  |

**Grade 5 Term 3**

| APPROXI-MATE DURATION | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|-----------------------|-------|---|--|
|                       |       | <ul style="list-style-type: none"> <li>• Read a variety of texts with the teacher</li> <li>• Respond to questions</li> <li>• Use pictorial and visual cues to make meaning</li> </ul>   | <ul style="list-style-type: none"> <li>• Look at pictures and discuss it.</li> <li>• Read a variety of texts with the teacher, e.g. stories, recipes, invitations, get well cards, nonfiction, etc.</li> <li>• Discuss the main idea and the purpose of text.</li> <li>• Answer questions and include higher order questions.</li> </ul>   |
|                       |       | <b>GROUP GUIDED READING</b>   |  |
|                       |       | <ul style="list-style-type: none"> <li>• Read books at own level both silently and out loud</li> <li>• Recognise vocabulary</li> <li>• Adhere to the punctuation in the text</li> <li>• Read with fluency, expression, speed and correct pronunciation</li> </ul> | <ul style="list-style-type: none"> <li>• Read texts with five to six sentences per page.</li> <li>• Read with increasing fluency, expression, speed and correct pronunciation.</li> <li>• Adhere to the punctuation used in texts.</li> <li>• Recognise words in texts and use a dictionary to find the meaning of unfamiliar words.</li> </ul>  |
|                       |       | <b>WRITING and LANGUAGE USE</b>   |  |
|                       |       | <ul style="list-style-type: none"> <li>• Write short texts</li> <li>• Label and complete a visual text</li> <li>• Understand and use simple language structures</li> <li>• Build own word bank and personal dictionary</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Write social texts, e.g. invitation cards and letters:</li> <li>• Write the name of the sender.</li> <li>• Write the main message.</li> <li>• Use correct size of letters and punctuation.</li> <li>• Write own name in the end.</li> <li>• Use a dictionary to find meaning of new words.</li> <li>• Label the diagram, drawing, chart, mind map:</li> <li>• Listen to the information.</li> <li>• Write labels in correct place.</li> </ul> |

| Grade 5 Term 3               |       |   |   |
|------------------------------|-------|---|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to: | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                              |       |   | <ul style="list-style-type: none"> <li>• Include correct details.</li> <li>• Uses relevant vocabulary.</li> <li>• Understand and use simple language structures:</li> <li>• Use possessive nouns</li> </ul> |



## Week 9 & 10: Assessment

| Week 9 & 10 Assessment for Term 3 |   |
|-----------------------------------|---|
| <b>Listening &amp; Speaking</b>   | <ul style="list-style-type: none"> <li>• Participate in discussions</li> <li>• Listen to stories, information, discussions and respond appropriately</li> </ul>   |
| <b>Phonics</b>                    | <ul style="list-style-type: none"> <li>• Identify the words with the silent 'e'(e.g. cake, time, hope, note)</li> <li>• Identifies the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. ' dr-aft', 'cr-aft ', 'cr-eam', 'scr-eam','str-eam')</li> <li>• Recognises more complex word families (e.g. 'hatch', 'match', 'patch', 'catch', 'snatch)</li> <li>• vowel digraph, e.g. 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round)</li> <li>• Recognise the vowel-consonant-silent e pattern (e.g., shape, cube, slide, behave).</li> </ul> |
| <b>Reading</b>                    | <ul style="list-style-type: none"> <li>• Read texts, e.g. invitations, greeting cards, fiction and nonfiction</li> <li>• Identify sequence of events in the story</li> <li>• Identify the characters in the story</li> <li>• Recognise and read new words in the personal dictionary</li> <li>• Reads aloud with appropriate pronunciation, fluency and expression</li> </ul>   |
| <b>Writing</b>                    | <ul style="list-style-type: none"> <li>• Write a letter/invitation/card/diary entry</li> <li>• Writes a short story of six to seven sentences</li> <li>• Complete a form</li> <li>• Understand and use simple language structures</li> <li>• Use past and present tense</li> <li>• Use verbs correctly</li> <li>• Use simple phrases correctly</li> <li>•</li> </ul>  |

### 3.3.4 Grade 5 Term 4:

| Grade 5 Term 4                |  |   |  |
|-------------------------------|--|---|--|
| APPROXI-MATE DURATION         | TOPIC  | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
| 1 & 2<br><br>Diverse Cultures | Basic problem solving at home and in the community | <b>LISTENING AND SPEAKING</b>   |  |
|                               |  | <ul style="list-style-type: none"> <li>• Listen to fiction, nonfiction, information, discussions, etc.</li> <li>• Respond to and ask questions</li> <li>• Develop vocabulary</li> <li>• Participate in discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Listens to interviews/talk shows.</li> <li>• Listens to and responds to factual information.</li> <li>• Identifies main idea and specific details.</li> <li>• Ask and answer questions.</li> <li>• Give a personal response to the story and listen to other's opinions.</li> <li>• Build vocabulary related to the topic.</li> <li>• Participate in discussions and conversations.</li> </ul>  |
|                               | Volunteerism                                       | <b>PHONICS</b>  |  |
|                               |  | <ul style="list-style-type: none"> <li>• Use a dictionary</li> <li>• Recognise rhyming words</li> <li>• Recognise antonyms</li> <li>• Recognise vowel digraphs</li> <li>• Recognise silent e words</li> </ul>                 | <ul style="list-style-type: none"> <li>• Uses knowledge of alphabetical order and first letters of a word to find words in a dictionary.</li> <li>• Revise the sounds taught in Term 3.</li> <li>• Identify and group rhyming words, e.g. fly – high; cry – tie; etc.</li> <li>• Use manipulatives, e.g. letter cards, to build and blend words with long vowels, e.g. –oa- (road; goat; float; throat; toad; etc.).</li> <li>• Revise more silent e words (rose; nose; time; line; tube; etc.) (wreck; wrestle; wriggle).</li> <li>• Understand antonyms: Use pictures and ask learners to select a describing word that links with the picture. Are there any other words that mean the opposite to the given word? Learners choose words from given word cards, (e.g. sharp – blunt, short – tall). Sort the pictures and words as</li> </ul> |

| Grade 5 Term 4               |              |   |   |
|------------------------------|--------------|---|---|
| APPROXI-<br>MATE<br>DURATION | TOPIC        | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
| 3 & 4                        | • Health and |   | groups/individually.  |
|                              |              | SHARED READING  |   |
|                              |              | • Read from visual text   | • Read information from charts, diagrams, maps and graphs etc.<br>• Answers questions on text and visuals.  |
|                              |              | GROUP GUIDED READING  |   |
|                              |              | • Read books at own level both silently and out loud<br>• Recognise vocabulary<br>• Adhere to the punctuation in the text<br>• Read with fluency, expression, speed and correct pronunciation | • Read for information from visual text: e.g. charts/tables/ diagrams/mind maps/ maps/pictures/graphs, etc.<br>• Interpret the visual information.<br>• Scans for specific information, e.g. timetables or schedules.<br>• Answers questions on text and visuals.   |
|                              |              | WRITING and LANGUAGE USE  |   |
|                              |              | • Write a short text<br>• Understand and use simple language structures<br>• Build own word bank and personal dictionary  | • Write a simple story of six to seven sentences in two paragraphs.<br>• That has a beginning, middle and an ending.<br>• Use correct tenses.<br>• Use connecting words with 'and' and 'but'.<br>• Use correct grammar, spelling, punctuation and spaces between paragraphs.<br>• Understand and use simple language structures:<br>• Use of personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them. |
|                              |              | LISTENING AND SPEAKING  |   |

| Grade 5 Term 4        |  |   |   |
|-----------------------|--|---|---|
| APPROXI-MATE DURATION | TOPIC  | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
| • 2 hours per week    | Safety issues;<br>Basic First Aid and Health Risks<br>•<br>• Personal diet and nutrition | <ul style="list-style-type: none"> <li>• Listen to fiction, nonfiction, information, discussions, etc.</li> <li>• Respond to and ask questions</li> <li>• Give a factual recount</li> <li>• Compare and classify information</li> <li>• Develop vocabulary</li> <li>• Participate in discussions</li> </ul> | <ul style="list-style-type: none"> <li>• Gives a factual recount, e.g. recount the difference between needs and wants.</li> <li>• Listen to discussions, conversations, information, fiction, etc. and is able to ask and answer questions about it.</li> <li>• Participates in discussions and continues to develop vocabulary.</li> </ul>   |
|                       |  | <b>PHONICS</b>  |   |
|                       |  | <ul style="list-style-type: none"> <li>• Recognise sounds with silent b and silent w</li> <li>• Learn to differentiate between long and short vowels</li> <li>• Break multisyllabic words into separate syllables</li> <li>• Recognise synonyms</li> </ul>  | <ul style="list-style-type: none"> <li>• Match words with sounds with silent b (comb; climb; crumb; lamb); and silent w (wrist, wrestle, wring).</li> <li>• Differentiate between long and short vowels, e.g. mat – mate; tub – tube; hen –heel; etc.</li> <li>• Break multisyllabic words into separate syllables, e.g. to/get/her; fol/low; ex/pe/ri/ment; etc. Give the words to the learners and learners cut the word into the correct parts. Afterwards, they can match the different parts to build the word.</li> <li>• Recognise antonyms, e.g. use pictures and word cards. Learners select the words that have the same meaning and match the word cards with each of the pictures (big/huge; long/tall; etc.).</li> </ul> |
|                       |  | <b>SHARED READING</b>   |   |
|                       |  | <ul style="list-style-type: none"> <li>• Read text with the teacher</li> <li>• Use visual cues to make meaning</li> </ul>   | <ul style="list-style-type: none"> <li>• Discuss the title and look at pictures.</li> <li>• Discuss new vocabulary.</li> </ul>  |

| Grade 5 Term 4               |       |   |  |
|------------------------------|-------|---|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:   | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                              |       |   | <ul style="list-style-type: none"> <li>Identify the sequence of events and retell the story.</li> <li>Identify the characters of the story.</li> <li>Makes up questions about the story.</li> </ul>  |
|                              |       | <b>GROUP GUIDED READING</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>Read books at own level both silently and out loud</li> <li>Recognise vocabulary</li> <li>Adhere to the punctuation in the text</li> <li>Read with fluency, expression, speed and correct pronunciation</li> </ul> | <ul style="list-style-type: none"> <li>Read different types of texts, e.g. fiction, personal recounts, traditional stories.</li> <li>Use reading strategies, e.g. use contextual clues to determine meaning, make inferences.</li> <li>Identify the cause and effect relations in a story, e.g. 'What happened when...?'</li> <li>Answer questions about the story.</li> <li>Identify and discuss the characters in the story.</li> </ul>            |
|                              |       | <b>WRITING and LANGUAGE USE</b>   |  |
|                              |       | <ul style="list-style-type: none"> <li>Write a short text</li> <li>Build own word bank and a personal dictionary</li> <li>Understand and use simple language structures</li> </ul>  | <ul style="list-style-type: none"> <li>Write a short personal story:</li> <li>Plan the story by using a story board.</li> <li>Write two to three paragraphs.</li> <li>Arrange information sequentially and logically.</li> <li>Include specific details.</li> <li>Use passive voice appropriately.</li> <li>Understand and use simple language structures:</li> <li>Antonyms.</li> <li>Synonyms.</li> <li>Present, Past and Future Tense.</li> </ul> |

| Grade 5 Term 4               |   |  |  |
|------------------------------|---|--|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC   | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
| 5 & 6                        | Personal diet and nutrition<br><br>Democratic structures and democratic participation | <b>LISTENING AND SPEAKING</b>  |  |
|                              |   | <ul style="list-style-type: none"> <li>Listen to fiction, nonfiction, information, discussions, etc.</li> <li>Respond to and ask questions</li> <li>Develop vocabulary</li> <li>Role plays some familiar situations</li> <li>Participate in discussions</li> </ul> | <ul style="list-style-type: none"> <li>Talk about a familiar topic with preparation (e.g. watching a video on food preparation).</li> <li>Role plays some familiar situations.</li> <li>Participate in dialogue using the correct tense.</li> <li>Use connecting words, e.g. first, next, finally, etc.</li> <li>Participate in discussions.</li> </ul>  |
|                              |   | <b>PHONICS</b>   |  |
|                              |   | <ul style="list-style-type: none"> <li>Recognise and use prefixes</li> <li>Recognise and use more suffixes</li> <li>Recognise antonyms</li> <li>Recognise synonyms</li> <li></li> </ul>  | <ul style="list-style-type: none"> <li>Use word cards to match homophones, e.g. read – reed; meat – meet; etc. The words are pronounced in the same way, but the spelling is different.</li> <li>Use letter and word cards to understand the use of prefixes, e.g. unhealthy; overwork; supermarket; etc.</li> <li>Use letter and word cards to understand the use of suffixes, e.g. childish; worker; helpful; etc.</li> <li>Use pictures and word cards and select the pictures that are the opposite of each other and match the word cards with each of the pictures (big/small; long/short; thick/thin; etc.).</li> </ul> |
|                              |   | <b>SHARED READING</b>  |  |
|                              |   | <ul style="list-style-type: none"> <li>Read text with the teacher</li> </ul>   | <ul style="list-style-type: none"> <li>Read nonfiction text related to the theme.</li> </ul>   |
|                              |   | <b>GROUP GUIDED READING</b>  |  |
|                              |   | <ul style="list-style-type: none"> <li>Read books at own level both silently and out loud</li> </ul>   | <ul style="list-style-type: none"> <li>Use contextual clues and decoding skills when reading.</li> <li>Discusses the title and headlines/ headings and sub-headings.</li> </ul>  |

| Grade 5 Term 4                           |  |  |   |
|--|--|--|---|
| APPROXI-<br>MATE<br>DURATION             | TOPIC  | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|  |  | <ul style="list-style-type: none"> <li>• Recognise vocabulary</li> <li>• Adhere to the punctuation in the text</li> <li>• Read with fluency, expression and correct pronunciation</li> </ul>   | <ul style="list-style-type: none"> <li>• Use a dictionary to find unfamiliar words.</li> </ul>  |
|  |  | <b>WRITING and LANGUAGE USE</b>  |   |
|  |  | <ul style="list-style-type: none"> <li>• Write short text</li> <li>• Understand and use simple language structures</li> </ul>  | <ul style="list-style-type: none"> <li>• Write two paragraphs of seven to eight sentences.</li> <li>• Arrange information sequentially and logically.</li> <li>• Use correct grammar, spelling, punctuation and spaces between paragraphs.</li> <li>• Understand and use simple language structures:</li> <li>• Use connecting words with 'and', 'so', 'then' etc.</li> <li>• Synonyms.</li> <li>• Antonyms.</li> <li>• Use correct tenses (present, past and future).</li> </ul> |
| <b>7 &amp; 8</b><br><br>2 hours per week | Asking for work; presenting self to potential employer; explain my | <b>LISTENING AND SPEAKING</b>  |   |
|  |  | <ul style="list-style-type: none"> <li>• Listen to fiction, nonfiction, information, discussions, etc.</li> <li>• Respond to and ask questions</li> <li>• Develop vocabulary</li> <li>• Retell story</li> <li>• Expresses emotional response to texts read.</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to stories, poems, information, etc.</li> <li>• Discuss the pictures, main idea, characters, detail, etc.</li> <li>• Discuss the purpose of the text.</li> <li>• Give an oral summary of the text in three to five sentences.</li> <li>• Expresses emotional response to texts read.</li> <li>• Participates in discussions.</li> </ul>   |

| Grade 5 Term 4               |                             |  |  |
|------------------------------|-----------------------------|--|--|
| APPROXI-<br>MATE<br>DURATION | TOPIC                       | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:  | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:   |
|                              | disability                  | <ul style="list-style-type: none"> <li>Talks about a familiar topic with preparation</li> </ul>  |  |
|                              | Information<br>on a payslip | <b>PHONICS</b>   |  |
|                              |                             | <ul style="list-style-type: none"> <li>Continue to differentiate between long and short vowels</li> <li>Continue to break multisyllabic words into separate syllables,</li> <li>Recognise and use more homonyms</li> <li>Use phonetic structures to spell</li> </ul> | <ul style="list-style-type: none"> <li>Differentiate between long and short vowels, e.g. mat – mate; tub – tube; hen –heel; etc.</li> <li>Break multisyllabic words into separate syllables, e.g. cut words into syllables, e.g. te-le-vi-son, te-le-phone, com-pu-ter, lap-top.</li> <li>Recognise and use homonyms (words that are spelt the same way but differ in meaning), e.g. fly (The fly sits on the wall. / The birds fly in the sky); match (I use a match to light a fire. / We watch the football match.)</li> <li>Spell words correctly using phonic knowledge.</li> </ul> |
|                              |                             | <b>SHARED READING</b>  |  |
|                              |                             | <ul style="list-style-type: none"> <li>Read and respond to the text</li> </ul>   | <ul style="list-style-type: none"> <li>Read for comprehension and understanding cause and effect (e.g. 'What happened when...? Why...?')</li> </ul>  |
|                              |                             | <b>GROUP GUIDED READING</b>  |  |
|                              |                             | <ul style="list-style-type: none"> <li>Read a variety of texts</li> </ul>  | <ul style="list-style-type: none"> <li>Read texts with a friend or on their own.</li> <li>Understand the text and is able to answer comprehension questions about it.</li> <li>Use reading strategies, e.g. uses contextual clues to determine meaning, makes inferences, etc.</li> </ul>  |
|                              |                             | <b>WRITING and LANGUAGE USE</b>  |  |
|                              |                             | <ul style="list-style-type: none"> <li>Write short texts</li> <li>Builds own word bank and personal</li> </ul>   | <ul style="list-style-type: none"> <li>Write letters, e.g. to potential employers with the assistance of the teacher. Use correct format, and choose appropriate content for the letter. Ends with</li> </ul>  |



| Grade 5 Term 4        |       |   |   |
|-----------------------|-------|---|---|
| APPROXI-MATE DURATION | TOPIC | CONTENT/CONCEPTS/SKILLS<br>The learner must be able to:       | CLARIFICATION NOTES/TEACHING GUIDELINES<br>Suggested activities:  |
|                       |       | dictionary<br>• Understand and use simple language structures | own name.<br>• Plan the writing, e.g. brainstorm and develop a mind map, check the spelling and determine where the letter can be improved. |

| Week 9 & 10 Assessment for Term 4: Refer to Section 4 |  |
|---|--|
| • Listening & Speaking                                | • Understand and use personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them<br>• Gives a factual recount<br>• Use connecting words, e.g. first, next, finally, etc.<br>• Talks about a familiar topic   |
| • Phonics   | • Recognise synonyms (Learners choose words from given word cards. (e.g. large/big, tiny/small, noisy/loud, sick/ill, afraid/scared, cold/chilly, home/house, etc.)<br>• Match words with sounds with silent b (comb; climb; crumb; lamb); and silent w (wrist, wrestle, wring)<br>• Differentiate between long and short vowels, e.g. mat – mate; tub – tube; hen – heel; etc.<br>• Break multisyllabic words into separate syllables, e.g. to/get/her; fol/low; ex/pe/ri/ment;<br>• Recognise antonyms, e.g. use pictures and word cards. Learners select the pictures that are the opposite of each other and match the word cards with each of the pictures (big/small; long/short; thick/thin; etc.)<br>• Use word cards to match homophones, e.g. read – reed; meat – meet; etc. The words are pronounced in the same way, but the spelling is different.<br>• Use letter and word cards to understand the use of prefixes, e.g. unhealthy; overwork; supermarket; |

|           |   |
|-----------|---|
|           | etc.<br>• Use letter and word cards to understand the use of suffixes, e.g. childish; worker; helpful; etc.   |
| • Reading | • Identify sequence of events,<br>• Identify the characters of the story<br>• Read for information from visual text<br>• Read for comprehension and understanding cause and effect  |
| • Writing | • Write two paragraphs of seven to eight stories<br>• Begin to use the writing process :(planning, first, write, edit, write, publish)<br>• Understand and use simple language structures:<br>Synonyms<br>Antonyms<br>Tenses (present, past and future tense) |

## 4 SECTION 4: ASSESSMENT

### 4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the CAPS Grades R to 5 for learners with Severe Intellectual Disability. It also provides a policy framework for the management of School Based Assessment (SBA) and School Assessment Records.

It is required of teachers to offer a differentiated form of assessment, as learners with moderate to severe intellectual disability and learning difficulties also have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision for reflecting the level(s) of each individual learner. These different levels should be outlined in the Individual Support Plan which should be developed at the beginning of the year in accordance with the procedures contained in the *Policy on Screening, Identification, Assessment and Support* (SIAS). Each learner, regardless of his/her number of years in the school, must have access to various forms of assessment best suited to his/her competences, learning styles, strengths and needs. The targets set for each learner in terms of attainment of knowledge and skills outlined in each Subject Statement will always strive to take a learner to the next level and should never set a ceiling on learning potential. Individualised adaptation is required in terms of content, methods of presentation, classroom pedagogy, pacing of instruction and accommodations in assessment. The principle is to have high expectations for each learner, to identify and address barriers to learning so as to ensure fairness in assessment (See Chapter 9 of the National Protocol for Assessment, 2011).

Assessment does not imply that after every lesson the learners must complete a worksheet/assignment or project, but will be based on observation and recording of progress steps attained during the lesson or a series of lessons. Formal assessment can be done in a format which would be suitable for each learner, e.g. through written or oral assessments, or by making use of a range of accommodations measures, e.g. a reader and a scribe. The main aim is to be able to develop a report which is based on definable attainment (even through the smallest of steps) as prescribed in each subject and can be shared with parents and care-givers on at least a quarterly basis so as to elicit their participation and co-operation in the support programme of the learner. At the end of the year a Statement of Achievement/Report card must be made available on which the Individual Support Plan for the following year will be based. There will be no learner retention, as the Individual Support

Plan and the Curriculum Schedule (see SIAS Form 124) will indicate at which grade level learners are working in each subject.

## **4.2 Assessment principles**

### **4.2.1 Definition**

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to assess a learner's progress in a reliable way.
- inform learners of their strengths, areas to be developed and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process, the progress of learners and the planning for their individualised support.

Assessment should be mapped against the content, skills, intended goals and topics specified in the learning programme. In both informal and formal assessments it is important to ensure that in the course of a school year:

- all of the topics and content are covered.
- the full range of skills is included.
- a variety of different forms of assessment are used.

### **4.2.2 Informal Assessment or Daily Assessment**

Assessment **for** learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to

provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom.

Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of all the informal daily assessment tasks may be recorded based on assessment instruments used such as rubrics and checklists. This may serve to give feedback to the learners, their parents and the school management team.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to formal assessment.

#### **4.2.3 Formal Assessment**

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and results are formally recorded by the teacher. All formal assessment tasks are subject to internal moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained in the school. Assessment tasks should always set high expectations for learners.

To implement formal assessment the teacher should:

- Ensure that the formal assessment task coincides with the practical skills and theoretical work embedded in the practical skill corresponding with the tasks performed on that day or within the previous week;
- Explain the task to guide the learner, show an example of the completed task in order for the learner to know exactly what to do and what is expected;
- Divide the class, according to abilities, in more than one group and give a task with similar content, but differentiated in terms of level of difficulty, abstractness or method of questioning, to all the learners. The way in which the assessment task is set should be in reach of the learners' level of development whilst also setting targets for the next step of development;
- Written tests could be set to assess theoretical knowledge within a set time, allowing for assessment accommodations in line with learners' individual needs;
- Write the date of expected completion of the task in the learner's book;

- Compile a suitable assessment tool; and
- Formal assessment should reflect 20 % theoretical knowledge embedded in practical work. Eighty percent (80%) should be practical work.

The formal assessment requirements are indicated in the formal School-Based Assessments table. In the three core subjects, the ratio may be adapted to the needs of the learners. The focus however must be on practical skills and not on the written tasks.

| <b>Formal School-Based Assessments</b>  |   |   |   |
|---|---|---|---|
| Term 1  | Term 2  | Term 3  | Term 4  |
| Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge             | Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge             | Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge             | Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge             |
| Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills | Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills | Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills | Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills |

In Creative Arts and Art and Crafts, the above table is not applicable. In these two subjects, a minimum of 4 practical assessment tasks should be completed. Theoretical content will not be assessed. Refer to the learning programme for assessment requirements.

In Physical Education assessment, the above tables does not apply. Refer to the learning programme for assessment.

Assessment in the CAPS Grades R to 5 for learners with Severe Intellectual Disability is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements;
- Facilitate access to and progression within education, training and career paths;
- Enhance the quality of education and training;
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities;

- Contribute to the holistic development of the learner and preparation for the world of work by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - resilience and adaptability;
  - economic participation and entrepreneurial skills; and
  - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the capacity of learners to adapt to the requirements of the workplace.

- ***Relevance***

To be dynamic and responsive to workplace needs and a range of employment fields.

- ***Credibility***

To demonstrate national and international values and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate learners' progress.

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Articulation***

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- ***Validity of assessments***

To ensure assessment covers a broad range of knowledge, skills, values and attitudes to demonstrate applied competency. This is achieved through:

- clearly stating the skill to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding topic, content or skill being assessed
- Comparison of learners' work with that of other learners, without taking into account differences in learning styles, language and culture.

- **Practicability and cost-effectiveness**

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

## **4.3 Managing assessment**

### **4.3.1 Types of Assessment**

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a year or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities flexibly enough to accommodate a wide range of learning styles and learning needs. This assessment should be done at three levels, namely to determine:

*Progress with the curriculum*

- Are learner learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?



- Are they applying the facts, concepts and/or skills being learned?

#### Interests

- Are learners engaged in the lessons and activities?
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?

#### Characteristics

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the content?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the environment?
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of learning barriers experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist assistance.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and areas to be addressed and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment):** This type of assessment gives an overall picture of the learner's progress at a given time.

### 4.3.2 Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

The assessment tasks may be broken down (designed down) into smaller, achievable steps and support may gradually be withdrawn as the learner master the content/skills. Thus, designing down means to look at the assessment goal and dividing this into smaller components which are spread over a longer period.

Two or more grades may be straddled, in other words the evidence may be collected over more than one grade within a subject. But straddling should be carefully recorded and monitored through Form 125 of the SIAS Protocol.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject. Reporting must reflect the straddling that has been applied and should provide guidance to parents through meaningful descriptive paragraphs on what has been achieved and what the next expected outcomes are.

### 4.3.3 Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

|                           |   |
|---------------------------|---|
| <b>TEACHER ASSESSMENT</b> | The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.                        |
| <b>SELF-ASSESSMENT</b>    | Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.                             |
| <b>PEER ASSESSMENT</b>    | Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc. |
| <b>GROUP ASSESSMENT</b>   | Learners assess the individual performance of other learners within a group or the overall performance of a group of students against given criteria.     |

### 4.3.4 Assessment tools/instruments to execute assessment

An assessment tool is the instrument the teacher utilizes to execute the assessment. When choosing an assessment tool ensure that the tool:

- is appropriate for the selected assessment method;
- provides the most valid and reliable information on the learners' performances;
- measures the objectives of the lesson.

Examples of assessment tools are checklist, rubrics, questionnaires, worksheets and video recordings.

A **rubric** serves as an objective assessment tool that provides, at varying levels, clear descriptions of the characteristics of the tasks. The descriptions or criteria in the rubric

enables learners to understand what the teacher expects from them and complete the task accordingly. Rubrics are either holistic or analytic.

Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learners must demonstrate to achieve each level of the rating scale. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

**Analytical descriptive rubrics** focus on elements of the product or performances. Descriptive sentences are formulated for each of the seven rating codes, with the best performance reflected with a score of 7 and the poorest with a score of 1. This is the most reliable and trustworthy assessment tool.

**Task lists** and **checklists** are examples of a holistic rubric and show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Learners must do a minimum of 5 activities/projects/worksheets/tests per term 1 to 4. The teacher compiles the activities/worksheets/tests and these should consist of activities that require the learner to:

- Identify the correct answer/picture/object – the question as well as the answer may consist of images/objects, e.g. Boardmaker or clip art images;
- Match column A to B and both columns may consist of pictures/objects;
- Fill in the missing words. The missing words may be available to the learners (on a separate sheet or printed on the worksheet) and they can copy the words, or write the words on the dotted lines provided by the teacher;
- Perform a skill other than writing, e.g. to colour, to cut and paste in specified groups, to find pictures in a magazine and cut and paste in book; or
- Provide answers.

**The following should at least be included in the Teacher's Assessment or Planning and Assessment File:**

- Programme of Assessment for the grade

- The tools (rubric, checklist, etc.) used for each assessment task
- A mark sheet/record sheet for each assessment task

**The learners Evidence must at least include:**

- Classwork book
- Worksheet file

Evidence of learner performance must be available for quality assurance. This may be in the form of a Portfolio of Evidence (POE) which will include the learners' classwork books and the Support Needs Analysis (SNA).

#### **4.4 School Assessment Programme**

The **Programme of Assessment** takes place continuously and should commence in the second week of each term. The programme of assessment should include a minimum of five (5) assessment goals per subject. The programme of assessment should be recorded in the Teacher's assessment file or planning file (which may serve a dual purpose).

**The following should at least be included in the Teacher's Assessment or Planning and Assessment File:**

- A contents page
- The assessment goals for each subject
- The tools used for each assessment task
- A mark sheet/record sheet and report for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

**The learners Portfolio of Evidence must at least include:**

- A contents page
- The assessment tasks according to the assessment programme as indicated below
- The assessment tools or instruments for the task
- A record of the rating code (and comments) achieved for each task.

Eighty to hundred percent (80% - 100%) of formal assessment should consist of **practical tasks/activities/skills**. Each learner should do a variety of practical tasks and activities during each term as indicated in the learning programmes.

## 4.5 Assessment programme across the five years

The following information pertains specifically to English First Additional Language.

The assessment activities in Languages must be done throughout the term and the Programme of Assessment should be completed by the end of the term.

### Grade 4 – Assessment Activities

| Task | Term 1                         |  |                |
|------|--------------------------------|--|----------------|
| 1    | Listening and Speaking         | <p>Demonstrate an understanding of at least 20 words, including the thematic words and familiar objects.</p> <p>Respond appropriately to simple instructions and requests</p> <p>Demonstrate understanding of vocabulary in the story by pointing to objects in the pictures or in the classroom in response to instructions from the teacher</p> <p>Answer simple Yes/No questions about the story/theme with the aid of the pictures</p> | Oral/Practical |
|      | Phonemic awareness/ Phonics    | <p>Identify different initial sounds of words</p> <p>Identify the end sound in words</p> <p>Recognise the letter-sound relationship of single letters taught by matching the letter name to the letter symbol</p> <p>Segment sentences into individual words by clapping on each word</p>  | Oral/Practical |
|      | Reading                        | <p>Recognise and read words linked to high frequency /thematic words.</p> <p>Read labels below pictures</p> <p>Answer some simple oral questions about the story</p>   | Oral/Practical |
|      | Writing and Language Structure | <p>Copy a caption for a picture he/she has drawn and reads back what is written</p> <p>Write one to two sentences using a picture/writing frame</p>  | Written        |
| Task | Term 2                         |  |                |
| 1    | Listening                      | Demonstrate an understanding and use of at least   | Oral/Practical |

|             |                                |   |                |
|-------------|--------------------------------|---|----------------|
|             | and Speaking                   | 40 words, including the thematic words and high frequency words.<br>Respond to simple questions and instructions<br>Listen to a simple recount and give own recount   |                |
|             | Phonemic awareness/<br>Phonics | Build and break down words (short –a- and –e- words)<br>Recognise known rhyming words<br>Identify sounds in beginning and end of words  | Oral/Practical |
|             | Reading                        | Answer some simple oral questions about the story/theme<br>Sequence pictures to show the order of events in a story   | Oral/Practical |
|             | Writing and Language Structure | Write a caption for a picture he/she has drawn and reads back what is written<br>Complete three sentences by filling in the missing words<br>Write two to three sentences<br>Understand and begin to use some simple language structures in context: <ul style="list-style-type: none"> <li>- Simple present tense</li> <li>- Nouns and their plurals</li> <li>- Adjectives</li> <li>- Adverbs</li> </ul> | Written        |
| <b>Task</b> | Term 3                         |   |                |
| 1           | Listening and Speaking         | Demonstrate an understanding of at least 60 words, including the thematic words and high frequency words.<br>Sequence pictures<br>Participate in thematic discussions   | Oral/Practical |
|             | Phonemic awareness/<br>Phonics | Distinguish aurally between words that have similar sounds<br>Recognise familiar words in texts<br>Recognise the consonant -vowel- consonant pattern ( e.g. d-o-g, h-o-t, c-a-n), repeat in correct sequence and blend the words.<br>Group words into sound families, e.g. using pictures   | Oral/Practical |

|             |                                |  |                |
|-------------|--------------------------------|--|----------------|
|             |                                | and word cards.<br>Match, blend and spell words (with onset and rime words)  |                |
|             | Reading                        | Read simple books<br>Sequence pictures to show the order of events in a story.<br>Answer comprehension questions, e.g. learners select the correct word cards/sentence strips to answer the questions and match it with pictures.  | Oral/Practical |
|             | Writing and Language Structure | Write three to four sentences and use punctuation correctly (capital letters, full stops, question marks)<br>Complete three sentences by filling in the missing words  | Written        |
| <b>Task</b> | <b>Term 4</b>                  |  |                |
| 1           | Listening and Speaking         | Demonstrate an understanding of at least 80 words, including the thematic words and high frequency words.<br>Use language to understand concepts<br>Understand and respond to simple questions such as 'Which ...?' 'Whose ...?'<br>Answers simple literal questions about the theme   | Oral/Practical |
|             | Phonemic awareness/ Phonics    | Build and blend words with vowel- consonant pattern<br>Distinguish between sounds that are often confused visually and aurally<br>Distinguish aurally between long and short vowel sounds<br>Recognise the past tense of words ending in ed<br>Recognise plurals ('s' and 'es') aurally<br>Distinguish aurally between initial, medial and end sounds of three-letter words related to the theme and phonics being taught. | Oral/Practical |
|             | Reading                        | Read simple books with three to four sentences per page<br>Read with increasing fluency and expression<br>Answer comprehension questions, e.g. learners  | Oral/Practical |

|  |                                |   |         |
|--|--------------------------------|---|---------|
|  |                                | select the correct word cards/sentence strips to answer the questions and match it with pictures.<br>Recognise some oral vocabulary in the text   |         |
|  | Writing and Language Structure | Use simple language structures<br>Writes learnt words and sentences independently<br>Write three to four sentences, e.g. using pictures/sentence frames<br>Write simple lists with headings | Written |

### Grade 5 – Assessment Activities

| Task | Term 1                         |  |                |
|------|--------------------------------|--|----------------|
| 1    | Listening and Speaking         | Demonstrate an understanding of at least 100 words, including the thematic words and high frequency words.<br>Respond to simple questions such as 'When ...?' 'Why ...?' 'How ...?'<br>Participate in discussions  | Oral/Practical |
|      | Phonemic awareness/ Phonics    | Recognise words ending on –'es' and 's'<br>Recognise consonant digraph ( 'th') at the beginning of a word<br>Recognise long vowel digraphs (e.g. oo as in boot, ee as in feet)   | Oral/Practical |
|      | Reading                        | Uses decoding skills when reading simple books of three to four sentences per page<br>Answer questions based on the texts read, e.g. Yes/No, True/False, Choose the correct answer.<br>Read with increasing fluency and expression<br>Recognise words in text<br>Recognise capital letters, full stop and question mark in the reading text<br>Identify the sequence of events in simple stories<br>Predict what the story is about from the title | Oral/Practical |
|      | Writing and Language Structure | Write a list<br>Write a simple letter<br>Write a paragraph of four to five sentences using a frame on thematic topic   | Written        |



|             |                             |   |                |
|-------------|-----------------------------|---|----------------|
|             |                             | <p>Write a recount using a frame (e.g. Yesterday I.....<br/>Then I.....)</p> <p>Write a simple invitation</p> <p>Use correct grammar, spelling and punctuation when doing written work</p> <p>Understand and uses language structure in context:<br/>Countable and uncountable nouns (e.g. bottles/water)</p> <p>Use prepositions correctly,</p> <p>Uses the past tense</p> <p>Use the present progressive tense</p> <p>Use connecting words to show cause-and-effect (so that, then, etc.)</p> |                |
| <b>Task</b> | <b>Term 2</b>               |   |                |
| 1           | Listening and Speaking      | <p>Demonstrate an understanding of at least 120 words, including the thematic words and high frequency words.</p> <p>Give a simple oral recount</p> <p>Participate in discussions</p>   | Oral/Practical |
|             | Phonemic awareness/ Phonics | <p>Recognise and understand the use of plurals in words</p> <p>Recognise suffixes at the end of a word, e.g. -ly</p> <p>Recognise the different vowel sounds aurally</p> <p>Recognise some differences between sound/spelling relationships in home and additional language</p> <p>Recognise consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff')</p>   | Oral/Practical |
|             | Reading                     | <p>Read high-frequency words and common sight words</p> <p>Read texts with four to five sentences per page</p> <p>Read with increasing fluency, expression and correct pronunciation</p> <p>Identify the main characters</p> <p>Retell the story in two to three sentences</p>  | Oral/Practical |
|             | Writing and                 | Write a short paragraph of five to six sentences  | Written        |

|             |                                |   |                |
|-------------|--------------------------------|---|----------------|
|             | Language Structure             | Understand and use simple language structures<br>Understand and use verbs to describe actions<br>Respond to requests involving prepositions   |                |
| <b>Task</b> | <b>Term 3</b>                  |   |                |
| 1           | Listening and Speaking         | Participate in discussions<br>Listen to stories, information, discussions and respond appropriately   | Oral/Practical |
|             | Phonemic awareness/ Phonics    | Identify the words with the silent 'e'<br>Identify the first sound (onset) and the last syllable (rime) in more complex patterns<br>Recognise more complex word families<br>Recognise vowel digraphs ( e.g. 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round) | Oral/Practical |
|             | Reading                        | Read texts, e.g. invitations, greeting cards, fiction and nonfiction<br>Identify sequence of events in the story<br>Identify the characters in the story<br>Recognise and read new words in the personal dictionary<br>Read aloud with appropriate pronunciation, fluency and expression        | Oral/Practical |
|             | Writing and Language Structure | Write a letter/invitation/card/diary entry<br>Writes a short story of six to seven sentences<br>Complete a form<br>Understand and use simple language structures<br>Use past and present tense<br>Use verbs correctly<br>Use simple phrases correctly   | Written        |
| <b>Task</b> | <b>Term 4</b>                  |   |                |
| 1           | Listening and Speaking         | Understand and use personal pronouns e.g. I, you, he, she, it, they; me, you, him, her, it, us, them<br>Gives a factual recount<br>Use connecting words, e.g. first, next, finally, etc.<br>Talks about a familiar topic  | Oral/Practical |
|             | Phonemic awareness/            | Recognise synonyms<br>Match words with sounds with silent b   | Oral/Practical |

|  |                                |   |                |
|--|--------------------------------|---|----------------|
|  | Phonics                        | Differentiate between long and short vowels, e.g.<br>mat – mate; tub – tube; hen –heel; etc.<br>Break multisyllabic words into separate syllables<br>Recognise antonyms<br>Use word cards to match homophones<br>Understand the use of prefixes<br>Understand the use of suffixes |                |
|  | Reading                        | Identify sequence of events,<br>Identify the characters of the story<br>Read for information from visual text<br>Read for comprehension and understanding cause and effect  | Oral/Practical |
|  | Writing and Language Structure | Write two paragraphs of seven to eight stories<br>Begin to use the writing process : (planning, first, write, edit, write, publish)<br>Understand and use synonyms and antonyms<br>Understand and use tenses (present, past and future tense)                                     | Written        |

#### 4.6 Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;

- the results of assessment activities, according to Subject;
- comments for support purposes.

Teachers in all grades issue formal report cards quarterly indicating the competence level of the learner and as stated above also provide explanatory notes on what the learner has achieved per subject and what could be done by the parents at home to provide further stimulation.

The report cards may either be in narrative form that states the theory embedded in the skills and skill performed, or in a rating code as follows:

| Rating code | Description of competence |
|-------------|---------------------------|
| 7           | Outstanding achievement   |
| 6           | Meritorious achievement   |
| 5           | Substantial achievement   |
| 4           | Adequate achievement      |
| 3           | Moderate achievement      |
| 2           | Elementary achievement    |
| 1           | Not achieved              |

The reports should always be a combination of both the narrative form and rating codes. All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

#### **NOTE:**

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical descriptive rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

### **4.7 Moderation of Assessment**

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The formal School-Based Assessment and the practical assessment tasks

should be moderated internally and if necessary by the relevant subject specialists at the district.

#### **4.7.1 Moderation serves five purposes:**

- It must ascertain whether subject content and skills have been sufficiently covered.
- The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
- The assessments and marking are of an acceptable standard and consistency.
- The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
- The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

#### **4.7.2 Internal moderation**

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessor. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

Moderation is therefore an on-going process and not a once-off end-of-year event.

#### **4.8 General**

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and (NPPPPR) (2011);*
- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- *Policy on Screening, Identification, Assessment and Support (2014);*
- *Guidelines for Full-service/Inclusive Schools (2010);*

- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment* (2016).

## 5 ADDENDUM 1: ENGLISH FIRST ADDITIONAL LANGUAGE WORD LIST

### 100 most frequently used words

|          |           |            |              |            |
|----------|-----------|------------|--------------|------------|
| 1. the   | 21. that  | 41. not    | 61. look     | 81. put    |
| 2. and   | 22. with  | 42. then   | 62. don't    | 82. house  |
| 3. a     | 23. all   | 43. were   | 63. come     | 83. called |
| 4. to    | 24. we    | 44. go     | 64. will     | 84. old    |
| 5. said  | 25. can   | 45. little | 65. into     | 85. too    |
| 6. in    | 26. are   | 46. as     | 66. back     | 86. by     |
| 7. he    | 27. up    | 47. mum    | 67. from     | 87. day    |
| 8. I     | 28. had   | 48. one    | 68. children | 88. made   |
| 9. of    | 29. my    | 49. them   | 69. him      | 89. time   |
| 10. it   | 30. her   | 50. do     | 70. Mr.      | 90. I'm    |
| 11. was  | 31. what  | 51. me     | 71. get      | 91. if     |
| 12. you  | 32. there | 52. down   | 72. just     | 92. help   |
| 13. they | 33. out   | 53. dad    | 73. now      | 93. Mrs.   |
| 14. on   | 34. this  | 54. big    | 74. came     | 94. here   |
| 15. she  | 35. have  | 55. when   | 75. oh       | 95. off    |
| 16. is   | 36. went  | 56. it's   | 76. about    | 96. asks   |
| 17. for  | 37. be    | 57. see    | 77. got      | 97. saw    |
| 18. at   | 38. like  | 58. looked | 78. their    | 98. make   |
| 19. his  | 39. some  | 59. very   | 79. people   | 99. and    |
| 20. but  | 40. so    | 60. could  | 80. your     | 100. each  |

### Next 100 most frequently used words

|           |            |             |             |              |
|-----------|------------|-------------|-------------|--------------|
| 1. water  | 21. bear   | 41. find    | 61. these   | 81. live     |
| 2. away   | 22. can't  | 42. more    | 62. began   | 82. say      |
| 3. good   | 23. again  | 43. I'll    | 63. boy     | 83. soon     |
| 4. want   | 24. cat    | 44. round   | 64. animals | 84. night    |
| 5. over   | 25. long   | 45. tree    | 65. never   | 85. narrator |
| 6. how    | 26. things | 46. magic   | 66. next    | 86. small    |
| 7. did    | 27. new    | 47. shouted | 67. first   | 87. car      |
| 8. man    | 28. after  | 48. us      | 68. work    | 88. couldn't |
| 9. going  | 29. wanted | 49. other   | 69. lots    | 89. three    |
| 10. where | 30. eat    | 50. food    | 70. need    | 90. head     |

|            |              |             |               |              |
|------------|--------------|-------------|---------------|--------------|
| 11. would  | 31. everyone | 51. through | 71. that's    | 91. king     |
| 12. or     | 32. our      | 52. way     | 72. baby      | 92. town     |
| 13. took   | 33. two      | 53. been    | 73. fish      | 93. I've     |
| 14. school | 34. has      | 54. stop    | 74. gave      | 94. around   |
| 15. think  | 35. yes      | 55. must    | 75. mouse     | 95. every    |
| 16. home   | 36. play     | 56. red     | 76. something | 96. garden   |
| 17. who    | 37. take     | 57. door    | 77. bed       | 97. fast     |
| 18. didn't | 38. thought  | 58. right   | 78. may       | 98. only     |
| 19. ran    | 39. dog      | 59. sea     | 79. still     | 99. many     |
| 20. know   | 40. well     | 60. fox     | 80. found     | 100. laughed |



## 6 ADDENDUM 2: Last 100 most frequently used words

|             |               |              |             |            |
|-------------|---------------|--------------|-------------|------------|
| 1. let's    | 21. fun       | 41. any      | 61. beter   | 81. lived  |
| 2. much     | 22. place     | 42. under    | 62. hot     | 82. birds  |
| 3. suddenly | 23. mother    | 43. hat      | 63. sun     | 83. duck   |
| 4. told     | 24. sat       | 44. snow     | 64. across  | 84. horse  |
| 5. another  | 25. boat      | 45. air      | 65. gone    | 85. rabbit |
| 6. great    | 26. window    | 46. trees    | 66. hard    | 86. white  |
| 7. why      | 27. sleep     | 47. bad      | 67. floppy  | 87. coming |
| 8. cried    | 28. feet      | 48. tea      | 68. really  | 88. he's   |
| 9. keep     | 29. morning   | 49. top      | 69. wind    | 89. river  |
| 10. room    | 30. queen     | 50. eyes     | 70. wish    | 90. liked  |
| 11. last    | 31. each      | 51. fell     | 71. eggs    | 91. giant  |
| 12. jumped  | 32. book      | 52. friends  | 72. once    | 92. looks  |
| 13. because | 33. its       | 53. box      | 73. please  | 93. use    |
| 14. even    | 34. green     | 54. dark     | 74. thing   | 94. along  |
| 15. am      | 35. different | 55. granddad | 75. stopped | 95. plants |
| 16. before  | 36. let       | 56. there's  | 76. ever    | 96. dragon |
| 17. gran    | 37. girl      | 57. looking  | 77. miss    | 97. pulled |
| 18. clothes | 38. which     | 58. end      | 78. most    | 98. we're  |
| 19. tell    | 39. inside    | 59. than     | 79. cold    | 99. fly    |
| 20. key     | 40. run       | 60. best     | 80. park    | 100. grow  |

### Source of data

Masterson, J., Stuart, K., Dixon, M. & Lovejoy, S. (2003). Children's printed word database:

Economic and Social Research Council (UK) funded project.