

## FIRST ADDITIONAL LANGUAGE GRADE 3

### Revised National Teaching Plan

#### GUIDELINES ON HOW TO USE THE ADJUSTED CURRICULUM FOR LANGUAGES IN FOUNDATION PHASE:

Please note the following:

1. The CAPS document for terms 1-4 (2020) has been combined into one document.
2. The curriculum was adjusted to address the core concepts and skills.
3. The first few weeks must be used to teach sounds / concepts that were not addressed in the previous year. This may be applicable for term 4 sounds that were not taught like fl-, sl-; cl-; pl- ;br-; dr-; gr-; tr; oo; ee
6. Learners will be at different levels. All schools will not be the same. If a school does not find this necessary, they should follow CAPS as from term 1 content.
7. The topics/themes and vocabulary for FAL are only suggestions and not compulsory. Teachers should use themes, applicable to the school context. Choose your vocabulary according to your theme.
9. Whenever group work is done, social distancing is to be adhered to.

#### Guidelines for assessment: Baseline assessment:

- Should be done during the first 10 days of returning to school.
- Baseline activities should not be a stand-alone but be integrating with the teaching and learning process.
- Should be done informally and mostly through observation.
- The assessment activities will focus on previous grade content.
- The aim of the activities will be to determine the level of the learners to guide the teaching and learning process for the way forward.

#### School Based Assessment:

- Assessment takes place on a continuous basis in the Foundation Phase.
- A bigger focus should be on formative assessment.
- Be guided by the SBA guidelines. (Rubrics and checklists are found in this guide.)  
Rubrics are only suggestions.
- Assessment can only take place on content taught. Assessment items to be adjusted accordingly.

## 2021 Annual Teaching Plan – Term 1: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 3

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Theme	Consolidation programme and baseline assessment						What is friendship DBE workbook page 38 ( Suggested)		Determination ( Suggested)	Determination ( Suggested)	
CAPS Topic	<p style="text-align: center;"><b>LISTENING AND SPEAKING</b> Done on Mondays Wednesdays and Fridays</p> <ul style="list-style-type: none"> <li>• Start with a greeting</li> <li>• Song</li> <li>• Open-ended question (Question with no wrong answer)</li> <li>• Vocabulary for the day, and the sight words</li> </ul>										
Core Concepts, Skills and Values:	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Good Morning! How are you? b. Learner: I am fine thanks, how are you?	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Good morning, how do you feel today? b. Learner: Good morning, I feel happy / I feel sad.	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Hi, where do you live? b. Learner: Hi, I live in ___.	Greeting Teacher asks 3 – 4 learners individually. a. Teacher: Hello, what is your name? b. Learner: Hello, my name is ___. c. Teacher: Nice to meet you! d. Learner: Nice to meet you, too!	Greeting Let two children greet one another.	Greeting 1. Ask 3 – 4 learners individually. a. Teacher: Good day, what is the weather like today? b. Learner: Good day, the weather today is___. 2. Instruct learners to TURN AND TALK and practise their Greetings.	Greeting	Greeting	Greeting Ask different learners: “How old are you?” Let the learner respond: “I am .... years old.”.	Greeting	

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Song/ Rhyme	Names, names are not the same Clap your hands and say your name! (learners clap the SYLLABLES in their names, like: Si-phi-we)		Teach an ATTENTION GETTER, e.g.: 1-2-3 EYES ON ME. 1-2 EYES ON YOU! 2. Instruct learners to talk to their neighbours. 3. When they hear "1-2-3 EYES ON ME" they must STOP TALKING. 4. They must say "1-2 EYES ON YOU." 5. They must sit quietly in their seat with their eyes on the teacher.		Teach a NEW ATTENTION GETTER, e.g.: If you can hear me clap once. (clap) 2. Instruct learners to talk to their neighbours. 3. When they hear "IF YOU CAN HEAR ME CLAP ONCE" they must stop talking. 4. They must clap once. 5. Do this with different numbers until you have the attention of all the learners. 6. They must sit quietly in their seat with their eyes on the teacher.		<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Five good friends went out to play,</td> <td>Hold up <b>five</b> fingers</td> </tr> <tr> <td>On a bright and sunny day,</td> <td>Hold your hands up like a sunshine</td> </tr> <tr> <td>One good friend said, 'I can't stay!'</td> <td>Wave goodbye</td> </tr> <tr> <td>So there were four friends left to play.</td> <td>Put one finger down, wiggle the four remaining fingers</td> </tr> </tbody> </table> <p><b>Repeat with four, three, two</b></p> <table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>One lonely friend went out to play,</td> <td>Hold up <b>one</b> finger</td> </tr> <tr> <td>On a bright and sunny day,</td> <td>Hold your hands up like a sunshine</td> </tr> <tr> <td>One lonely friend said, 'I can't stay!'</td> <td>Wave good-bye</td> </tr> <tr> <td>Then there were no friends left to play.</td> <td>Put one finger down</td> </tr> </tbody> </table>	Lyrics	Actions	Five good friends went out to play,	Hold up <b>five</b> fingers	On a bright and sunny day,	Hold your hands up like a sunshine	One good friend said, 'I can't stay!'	Wave goodbye	So there were four friends left to play.	Put one finger down, wiggle the four remaining fingers	Lyrics	Actions	One lonely friend went out to play,	Hold up <b>one</b> finger	On a bright and sunny day,	Hold your hands up like a sunshine	One lonely friend said, 'I can't stay!'	Wave good-bye	Then there were no friends left to play.	Put one finger down	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>If you're <b>friendly</b> and you know it clap your hands, (clap twice)</td> <td>Clap your hands twice</td> </tr> <tr> <td>If you're <b>friendly</b> and you know it clap your hands, (clap twice)</td> <td>Clap your hands twice</td> </tr> <tr> <td>If you're <b>friendly</b> and you know it and you really want to show it,</td> <td>Shake hands with a friend</td> </tr> <tr> <td>If you're <b>friendly</b> and you know it clap your hands! (clap twice)</td> <td>Clap your hands twice</td> </tr> </tbody> </table> <p><b>Repeat with outgoing, shy</b></p>	Lyrics	Actions	If you're <b>friendly</b> and you know it clap your hands, (clap twice)	Clap your hands twice	If you're <b>friendly</b> and you know it clap your hands, (clap twice)	Clap your hands twice	If you're <b>friendly</b> and you know it and you really want to show it,	Shake hands with a friend	If you're <b>friendly</b> and you know it clap your hands! (clap twice)	Clap your hands twice	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Zodwan, she didn't play</td> <td>Pretend to run in place</td> </tr> <tr> <td>She practised both night and day</td> <td>Pretend to sleep and then make your arms into a sunshine</td> </tr> <tr> <td>She ran at a lightning pace</td> <td>Run your fingers as fast as you can</td> </tr> <tr> <td>She was determined to win her race!</td> <td>Cheer like you have just won</td> </tr> </tbody> </table>	Lyrics	Actions	Zodwan, she didn't play	Pretend to run in place	She practised both night and day	Pretend to sleep and then make your arms into a sunshine	She ran at a lightning pace	Run your fingers as fast as you can	She was determined to win her race!	Cheer like you have just won	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Determination wins the race,</td> <td>Hold your arms up in victory</td> </tr> <tr> <td>But if I'm last there's no disgrace!</td> <td>shake your hands to indicate 'no'</td> </tr> <tr> <td>'Cause if I'm last then I can say,</td> <td>Hold your hand to your mouth</td> </tr> <tr> <td>'At least I've tried my best today!'</td> <td>Jump up into the air</td> </tr> </tbody> </table>	Lyrics	Actions	Determination wins the race,	Hold your arms up in victory	But if I'm last there's no disgrace!	shake your hands to indicate 'no'	'Cause if I'm last then I can say,	Hold your hand to your mouth	'At least I've tried my best today!'	Jump up into the air
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<p style="text-align: center;"><b>Question of the day</b></p>	<p>Divide your class into 6 groups (mixed ability). They must know in which group they are (e.g. colours, animals, flowers etc.) for the QUESTION OF THE DAY. On Mondays, Wednesdays and Fridays you will write a question (related to your theme) and with no wrong answers on the board. The learners must know in which group they are. Call a group to stand, sit, etc.</p>	<p>Remind learners of their QUESTION of the DAY groups. a. Play a game with the learners by calling different groups to do different tasks, e.g.: • Red group: stand up • Orange group: clap three times. • Green group: spin around.</p>	<p>1. Have the following question and graph drawn on the chalkboard: What is your favourite colour?</p> <table border="1" data-bbox="795 457 1035 514"> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>orange</td> <td>red</td> <td>purple</td> </tr> </table> <p>2. Use MODELLING to show learners how to answer the question. Adhere to social distancing, if necessary, and ask a group to stand and learners answer from their desk. Should social distancing no longer be required, the learners can be called to the board. The aim is for learners to talk. After a learner answered for example “My favourite colour is green” ask the class: “What is her/his favourite colour?”</p>				orange	red	purple	<p>1. Have the following question and graph drawn on the chalkboard: What is your favourite fruit?</p> <table border="1" data-bbox="1053 457 1294 514"> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>apple</td> <td>orange</td> <td>peach</td> </tr> </table> <p>2. Use MODELLING to show learners how to answer the question. Adhere to social distancing, if necessary, and ask a group to stand and learners answer from their desk. Should social distancing no longer be required, the learners can be called to the board. The aim is for learners to talk. After a learner answered for example “My favourite fruit is apples” ask the class: “What is her/his favourite fruit?”</p>				apple	orange	peach	<p>1. Have the following question and graph drawn on the chalkboard: What is your favourite animal?</p> <table border="1" data-bbox="1311 489 1537 556"> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>cat</td> <td>dog</td> <td>bird</td> </tr> </table> <p>1. Use MODELLING to show learners how to answer the question. Adhere to social distancing, if necessary, and ask a group to stand and learners answer from their desk. Should social distancing no longer be required, the learners can be called to the board. The aim is for learners to talk. After a learner answered for example “My favourite animal is a dog” ask the class: “What is her/his favourite animal?”</p>				cat	dog	bird	<p>Practice the question of the day by having a question like “What do you like most, Meat, vegetables or fruit?”</p>	<p>Put a question on the board related to your theme with no wrong answer. The aim is for learners to speak the language. Ask them the question, they respond and thereafter you ask the class to repeat</p>	<p>Put a question on the board related to your theme with no wrong answer. The aim is for learners to speak the language.</p>	<p>Put a question on the board related to the theme and let a group answer. There are no wrong or right answers. For example, what do you like most to eat on your birthday; cake or ice-cream.</p>	<p>Put a question on the board related to the theme and let a group answer. There are no wrong or right answers.</p>
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<p><b>Suggested Vocabulary</b> The vocabulary will depend on the chosen theme. (Teach 4 words a day from week 3 onwards)</p>		<p>Teach learners the word: <b>same</b>. a. Hand out learner books. b. Draw a SIMPLE shape on the board. c. Explain that learners must draw the SAME thing in their own book. d. Repeat 4-5 times</p>	<p>Teach learners the word: <b>different</b>. a. Hold up 1-5 fingers. b. Explain that learners must hold up a DIFFERENT number of fingers. c. Repeat 4-5 times</p>	<p><b>Same or different.</b> a. Collect some objects, like: 2 DBE workbooks, a pencil, 2 pieces of chalk, an eraser. b. Show learners any two of the objects. c. Explain that if the objects are the SAME, learners should give THUMBS UP. d. If the objects are not the same, they should give THUMBS DOWN</p>	<p>Teach learners the word: <b>more</b>. a. Draw a line down the middle of the chalkboard. b. Draw FOUR CIRCLES on one side. c. Draw TWO CIRCLE on the other side. d. Ask learners which side has MORE. e. REPEAT with different numbers of circles.</p>	<p>Teach learners the word: <b>fewer</b>. a. Instruct THREE learners to come stand on one side of you. b. Instruct ONE learner to come stand on the other side of you. c. Ask learners: Which group of learners has FEWER learners in it? d. REPEAT with different numbers of learners.</p>	<p>friendship, trustworthy, honest, kind, best friend, secret, promise, whisper, tease, defend, unkind, threaten</p>	<p>friendly, shy, outgoing, meet, thoughtful, generous, patient, trait, positive, negative, forgive, adventurous</p>	<p>determination, determined, important, talent, prize, race, ribbon, trophy, barrier, free, owner, bare</p>	<p>ahead, behind, thankful, donate, attitude, decision, decide, goal, ignore, complain, fix, energy</p>
<p><b>Sight words</b></p>							<p>let's, went, whale, what, bully</p>	<p>every, made, from, then, night</p>	<p>happy, will, small, because, going</p>	<p>children, look, who, lots, came</p>
<p><b>Curriculum Coverage Tracking</b></p>	<ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows and gives instructions.</li> <li>Understands and responds to simple questions.</li> <li>Participates in a short conversation on a familiar topic.</li> <li>Memorises and performs simple poems, action rhymes and songs.</li> <li>Plays language games.</li> </ul>									
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Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – GROUP GUIDED READING</b> <b>Mondays, Tuesdays, Wednesdays, Thursdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Baseline assessment:</b></p> <ul style="list-style-type: none"> <li>• Oral reading fluency to determine reading groups.</li> <li>• Read the story in the baseline assessment and answer the questions.</li> </ul>	<p>Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready (One average, one easier, one more difficult. – DBE workbooks can be used or the EGRA tool).</p> <p><b>Group 1:</b> This learner knows no or very few words. The learner does not seem to recognise letter-sound relationships</p> <p><b>Group 2:</b> This learner knows just a few common words. He/she does not seem to recognise letter-sound relationships. This learner need a lot of help to read previously unseen words.</p> <p><b>Group 3:</b> This learner knows some common words. This learner needs help to decode previously unseen words.</p> <p><b>Group 4:</b> This learner knows many common words and can decode most words. This learner occasionally <b>needs help to decode words.</b></p> <p><b>Group 5:</b> This learner knows many common words and can decode previously unseen words. He/she reads with fluency and expression. This is one of the best readers in the class.</p>	<ol style="list-style-type: none"> <li>1. Teach routines for Group Guided Reading.                             <ol style="list-style-type: none"> <li>a. Appoint monitors to keep learners quiet.</li> <li>b. Appoint reading book monitors.</li> <li>c. Explain the toilet pass.</li> </ol> </li> <li>2. Teach learners how to use worksheets when you are busy with a group of learners/learner.</li> </ol>	<p>Listen to one group on a day while the rest of the class can do other activities like worksheets or work in the DBE workbook.</p> <p>Select text appropriate for the group.</p> <p>First revise the sight words of the week.</p> <p>Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you. Only let them read sitting in a small group if no social distancing is required anymore.</p>						
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.</li> <li>• Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</li> <li>• Reads with increasing fluency and expression.</li> <li>• Shows an understanding of punctuation when reading aloud.</li> <li>• Continues to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>									
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<b>CAPS Topic</b>	<b>READING – SHARED READING</b> <b>Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Baseline assessment: Answer simple questions about the story.</b></p> <p><b>Comprehension activities</b></p>						<p><b>Tuesday 1</b> Pre Read</p> <p><b>Thursday –</b> First Read</p>	<p><b>Tuesday –</b> Second Read</p> <p><b>Thursday- Post</b> Read</p>	<p><b>Tuesday:</b> Pre Read</p> <p><b>Thursday:</b> First Read</p>	<p><b>Tuesday –</b> Second Read</p> <p><b>Thursday- Post</b> Read</p>

<p><b>Curriculum Coverage Tracking</b></p>	<ul style="list-style-type: none"> <li>Listens to short stories, personal recounts, non-fiction texts told or read from a Big Book or illustrated poster for enjoyment.</li> <li>Answers literal comprehension questions.</li> <li>Predicts what will happen next in a story or personal recount.</li> <li>Expresses feelings about the story. Describes how the story made him/her feel.</li> <li>Retells the story.</li> <li>Reads own and other's writing.</li> <li>Reads familiar poems and rhymes.</li> </ul>											
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<p><b>CAPS Topic</b></p>	<p><b>PHONICS</b> Mondays, Wednesdays , Fridays</p>											
<p><b>Core Concepts, Skills and Values</b></p>	<p><b>Baseline Assessment done on phonics done in Grade 2: vowel digraphs; consonant blends; short vowels. Identify letter-sound relationships of all single sounds.</b></p>	<p>Revision: <b>Vowel digraphs: oo/ee</b>  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p>Revision: Consonant digraphs br/dr  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraph: fl / sl</b>  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraphs: cl/pl</b>  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraph: gr/tr</b>  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraphs at the end of words: sh</b>  <b>Monday:</b> Introduce the sound and words <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraphs at the end of words: ch</b>  <b>Monday:</b> Introduce the sound <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraphs at the end of words: th</b>  <b>Monday:</b> Introduce the sound <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>	<p><b>Consonant digraphs: wh</b>  <b>Monday:</b> Introduce the sound <b>Wednesday:</b> Segmenting and blending <b>Friday:</b> Word building</p>		
<p><b>Curriculum Coverage Tracking</b></p>	<ul style="list-style-type: none"> <li>Identifies letter-sound relationships of all single letters.</li> <li>Builds and sounds out short (3-4-letter) words using sounds learnt.</li> <li>Recognises vowel digraphs.</li> <li>Recognises consonant digraphs and blends.</li> </ul>											
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<p><b>CAPS Topic</b></p>	<p><b>WRITING</b> Tuesdays and Thursdays</p>											
<p><b>Core Concepts, Skills and Values</b></p>	<p><b>Baseline assessment:</b></p> <ul style="list-style-type: none"> <li>Language structures informally taught:</li> <li><b>Creative Writing:</b> <ul style="list-style-type: none"> <li>Puts jumbled sentences into the correct order.</li> <li>Writes a paragraph of at least</li> </ul> </li> </ul>	<p>1. Explain that learners will draw <b>themselves</b> and write two sentences about themselves.</p>	<p>1. Explain that learners will draw <b>their feelings on the first day of school.</b> 2. Learners will</p>	<p>1. Explain that learners will draw their <b>favourite animal.</b> 2. Then, learners will write two</p>	<p>1. Explain that learners will draw their home. 2. Then, learners will write two sentences about their <b>home.</b></p>	<p><b>Topic:</b> Write a paragraph about <b>being a good friend</b>  <b>Tuesday</b> Being a good friend means...</p>	<p><b>Tuesday:</b> Learners edit their paragraph of the previous week. Write a checklist on the board, e.g.:</p>	<p><b>TUESDAY:</b> Write a list about what you are determined to do. Things I am determined to do: 1. I am determined to...</p>	<p><b>Topic:</b> Write a paragraph about a goal you feel determined to achieve.</p> <table border="1" data-bbox="2594 1583 2822 1625"> <tr> <td><b>Tues</b></td> <td><b>Thurs</b></td> </tr> </table>		<b>Tues</b>	<b>Thurs</b>
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	<p><b>3 sentences.</b></p> <ul style="list-style-type: none"> <li>Organises information in a simple graphic form.</li> <li>Uses some nouns and pronouns when writing.</li> <li>Uses simple present, present progressive and past tenses when writing.</li> <li>Punctuation.</li> </ul>	<p>2. Use MODELLING to draw yourself on the chalkboard.</p>	<p>write two sentences about their feelings on the first day of school.</p> <p>3. Use MODELLING to draw yourself on the chalkboard.</p> <p>4. Use MODELLING to add two sentences to your drawing.</p>	<p>sentences about their favourite animal.</p> <p>3. Use MODELLING to draw your favourite animal on the chalkboard.</p> <p>4. Use MODELLING to add two sentences to your drawing.</p>	<p>3. Use MODELLING to draw your home on the chalkboard.</p> <p>4. Use MODELLING to add two sentences to your drawing.</p>	<p>I am a good friend because... I am also a good friend because...</p> <p><b>Thursday</b> I like when my friends... I also like when my friends... Being a good friend is important because...</p>	<table border="1"> <tr> <td>I used capital letters.</td> <td></td> </tr> <tr> <td>I used punctuation (!?)</td> <td></td> </tr> <tr> <td>I read my sentences out loud.</td> <td></td> </tr> <tr> <td>I checked my possessive nouns</td> <td></td> </tr> </table> <p><b>Thursday</b> Learners rewrite their paragraph, add pictures and get it ready to be "published"</p>	I used capital letters.		I used punctuation (!?)		I read my sentences out loud.		I checked my possessive nouns		<p>2. I am determined to... 3. I am determined to...</p> <p><b>Thursday:</b> Write a short paragraph about one of the things on your list of Tuesday</p>	<p>My goal is to... I will... I will also...</p>	<p>I feel determined to achieve this goal because... ... It is important to me because... ... I think I will feel... when my goal is achieved.</p>
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I read my sentences out loud.																		
I checked my possessive nouns																		
<p><b>Curriculum Coverage Tracking</b></p>	<ul style="list-style-type: none"> <li>Uses handwriting skills taught in Home Language.</li> <li>Writes increasingly complex lists with headings.</li> <li>Writes a paragraph of 4-6 sentences on a familiar topic.</li> <li>Uses the writing process (drafting, writing, editing and publishing).</li> <li>Uses punctuation already taught in Home Language.</li> <li>Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.</li> <li>Builds own word bank and personal dictionary.</li> <li>Uses children's dictionaries.</li> </ul>																	
<p><b>Date completed</b></p>																		
<p><b>CAPS Topic</b></p>	<p><b>LANGUAGE USAGE FRIDAYS</b></p>																	
<p><b>Core Concepts, Skills and Values</b></p>							<p>1. Explain that learners will learn about <b>possessive nouns</b>.</p> <p>2. Explain that we use possessive nouns to show that an item belongs to someone.</p> <p>3. Explain that we</p>	<p>Pronouns</p> <p>Subject-verb agreement</p> <p>I;• you;• he;• she;• we;• they</p> <p>I talk, you talk, he talks, she talks, we talk, they talk</p>	<p><b>Plurals</b> Words by adding –s ( cats, dogs, girls, brothers,</p> <p>Words changing the y into –ies ( cities, puppies, kitties, nappies)</p>	<p><b>Present and Future Tense</b> First explain the verb (action word) Write a few verbs on the board (talk, walk, sing, play, write, jump) Then explain if we put will in front of these words it means something</p>								



								add apostrophe and s to the end of a noun to make a possessive noun.	Do the same with more verbs		that still need to take place (will talk, will walk, will sing, will play, will write, will jump) etc.	
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Understands and uses the simple present tense.</li> <li>Understands and uses the future tense.</li> <li>Understands and uses 'There is/are' (Subject-verb agreement).</li> <li>Understands and uses the possessive form of nouns.</li> <li>Revises some of the grammar covered informally in Grades R to 2: plurals</li> </ul>											
<b>Date completed</b>												
<b>Extension activities</b>								DBE workbook pages 2.3.4 Draw and write about you and your friends	DBE workbook pages 6,7,8 Draw and write about the gift you give to your friend on his/her birthday.	DBE workbook pages 10,11 and 12 Draw something you really want to win	DBE workbook page 16 and 17 Draw and write about a time you won something	
<b>Requisite Pre-Knowledge</b>								Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.				
<b>Resources (other than textbook) to enhance learning</b>	<b>Baseline assessment activities</b>	Consolidation activities					Big books, Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia					
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and on going</li> </ul>											
<b>Assessment of learning SBA (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>Rubrics, checklists and writing activities can be used.</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul>											

**ASSESSMENT**

**BASELINE ASSESSMENT 2021**

**Baseline is meant for you to see where your learners are and what you have to concentrate on in the rest of the term**

**FIRST ADDITIONAL LANGUAGE GRADE 3 TERM 1**

SKILL	LISTENING & SPEAKING			PHONICS			READING				WRITING					COMMENTS (When and where appropriate)
	1-3 Act 1.1	1-3 Act 1.1	1-3 Act 1.2	1-3 Act 2.1	1-4 Act 2.2	1-4 Act 2.3	1-6 Act 3.1	1-6 Act 3.1	1-6 Act 3.1	1-6 Act 3.2	1-6 Act 4.1	1-6 Act 4.2	1-6 Act 4.3	1-6 Act 4.4	1-6 Act 4.5	
<p><b>IMPLEMENT IN WEEKS:</b></p>																
<p><b>KEY: FROM OBSERVATIONS</b>  <b>Learner performance</b>                      ✓ <i>exceed</i>                      ▲ <i>satisfied</i>                      ● <i>partially satisfied</i>                      X <i>has not satisfied</i></p>	Continues to develop an oral (listening and speaking) vocabulary using themes selected.	Listens to and gives a simple recount.	Identifies and object from a simple oral description. Learners must match the description with the correct picture.	Recognises vowel digraphs.	Builds up and breaks down words beginning with common consonant blends.	Distinguishes between long and short vowel sounds.	Uses the reading strategies taught in Home Language to make sense and monitor self when reading. Continues to build a sight vocabulary.	Reads with increasing fluency and expression.	Shows understanding of punctuation when reading aloud.	Answers questions about the story	Puts jumbled sentences in the right order and copies it.	Writes a paragraph of at least 3 sentences and copies it.	Organises information in a simple graphic form.	Uses punctuation already taught in Home Language.	Uses some nouns and pronouns when writing.	Uses simple present, present progressive and past tenses when writing.
Learners Names																

**PROGRAMME OF ASSESSMENT**

Component	What skills will be assessed	Form of assessment	Assessment tool	Score (Suggestion)	Date to be completed	Date completed
Listening and Speaking	<ul style="list-style-type: none"> <li>Demonstrates understanding of vocabulary by pointing to objects in the classroom or in a picture in response to questions from the teacher.</li> <li>Responds to simple questions after listening to a nonfiction text.</li> </ul>	Observation/ practical and Oral	Rubric	7	By week 9	
	Baseline assessment		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. By week 9 you should be able to complete the checklist and score each learner on 2 skills according to the rubric. On SASAMS we enter 1 score for listening and speaking						
Phonics	Consonant digraphs	Observation/ practical & Oral	Rubric	8	By week 9	
Oral	Baseline Assessment		Checklist	n/a		
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Oral Phonic skills will be observed and assessed during daily lessons activities. By week 9 you should be able to score each learner accordingly using the attached checklist and rubric. On SASAMS we enter 1 score for Phonics						
Reading Oral	<ul style="list-style-type: none"> <li>Answers simple oral questions about a story</li> <li>Baseline assessment</li> </ul>	Observation & Oral	Rubric / Checklist	5	By week 9	
Teacher notes: Each skill is not meant to be an assessment activity, rather ensure your learners are afforded opportunities to demonstrate these skills orally in daily lessons. Learners will be observed and assessed on these reading skills during your daily class activities and by week 9 you should be able to score each child according the rubric. On SASAMS we enter 1 score for listening and speaking						
Writing	<ul style="list-style-type: none"> <li>Writes a paragraph of 4-6 sentences.</li> <li>Baseline Assessment</li> </ul>	Written	Classwork book	12 (depending on rubric used)	By week 9	
Teacher notes: Writing skills should be observed during shared reading lessons and by Week 9 you should be able to complete the checklist based on your observations. There is no formal writing activity and n recording on SASAMS.						
<b>TOTAL SCORE: Scores will be captured on SASAMS. The score will be converted to indicate level 1-7</b>						

ASSESSMENT OF LEARNING: SBA ASSESSMENT							
FIRST ADDITIONAL LANGUAGE GRADE 3 TERM 1							
SKILL	LISTENING & SPEAKING			PHONICS	READING	WRITING	COMMENTS (When and where appropriate)
WEEK	7-8			7-8	7-8	7-8	
RATING / USE RUBRICS THAT FOLLOW	Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher.	Responds to simple questions after listening to a nonfiction text.	TOTAL	Consonant digraphs	Answers simple oral questions about a story	Writes a paragraph of 4-6 sentences.	
DATE							
SCORE	7	7	14	8	5	12	

**SOME EXAMPLES OF RUBRICS TO USE:**

<b>LISTENING &amp; SPEAKING RUBRIC</b>				
<b>OBJECTIVE</b>	1. Demonstrates understanding of vocabulary by pointing to objects in the classroom or picture in response to questions from the teacher 2. Learners respond to a simple question after listening to a non-fiction text			
<b>IMPLEMENTATION</b>	1. Week 7 or 8 when the learners are settled and writing 2. Week 7 or 8 Oral: Daily question			
<b>ACTIVITY 1 MARKS</b>	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
Settle the class to complete a written activity. Then, call individual learners to your desk. Use a picture from the big book story for the week, or from the DBE Workbook. First, ask the learner to point to 2 items that you name. Next, ask the learner to name 2 items that you point to.	The learner can correctly point to one of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner cannot name either of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names one of the items that the teacher points to.	The learner can correctly point to both of the items named by the teacher. The learner correctly names both of the items that the teacher points to.
<b>ACTIVITY 2 MARKS</b>	<b>Level 1 1-2</b>	<b>Level 2 3-4</b>	<b>Level 3 5-6</b>	<b>Level 4 7</b>
Read a nonfiction text and ask learners questions about it. Life Skills topics will assist .	The learner cannot answer the question without total support from the teacher.	The learner answers the question with some support from the teacher.	The learner answers the question independently, but is hesitant or very quiet.	The learner answers the question independently, clearly and confidently.
<b>CALCULATION</b>				
<ul style="list-style-type: none"> <li>• Add each learner's totals out of 7 for the two activities, to get a total out of 14.</li> <li>• Divide by 2 to get a rating from 1-7 to record on the report.</li> </ul>				

<b>PHONICS</b>				
<b>OBJECTIVE</b>	Recognises and makes words with consonant digraphs			
<b>IMPLEMENTATION</b>	Complete this task in week 8-9 Do this during a phonics lesson			
<b>ACTIVITY</b>	<ul style="list-style-type: none"> <li>• The learners do this in their exercise books</li> <li>• Let them number from 1-10</li> <li>• They must listen carefully and write each answer next to the correct number.</li> </ul> <ol style="list-style-type: none"> <li>1. Write the first sound in shirt</li> <li>2. Write the first sound in chip</li> <li>3. Write the first sound in when</li> <li>4. Write the last sound in with</li> <li>5. Write the last sound in rich</li> <li>6. Putt the sounds together and write the word sh-o-p</li> <li>7. Put the sounds together and write the word th-i-n</li> <li>8. Put the sounds together and write the word w-a-sh</li> <li>9.. Put the sounds together and write the work ch-o-p</li> <li>10. Put the sounds together and write the word f-i-sh.</li> </ol>			
<b>RUBRIC</b>	<b>1.</b>	<b>2</b>	<b>3</b>	<b>4</b>
Segments words that include consonant digraphs	The learner shows limited understanding of beginning and ending sounds.	The learner shows an understanding of beginning sounds but struggles with the ending sounds	The learner shows some understanding of beginning and ending sounds.	The learner shows good understanding of beginning and ending sounds
Blends words that include consonant digraphs	The learner shows limited understanding of blending consonant digraphs	The learner attempts to blend sounds to make words. Makes some guesses using one or two of the consonant digraphs	The learner shows some understanding of blending sounds including consonant digraphs to make words.	The learner is able to blend sounds including consonant digraphs together to make words.

READING					
<b>OBJECTIVE</b>	Reading text with teacher and engages in a discussion				
<b>IMPLEMENTATION</b>	Do this from week 7 onwards				
<b>ACTIVITY</b>	Do this during GGR, settle the class with a worksheet to do Call a group to the carpet and tell the learners that you are going to talk about a Big Book Story from the previous week. Remind them of the story and show them the pictures once again. Ask questions like: <ol style="list-style-type: none"> <li>1. What is the title of the story?</li> <li>2. Why do you think it has this title? What is it about?</li> <li>3. Who are the characters in the story?</li> <li>4. Which character do you like? Why?</li> <li>5. Which character don't you like? Why?</li> <li>6. What is the problem in the story?</li> <li>7. What did you learn from this story?</li> </ol> As learners answer, listen carefully to them and ensure they all get a chance to answer.				
<b>RUBRIC</b>	<b>1.</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
	The learner does not show understanding of the story. The learner needs support from the teacher to say anything about the story.	The learner attempts to talk about the story. The learner struggles to use relevant vocabulary and sentence structures.	The learner can engage with some of the questions about the story. The learner uses some of the relevant vocabulary and sentence structures.	The learner can engage with most of the questions about the story. The learner uses relevant vocabulary and sentence structures.	The learner can engage with all of the questions about the story. The learner uses relevant vocabulary and sentence structures fluently and confidently.

WRITING RUBRIC				
<b>OBJECTIVE</b>	The learner uses a story frame to complete a paragraph of 4-6 related sentences			
<b>Implementation</b>	This can be done from week 7 -9			
<b>Activity</b>	Conduct the writing lesson as usual Collect the learners books at the end of the week			
<b>RUBRIC</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>CONTENT</b>	The learner's response is totally not relevant to the topic. The learner repeats the same sentence structures over and over	The learner's response is relevant to the topic. The learner includes a few details. The learner mostly uses the same sentence structures	The learner's response is interesting and relevant to the topic. The learner includes some details. The learner uses mostly correct sentence structures.	The learner's response is interesting and exceeds expectations. The learner includes some details. The learners uses correct sentence structures.
<b>ORGANISATION</b>	The paragraph includes some parts of a beginning, middle and end. Many ideas seem to be missing. The ideas are not connected.	The paragraph includes a beginning, middle and end but the ideas are not totally connected.	The paragraph is organised, including a beginning, middle and end. The ideas are connected.	The paragraph is well organised, including a beginning, middle and end. The ideas are well connected. The paragraph flows well.
<b>EDITING AND LANGUAGE</b>	The learner has a basic and limited vocabulary. The learner does not use the new grammar taught. The learner attempts to edits their own work to corrects their grammar, spelling and punctuation but there are many errors remaining	The learner uses a few new vocabulary words and attempts to use the new grammar taught. The learner edits their own work to corrects their grammar, spelling and punctuation but there are still some errors	The learner uses some new vocabulary words and uses the new grammar taught. The learner edits their own work and mostly corrects their grammar, spelling and punctuation	The learner uses a lot of new vocabulary words and correctly uses the new grammar taught. The learner successfully edits their own work to correct grammar, spelling and punctuation

**OVERVIEW OF FOUNDATION PHASE PHONICS**

	GRADE 1		GRADE 2		GRADE 3	
	THEME	PHONICS	THEME	PHONICS	THEME	PHONICS
T1 WK 1	ORIENTATION		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT j,w, r, at words/ an words		CONSOLIDATION PROGRAMME & BASELINE ASSESSMENT Revision of oo oa ee br dr fl sl cl pl gr tr	
T1 WK 2						
T1 WK 3	We go to school	Environmental sounds				
T1 WK 4		Environmental sounds				
T1 WK 5	My family	Environmental sounds				
T1 WK 6		a				
T1 WK 7	We play outside	s	Celebrating birthdays	e	What is friendship?	-sh
T1 WK 8		t		i		-ch
T1 WK 9	We have feelings	p	Getting around	o	Determination	-th
T1 WK 10		revision		u		wh
T2 WK 1	Friends	i	Helping our friends	Revise: e i an	Me and my siblings	u-e
T2 WK 2		n		Revise o/u / at		oo
T2 WK 3	Growing things	m	Setting goals	y	Practice makes perfect!	ea
T2 WK 4		h		s		oa
T2 WK 5	Animals	o	We have feelings!	long /short	Families caring for each other	ng/nk
T2 WK 6		b		long /short		ch/cl
T2 WK 7	Sports and games	c	Making mistakes	ed	Bullying	a-e
T2 WK 8		k		ing		i-e
T2 WK 9	The three little pigs	e	Being safe and responsible	Revision	We are writers	o-e
T2 WK 10		revision		Revision		u-e
T2 WK 11						Revision
T3 WK 1	All around town	ck	Traditions	sp	Compassion	ai
T3 WK 2		g		sh-		ay
T3 WK 3	Working together	d	Community	-sh	Honesty	oi
T3 WK 4		u		th		ou
T3 WK 5	All about clothes	r	Creative thinking	Word families	Solving problems	oy
T3 WK 6		f		ch, ed		str
T3 WK 7	Reading is fun	l	Healthy eating	th	Learning new things	tch
T3 WK 8		plurals s		sl-ing		nch
T3 WK 9	Keeping our bodies healthy and safe	plurals es	Worried and afraid	oo	Identities	ph/ff
T3 WK 10		Revision		ch-ed		ss/ll
T3 WK 11				Revision		
T4 WK 1	Problem solving	j	Solving problems	fl-	The power of education	ar /er
T4 WK 2		v		sl-		ir/or
T4 WK 3	We grow and change	w	Historical figures	cl	Calm and relaxed	ur
T4 WK 4		x		br		spr
T4 WK 5	Our living history	y	Bullying & appearance	oo	Grief	str
T4 WK 6		Revision		ee		dr
T4 WK 7	Science is fun!	Plurals -s and -es	Using technology for good	Revision	History	Revision
T4 WK 8		Plurals -s and -es		Assessment		-tch
T4 WK 9	PREPARATION FOR 2022	Revision		Revision		Suffixes
T4 WK 10		Revision		Revision		Revision



## 2021 Annual Teaching Plan – Term 2: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 3

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																																				
<b>Suggested Theme</b>	Me and my siblings	Me and my siblings	Practice makes perfect	Practice makes perfect	Families caring for each other	Families caring for each other	Bullying	Bullying	We are writers	We are writers																																																																																																																																				
<b>CAPS Topic</b>	<b>LISTENING AND SPEAKING</b> Done on Mondays Wednesdays and Fridays																																																																																																																																													
	<ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/Rhyme (Songs/Rhymes given are only examples – choose a song/rhyme according to the theme you have chosen)</li> <li>Open-ended question (Question with no wrong answer)</li> <li>Vocabulary for the day, and the sight words.</li> </ul>																																																																																																																																													
<b>Core Concepts, Skills and Values</b>	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting																																																																																																																																				
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Wiggle ring finger	And this is the baby, He's growing every day.	Wiggle your small pinkie finger	And who is this one? He's standing all alone!	Wiggle thumb	Our silly brother Jack, Who's always on the phone!	Make a phone with your thumb and small pinkie finger	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Two little brothers</td> <td>Hold up both of your pointer fingers</td> </tr> <tr> <td>Sitting on a wall.</td> <td></td> </tr> <tr> <td>One named Peter,</td> <td>Hold your left pointer finger out in front of you</td> </tr> <tr> <td>One named Paul.</td> <td>Hold your right pointer finger out in front of you</td> </tr> <tr> <td>Run away, Peter</td> <td>Put your left pointer finger behind your back</td> </tr> <tr> <td>Run away Paul!</td> <td>Put your right pointer finger behind your back</td> </tr> <tr> <td>Come back Peter!</td> <td>Bring your left pointer finger back in front of you</td> </tr> <tr> <td>Come back Paul!</td> <td>Bring your right pointer finger back in front of you</td> </tr> </tbody> </table>	Lyrics	Actions	Two little brothers	Hold up both of your pointer fingers	Sitting on a wall.		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Wear your helmet, pedal your feet	Pretend to put a helmet over your head	Watch the trees go past"		<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>tried and tried to whistle but I couldn't make a sound.</td> <td>Pretend to try to whistle</td> </tr> <tr> <td>I blew and blew but nothing! I stomped my foot on the ground.</td> <td>Stomp your foot on the ground</td> </tr> <tr> <td>But I felt so determined, I practised night and day!</td> <td>Raise your fist in the air</td> </tr> <tr> <td>Finally, a sound came out! I laughed and shouted YAY!</td> <td>Shout YAY</td> </tr> </tbody> </table>	Lyrics	Actions	tried and tried to whistle but I couldn't make a sound.	Pretend to try to whistle	I blew and blew but nothing! I stomped my foot on the ground.	Stomp your foot on the ground	But I felt so determined, I practised night and day!	Raise your fist in the air	Finally, a sound came out! I laughed and shouted YAY!	Shout YAY	<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>I am kind to the people I know,</td> <td>Smile at your friend</td> </tr> <tr> <td>I care for others wherever I go!</td> <td>Give your friend a hug</td> </tr> <tr> <td>When I'm caring in little ways,</td> <td>Pinch your two fingers together</td> </tr> <tr> <td>I help make the world a kinder place!</td> <td></td> </tr> </tbody> </table>	Lyrics	Actions	I am kind to the people I know,	Smile at your friend	I care for others wherever I go!	Give your friend a hug	When I'm caring in little ways,	Pinch your two fingers together	I help make the world a kinder place!		<table border="1"> <thead> <tr> <th>Lyrics</th> <th>Actions</th> </tr> </thead> <tbody> <tr> <td>Today I thought of many things</td> <td>Put your finger on your head as if you are thinking</td> </tr> <tr> <td>That I am thankful for.</td> <td>Put your hands together</td> </tr> <tr> <td>I thought of toys and sweets,</td> <td></td> </tr> <tr> <td>But then I thought some more!</td> <td>Put your finger on your head as if you are thinking</td> </tr> <tr> <td>I thought about my family</td> <td></td> </tr> <tr> <td>Who love and care for me.</td> <td>Hug yourself tightly</td> </tr> <tr> <td>Family is better than anything,</td> <td></td> </tr> <tr> <td>It is easy to see!</td> <td>Put your fingers on your eyes</td> </tr> </tbody> </table>	Lyrics	Actions	Today I thought of many things	Put your finger on your head as if you are thinking	That I am thankful for.	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This is my sister She helps and she plays.	Wiggle ring finger																																																																																																																																													
And this is the baby, He's growing every day.	Wiggle your small pinkie finger																																																																																																																																													
And who is this one? He's standing all alone!	Wiggle thumb																																																																																																																																													
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<b>Question of the day</b>	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt the question according to your theme and vocabulary taught.	Adapt your question according to the theme and the vocabulary taught for the week.
<b>Suggested Vocabulary</b> <b>The vocabulary will depend on the chosen theme.</b>  <b>(Teach 4 words a day)</b>	sibling, brother, sister, type, oldest, youngest, younger, older, middle, only, trouble, ruin, annoyed, furious	anger, argue, argument, shout, often, jealous, attention, confused, relationship, alike, different, similar, behave	pedal, balance, determined, give up, practise, confident, succeed, fail, tipped over, embarrassed, wobbled, shook	whistle, shout, stomp, beg, taught, patient, challenging, simple, hooter, sneaked, hold, scream	caring, toast, toaster, turn, offer, supposed to, often, look after, puppet, puppet show, serve, perform	annoyed, distracted, focused, furious, freeze, froze, realise, kitchen, expected, dishes, laundry, helpful	ashamed, pick on, bully, tease, group, single, alone, spend time with, continue, cruel, knock (down), talented	mutter, awful, tear, terrible, watch, spectator, goal, score, tell, protect, trust, crowd	print, cursive, punctuation, sentence, type, message, computer, phone, paragraph, letter, card, complete,	diary, private, topic, clear, examine, clue, detective, suspicious, pencil, pen, marker, crayon
<b>Sight words</b>	house, goes, works, where, two	each, week, nice, sister, home	tried, wanted, felt, asked, please	helped, friend, couldn't, fell, again	sick, mother, made, laugh, better	felt, brother, wants, eat, forgot	idea, soccer, boots, score, goal	why, proud, nasty, upset, move	calm, read, there, dirty, secrets	hair, question, write, hide, who
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows instructions and gives simple instructions.</li> <li>Understands and responds to simple questions such as 'When ...?' 'Why ...?' 'What ...?'</li> <li>Asks for clarification.</li> <li>Responds to and makes requests.</li> <li>Participates in a short conversation on a familiar topic.</li> <li>Identifies an object from a simple oral description.</li> <li>Talks about objects in a picture or photograph in response to teacher's instructions.</li> <li>Listens to and gives a simple oral recount.</li> <li>Understands and uses language structures in context: past tense, prepositions.</li> <li>Memorises and performs simple poems, action rhymes and songs.</li> <li>Plays language games, for example, I spy with my little eye .....</li> </ul>									
<b>Date completed</b>										

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – GROUP GUIDED READING</b> <b>Mondays, Tuesdays, Wednesdays, Thursdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Revise your groups if needed</li> <li>Divide your class into 5 groups</li> <li>Give the rest of the class an activity to do while you are busy with the group for the day (worksheet, DBE workbook etc.)</li> <li>Select text appropriate to the reading ability of the group</li> <li>Revise sight words that will appear in the text</li> <li>Teach learners word attacking skills.</li> </ul>									
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.</li> <li>Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</li> <li>Reads with increasing fluency and expression.</li> <li>Shows an understanding of punctuation when reading aloud.</li> <li>Begins to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>READING – SHARED READING</b> <b>Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	<b>Tuesday 1</b> Pre Read	<b>Tuesday 2-</b> Second read	<b>Tuesday 1</b> Pre Read	<b>Tuesday 2-</b> Second read	<b>Tuesday 1</b> Pre Read	<b>Tuesday 2-</b> Second read	<b>Tuesday 1</b> Pre Read	<b>Tuesday 2-</b> Second read	<b>Tuesday 1</b> Pre Read	<b>Tuesday 2-</b> Second read
	<b>Thursday –</b> First Read	<b>Thursday 2 –</b> Post reading activity	<b>Thursday –</b> First Read	<b>Thursday 2 –</b> Post reading activity	<b>Thursday –</b> First Read	<b>Thursday 2 –</b> Post reading activity	<b>Thursday –</b> First Read	<b>Thursday 2 –</b> Post reading activity	<b>Thursday –</b> First Read	<b>Thursday 2 –</b> Post reading activity
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Listens to short stories, personal recounts or non-fiction texts, for example, factual recounts, instructions, information reports, told or read from a Big Book or illustrated poster for enjoyment.</li> <li>Listens to stories and personal recounts and answers comprehension questions.</li> <li>Predicts what will happen next in a story or personal recount (What do you think will happen next?)</li> <li>Expresses feelings about the story (Did you like the story? Why/Why not?)</li> <li>Retells the story.</li> <li>Listens to a non-fiction text such as a factual recount or information report, for example Growing Plants, and answers comprehension questions, for example, 'What do you need to grow a plant?'</li> <li>With the teacher's help, gives a simple summary of the non-fiction text.</li> </ul>									
<b>Date completed</b>										

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>PHONICS</b> (Done on three days per week) Start each phonics lesson by revising the sound of the previous week.									
<b>Core Concepts, Skills and Values</b>	<p><b>u</b> <i>bus, cub, pub, ugly, us, up, umbrella, turn, pull, plus, jump, push, just</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>-oo-</b> <i>book, cook, look, food, wood, moon, fool, tools, wool, pool</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>ea</b> <i>team, steam, cream, dream, peach, beach, teach, reach</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>oa</b> <i>boat, coach, float, throat, soap, goal, soak, foam</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>Consonant blends - ng /-nk</b> <i>ring, sing, king, bring</i>  <i>bank, drank, junk, think wink, sink</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>Consonant digraph ch</b> <i>chop, chip, chat, chew, chin</i>  <b>Consonant blend: cl</b> <i>clap, cloud, clown, clock, clear</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>a-e (Silent e)</b> <i>tape, race, cake, game, fate, made, hate, same, name</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>i-e (Silent e)</b> <i>hide, wide, ripe, bite, slide, nice, kite, pride, ice, mice</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>o-e (Silent e)</b> <i>hope, spoke, bone, rope, rode, joke, code, broke</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p>Revision of all sounds taught</p> <p><b>u-e (Silent e)</b> <i>cube, mule, tube, fuse, rule, excuse, cute, fume, use</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Recognises at least three new vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc.)</li> <li>Recognises silent 'e' in words (e.g. cake, time, hope, note)</li> <li>Builds and sounds out words using sounds learnt</li> <li>Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap)</li> <li>Recognises known rhyming words (e.g. fly, sky, dry, cry, try)</li> <li>Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'</li> <li>Builds and sounds out words using sounds learnt</li> </ul>									
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Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>WRITING Twice a week</b>									
<b>Core Concepts, Skills and Values</b>	<p>Topic: Make a list of things you like and dislike about your siblings</p> <p>Day 1: Things I like about my siblings: 1. I like... 2. I like... 3. I like... Day 2: Things I dislike about my siblings: 1. I dislike... 2. I dislike... 3. I dislike...</p>	<p>On Day 1 they can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <p>1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter?</p> <p>Day 2: "publish" their work.</p>	<p>Topic: Write a paragraph about a time you practised and practised something new.</p> <p>Day 1: I wanted to learn... I practised and practised...</p> <p>Day 2: It was... I kept on... Finally... I felt...because...</p>	<p>On Day 1 they can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <p>1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter?</p> <p>Day 2: "publish" their work.</p>	<p>Write a list of the ways the people in your family take care of each other.</p> <p>Ways people in my family care for me: 1. 2. 3.</p>	<p>On Day 1 they can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <p>1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter?</p> <p>Day 2: "publish" their work.</p>	<p>Topic: Write a story about someone who is getting picked on.</p> <p>Day 1: Once there was... He/she... Then... Day 2: He/she... Finally... After that...</p>	<p>Day 1: They can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <p>1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter?</p> <p>Day 2: "publish" their work.</p>	<p>Topic: Write instructions telling someone how to write a paragraph.</p> <p>Day 1: A paragraph is... You will need: 1. First... Day 2: 2. Second... 3. Then... 4. Finally...</p>	<p>Day 1: They can edit the work of the previous week</p> <p>A kind of checklist can assist:</p> <p>1. Did you use capital letters? 2. Did you punctuate your work? 3. Did you check your verbs? 4. Did you write the pronoun I with a capital letter?</p> <p>Day 2: "publish" their work.</p>
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language</li> <li>• Writes increasingly complex lists with headings, for example, Things plants need: water, soil, air, sunlight</li> <li>• With guidance, writes a simple set of instructions, for example, how to grow a plant</li> <li>• Writes a paragraph of 4–6 sentences on a familiar topic</li> <li>• Organises information in a chart, table or bar graph, for example, the life cycle of a plant</li> <li>• Uses the writing process (drafting, writing, editing and publishing)</li> <li>• Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas)</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Builds own word bank and personal dictionary</li> <li>• Uses children's dictionaries (monolingual and bilingual)</li> </ul>									
<b>Date completed</b>										

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS TOPIC</b>	<b>LANGUAGE USE</b>									
	Simple present tense / Past tense  Revise some verbs  Talk, walk, sing, dance, read, eat, run, sit, watch  Let learners make a list of verbs that they can think about.	is/are	Possessive nouns  for example: "The book's cover."	Adjectives	Countable and uncountable nouns  (You can write a number in front of countable nouns)  6 eggs Some milk 3 tomatoes Some tea Some flour	Countable and uncountable nouns  (You can write a number in front of countable nouns)  6 eggs Some milk 3 tomatoes Some tea Some flour	Present progressive tense (We are planting)	Present progressive tense ( We are planting)	The use of a and an	Plurals- adding a –s to the noun
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Understands and uses the present progressive, for example, 'We are planting a seed'</li> <li>Countable and uncountable nouns, for example, bottles/water</li> <li>Revises some of the grammar covered informally in Grades R to 2</li> </ul>									
<b>Date completed</b>										
<b>Extension activities</b>	DBE workbook pages 22,23 Draw a picture of your siblings and write a sentence what you do like about them.	DBE workbook pages 24,25,26,27,28,29 and page 31	DBE workbook pages 42,43,44  Draw a picture of something you want to learn.	DBE workbook pages 45,46,47  Draw a picture of yourself practicing something you want to learn.	DBE workbook pages 51,52 and 53. Draw a picture of your caring for someone in your family.	DBE workbook pages 54,55, and 56  Draw a picture where you are being helpful	DBE workbook pages 56,57,58 and 59.  Draw a picture of someone being picked on.	DBE workbook pages 60,61,62 and 63.  Draw your face to show you were upset when your friend was teasing you.	DBE workbook pages 64 and 65	
<b>Requisite Pre-Knowledge</b>	Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									
<b>Resources (other than textbook) to enhance learning</b>	Big books, Flash cards, Pictures, Posters, Readers Work sheets for learners to use while a group is busy with group guided reading Realia									
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and ongoing.</li> </ul>									
<b>SBA Assessment of learning (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>Rubrics, checklists and writing activities can be used.</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul>									

**ASSESSMENT: TERM 2**

**PROGRAMME OF ASSESSMENT:**

FAL : Grade 3 : Term 2						
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none"> <li>Oral presentation :Gives a simple oral summary of at least 3 or 4 sentences of a non-fiction text (DBE Workbook, Reader, Theme Poster etc)</li> <li>Demonstrates an understanding of oral vocabulary.</li> <li>Listens to non-fiction text and answer comprehension questions- oral</li> </ul>	Observation & Oral	Rubric Checklist	5 n/a	By Week 9	
<b>Teacher notes</b> These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to do an oral presentation. For SASAMS there must be 1 score for Listening and Speaking.						
Phonics: Written	Word level and sentence level <ul style="list-style-type: none"> <li>Uses consonant blends (-ng, -nk, -ck, ch-, cl-)</li> <li>Recognises vowel diagraphs , ea, oo, oa</li> </ul> 1 mark for correct answer	Written Observation & Oral	Class work book Worksheet Checklist	10	By Week 8	
Phonics: Oral	<ul style="list-style-type: none"> <li>Distinguish between long and short vowels sounds orally</li> <li>Recognises silent 'e' in words.</li> </ul>			n/a	Week 9	
<b>Teacher notes</b> Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. In Week 8 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS you should have 1 score (Written phonic activity)						
Reading: Oral	Group Guided Reading Sessions Sight words Assess each learner individually 60-70 sight words - Big Book, Theme	Observation & Oral Written	Rubric Worksheet Class work book	5	Week 7 & 8	
Reading: Comprehension Written	Choose a short reading passage with 60-70 words (DBE Workbook or Reader) Types of questions: <ul style="list-style-type: none"> <li>Multiple choice questions &amp; Fill in the missing words and Sequence events in a story</li> </ul> 1 mark for correct answer			10	By Week 8	
<b>Teacher notes</b> Learners should be assessed on <u>one oral reading activity</u> in the Group Guided Reading session in Weeks 7 and 8. By Week 8 <u>one written</u> comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. In Week 8 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS you should have 2 scores for Reading (oral reading and written comprehension)						
Writing:	<ul style="list-style-type: none"> <li>With support, writes a simple set of instructions e.g. 3-4 instructions</li> </ul>	Written	Class work book Worksheet	n/a	Week 9	
Language use:	<ul style="list-style-type: none"> <li>Punctuation(capital letters and full stops), Tenses, Plurals, Nouns</li> </ul>			10	By Week 8	
<b>Teacher notes</b> In Week 8 language usage skills should be assessed in a written format using a worksheet which will include punctuation, tenses, plurals and nouns. For SASAMS 1 score will be captured for writing. (language usage skills)						
<b>TOTAL SCORE</b>				<b>40</b>		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

ASSESSMENT FOR LEARNING: CHECKLIST

FAL GRADE 3: TERM 2 Checklist						
	Listening & Speaking		Phonics		Writing	Comment
	Demonstrates an understanding of oral vocabulary.	Listens to a non-fiction text and answers comprehension questions orally.	Recognises silent "e" in words	Distinguish between long and short vowels sounds orally	With support, writes a simple set of instructions e.g. (3-4 instructions)	
✓/✗						
<b>Date</b>						
<b>Names of learners</b>						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						



ASSESSMENT OF LEARNING: SBA ASSESSMENT SCORESHEET

FAL GRADE 3: TERM 2 Scores using rubrics						
	Listening & Speaking	Phonics	Reading		Language use Writing	Comment
			Oral	Written		
	Oral: Gives a simple oral summary of 3 or 4 sentences of a non-fiction text	Phonics: written: Uses consonant blends (ng, -nk, -ck, ch, sh) Recognises vowel digraphs (ea, oo, oa) 1 mark for a correct answer	Sight words: 60-70 words	Comprehension: written Choose a short reading passage with 70-80 words Types of questions: Multiple choice questions Fill in the missing words Sequence events in a story 1 mark for a correct answer	Language Usage Punctuation, Tenses Plurals Nouns 1 mark for a correct answer	
Date						
Score	5	10	5	10	10	
Names of learners						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						

<b>GRADE 3 RUBRIC : Term 2</b>					
<b>LISTENING AND SPEAKING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Gives a simple oral summary of 3 or 4 sentences of a non-fiction text	Does a short talk on a theme/topic/ non-fiction text after much practice and support.	Does a short talk to present a summary on a theme/topic/ non-fiction text in 1 sentence	Does a short talk to present a summary on a theme/topic/ non-fiction text in 2 sentences	Does a short talk to present a summary on a theme/topic/ non-fiction text in 3 sentences	Does a short talk to present a summary on a theme/topic/ non-fiction text in 4 sentences
<b>READING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Word recognition: <b>sight words:</b> 60-70 words	Reads between 20-29 familiar sight words with teacher	Recognises and reads 40-49 familiar sight words correctly.	Recognises and reads 50-59 familiar sight words correctly.	Recognises and reads 60-69 sight words confidently and correctly.	Recognises and reads more than 70 sight words confidently and correctly.

## 2021 Annual Teaching Plan – Term 3: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 3

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																																																																																																																												
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<b>CAPS Topic</b>	<p><b>LISTENING AND SPEAKING</b></p> <p style="text-align: center;">Done on Mondays Wednesdays and Fridays</p> <ul style="list-style-type: none"> <li>Start with a greeting</li> <li>Song/Rhyme (Songs/Rhymes given are only examples – choose a song/rhyme according to the theme you have chosen)</li> <li>Open-ended question (Question with no wrong answer)</li> <li>Vocabulary for the day, and the sight words.</li> </ul>																																																																																																																																																					
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With Google just a click away!	<i>Pretend to click with your finger</i>																																																																																																																																																					
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If you have the Internet	<i>Use your hands to draw a square and pretend it's a computer</i>																																																																																																																																																					
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Oh, if you have the Internet																																																																																																																																																						
You can learn what you don't know!	<i>Point to your head</i>																																																																																																																																																					
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I am special	<i>Put your hand on your chest</i>																																																																																																																																																					
There is no one just like me	<i>Wave no</i>																																																																																																																																																					
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It's the same for you	<i>Point to your friend</i>																																																																																																																																																					
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We are all born in a different way	<i>Spread your arms out wide</i>																																																																																																																																																					
How we look and what we say																																																																																																																																																						
Of many languages and cultures too	<i>Spread your arms out wide</i>																																																																																																																																																					
The things we like and things we do																																																																																																																																																						
If we were all the same you see	<i>Point to everyone around you</i>																																																																																																																																																					
You wouldn't be you and I wouldn't be me	<i>Point to your friend then point to yourself</i>																																																																																																																																																					

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Question of the day</b>	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt your question according to the theme and the vocabulary taught for the week.	Adapt the question according to your theme and vocabulary taught.	Adapt your question according to the theme and the vocabulary taught for the week.
<b>Suggested Vocabulary</b> <b>The vocabulary will depend on the chosen theme.</b>  (Teach 4 words a day)	compassion, friend, shy, friendly, include, exclude, lonely, alone, fit in, strange, thoughtful, compassionate	invite, thankful, included, excluded, sibling, stranger, classmate, treat, want, need, deserve, decide	honest, honesty, truth, lie, lose, find, belong to, owner, bracelet, sparkle, keep, give back	dishonest, cheat, steal, admit, kneel, knelt, found, guilty, liar, betrayed, betray, trust	windmill, plastic, metal, electricity, suffer, drought, drop out, starve, impressive, impressed, build, determined	mocked, scrap yard, pipe, energy, famous, journalist, afford, article, invention, lightbulb, radio,	know, learn, question, internet, computer, phone, tablet, search, read, watch, video, article	library, librarian, borrow, research, bookstore, expensive, cheap, own, information, ask, usually, resources	identity, gender, race, unique, chameleon, separate, fit in, belong, allowed, comedian, belief, law	illegal, crime, bridge, connection, business, outsider, funny, hang out, size, medium, religion, children
<b>Sight words</b>	always, everything, say, thought, about	strange, know, alone, proud, again	lost, found, beautiful, missing, now	knelt, home, that, looked, fell	difficult, young, enough, bring, easy	finally, began, pump, water, wait	loved, seeds, how, properly, different	waste, what, search, learnt, seen	allowed, child, unfair, only, why	where, who, scared, places, when
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Listens to short stories, personal recounts or non-fiction texts (e.g. factual recounts, instructions, information reports) told or read from a Big Book or illustrated poster for enjoyment</li> <li>Listens to stories and personal recounts and answers comprehension questions.</li> <li>Predicts what will happen next in a story or personal recount (What do you think will happen next?)</li> <li>Expresses feelings about the story (Did you like the story? Why/Why not?)</li> <li>Retells the story</li> <li>Listens to a non-fiction text such as a procedural text (instructions, e.g. recipe, experiment, etc.)</li> <li>Begins to develop understanding and ability to use simple language structures in the context: past tense; countable and uncountable nouns, articles: 'a' and 'the'; prepositions: in/on; demonstrative pronouns: 'Please give me that'</li> <li>With the teacher's help, gives a simple summary of the non-fiction text</li> </ul>									
<b>Date completed</b>										

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – GROUP GUIDED READING</b> <b>Mondays, Tuesdays, Wednesdays, Thursdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<ul style="list-style-type: none"> <li>Revise your groups if needed</li> <li>Divide your class into 5 groups</li> <li>Give the rest of the class an activity to do while you are busy with the group for the day (worksheet, DBE workbook etc.)</li> <li>Select text appropriate to the reading ability of the group</li> <li>Revise sight words that will appear in the text</li> <li>Teach learners word attacking skills.</li> </ul>									
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.</li> <li>Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</li> <li>Reads with increasing fluency and expression.</li> <li>Shows an understanding of punctuation when reading aloud.</li> <li>Begins to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>READING – SHARED READING</b> <b>Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	<b>Tuesday 1</b> Pre Read <b>Thursday – First</b> Read	<b>Tuesday 2-</b> Second read <b>Thursday 2 – Post</b> reading activity	<b>Tuesday 1</b> Pre Read <b>Thursday – First</b> Read	<b>Tuesday 2-</b> Second read <b>Thursday 2 – Post</b> reading activity	<b>Tuesday 1</b> Pre Read <b>Thursday – First</b> Read	<b>Tuesday 2-</b> Second read <b>Thursday 2 – Post</b> reading activity	<b>Tuesday 1</b> Pre Read <b>Thursday – First</b> Read	<b>Tuesday 2-</b> Second read <b>Thursday 2 – Post</b> reading activity	<b>Tuesday 1</b> Pre Read <b>Thursday – First</b> Read	<b>Tuesday 2-</b> Second read <b>Thursday 2 – Post</b> reading activity
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Reads a short written text (a Big Book or other enlarged text) with the teacher, using the title for prediction.</li> <li>Answers literal questions about a story.</li> <li>Describes how a story made him/her feel, code switching if necessary.</li> </ul>									
<b>Date completed</b>										

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	
<b>CAPS Topic</b>	<b>PHONICS</b> (Done on three days per week) Start each phonics lesson by revising the sound of the previous week.									
<b>Core Concepts, Skills and Values</b>	<b>ai</b> <i>mail, rail, main, tail, trail, wail, sail, wait</i>  Introduce the sound and words  Do segmenting and blending  Do a word game  Written: Word building and sentence construction	<b>ay</b> <i>day, clay, pay, pray, way, today, holiday, spray</i>  Introduce the sound and words  Do segmenting and blending  Do a word game  Written: Word building and sentence construction	<b>oi</b> <i>join, soil, oil, spoil, voice, point, noise, avoid</i>  Introduce the sound and words  Do segmenting and blending  Do a word game  Written: Word building and sentence construction	<b>ou</b> <i>house, mouth, bounce, cloud, count, ground, flour, drought</i>  Introduce the sound and words  Do segmenting and blending  Do a word game  Written: Word building and sentence construction	<b>oy</b> <i>enjoy, destroy, boy, toy, employ, ahoy, royal, loyal</i>  Introduce the sound and words  Do segmenting and blending  Do a word game  Written: Word building and sentence construction	<b>str-</b> <i>stripe, straw, strong, string, strip, straight, stroke, stream</i>  Introduce the sound and words  Do segmenting and blending  Do a word game  Written: Word building and sentence construction	<b>tch</b> <i>thatch, catch, patch, match, sketch, fetch, witch, stitch</i>  Introduce the sound and words  Do segmenting and blending  Do a word game  Written: Word building and sentence construction	<b>nch</b> <i>lunch, bunch, munch, punch, stench, bench, drench, pinch</i>  Introduce the sound and words  Do segmenting and blending  Do a word game  Written: Word building and sentence construction	<b>ph/ff</b> <i>pharmacy phrase, phone, trophy</i>  Introduce the sound and words  Do segmenting and blending  Do a word game  Written: Word building and sentence construction	<b>ss/ll</b> <i>kiss, glass, grass, loss cross</i>  Introduce the sound and words  Do segmenting and blending  Do a word game  Written: Word building and sentence construction
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Distinguishes between different vowel sounds aurally (e.g. 'bird' and 'bed'; 'ship' and 'sheep')</li> <li>• Recognises some differences between sound/spelling relationships in home and additional language (e.g. 'thatha' and 'thin')</li> <li>• Recognises at least five new vowel digraphs (e.g. 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round)</li> <li>• Builds and sounds out words using sounds learnt</li> <li>• Distinguishes between different vowel sounds aurally (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')</li> <li>• Recognises three-letter consonant blends at the beginning and end of words (e.g. str-, scr-, -tch, -nch)</li> <li>• Recognises consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff')</li> <li>• Builds and sounds out words using sounds learnt.</li> </ul>									
<b>Date completed</b>										

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																																								
<b>CAPS Topic</b>	<b>WRITING</b> Assist learners to write a paragraph. Twice a week																																																	
<b>Core Concepts, Skills and Values</b>	<p><b>Day 1:</b> I showed compassion to... I saw that he / she felt ... So, I...</p> <p><b>Day 2:</b> I showed compassion because... I felt... He / she felt... Compassion is important because...</p>	<p><b>Day 1:</b> Edit the work of the previous week</p> <p>Checklist:</p> <table border="1"> <tr><td>I used capital letters.</td><td></td></tr> <tr><td>I used punctuation</td><td></td></tr> <tr><td>I checked my verbs</td><td></td></tr> <tr><td>I wrote my pronouns with a capital letter.</td><td></td></tr> </table> <p><b>Day 2:</b> "Publish" their work. (Write the corrected work in the classwork book.)</p>	I used capital letters.		I used punctuation		I checked my verbs		I wrote my pronouns with a capital letter.		<p><b>Day 1</b> I once lied to... I lied about... I said...even though</p> <p><b>Day 2:</b> I lied because... I felt... In the end</p>	<p><b>Day 1:</b> Edit the work of the previous week</p> <p>Checklist:</p> <table border="1"> <tr><td>I used capital letters.</td><td></td></tr> <tr><td>I used punctuation</td><td></td></tr> <tr><td>I checked my verbs</td><td></td></tr> <tr><td>I wrote my pronouns with a capital letter.</td><td></td></tr> </table> <p><b>Day 2:</b> "Publish" their work. (Write the corrected work in the classwork book.)</p>	I used capital letters.		I used punctuation		I checked my verbs		I wrote my pronouns with a capital letter.		<p><b>Day 1:</b> The problem was that... I wanted to solve this because... I decided</p> <p><b>Day 2:</b> First... Then... In the end...</p>	<p><b>Day 1:</b> Edit the work of the previous week</p> <p>Checklist:</p> <table border="1"> <tr><td>I used capital letters.</td><td></td></tr> <tr><td>I used punctuation</td><td></td></tr> <tr><td>I checked my verbs</td><td></td></tr> <tr><td>I wrote my pronouns with a capital letter.</td><td></td></tr> </table> <p><b>Day 2:</b> "Publish" their work. (Write the corrected work in the classwork book.)</p>	I used capital letters.		I used punctuation		I checked my verbs		I wrote my pronouns with a capital letter.		<p><b>Day 1:</b> Questions I want to search on the internet: 1. 2. 3.</p> <p><b>Day 2:</b> Pictures I want to find on the internet: 1. 2. 3.</p>	<p><b>Day 1:</b> Edit the work of the previous week</p> <p>Checklist:</p> <table border="1"> <tr><td>I used capital letters.</td><td></td></tr> <tr><td>I used punctuation</td><td></td></tr> <tr><td>I checked my verbs</td><td></td></tr> <tr><td>I wrote my pronouns with a capital letter.</td><td></td></tr> </table> <p><b>Day 2:</b> "Publish" their work. (Write the corrected work in the classwork book.)</p>	I used capital letters.		I used punctuation		I checked my verbs		I wrote my pronouns with a capital letter.		<p><b>Topic:</b> Write a letter to a friend telling them about your identity, and asking about their identity.</p> <p><b>Day 1:</b> Dear _____,  Hi! We have been learning about...  Something important about my identity...</p> <p><b>Day 2:</b> questions (Who, what, when, why, how?)  I hope...  Love, _____</p>	<p><b>Day 1:</b> Edit the work of the previous week</p> <p>Checklist:</p> <table border="1"> <tr><td>I used capital letters.</td><td></td></tr> <tr><td>I used punctuation</td><td></td></tr> <tr><td>I checked my verbs</td><td></td></tr> <tr><td>I wrote my pronouns with a capital letter.</td><td></td></tr> </table> <p><b>Day 2:</b> "Publish" their work. (Write the corrected work in the classwork book.)</p>	I used capital letters.		I used punctuation		I checked my verbs		I wrote my pronouns with a capital letter.	
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<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language</li> <li>• Writes increasingly complex lists with headings.</li> <li>• Writes a paragraph of 4–6 sentences on a familiar topic.</li> <li>• Organises information in a chart, table or bar graph.</li> <li>• With guidance, writes a personal recount of experiences, for example, 'Yesterday I made a mask. First I ..... Then I .....Next I ..... Finally I .....</li> <li>• Uses the writing process (drafting, writing and editing)</li> <li>• Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas)</li> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge</li> <li>• Uses past tense with increasing accuracy</li> <li>• Builds own word bank and personal dictionary</li> <li>• Uses children's dictionaries (monolingual and bilingual)</li> </ul>																																																	
<b>Date completed</b>																																																		

CAPS TOPIC	LANGUAGE USE									
<b>Curriculum Coverage Tracking</b>  <b>Date completed</b>	Present tense	Present tense	Past tense	Past tense	Articles: 'a' and 'the'	Countable and uncountable nouns  (salt, hours, milk, money, flowers, sugar etc.)  (If we can put a number in front , it is countable.)	Uncountable nouns  Units of measurement Explain that often, we add units of measurement to make uncountable nouns into countable nouns. For example, we can say: one glass of milk, two glasses of milk	Units of measurement  Glass cup jar box kilogram piece packet bottle, teaspoon	Is and are	Revision
	<ul style="list-style-type: none"> <li>Understands and uses the past tense</li> <li>Understands and uses countable and uncountable nouns (revision)</li> <li>Understands and uses the articles 'a' and 'the'.</li> <li>Revises some of the grammar covered informally in Grades R to 2</li> </ul>									
<b>Extension activities</b>	DBE workbook 2 pages 4,5 and 6  Draw a picture where you help your friend.	DBE workbook pages 7,8,9,10	DBE workbook 2 pages 11,12	DBE workbook 13-14	DBE workbook pages 15-17	DBE workbook 2 pages 18-21	DBE workbook pages 21-23	DBE workbook pages 25-27	DBE workbook pages 28-30  Draw and write about an interesting identity.	DBE workbook pages 31-33
<b>Requisite Pre-Knowledge</b>	Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									
<b>Resources (other than textbook) to enhance learning</b>	Big books Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia									
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>This must be done informally and on going.</li> </ul>									
<b>SBA Assessment of learning (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>Rubrics, checklists and writing activities can be used.</li> <li>Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul>									



**PROGRAMME OF ASSESSMENT:**

FAL : Grade 3 : Term 3						
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none"> <li>Gives a short oral recount of a personal experience/event</li> <li>Demonstrates an understanding of oral vocabulary</li> <li>Listens to a story and answer comprehension questions orally</li> </ul>	Observation & Oral	Rubric Checklist	5 n/a	By Week 9	
<p><b>Teacher notes</b> These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 9 every learner must be assessed on his /her ability to give a short oral recount etc. For SASAMS there must be 1 score for Listening and Speaking.</p>						
Phonics: Oral	<ul style="list-style-type: none"> <li>Recognises vowel digraphs ai, ay, oi, oy, ou</li> <li>Recognises consonant blends /digraphs: str, scr, tch, nch, ll,ss,ff,ph</li> </ul>	Observation & Oral	Checklist	n/a	By Week 9	
Phonics: Written	<ul style="list-style-type: none"> <li>Spelling: Word list of 15 words and 1-2 sentences dictation</li> </ul>		Class work book	15		
<p><b>Teacher notes</b> Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. For SASAMS you should have 1 score (spelling)</p>						
Reading: Oral	<p><b>Group Guided Reading Sessions</b></p> <ul style="list-style-type: none"> <li>Sight words Assess each learner individually on 60-70 sight words (Big Book, Theme, Reader) 1 mark for a correct answer</li> </ul>	Observation & Oral	Class work book	5	By Week 9	
	<p><b>Group Guided Reading Sessions</b></p> <ul style="list-style-type: none"> <li>Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 60 -70 words and ask questions about the text. 1 mark for a correct answer</li> </ul>			5		
<p><b>Teacher notes</b> During your Group Guided Reading sessions in weeks 7 to 9 :assess every learner on at least 70-80 sight words and oral reading which has 60-70 words (word recognition, fluency, comprehension e.g. 2 - 3 oral questions) The checklist should be used for recording and scoring to be done according to the rubric for oral reading activities. For SASAMS, 2 scores will be captured for Reading (oral reading)</p>						
Writing:	<ul style="list-style-type: none"> <li>Writes a personal recount of 5-6 sentences using capital letters and full stops</li> <li>Write sentences in the past tense with some accuracy.</li> </ul>	Written	Rubric Checklist/Class book	5 n/a	By Week 8	
<p><b>Teacher notes</b> By Week 8 learners should be assessed formally on 1 written recording which should be reflected in the Class workbook. The checklist should be used for recording and scoring to be done according to the rubric. For SASAMS one score will be captured for writing.</p>						
<b>TOTAL SCORE</b>				<b>35</b>		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

**ASSESSMENT FOR LEARNING: CHECKLIST**

FAL GRADE 3: TERM 3 Checklist						
	Listening & Speaking		Phonics		Writing	Comment
	Demonstrates an understanding of oral vocabulary	Listens to a story and answer comprehension questions orally	Recognises vowel digraphs ai, ay, oi, oy, ou	Recognises consonant blends /digraphs: st, sc, tch, nch, ll, ss, ff, ph	Write sentences in the past tense with some accuracy.	
✓/✗						
	Date					
Names of learners						
1						
2						
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**ASSESSMENT OF LEARNING: SCORESHEET**

FAL GRADE 3: TERM 3 Scores using rubrics						
	Listening & Speaking	Phonics	Reading		Writing	Comment
			Oral			
	Gives a short oral recount of a personal experience/event	<b>Spelling test:</b> Word list of 15 words and 1-2 sentences dictation	<b>Sight words :</b> Assess each learner individually on 60 - 70 sight words	<b>Oral reading:</b> choose a text which has at least 60 -70 words and ask questions about the text.	Writes a personal recount of 5-6 sentences using capital letters and full stops	
<b>Date</b>						
<b>Score</b>	<b>5</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>5</b>	
<b>Names of learners</b>						
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<b>GRADE 3 RUBRIC : Term 3</b>					
<b>LISTENING AND SPEAKING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Gives a short oral recount of a personal experience/ event in 4-5 sentences	Using a frame, gives a simple recount of 1 sentence with support	Using a frame, gives a simple recount of 2 sentences on personal news/event	Using a frame, gives a simple recount of 3 sentences on personal news/event	Gives a simple recount of 4 sentences on a personal experience/event	Gives a simple recount of 5 sentences on a personal experience/event
<b>READING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Word recognition: sight words: 70-80 words	Reads between 20-25 familiar sight words with teacher	Recognises and reads 50-59 familiar sight words correctly.	Recognises and reads 60-69 familiar sight words sight words correctly.	Recognises and reads 70-79 sight words confidently and correctly.	Recognises and reads more than 80 sight words confidently and correctly.
<b>WRITING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Writes 5-6 sentences on a familiar topic using capital letters and full stops	Able to copy and 1-2 missing words with support	Able to write 1 sentence on a familiar topic using a frame.	Able to write 2-3 sentences on a familiar topic using capital letters and full stops correctly.	Able to write 5 relevant sentences on a familiar topic using correct grammar, spelling and punctuation.	Able to write more than 6 relevant sentences on a familiar topic using correct grammar, spelling and punctuation.

## 2021 Annual Teaching Plan – Term 4: ENGLISH FIRST ADDITIONAL LANGUAGE: Grade 3

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Suggested Theme</b>	The importance of education	The importance of education	Feeling calm	Feeling calm	Sadness	Sadness	History	History	CONSOLIDATION AND REVISION	CONSOLIDATION AND REVISION
<b>CAPS Topic</b>	<p style="text-align: center;"><b>LISTENING AND SPEAKING</b></p> <p style="text-align: center;">Done on Mondays, Wednesdays and Fridays</p> <ul style="list-style-type: none"> <li>• Start with a greeting</li> <li>• Song/Rhyme</li> <li>• Open-ended question (Question with no wrong answer)</li> <li>• Vocabulary for the day, and the sight words.</li> </ul>									
<b>Core Concepts, Skills and Values</b>	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting	Greeting

Term 4 47 days	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6		Week 7		Week 8		Week 9	Week 10	
	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Lyrics	Actions	Revise all the songs and rhymes learnt this term.		
Song/ Rhyme	At school I must work before I play	<i>Pretend to read and write</i>	Education is important don't you know?	<i>Clap twice after this line</i>	Let's meditate together	<i>Join hands with the people next to you</i>	We take a deep breath in	<i>Breathe in deeply</i>	When someone you love has gone	-	Cry, cry, it's okay to cry	<i>Put your arm around a friend's shoulder (as if to comfort them)</i>	What do you know about history?	<i>Shrug your shoulders</i>	History history, a time so far	<i>Use your thumbs to point backwards</i>			
	I must always try my best every day	<i>Hold up your arms, flex your muscles</i>	Education is important don't you know?	<i>Clap twice after this line</i>	Together, together	<i>Put hands up, palms together in meditati on position (as if you're saying please)</i>	We let a slow breath out	<i>Breathe out slowly</i>	And you're feeling sad and alone	<i>Wrap your arms around yourself</i>	When you're feeling sad		Things that happened long ago!	<i>Use your thumbs to point backward s</i>	What a mystery you are	-			
	A plan for my future I can see	<i>Hold your hand above your eyes</i>	Education is important	-	Let's meditate together		So we can be calm	We take a deep breath in	<i>Breathe in deeply</i>	I'll be there to hold your hand	<i>Hold a friend's hands in both of yours</i>		The tears will help to ease your pain		A time of kings, and queens and royalty	<i>Put your hands on your head to make a crown</i>			You can teach us something new
	And I know my success depends on me!	<i>Nod your head and point at yourself</i>	Education is important don't you know?	<i>Clap twice after this line</i>	Let's hold up our hands	Let's hold up our hands	And another slow breath out	<i>Breathe out slowly</i>	To listen and understand	-	Then you won't feel so bad				A world so different to what we know!	--			There's so much to learn about you
			Education is the key to success	<i>Clap twice after this line</i>			Let's meditate together	<i>Sit with hands pointing up, palms together (as if you're saying please)</i>								History history, a time so far			<i>Use your thumbs to point backwards</i>
			Education is the key to success	<i>Clap twice after this line</i>			'til we all feel calm									Oh how interesting you are!			-
			Education is the key	-	And close our eyes	<i>Close eyes</i>	That's what it's all about, 'Ommm...'	<i>Close eyes and say 'Ommm'</i>											
			Education is the key	-	Let's all say 'Ommm'	<i>Let your lips and teeth vibrate on the 'mmm' sound</i>													
			Education is the key to success!	<i>Clap twice after this line</i>	And empty our minds	-													
		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.		Put a question on the board related to the theme and let a group answer.			

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Suggested Vocabulary</b></p> <p>The vocabulary taught will depend on the theme that is chosen. (Teach 4 words a day)</p>	education, primary school, secondary school, university, study, subject, pass, fail, graduate, drop out, opportunity, married	lawyer, law, judge, court, classmate, colleague, husband, wife, map, country	calm, meditate, sit, breath, deep breath, in, out, knees, neighbour, fence, peek, mind	exercise, run, hike, stress, diary, nature, calmer, calmest, inference, weird, embarrassed, character	die, death, alive, funeral, funny, juggle, trick, joke, distract, absent, grief, grieving	thoughtful, helpful, grateful, thankful, <i>Discuss the ending –ful with learners. Adding the –ful creates an adjective.</i>	ancestor, ancient, human, structure, museum, history, ruins, ticket, tour guide, build, rebuild	century, years, international, trade, Egypt, Pyramids, China, beads, dig, carved, ground, underneath	Revision and assessment	
<p><b>Sight words</b></p> <p>whole, tiny, life, without, know</p> <p>Teach the sight words using flashcards.</p> <p>Learners copy the sight words into their personal dictionaries.</p> <p>Learners practice reading the sight words at home.</p>	stopped, smart, important, fewer, they	outside, ground, strange, sound, doing	parents, why, weird, calm, tried	could, try, better, maybe, smile	say, anything, worse, listen	waiting, family, great, their, guide	said, beautiful, proud, ancestors, stood	Revision		
<p><b>Curriculum Coverage Tracking</b></p> <ul style="list-style-type: none"> <li>Continues to develop an oral (listening and speaking) vocabulary using themes or topics.</li> <li>Follows and gives instructions.</li> <li>Understands and responds to simple questions.</li> <li>Asks for clarification.</li> <li>Responds to and makes requests.</li> <li>Participates in a short conversation on a familiar topic.</li> <li>Identifies an object from a simple oral description.</li> <li>Talks about objects in a picture or photograph in response to teacher's instruction.</li> <li>Listens to and gives a simple oral recount.</li> <li>Understands and uses language structures in context.</li> <li>Memorises and performs simple poems, action rhymes and songs.</li> <li>Plays language games.</li> <li>Begins to develop understanding and ability to use simple language structures in context: present and past tenses; countable and uncountable nouns, articles: 'a' and 'the'; prepositions; comparative adjectives.</li> </ul>										
<p><b>Date completed</b></p>										

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>READING – GROUP GUIDED READING AND INDEPENDENT READING</b> <b>Mondays, Tuesdays, Wednesdays, Thursdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Use week 1 to establish whether learners are still in the correct reading group.</b></p> <p>Call learners individually to you to determine their reading group. Try to divide your class into 5 groups. Have 3 texts ready. (One average, one easier, one more difficult. – DBE workbooks can be used or the EGRA tool.)</p> <p><b>Group 1:</b> This learner knows no or very few words. The learner does not seem to recognise letter-sound relationships.</p> <p><b>Group 2:</b> This learner knows just a few common words. He/she does not seem to recognise letter-sound relationships. This learner need a lot of help to read previously unseen words.</p> <p><b>Group 3:</b> This learner knows some common words. This learner needs help to decode previously unseen words.</p> <p><b>Group 4:</b> This learner knows many common words and can decode most words. This learner occasionally needs help to decode words.</p> <p><b>Group 5:</b> This learner knows many common words. This learner can decode previously unseen words. This learner reads with fluency and expression. This is one of the best readers in the class.</p> <p><b>Week 2-10:</b></p> <ul style="list-style-type: none"> <li>Listen to one group on a day while the rest of the class can do other activities, e.g. independent reading activities; worksheets or work in the DBE workbook.</li> <li>Select text appropriate for the group.</li> <li>First revise the sight words of the week.</li> <li>Ask individual learners to read to you. Adhere to social distancing if necessary and call learners one by one to come and read to you.</li> </ul>									
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Reads aloud from own book in a guided reading group with the teacher. The whole group reads the same story or non-fiction text with the teacher.</li> <li>Uses the reading strategies taught in the Home Language to make sense and monitor self when reading (phonics, context clues, structural analysis, sight words).</li> <li>Reads with increasing fluency and expression.</li> <li>Shows an understanding of punctuation when reading aloud.</li> <li>Continues to build a sight vocabulary from the guided, shared and independent reading.</li> </ul>									
<b>Date completed</b>										
<b>CAPS Topic</b>	<b>READING – SHARED READING</b> <b>Tuesdays and Thursday</b>									
<b>Core Concepts, Skills and Values</b>	<b>Tuesday:</b> Pre Read (Predict) <b>Thursday:</b> First Read (Summarise)	<b>Tuesday:</b> Second Read (Summarise) <b>Thursday:</b> Post Read (Story illustration)	<b>Tuesday:</b> Pre Read (Predict) <b>Thursday:</b> First Read (Make inferences - guess)	<b>Tuesday:</b> Second Read (Make inferences – guess). <b>Thursday:</b> Post Read (Oral recount/Summarise)	<b>Tuesday:</b> Pre Read (Predict) <b>Thursday:</b> First Read (Making inferences)	<b>Tuesday:</b> Second Read (Making inferences) <b>Thursday:</b> Post Read (Written comprehension)	<b>Tuesday:</b> Pre Read (Predict) <b>Thursday:</b> First Read (Visualise)	<b>Tuesday –</b> Second Read (Visualise) <b>Thursday- Post</b> Read (Summarise)	<b>Tuesday:</b> Pre Read <b>Thursday:</b> First Read	<b>Tuesday:</b> Second Read <b>Thursday:</b> Post Read
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>Listens to short stories, recounts or non-fiction texts told or read from a Big Book or illustrated poster.</li> <li>Answers comprehension questions.</li> <li>Predicts what will happen next in a story or personal recount.</li> <li>Reads a short written text with the teacher, using the title for prediction.</li> <li>Expresses feelings about the story.</li> <li>Retells the story.</li> <li>With the teacher’s help, gives a simple summary of the non-fiction text.</li> </ul>									
<b>Date completed</b>										



Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>PHONICS</b> <b>Mondays, Wednesdays , Fridays</b>									
<b>Core Concepts, Skills and Values</b>	<p><b>Vowel digraph: -ar</b> <i>far, star, bar, chart, car</i></p> <p><b>-er</b> <i>her, mother, father, monster</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>Vowel digraph: -ir</b> <i>bird, shirt, dirt, first</i></p> <p><b>-or</b> <i>short, port, sort, fork, corn</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>Vowel digraph: -ur</b> <i>hurt, fur, curl, burn, turn</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>spr-</b> <i>sprig, Spring, spray, sprint, sprung, sprout, spree, Sprite</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>str-</b> <i>stream, strike, strong, stretch, strap, street</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>dr-</b> <i>dream, dry, drink, drop, drip, drift</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p>Revision Formal Assessment</p>	<p><b>Revision -tch</b> <i>catch, fetch, watch, match, batch, crutch</i></p> <p><b>Monday:</b> Introduce the sound and words <b>Wednesday-</b> Segmenting and blending <b>Friday:</b> After segmenting let the learners write the words in their books.</p>	<p><b>Revision</b> Suffixes, e.g. <i>lonely, strongly, singing, running, cooked, played</i></p>	<p><b>Revision</b></p>
<b>Curriculum Coverage Tracking</b>	<ul style="list-style-type: none"> <li>• Recognises at least five new vowel digraphs (e.g. 'ar' as in 'far', 'er' as in 'her', 'ir' as in 'bird', 'or' as in 'short', 'ur' as in 'hurt').</li> <li>• Recognises the first sound (onset) and the last syllable (rime) in more complex patterns (e.g. 'dr-eam; cr-eam; scr-eam; str-eam')</li> <li>• Builds and sounds out words using sounds learnt.</li> <li>• Recognises more complex word families (e.g. '-tch')</li> <li>• Recognises and uses some suffixes (e.g. 'es', 'ies', '-ly', '-ing', '-ed')</li> <li>• Builds and sounds out words using sounds learnt.</li> </ul>									
<b>Date completed</b>										

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10																
<b>CAPS Topic</b>	<b>WRITING Tuesdays and Thursdays</b>																									
<b>Core Concepts, Skills and Values</b>	<p><b>Planning and Drafting</b> <b>Tuesday:</b> Shared Writing with the teacher: Write a letter to a friend telling them why education is important.</p> <p><b>Thursday:</b> Adding sentences to the paragraph. Explain the conclusion sentence – summarises feelings about learning something new.</p>	<p><b>Tuesday: Edit</b> Learners read their writing to their partner. Help their partner look for and fix mistakes. Read the checklist and make sure all items have been completed.</p> <table border="1" data-bbox="617 850 834 1255"> <tr><td>I used capital letters.</td><td></td></tr> <tr><td>I used punctuation (!?)</td><td></td></tr> <tr><td>I read my sentences out loud.</td><td></td></tr> <tr><td>I checked my spelling (I circled words I need help with)</td><td></td></tr> </table> <p><b>Thursday:</b> Write the letter in the classwork book.</p>	I used capital letters.		I used punctuation (!?)		I read my sentences out loud.		I checked my spelling (I circled words I need help with)		<p><b>Planning and Drafting</b> <b>Tuesday:</b> Shared Writing: Write a paragraph about something new you would like to learn.</p> <p><b>Thursday:</b> Adding sentences to the paragraph. Explain the conclusion sentence – summarises feelings about learning something new.</p>	<p><b>Tuesday: Edit</b> Learners read their writing to their partner. Help their partner look for and fix mistakes. Read the checklist and make sure all items have been completed.</p> <table border="1" data-bbox="1092 850 1308 1255"> <tr><td>I used capital letters.</td><td></td></tr> <tr><td>I used punctuation (!?)</td><td></td></tr> <tr><td>I read my sentences out loud.</td><td></td></tr> <tr><td>I checked my spelling (I circled words I need help with)</td><td></td></tr> </table> <p><b>Thursday:</b> <b>Publish and share</b> Learners write their paragraphs and read it to their partners.</p>	I used capital letters.		I used punctuation (!?)		I read my sentences out loud.		I checked my spelling (I circled words I need help with)		<p><b>Planning and Drafting</b> <b>Tuesday:</b> Write a paragraph about a time you felt sad. Learners write the topic sentence. Then add the supporting sentences.</p> <p><b>Thursday:</b> Learners add a conclusion sentence.</p>	<p><b>Tuesday: Edit</b> Write a paragraph about a time you felt sad, but someone made you feel better. Use the checklist,</p> <p><b>Thursday:</b> <b>Publish and share</b> Formal Assessment: Written</p>	<p><b>Tuesday:</b> Write a list with headings of interesting facts learnt about history.</p> <p><b>Thursday:</b> Written: Complete the graph in the classwork book.</p>	<p><b>Tuesday: Edit</b></p> <p><b>Thursday:</b> <b>Publish and share</b> Written: Complete the graph in the DBE Workbook.</p>	<p><b>Tuesday:</b> Shared Writing: What are we going to do this holiday?</p> <p><b>Thursday:</b> Copy/Write at least 3 sentences in the classwork book.</p>	<b>Revision</b>
I used capital letters.																										
I used punctuation (!?)																										
I read my sentences out loud.																										
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I read my sentences out loud.																										
I checked my spelling (I circled words I need help with)																										
<b>Curriculum Coverage Tracking</b>	<p><b>Writing skills:</b></p> <ul style="list-style-type: none"> <li>• Uses handwriting skills taught in Home Language.</li> <li>• Writes increasingly complex lists with headings.</li> <li>• Writes a paragraph of 6-8 sentences on a familiar topic.</li> <li>• Organises information in a chart, table or bar graph.</li> <li>• Writes a personal recount of experiences.</li> <li>• Together with the teacher, writes a simple story and copies it (Shared Writing).</li> <li>• Uses the writing process (drafting, writing, editing and publishing).</li> <li>• Uses punctuation already taught in Home Language (. , ? ! " ").</li> </ul>						<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge.</li> <li>• Builds own word bank and personal dictionary.</li> <li>• Uses a children’s dictionary where necessary.</li> </ul>																			
<b>Date completed</b>																										

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>LANGUAGE USAGE</b>									
	<b>FRIDAYS</b>									
<b>Core Concepts, Skills and Values</b>	Practice putting simple sentences in the past tense. Revise the use of punctuation: capital letters and full stops.	Articles: 'the' and 'a' Explain: 'the' is used with specific nouns; 'a/an' is used with general nouns.	Possessive pronouns: my, your, his, her, their, our	Comparative adjectives: small – smaller – smallest, important – more important – most important	Practice putting simple sentences in the future tense. Revise the use of punctuation: capital letters and full stops.	Language game: prepositions	Personal pronouns: he, his, she, her Formal Assessment	Language game: countable and uncountable nouns. Countable nouns, e.g. bird, book, pen Uncountable nouns, e.g. sugar, milk, sand, water	Revision of all taught language structures.	
<b>Curriculum Coverage Tracking</b>	<b>Language structures:</b> <ul style="list-style-type: none"> <li>• Uses past tense with increasing accuracy.</li> <li>• Understands and uses the future tense.</li> <li>• Understands and uses comparative adjectives.</li> <li>• Revises some of the grammar covered informally in Grade R to 2.</li> </ul>									
<b>Date completed</b>										
<b>Extension activities</b>	DBE workbook 2 pages 34, 35 (Word work), 35 (Let's Write)  Draw and write why education is important.	DBE workbook 2 pages 36, 37, 38-39, 40	DBE workbook 2 pages 41, 42, 43 Draw and write about something that makes you feel calm.	DBE workbook 2 pages 45, 46, 47  Draw and write about what you think the last time you felt sad.	DBE workbook 2 pages 50, 51, 51-53  Draw a portrait of yourself. Write sentences to describe how you look.	DBE workbook 2 pages 54, 55, 56-57, 58  Complete activity cards for phonics/ comprehension/ writing.	DBE workbook 2 pages 61, 62-63, 64-65  Write a story about your granny when she was young.	DBE workbook 2 pages 69, 70, 71-72, 73-75	Complete the activities in the DBE Workbook  Complete activity cards for phonics/ comprehension/ writing.	Complete the activities in the DBE Workbook  Complete activity cards for phonics/ comprehension/ writing.
<b>Requisite Pre-Knowledge</b>	Knowledge of work done in grade 2. Knowledge of the theme can be a positive attribute. Use questioning to determine pre-knowledge.									
<b>Resources (other than textbook) to enhance learning</b>	Big books Flash cards Pictures Posters Readers Work sheets for learners to use while a group is busy with group guided reading Realia									
<b>Assessment for learning (Informal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• This must be done informally and ongoing.</li> </ul>									
<b>SBA Assessment of learning (Formal Assessment)</b>	<ul style="list-style-type: none"> <li>• The activities must be observed and assessed during daily lesson activities in Languages.</li> <li>• Each skill is not meant to be an assessment activity but rather should ensure that learners are afforded opportunities to demonstrate these skills orally and practically.</li> <li>• Rubrics, checklists and writing activities can be used.</li> <li>• Assessment can only take place if the concepts have been taught and learners had enough time to practice.</li> </ul>									

## ASSESSMENT

## PROGRAMME OF ASSESSMENT:

FAL : Grade 3 : Term 4						
Component	What skills will be assessed	Form of Assessment	Assessment Tool	Score	Date to be completed	Date completed
Listening and Speaking:	<ul style="list-style-type: none"> <li>Oral presentation: Short talk about the picture or photograph / Theme poster in at least 4-5 sentences</li> </ul>	Observation & Oral	Rubric	5	Week 5 & 6	
<b>Teacher notes</b> <i>These Listening and Speaking skills will be observed and assessed during your oral lesson activities. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities to demonstrate these skills orally and practically in daily lessons. By Week 7 every learner must be assessed on his /her ability to present a prepared short talk on a familiar picture or photograph etc. For SASAMS there must be 1 score for Listening and Speaking.</i>						
Phonics: Written	<b>Word level and sentence level</b> <ul style="list-style-type: none"> <li>Recognises vowel digraphs: ar, er, ir, or, ur,</li> <li>Recognises some suffixes: es, ies, ly, ing, ed</li> </ul>	Observation & Written	Class work book/Worksheet	10	By Week 8	
<b>Teacher notes</b> <i>Phonics written activity should be no longer than 15 minutes and it should be done in small groups so that the activities can be mediated with all learners accordingly. In Week 8 written phonics should be assessed in a written format using a worksheet which will include comprehension activities and language usage skills too. For SASAMS you should have 1 score (Written phonic activity)</i>						
Reading: Oral	<b>Group Guided Reading Sessions</b> (Big Book, Theme, Reader) <ul style="list-style-type: none"> <li>Sight words Assess each learner individually on 70-80 sight words</li> </ul>	Observation & Oral	Rubric	5	Week 6 & 7	
Reading: Comprehension Written	<ul style="list-style-type: none"> <li>Choose a reading passage with 80 to 100 words (DBE Workbook or Reader)</li> </ul> <b>Types of questions:</b> <ul style="list-style-type: none"> <li>Multiple choice questions &amp; Fill in the missing words</li> <li>Sequence events in a story &amp; Recall, literal questions</li> </ul>	Written	Worksheet / Class work book	10	By Week 8	
<b>Teacher notes</b> <i>During your Group Guided Reading sessions in weeks 6 to 7 assess every learner on at least 70-80 words sight words The checklist should be used for recording and scoring to be done according to the rubric for oral reading activities. By Week 8 one written comprehension activity should be done as a whole class activity for 15-20 minutes. The passage should be read to the class and the comprehension activities should be mediated accordingly. In Week 8 written phonics, comprehension and language usage skills should be assessed in a written format using a worksheet. For SASAMS you should have 2 scores for Reading (oral reading and written comprehension).</i>						
Writing:	<ul style="list-style-type: none"> <li>Writes at least 4-6 sentences on a familiar topic using capital letters and full stops</li> </ul>	Written	Rubric	5	By Week 7	
Language use:	<ul style="list-style-type: none"> <li>Punctuation (capital letters and full stops)</li> <li>Tenses, Plurals, nouns</li> </ul>		Worksheet / Class work book	5	By Week 8	
<b>Teacher notes</b> <i>In Week 8 language usage skills should be assessed in a written format using a worksheet which will include written phonics and comprehension activities too. For SASAMS 2 score will be captured for writing. (language usage skills and writing).</i>						
<b>TOTAL SCORE</b>				<b>40</b>		
Scores will be captured on SASAMS. The score will be converted to a percentage to indicate level 1-7 for the report card.						

ASSESSMENT OF LEARNING: SCORESHEET

FAL GRADE 3: TERM 4 Scores using rubrics							
	Listening & Speaking	Phonics: Written	Reading		Writing	Language use	Comment
			Oral	Written			
	Oral presentation: Short talk about the picture or photograph / Theme poster in 4-5 sentences	Recognises vowel digraphs: ar, er, ir, or, ur, Recognises some suffixes: es, ies, ly, ing, ed	Sight words Assess each learner individually on 70-80 sight words	Written comprehension Multiple choice questions & Fill in the missing words Sequence events in a story & Recall, literal questions	Writes 4-6 sentences on a familiar topic using capital letters and full stops	Punctuation (capital letters and full stops) Tenses, Plurals, Nouns	
<b>Date</b>							
<b>Score</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>10</b>	<b>5</b>	<b>5</b>	
<b>Names of learners</b>							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
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**RUBRIC EXAMPLES:**

THE FOLLOWING RUBRICS ARE JUST EXAMPLES..... THE TEACHER IS ALLOWED TO USE HER OWN

<b>GRADE 3 RUBRIC : Term 4</b>					
<b>LISTENING AND SPEAKING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Oral presentation: Short talk about the picture or photograph/ Theme poster in 4-5 sentences	With support and practice is able to name 2-3 objects in picture or photograph / poster	Does a prepared talk about a familiar picture or photograph/ Theme poster stating 3 details in incomplete sentences	Does a prepared talk about a familiar picture or photograph/ Theme poster in 3 complete sentences stating 3 details	Does a well prepared talk about a familiar picture or photograph/ Theme poster in 4 complete sentences stating 4 details	Does a well prepared talk about a familiar picture or photograph/ Theme in 5 complete sentences stating 5 or more details
<b>READING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Word recognition: sight words: 70-80 words	Reads between 20-25 familiar sight words with teacher	Recognises and reads 50-59 familiar sight words correctly.	Recognises and reads 60-69 familiar sight words sight words correctly.	Recognises and reads 70-79 sight words confidently and correctly.	Recognises and reads more than 80 sight words confidently and correctly.
<b>WRITING</b>					
<b>Activity</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Writes 4-6 sentences on a familiar topic using capital letters and full stops	Able to copy and 1-2 missing words with support	Able to write 1 sentence on a familiar topic using a frame.	Able to write 2-3 sentences on a familiar topic using capital letters and full stops correctly.	Able to write 5 relevant sentences on a familiar topic using correct grammar, spelling and punctuation.	Able to write more than 6 relevant sentences on a familiar topic using correct grammar, spelling and punctuation.