



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL REVISED ANNUAL TEACHING PLANS

GRADE R – 3

ENGLISH HOME LANGUAGE



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1. Introduction

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

The National Curriculum Statement, Grades R-12 comprises:

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

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

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

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

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

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

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and high, achievable standards in all subjects have been set;
- Progression: content and context of each grade shows progression from simple to complex
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

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

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

2. Purpose

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

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

3. Implementation Dates

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

4. Revised Teaching Plans per Subject

This document presents the revised national annual teaching plans for Grade R – 3.

1. English Home Language Grade R

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 2-4 has been combined into one document.
2. The curriculum was adjusted to address only the core concepts and skills.
3. All the skills are spread over the time given.
4. At the top of the document weeks and dates are indicated. Next to each week is an empty column. The teacher can use that column to tick off whenever a certain skill for that week was addressed.
5. In HL (Grade 1-3) the first week can be used for baseline assessment and to orientate the learners on all the Covid-19 rules that need to be adhered to in and outside the classroom.
6. In FAL baseline assessment will be done in grade 3.
7. Life Skills themes must be integrated with Home Language.
8. The themes for FAL are only suggestions and not compulsory. Teachers should use topics applicable to the school context.
9. Whenever groupwork is done, social distancing is to be adhered to.

Guidelines for assessment:

Baseline assessment:

- Should be done during the first week 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 Term 1 content.
- The aim of the activities will be to determine the level of the learners after the lockdown period.

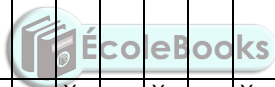
School Based Assessment:

- 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.)
- The first formal assessment task to be completed by week 9.
- The second formal assessment task to be completed by week 20.

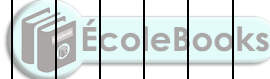
These are exceptional times. We would like to thank you for trying your utmost to prepare the learners for the next grade.



Sings songs, recites rhymes and performs actions with the whole class	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X	
Recites poems and rhymes and adds actions to them in a group	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X	
Sequences pictures of a story	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X	
Participates in discussions and asks questions	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X	
Talks about pictures in posters, theme charts, books etc. related to a minimum of five themes per term	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X	
Listens to and recalls in order simple word sequences such as big, beg, bag. Start with three words, build up to four or more	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X	
Uses language to develop concepts in all subject areas such as quantity, direction, time, sequence, colour, age	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X	
Identifies and describes similarities and differences	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X	



Matches things that go together, and compares things that are different	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Classifies things according to colour, shape or size	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Identifies parts from the whole. For example, names parts of the body such as elbow, wrist, knee etc.	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Asks questions and asks for explanations	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Gives explanations and asks for clarification	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Solves and completes ten or more-piece jig-saw puzzles										X	X	X	X	X	X														
Picks out selected information from a description	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Looks carefully at pictures and talks about common experiences	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Finds specified images in a busy or detailed picture	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X



Plays games such as 'Search!' finding an object hidden in a classroom among other items	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		
Distinguishes between the shape of different letters and words. For example, sorts identical objects, views a sequence of nearly identical pictures and picks out the one that is different and explains why it is different	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		
Orders a sequence of pictures and relates the story created	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		
Passes on messages																																	
Listens to complex string of instructions and acts on them																																	
Sings songs and rhymes and performs actions on own with confidence																																	

Sings songs and rhymes and performs actions on own with confidence
Tells stories and retells other children's stories in own words
Identifies and describes similarities and differences
Matches things that go together, and compares things that are different
Looks carefully at pictures and talks about common experiences
Uses language to develop concepts in all subjects: quantity, size, shape, direction, colour, speed, time, age and sequence

OBSERVATION / HOLISTIC RUBRIC

READING AND PHONICS

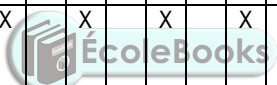
CONTENT/CONCEPTS/SKILLS



EMERGENT READING

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
WEEKS																							
Develops correct eye movement such as following a ball moved from left to right	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Develops directionality such as moving blocks from left to right and top to bottom	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Holds the book the right way up and turns pages correctly when 'reading'	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Uses pictures to predict what the story is about. For example, 'reads' picture and caption books showing an understanding that pictures and words are related, but different. Points to words when 'reading'	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

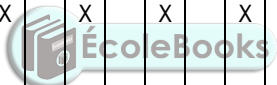
Interprets pictures to make up own story: 'reads' the pictures	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Pretends to read and adopts a 'reading voice'	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Understands that print communicates meaning. Knows words can represent own name, names of people, places and things	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Recognises own name and names of five other children in the class	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
'Reads' theme related flashcards and captions in a group with the teacher	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Understands that written words refer to spoken words such as daily news written down by the teacher as the child speaks	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
'Reads' high frequency words: peer names, calendar and weather words	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Uses pictures to 'read' simple phrase or caption books. (The dog - a page with a picture of a dog)	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Acts out parts of a story, song or rhyme	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Listens to and discusses stories and other texts read or told aloud. Recalls details and states main idea	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Talks about texts such as stories using terms such as 'beginning', 'middle', 'end', 'sound', 'word', 'letter', 'rhyme'	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Can match words to objects: matches labels to labelled items on an interest table									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Distinguishes pictures from print: points to a word and asks what the word is									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
'Reads' picture books with three or four predictable sentences. For example, It is a dog. Look at the dog. It is a big dog.									X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



Draws pictures of stories, songs or rhymes														X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Discusses book handling and care															X	X	X	X	X	X	X	X	X	X	X	X	X	X
'Reads' picture books of increasing complexity																				X	X	X	X	X	X	X	X	X
Points at words rather than pictures when 'reading'																			X	X	X	X	X	X	X	X	X	

SHARED READING

WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22					
Reads' enlarged texts such as poems, big books, posters and electronic texts (computer texts) as a whole class with the	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Discusses and describes characters in stories	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Draws pictures capturing the main idea of stories, songs or rhymes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Arranges a set of pictures in such a way that they form a story and then 'reads' the story	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Responds to stories through movement and drama activities or rings (e.g. 'The Three Little Pigs')	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Predicts what will happen next in the story using familiar texts and picture cues	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Responds to stories through creative art: paints a picture of the story	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reads' class or group generated texts. For example, sentences written by the teacher while the children are watching, talking and dictating										X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



Makes links to own experience when reading with the teacher, viewing television or pictures													X	X	X	X	X	X	X	X	X	X	X	X	X
Describes the characteristics of characters in stories or television and gives opinions													X	X	X	X	X	X	X	X	X	X	X	X	X
Identifies the sequence of events in simple stories													X	X	X	X	X	X	X	X	X	X	X	X	X
Uses cover of book and illustrations throughout the text to predict storyline													X	X	X	X	X	X	X	X	X	X	X	X	X
Joins in the shared reading of texts with increasing confidence and enjoyment													X	X	X	X	X	X	X	X	X	X	X	X	X
Answers a range of questions based on the story read													X	X	X	X	X	X	X	X	X	X	X	X	X
Points at words rather than pictures when 'reading'																			X	X	X	X	X	X	X

INDEPENDENT READING



	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
WEEKS																								
'Reads' books independently for pleasure in the library or classroom reading corner, turning the pages correctly, showing respect for books	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

PHONEMIC AWARENESS (Daily 15-minute activities)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
WEEKS																								
Distinguishes aurally between different sounds especially at the beginning of words	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Listens for the odd word in a sequence where all words begin with the same sound. For example, ring, rose, round, pose) or identifies whether two given sounds are the	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Develops fine motor skills for strengthening hand muscles: rolls plasticine, models with play dough, plays a trumpet in the air, threads lacing cards, beads, etc.	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Develops fine-motor control by playing more finger rhymes with finger actions	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Develops fine-motor control using scissors to cut out bold outlined pictures, shapes etc	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Develops eye-hand co-ordination: plays catch with bean bags, large or tennis balls, paper balls; creates drawings and makes more complex patterns with crayons	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Develops large muscle control: works in pairs or on own to form letters with their bodies	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Begins to form letters using finger painting, paint brushes, wax crayons	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Traces simple outlines of pictures, patterns and own names where the correct starting point and writing direction are indicated on letters	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Copies patterns onto pegboards and copies patterns, words and letters onto paper	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Uses a range of writing tools: paint brushes, wax crayons etc.	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Holds crayons correctly using an acceptable pencil grip	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
'Writes' using a correct sitting position	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Form letters with their bodies in pairs or on their own																	X		X		X		X		X		X		X		X		X		X		X
Uses a range of writing tools such as paint brushes, wax crayons																	X		X		X		X		X		X		X		X		X		X		X
Forms letters with a variety of writing tools such as crayons, pencils, chalk																	X		X		X		X		X		X		X		X		X		X		X
Holds crayons correctly showing preference for a particular hand to be used: left/right hand dominance																	X		X		X		X		X		X		X		X		X		X		X

Forms some lower-case letters correctly, that is, starts and ends in the correct place																									X	X	X	X	X	X	X	X													
EMERGENT WRITING																																													
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22																							
Draws pictures to convey a message such as own 'news'	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																						
Understands that writing and drawing are different and begins to copy letters and numerals from the classroom environment in own writing attempts: pretend writing using a mixture of copied letters and squiggles	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																							
'Reads' what letters and squiggles 'say'	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																							
Role plays writing in play situations: makes greeting cards, writes letters etc.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																							
Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																							
Spontaneously copies print from the environment such as labels on common household products when playing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																							
Groups words that share the same initial sound or letter	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																							
Identifies a letter or a space between words in print: own names or familiar words or in a book	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																							
Contributes sentences to a class piece of writing: child dictates as the teacher writes	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																							
Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word or phrase to a drawing								X	X	X	X	X	X	X	X	X	X	X	X	X	X	X																							

Copies print from the environment when playing. For example, labels from advertisements														X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Contributes ideas for a class news book														X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Uses writing tools with greater confidence and ease: crayons and pencils														X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Groups pictures of rhyming words, e.g. 'bat', 'cat', 'hat'														X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Uses terms like 'beginning', 'middle', 'end', 'sound', 'word', 'letter' when talking about texts														X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
'Reads' own and others 'writing'																												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
'Writes' and asks others to give meaning to what has been written																												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Makes attempts at familiar forms of writing, using known letters. For example, 'writes' a letter home																											X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Copies short sentences and words written by the teacher																												X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

ASSESSMENT (Informal, Oral or Practical/ Observation) - To be completed by Week 9



Draws pictures to convey a message such as own 'news'
Develops large muscle control: work in pairs or on own to form letters with their bodies
Begins to form letters using finger painting, paint brushes, wax crayons
Role plays writing in play situations. For example, 'writes' lists

OBSERVATION / HOLISTIC RUBRIC

Begins to 'write' observing conventions of directionality: 'writes' from left to right, top to bottom of page

ASSESSMENT (Informal, Oral or Practical/ Observation) - To be completed by Week 20

Draws pictures to convey a message about a personal experience and uses this as a starting point for writing. With help adds a word, phrase or sentence.
Writes' and asks others to give meaning to what has been written
'Reads' own and others' 'writing'
Copies letters and numerals from the classroom environment when 'writing' Copies letters and numerals from the classroom environment when 'writing'
Makes attempts at familiar forms of writing, using known letters. For example, 'writes' a letter home

OBSERVATION / HOLISTIC RUBRIC



2. English Home Language Grade 1

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 2-4 has been combined into one document.
2. The curriculum was adjusted to address only the core concepts and skills.
3. All the skills are spread over the time given.
4. At the top of the document weeks and dates are indicated. Next to each week is an empty column. The teacher can use that column to tick off whenever a certain skill for that week was addressed.
5. In HL (Grade 1-3) the first week can be used for baseline assessment and to orientate the learners on all the Covid-19 rules that need to be adhered to in and outside the classroom.
6. In FAL baseline assessment will be done in grade 3.
7. Life Skills themes must be integrated with Home Language.
8. The themes for FAL are only suggestions and not compulsory. Teachers should use topics applicable to the school context.
9. Whenever groupwork is done, social distancing is to be adhered to.

Guidelines for assessment:



Baseline assessment:

- Should be done during the first week 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 Term 1 content.
- The aim of the activities will be to determine the level of the learners after the lockdown period.

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.
- The first formal assessment task to be completed by week 9.
- The second formal assessment task to be completed by week 20.

These are exceptional times. We would like to thank you for trying your utmost to prepare the learners for the next grade.

Says poems and rhymes and does the actions / Joins in choruses of songs	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song	Poem rhyme Song
Identifies part from the whole such as parts of a bicycle, plant	X	X	X	X	X	X	X	X	X	X	X																		
Understands and uses appropriate language of different subjects	X	X	X	X	X	X	X	X	X	X	X																		
Uses terms such as sentence, capital letter, full stop														X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

LISTENING & SPEAKING ACTIVITIES (Minimum time 3 x 15 minutes a week; Maximum time 4 x 15 minutes a week)

WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Listens to a story with interest and enjoyment, drawing a picture and writing a caption about it	X	X	X	X	X	X	X	X	X	X	X	X	x	x	x	x	x	x	x	x	x	x	x
Listens, enjoys and responds to picture and word puzzles, riddles and jokes, using language imaginatively											X	x	x	x	x	x	x	x	x	x	x	x	x
Sequences pictures of a story and matches captions with the pictures	X	X	X	X																			
Role plays different situations, using appropriate language	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Participates in discussions, asking and answering questions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

ASSESSMENT: LISTENING AND SPEAKING - To be completed by week 9	
Talks about personal experiences and expresses feelings.	RUBRIC
Listens to stories with interest, identifies the main idea and draws a picture to show understanding and responds to questions	RUBRIC
Says poems and rhymes and does the actions	RUBRIC
Listens to instructions and announcements and responds appropriately	CHECKLIST (✓ X)
Listens to stories and answers closed and open-ended questions	

ASSESSMENT: LISTENING AND SPEAKING - To be completed by week 20	
Talks about personal experiences and expresses feelings.	RUBRIC
Listens to stories with interest, identifies the main idea and draws a picture to show understanding and responds to questions	RUBRIC
Tells a story which has beginning, middle and end using language imaginatively	RUBRIC
Listens to instructions and announcements and responds appropriately	CHECKLIST (✓ X)
Sequences at least 5 pictures related to a familiar story or Theme topic by matching captions with pictures (integrated with Life Skills)	
Participates in class discussions and expresses own thoughts and feelings.	



Listens to stories and answers closed and open-ended questions	
Role plays characters in a story that is read or told by the teacher	

READING AND PHONICS
PHONICS (Minimum time 5 x 15 minutes per week; Maximum time 5 x 15 minutes per week)
The teacher must tick off what she has done - ensure all aspects are done within the 22 weeks. Use the first week for orientation and baseline. Assessment is done continuously- have a checklist available to tick off on an ongoing basis. Use your SBA guidelines as a guide.
CONTENT/CONCEPTS/SKILLS

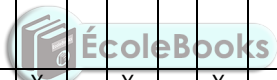
DATE																																											
WEEKS	1		2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17		18		19		20		21		22
Teach the remainder of the single letters (3 vowels and 13 consonant s) by the end of the term, continue with phonemic awareness and word building activities	Revise s,a,c,i,		Revise e,o,p		Revise n b g		h	r	k	u	d	t	m	f	y	l	v	w	j	x	qz	Revision																					
Distinguish es aurally between different beginning and end							Begin-ning	Begin ning	Begin ning	Begin ning	End	End	End	End	Comb	Comb	Comb	Comb	Comb	Comb	Comb					Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb	Comb

Builds words using sounds learnt (-at, -et, -it, -ot, -ut, -ag, -eg, -ig, -og, -ug, -an, -en, -	at et	hat fat rat bat sat mat cat vet pet net wet	Participates in whole class phonemic awareness activities: blending sounds [h-op into hop]; segmenting words [hop into h-o-p]; consonant and vowel substitution word play [replace the 'h' in hop with 'm' to make mop]	Identifies letter-sound relationships of most single letters	sounds of words
	ot ut	bag nag wag rag beg peg leg		Revise s,a,r,c,i,l	
	eg eg	pot hot not mot nut but hut put		Revise e,o,p	
	ig og	big dig fig pig wig log fog		Revise n b g	
	Revision	Revision			
	ug an	bug hug jug mug can fan man pan ran tan van			
	en in	hen den men pen ten bin sin fin pin tin win			h r
	un am	bun fun gun run sun ham dam jam			k
	Revision	Revision			u
	Revision	Revision			d
	Revision	Revision			t
					m
					f
					y
					l
					v
					w
					j
					x
					qz
					Revision

Builds 3-letter words using all single letters	x		x		x		x		x		x		x																													
Uses consonant blends to build up and break down words (e.g. r and l blends- black, fl-op, sl-ip etc.)	bl -black blew blind blood		fl - fly flash flee flood floor		sl -sleeve slide slim slot				br - bring bride bridge		fr - frame fraud free fresh friend		dr - dry drink drive dress dream		cr - crack cry crash cross crane																											
Recognises common consonant digraphs (sh, ch and th) at the beginning of a word (e.g. sh-ip, ch-ip, th-ink)									sh - shell ship shark shave she		ch - chain chick chop cheese chin		th - thank thirsty think thief thumb																													
Recognises common consonant digraphs (sh, ch and th) at the beginning of a word. For example, sh-ip, ch-ip, th-in														shell ship shark shave she sheep		chain chick chop cheese chin chair		three thank thirsty thief thumb throw																								

Recognises common consonant digraphs (sh, ch and th) at the end of a word. For example, fi-sh, much, wi-th																								
Uses consonant blends to build up and break down words. For example, sp-o-t, fr-o-g, dr-i-nk, st-i-ck													space spade spark spear special speech spell spent											
Builds words using sounds learnt	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
													fish dish wish brush ash bush crash finish foolish											
													much bleach catch clutch fetch itch inch latch											
													bath moth path both oath truth mouth death earth											

finger: Sound the word out Fourth finger: Ask for help in reading the word or understanding its meaning																								
Reads big books or other enlarged texts as a whole class with teacher	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Identifies the initial problem in a story that sets the story in motion. In the story of the Three Bears the problem is the morning porridge is too hot and the bears leave their house and go for a walk	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Uses clues and pictures in the book for understanding	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Identifies the sequence of events and the setting of the story	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Uses cover of book to predict and infer ending and storyline	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Recognises cause and effect in a story (e.g. The boy fell off his bike because he rode too quickly down the steep hill.)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



Answers higher order questions based on the passage read (e.g. "Do you think...?" "Why did...?")	X		X		X		X		X		X		X		X		X		X		X		X		X		X
Gives an opinion on what was read	X		X		X		X		X		X		X		X		X		X		X		X		X		X
Interprets information from posters, pictures and simple tables (e.g. calendar)	X		X		X		X		X		X		X		X		X		X		X		X		X		X


GROUP GUIDED READING (2 X 15 Minutes per day)																							
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story	X		X		X		X		X		X		X		X		X		X		X		X
Uses phonics, context clues, and structural analysis and sight words when reading	X		X		X		X		X		X		X		X		X		X		X		X
Monitors self when reading, both in the area of word recognition and comprehension	X		X		X		X		X		X		X		X		X		X		X		X
Reads with increasing fluency and expression	X		X		X		X		X		X		X		X		X		X		X		X

Continues to build a sight vocabulary from the incidental reading programme, the graded reading series and high-frequency word lists	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---

PAIRED/INDEPENDENT READING																																					
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22															
Reads aloud to a partner	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		
Reads own writing, starting to correct errors	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		
Reads own and others writing	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Reads books read in Shared Reading sessions and books from the classroom reading come	X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X

Independent reading (in learners’ free time at school and at home). Learners should be encouraged do independent reading in their Home Language when they have spare time in class, for example, when they have finished an activity ahead of time and at home for homework. It is important that every opportunity in class is used to develop their reading.

ASSESSMENT PHONICS - To be completed by week 9	
Identifies letter-sound relationships of all single letters: Letter Sound Chart	ORAL- CHECKLIST
Distinguishes aurally between different beginning and end sounds of words	
Builds words using sounds learnt (e.g. -at, -et, -it, -ot, -ut, -ag, e.g., -ig, -og, -ug, -an, -en, -in, -un, -am)	
Recognises word families with short vowel sounds: -at, -ag, -am, -it, etc.	
Builds 3 -letter words by blending sounds (onset and rime eg p-ot)	
Uses consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng	
Groups common words into sound families	
Write the initial letter sound for the picture, matching initial sound with picture/word (consonants and vowels)	
Consonant diagraphs: sh, ch, th at the beginning and end of the word	
Spelling test: Word list of at least 10 words (2/3 letter words)	

ASSESSMENT READING - To be completed by week 9	
Done during group guided reading sessions	 ORAL - RUBRIC
Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 50-60 words and ask 2-3 oral questions related to the text	
Uses phonics, context clues and sight words when reading	
Choose a short reading passage which has at least 50-60 words (DBE Workbook or Reader)	
<u>Types of questions:</u> Multiple choice questions Circle the correct answer & Higher order questions Fill in the missing words Sequence events in the story Interprets information from posters, pictures or simple tables	
ASSESSMENT PHONICS - To be completed by week 20	
Identifies letter-sound relationships of all single letters: Letter Sound Chart	ORAL- CHECKLIST
Recognises word families with short vowel sounds: -at, -ag, -am, -it, etc.	WRITTEN - RUBRIC
Builds 3 and 4-letter words by blending sounds (onset and rime eg p-ot)	

Uses initial consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng
Groups common words into sound families
Recognises plurals with "s" and "es"
Write the initial letter sound for the picture, matching initial sound with picture/word (consonants and vowels)
Consonant blends e.g. sp, fr, dr
Consonant diagraphs: sh, ch, th at the beginning and end of the word
Cross out or circle the odd word in a word family e.g. hat, bat, mat, cat, cot
Spelling test: Word list of at least 10 words (2/3 letter words)

ASSESSMENT READING - To be completed by week 20	
Done during group guided reading sessions	ORAL - RUBRIC
Assess each learner on oral reading choose a text (DBE Workbook, Reader) which has at least 50-60 words and ask 2-3 oral questions related to the text	
Choose a short reading passage which has at least 50-60 words (DBE Workbook or Reader) <u>Types of questions:</u> Multiple choice questions Circle the correct answer & Higher order questions Fill in the missing words Sequence events in the story Interprets information from posters, pictures or simple tables	 CHECKLIST
Recognises cause and effect in a story.	
Answers open-ended questions based on the passage read	

WRITING																								
HANDWRITING (4x 15min a week)																								
The teacher must tick off what she has done - ensure all aspects are done within the 22 weeks. Use the first week for orientation and baseline. Assessment is done continuously- have a checklist available to tick off on an ongoing basis. Use your SBA guidelines as a guide.																								

DATE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Holds pencil and crayon correctly	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Forms lower case letters correctly according to size and position, that is, starts and ends in the correct place automatically	Revise s,a,c,i		Revise e,o,p		Revise n b g		h r	k	u	d	t	m	f	y	l	v	w	j	x	q z	Revision		
Forms frequently used upper case letters correctly (e.g. B, D, E, F, G, L, M, N, O, P, R, S, and Y)	B P	O	A	E	H	R	T	D	F M	V W	G	N	L	y	C	I	S	J	K	Q	Z	X	
Forms numerals correctly	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	0	0				
Copies and writes words with correct spacing	X	X	X	X	X	X	X	X	X	X													
Copies and writes short sentences correctly											X	X	X	X	X	X	X	X	X	X	X	X	


SHARED, GROUP AND INDEPENDENT WRITING (Minimum time: 3 x 15 minutes per week; Maximum time: 3 x 20 minutes per week)																								
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Draws pictures to convey a message, adding a label or caption. For example, about a personal experience	X	X																						
Writes a message on a card such as a get well card			X	X																				
Writes words to form a sentence using sounds learnt and common sight words					X	X																		
Writes one sentence of own news or shared writing	X	X	X	X	X	X	X	X																

or timeline, e.g. uses a chart to record the results of a survey on how children come to school																															
Builds own word bank and personal dictionary using initial letter of word such as cat, dog, eat	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

ASSESSMENT HANDWRITING - To be completed by week 9

WRITTEN	Forms lower case letters correctly paying attention to directionality, correct letter formation, size and spacing within lines	RUBRIC
	Holds pencil and crayon correctly	
	Forms frequently used upper case letters correctly	
	Copies and writes words with correct spacing	
	Forms numerals correctly	

ASSESSMENT: WRITING - To be completed by week 9

WRITTEN	Writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).		RUBRIC
	Writes sentences using words containing the phonic sounds already taught		
	Writes at least two sentences of own news or shared writing using the past tense		
	Begins to use capital letters and full stops, including capital letters for names		
	Compiles a list of words according to instructions such as a list of words related to transport		

ASSESSMENT HANDWRITING - To be completed by week 20

WRITTEN	Forms 26 lower case letters correctly paying attention to directionality, correct letter formation, size and spacing within lines	RUBRIC
	Copies and writes words with correct spacing	

	Copies and writes 1-2 short sentences legibly and correctly and writes a sentence correctly	
ASSESSMENT: WRITING - To be completed by week 20		
WRITTEN	Writes the missing words in a writing frame to complete a text (at least 3 -5 sentences).	RUBRIC
	Spells common words correctly	
	Forms the plurals of familiar words by adding 's' or 'es'	
	Uses prepositions correctly	
	Begins to use present and past tense correctly in writing	
	With help uses nouns and pronouns (I, you, she, he, it) correctly in writing	
	Writes at least 3 sentences of own news or on a topic (Theme/Story etc.) using capital letters and full stops.	



3. English Home Language Grade 2

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 2-4 has been combined into one document.
2. The curriculum was adjusted to address only the core concepts and skills.
3. All the skills are spread over the time given.
4. At the top of the document weeks and dates are indicated. Next to each week is an empty column. The teacher can use that column to tick off whenever a certain skill for that week was addressed.
5. In HL (Grade 1-3) the first week can be used for baseline assessment and to orientate the learners on all the Covid-19 rules that need to be adhered to in and outside the classroom.
6. In FAL baseline assessment will be done in grade 3.
7. Life Skills themes must be integrated with Home Language.
8. The themes for FAL are only suggestions and not compulsory. Teachers should use topics applicable to the school context.
9. Whenever groupwork is done, social distancing is to be adhered to.

Guidelines for assessment:

Baseline assessment:

- Should be done during the first week 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 Term 1 content.
- The aim of the activities will be to determine the level of the learners after the lockdown period.



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.)
- The first formal assessment task to be completed by week 9.
- The second formal assessment task to be completed by week 20.

These are exceptional times. We would like to thank you for trying your utmost to prepare the learners for the next grade.

GRADE 2 TERM 2 - 4 ADJUSTED CURRICULUM

LISTENING AND SPEAKING

CONCEPTS AND SKILLS

Listening and Speaking skills will be observed and assessed during your daily oral lesson activities in all subjects. They are integrated and feature in Mathematics and Life Skills too. Each skill is not meant to be an assessment activity but rather you should ensure that your learners are afforded opportunities.


The teacher must tick off what she has done - ensure all aspects are done within the 22 weeks. Use the first week for orientation and baseline. Assessment is done continuously- have a checklist available to tick off on an ongoing basis. Use your SBA guidelines as a guide.

DATE																														
WEEKS		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22							
DAILY/WEEKLY ACTIVITIES																														
Listens to stories and poems and answers higher-order questions			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X					
Listens to a complex sequence of instructions and responds appropriately			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X					
Listens without interrupting showing respect for the speaker, asking questions and commenting on what was heard			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X					
Talks about personal experiences and more general news			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X					
Tells a story that has a beginning, middle and end			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X					
Expresses feelings about a story or poem and gives reasons																X	X	X	X		X	X	X	X	X					

Answers open-ended questions and justifies answer			X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X
Makes up own rhymes			X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		
Role plays different situations			X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		
Participates in discussions, and reports back on the group’s work														X	X	X	X	X	X	X	X		X		X		X		X		X		X		X		
Uses terms such as noun, adjective, verb, pronoun, preposition, comma, question mark, paragraph			X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		X		

LISTENING & SPEAKING ACTIVITIES (Minimum time 3 x 15 minutes a week; Maximum time 4 x 15 minutes a week)

ASSESSMENT - To be completed by week 9

Talks about personal experiences and more general news. For example, tells news using descriptive language Participates in discussions, asking and answering questions Expresses feelings about a story or poem Listens to stories and poems and identifies the main idea, details and sequence of events Listens for the detail in stories and answers open-ended questions. For example, works out cause and effect Listens to stories and predicts the ending, or makes up own ending for the story Role plays different situations, e.g., takes on the role of news presenter Uses an ever-increasing vocabulary when speaking Tells simple stories varying tone and volume of voice	 RUBRIC
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ASSESSMENT - To be completed by week 20

Talks about personal experiences and more general news. For example, tells news using descriptive language Listens to a complex sequence of instructions and responds appropriately	RUBRIC
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·Participates in discussions, suggesting topics for discussion and asking questions for information and reporting back on
Listens for the detail in stories and answers higher-order questions, e.g., "Do you think he was right to...?"
Expresses feelings about a text and gives reasons, e.g., "It made me angry because..."

READING AND PHONICS

CONTENT/CONCEPTS/SKILLS

PHONICS (5 X 15 minutes per week- minimum time; 15 x 5 minutes a week - maximum time)

DATE																						
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Identifies letter-sound relationships of all single letters		X	X	X	X	X																
Groups common words into sound families such as 'oy', 'oi'; 'ay', 'ai'			X		X	X	X			X	X	X	X		X		X		X			
Recognises common endings in words (e.g. „ed“ , „ ing“ , „y“ and „ s“)		ed		ing	y	s																
Recognises common consonant digraphs (e.g. sh, ch, th, wh) at the beginning and end of words							sh	sh	th	th	ch	ch	wh	wh								
Recognises the first sound (onset) and the last syllable (rime) in more complex patterns such as. dr-eam, cr-eam, scr-eam, str-eam		X	X																			
Distinguishes aurally between long and short vowel sounds, (e.g. „not“ and „note“ , „hat“ and „hate“)													X	X	X	X		X				
Builds up and breaks down simple words beginning with some common consonant blends (e.g. fl-at, sl-ip, cl-ap, pl-um; br-im, cr-op, dr-ip, gr-ab, tr-ip)& 3-letter consoncant blend at																X	X	X	X	X	X	X

Gives an opinion on what was read	X		X		X		X		X		X		X		X		X		X		X		X							
Cause and effect	X		X		X		X		X		X		X		X		X		X		X		X							
Answer higher order questions	X		X		X		X		X		X		X		X		X		X		X		X							
Reads own and others" writing	X		X		X		X		X		X		X		X		X		X		X		X							
Reads independently books read in Guided Reading sessions and simple caption books and picture story books in the Home Language from the classroom reading corner	X		X		X		X		X		X		X		X		X		X		X		X							

Independent reading (in learners’ free time at school and at home). Learners should be encouraged do independent reading in their Home Language when they have spare time in class, for example, when they have finished an activity ahead of time and at home for homework. It is important that every opportunity in class is used to develop their reading.

ASSESSMENT PHONICS - To be completed by week 9

- Recognises 3-letter consonant blends at the beginning of words. For example. str-ip, str-ap)
- Builds 3, 4 and 5-letter words using the consonant blends, vowel digraphs taught this term
- Recognises ‘silent e’/split digraph in words. For example, tape, time, note
- Uses consonant blends to build up and break down words
- Groups common words into sound families.



WRITTEN / CHECKLIST


- Assess each learner individually 50-60 sight words (Big Book, Theme, Reader)
- Reads with increasing fluency and expression
- Uses sight words, phonics, contextual and structural analysis decoding skills when reading
- Reads aloud from book at own level in a guided reading group with teacher, that is, whole group reads same story

RUBRIC

- Choose a short reading passage of 50 - 60 words (DBE Workbook)

WRITTEN - MEMO

or Reader) Types of questions Multiple choice questions Fill in the missing words (cloze procedure)	
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ASSESSMENT PHONICS - To be completed by week 20	
Recognises at least 5 new vowel digraphs. For example, 'ar' as in car, 'er' as in fern, 'ir' as in shirt, 'or' as in short, 'ur' as in church etc.	 <p>WRITTEN - RUBRIC</p>
Recognises the first sound (onset) and the last syllable (rime) in more complex patterns. For example, dream, cream,	
Recognises 3-letter consonant blends at the end of words. For example, catch, feather, inch)	
Recognises common double consonants such as ll, ss and zz at the end of words. For example, doll, fu-ss, buzz	
Groups common words into sound families.	
Assess each learner individually 50-60 sight words (Big Book, Theme, Reader)	<p>RUBRIC</p>
Uses sight words, phonics, contextual and structural analysis decoding skills and comprehension skills to make meaning	
Reads with increasing fluency and speed using correct pronunciation	
Choose a short reading passage of 50 - 60 words (DBE Workbook or Reader) Types of questions Multiple choice questions Fill in the missing words (cloze procedure)	<p>WRITTEN - MEMO</p>

WRITING																													
CONTENT/CONCEPTS/SKILLS																													
DATE																													
WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22							
Teachers should choose from the following; they should try to cover as many of these activities as possible in the time available																													
HANDWRITING (Minimum time 3 x 15 minutes per day; Maximum time 4 x 15 minutes per day)																													
Uses handwriting tools effectively, e.g. pencil, eraser, ruler		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
Aligns writing on 17 mm ruled lines		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
Forms upper and lower-case letters correctly		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
Writes words with correct spacing between letters and words		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
Writes in print script all capitals and lower-case letters		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
Copies and writes one paragraph of between 3 - 4 lines from a printed text		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
Copies and writes different formats of writing (short invitations such as birthday invitations; messages; lists etc)		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									
Uses print script in all forms of written recording		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X									

Writes in print script all capitals and lower case letters confidently and accurately	
ASSESSMENT WRITING - To be completed by week 20	
Writes at least two paragraphs (ten sentences) on personal experiences or events such as a family celebration	
Uses informational structures when writing such as writes recipes	
Uses present, past and future tenses correctly	
Uses correct punctuation (full stops, commas, question marks and exclamation marks) so that others can read what has been written	
Sequences text by using words like 'first', 'next' and 'finally'	
Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge	



4. English Home 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 2-4 has been combined into one document.
2. The curriculum was adjusted to address only the core concepts and skills.
3. All the skills are spread over the time given.
4. At the top of the document weeks and dates are indicated. Next to each week is an empty column. The teacher can use that column to tick off whenever a certain skill for that week was addressed.
5. In HL (Grade 1-3) the first week can be used for baseline assessment and to orientate the learners on all the Covid-19 rules that need to be adhered to in and outside the classroom.
6. In FAL baseline assessment will be done in grade 3.
7. Life Skills themes must be integrated with Home Language.
8. The themes for FAL are only suggestions and not compulsory. Teachers should use topics applicable to the school context.
9. Whenever groupwork is done, social distancing is to be adhered to.

Guidelines for assessment:

Baseline assessment:

- Should be done during the first week 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 Term 1 content.
- The aim of the activities will be to determine the level of the learners after the lockdown period.



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.)
- The first formal assessment task to be completed by week 9.
- The second formal assessment task to be completed by week 20.

These are exceptional times. We would like to thank you for trying your utmost to prepare the learners for the next grade.

Participates in discussions, giving useful feedback to others	
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ASSESSMENT - To be completed by week 20

Tells a story using descriptive language, different gestures and facial expressions

Does an oral presentation: Show and Tell or prepared speech on a topic using poster or story board linked to a theme topic (integrated with Life Skills).

Listens for the detail in stories and answers open-ended questions, e.g., “Do you think it is right that you have to wear a school uniform

Uses language imaginatively: tells jokes and riddles using appropriate volume and intonation



READING AND PHONICS

READING AND PHONICS

PHONICS (Minimum time 4 X 15 minutes per week; Maximum time 5 x 15 minutes a week)

CONTENT/SKILLS/CONCEPTS

Phonic Activities

DATE																												
WEEKS																												
Recognises and uses all phonics learnt so far	X		X		X		X		X		X		X		X		X		X		X		X		X		X	

READING

SHARED READING (maximum time 5 x 15 minutes; minimum time 3 x 20 minutes)

WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Introduce different genre such as plays and different types of poems.		Poem	Play	Poem	Play	Poem																
Reads enlarged texts such as poems, big books of stories, plays, posters , and electronic texts as a whole class with teacher (shared reading)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use visual cues to predict and infer about a graphical text (map)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reads a range of different types of poems around a topic and discusses these (both form and meanings, word selection)		x		x		x																
Interprets information from graphical texts such as advertisements, pictures, graphs, charts		advertise	picture	graphs																		
Reads book as a whole class with teacher (shared reading) and discusses main idea, characters and plot	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Uses the information from a graphical text, e.g., takes part in a walk around the school by following the directions on a map	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Expresses whether a story was liked and is able to justify answer, e.g., "I loved this story because it reminded me of..."	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Answers a range of higher order questions based on the text read, e.g., "Should her grandmother have told her that...?"	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X



WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Reads aloud to a partner	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reads own and others' writing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Reads independently books read in Shared Reading sessions, story books and books from the reading corner and any other texts, such as readers read earlier in the year, at the independent reading level of the children	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Finds information independently or in pairs from level-appropriate non-fiction texts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

ASSESSMENT - PHONICS - To be completed by week 9

Word level and Sentence level

Recognises that some sounds can be represented by a number of different spelling choices (Homonyms) ow (cow) ou (found), aw (draw), au (autumn) tie, high, sky, few, blue

Recognises digraphs making /f/ such as 'ph' as in elephant, 'gh' as in laugh

Recognises all vowel and consonant blends learnt so far

Recognises silent letters in words, that is, 'k' as in know, 'l' as in half, 'b' as in comb, 'w' as in write, 'h' as in hour

Homonyms: Uses words that are pronounced and spelt the same but have different meanings such as fly : to fly in an aeroplane or a fly that is an insect

Recognises hard and soft sounds of 'c' and 'g' such as 'c' as in city; 'g' as in giant

Recognises vowels such - as 'ere' in 'here', -air as in 'hair', -are as in 'square'

Spelling & Dictation: Word list of at least 20 words from phonic lessons and 2 sentences of dictation



**Checklist
Worksheet
Class workbook**

ASSESSMENT READING - To be completed by week 9

To be assessed during Group Guided Reading Sessions

Reading: Word Recognition	Assess each learner individually on at least 80-100 sight words (Word list)	RUBRIC
Written Comprehension	Choose 2 graphical texts (bar graph, pictorial map, advertisement, weekly class roster etc)	
	Types of questions:	
	Multiple choice questions	
	Sequence events in a story in the right order	
	Recall & higher order type questions (express an opinion, cause and effect etc)	

ASSESSMENT - PHONICS - To be completed by week 20

Word level and Sentence level

Recognises that some sounds can be represented by a number of different spelling choices (Homonyms) ow (cow) ou (found), aw (draw), au (autumn) <i>tie, high, sky, few, blue</i>
Recognises all vowel and consonant blends learnt so far
Recognises hard and soft sounds of 'c' and 'g' such as 'c' as in city; 'g' as in giant
Recognises vowels such - as 'ere' in 'here', -air as in 'hair', -are as in 'square'
Recognises and uses spelling patterns such as -igh (high), -ough (tough), -eigh (neigh), augh (caught)
Recognises and uses synonyms such as happy is the same as glad and antonyms: good is the opposite of bad
Recognises and uses prefixes such as un-, re- and suffixes such as -ful, -ness
Breaks down multi-syllabic words into separate syllables such as re-mem-be
Homophones: Uses words that sound the same but are spelt differently such as 'pair' and 'pear', 'hair' and 'hare'
Spelling & Dictation: Word list of at least 20 words from phonic lessons and 2 sentences of dictation



**Checklist
Worksheet
Class workbook**

ASSESSMENT READING - To be completed by week 20

	Group Guided Reading Sessions	
Reading: Word Recognition	Assess each learner individually on at least 100-120 sight words (Word list)	RUBRIC
	Choose a fiction/non-fiction text with 100-120 words (DBE Workbook or Reader) <u>Types of questions:</u> Multiple choice questions Sequence events in a story in the right order Recall & higher order type questions (express an opinion, cause and effect etc)	RUBRIC

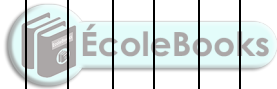


WRITING

HANDWRITING (Minimum time 3 x 15 minutes per day; Maximum time 4 x 15 minutes per day)

WEEKS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Makes transition to the joined script or cursive writing in all written recording, that is, the date, own name, and own written texts	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Experiments with using a pen for writing										x	x	x	x	x	x	x	x	x	x	x	x	x
Uses the joined script or cursive writing for all written recording										x	x	x	x	x	x	x	x	x	x	x	x	x
Transcribes words and sentences correctly in the joined script or cursive writing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Forms all upper and lower case letters correctly and automatically in the joined script or cursive writing	aa	cx	d g	e b	j	y	m	n	o	p	il	f	k	h	r	sss	t	uu	v	w	zz	
Copies written text from the board, textbooks, work cards, correctly, paying attention to correct letter formation and spacing in the joined script or cursive writing	Copies senten-ces from the	Copies senten-ces from the	Copies senten-ces from the	Copies senten-ces from the	Copies senten-ces from the	Copies senten-ces from the	Copies senten-ces from the	Copies senten-ces from the	Copies senten-ces from the	Copies senten-ces from the	Copies senten-ces from the	Copies senten-ces from	Copies senten-ces from the	Copies senten-ces from	Copies senten-ces from	Copies senten-ces from	Copies senten-ces from	Copies senten-ces from	Copies senten-ces from	Copies senten-ces from	Copies senten-ces from	Copies senten-ces from
Writes neatly and legibly with confidence and speed in a joined	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

such as a short newspaper article																																								
Uses different sentence types when writing such as statements, questions, commands	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas	Capital letters full stops	Commas question marks		exclamation marks		inverted commas																																		
Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly	Nouns adjecti-	Adverbs		Verbs			Preposi-tions	Pronouns																																
Uses more complex tenses such as present and past progressive. For example, He is reading a book. They were watching tv last night			x						x	x																														
Joins sentences using conjunctions such as 'and', 'but'		Conjunc-tions										Conjunctions																												
Uses a variety of vocabulary to make the writing more interesting	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	



punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas	
Uses more complex tenses such as present and past progressive.	
Summarises and records information using mind maps, tables, notices, diagrams or charts	
Uses different sentence types when writing such as statements, questions, commands, etc	
Joins sentences using conjunctions such as 'and', 'but'	
Writes personal texts in different forms: a diary entry, a letter to a relative, description	
ASSESSMENT LANGUAGE STRUCTURE AND USE - To be completed by week 9 (To be incorporated in the writing assessment)	
Punctuation (capital letters, full stops, commas, apostrophe, commas, question mark, exclamation mark, inverted commas)	
Pronouns	
Use of tenses	
Writes the plurals of nouns	
Use of conjunctions (and, but, because)	
Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly	
ASSESSMENT: HANDWRITING - To be completed by week 20	
Copies and writes short words and short sentences in the joined script with correct letter formation and spacing (integrate with Reading, Life Skills)	
Writes lower and upper case letters in the joined script that is aligned to the school's writing policy	
Uses the joined script freely for written recordings in all subjects.	
ASSESSMENT: WRITING - To be completed by week 20	




WRITTEN ACTIVITY

RUBRIC

Writes and illustrates a familiar story with a title (beginning, middle and end) in at least 10 sentences (2 paragraphs) and uses punctuation correctly: capital letters, full stops, commas, question marks, exclamation marks and inverted commas	RUBRIC
Uses more complex tenses such as present and past progressive.	
Writes a personal text (40-50 words) e.g. a birthday invitation or a letter to a friend	
Uses different sentence types when writing such as statements, questions, commands, etc	
Joins sentences using conjunctions such as 'and', 'but'	

ASSESSMENT LANGUAGE STRUCTURE AND USE - To be completed by week 20 (To be incorporated in writing assessment)

Punctuation (capital letters, full stops, commas, apostrophe, commas, question mark, exclamation mark, inverted commas)	 WRITTEN ACTIVITY
Pronouns	
Use of tenses	
Parts of Speech	
Writes the plurals of nouns	
Use of conjunctions (and, but, because)	
Identifies and uses nouns, pronouns, adjectives, verbs, adverbs and prepositions correctly	