



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

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**2020**  
**NATIONAL REVISED ANNUAL TEACHING PLANS**  
**GRADE 3**  
**FIRST ADDITIONAL LANGUAGE (FAL)**

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# 1. Introduction

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

The National Curriculum Statement, Grades R-12 comprises:

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

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

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

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

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

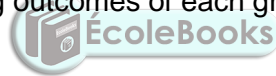
The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

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

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

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

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



## 2. Purpose

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

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

## 3. Implementation Dates

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

## 4. Revised Teaching Plans per Subject

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

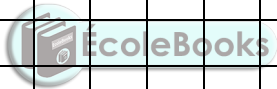
# 1. Afrikaans First Additional Language

## Revised National Teaching Plan

Die opvoeder moet afmerk wat sy gedoen het - maak seker alle aspekte word gedoen gedurende die gegewe tyd. Gebruik die eerste week vir oriëntering en basislynassessering. Assessering word deurlopend gedoen - hou 'n kontrolelys byderhand om af te merk op 'n deurlopende basis. Maak gebruik van die SBA riglyne as 'n gids.

### LUISTER EN PRAAT (MONDELING)

Datums																							
Weke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
<b>THEMES</b>																							
1. Probeer is die beste geweer																							
2. Families gee vir mekaar om																							
3. Boelies																							
4. Ons is skrywers																							
5. Dinge wat ons bang maak																							
6. Deernis																							
7. Eerlikheid																							
8. Probleemoplossings																							
9. Aanleer van nuwe dinge																							
10. Identiteite																							



**INHOUDE/KONSEPTE/VAARDIGHEDE****Daaglikse aktiwiteite (30 minute per week)**

\* Opvoeders kies temas (2 weekliks) wat hul toelaat om woordeskat bekend te stel en te herhaal, asook om die aktiwiteite wat hier onder genoem word te dek.

\* Neem kennis dat die voorgestelde temas/onderwerpe slegs voorstellings is.

\* Opvoeders kies eie temas afhangende van die omstandighede en die hulpbronne wat beskikbaar is.

\* Opvoeders moet seker maak dat hulle die nodige Grootboeke/plakkate, rympies, liedjies, speletjies en realia (werklike voorwerpe) vir die tema wat hulle kies beskikbaar het.

Weke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Gaan voort om mondelinge (Luister en Praat) woordeskat te ontwikkel deur van onderwerpe en temas gebruik te maak. Integreer met Gedeelde Lees, Wiskunde en Lewensvaardigheid.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Volg gegewe instruksies, bv. volg opvoeders se instruksies en herhaal of gee self instruksies. Integreer met Gedeelde Lees, Wiskunde en Lewensvaardigheid.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Verstaan en reageer op eenvoudige vrae soos: Wanneer? Waarom? Wat? Wat dink jy sal gebeur as....? Integreer met Gedeelde Lees, Wiskunde en Lewensvaardigheid.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Stel vrae om duidelikheid te kry, bv. "Ek verstaan nie, herhaal asseblief." Integreer met Gedeelde Lees, Wiskunde en Lewensvaardigheid.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Rig versoeke en reageer daarop, bv. "Mag ek asseblief die woordeboek gebruik?"	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Neem aan 'n kort gesprek oor 'n bekende onderwerp deel. Integreer met Lewensvaardigheid.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Identifiseer 'n voorwerp van 'n eenvoudige mondelinge beskrywing, bv. Ek is klein en hard As jy my in die grond sit en water gee, groei ek. Wat is ek?/ Plaas prente in die korrekte volgorde. Integreer met Gedeelde Lees, Wiskunde en Lewensvaardigheid.														x			x					
Praat oor 'n voorwerp op prente of in foto's en reageer op die onderwyser se instruksies. Integreer met Gedeelde Lees en Lewensvaardigheid.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Luister en lewer eenvoudige vertellings met die hulp van die onderwyser. Integreer met Gedeelde Lees en Lewensvaardigheid.				x				x					x	x	x		x		x			
Memoriseer en dra eenvoudige gediggies, aksierympies en liedjies voor.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Speel taalspeletjies, bv. Ek sien iets wat met....begin. Kettingspeletjies - die onderwyser sê 'n klank en wys na 'n leerder	x	x					x			x		x	x								x	

wat aan 'n woord moet dink wat met daardie klank begin. Die leerder sê 'n woord en wys na 'n ander leerder en sê 'n klank, ens.

**Gefokusde luister en praat (30 minute per week)**

\* **Luister na stories en lees dit voor (Gedeelde Lees)**

\* **Onderwyser lees twee maal per week of soos die tyd dit toelaat, 'n storie of 'n reeks gebeure voor.**

\* **Stories kan deur gebare en toneelbenodighede gedramatiseer word om betekenis te ondersteun.**

\* **Stories moet uit Grootboeke of illustrasies op plakkate gelees word, sodat alle leerders die prente kan sien.**

Weke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Luister na kort stories en persoonlike verslae of niefiksie-boeke, bv feitelike verslae, instruksies, inligtingverslae wat vir genot uit Grootboeke of geïllustreerde muurkaarte voorgelees word.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Luister na stories en persoonlike verslae/ vertellings en beantwoord begripvrae.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Voorspel wat volgende in 'n storie of persoonlike vertelling gaan gebeur (Wat dink jy gaan volgende gebeur?)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Druk gevoelens oor 'n storie uit (Het jy van die storie gehou? Hoekom? Hoekom nie?)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Vertel die storie oor, bv. Opsomming van die storie - deel van begripstrategieë.				x				x	x		x		x				x		x			x
Luister na 'n niefiksie-tekst soos 'n feitelike weergawe of inligtingsverslag, bv. hoe om 'n masker te maak en beantwoord begripvrae (Wat het jy nodig om 'n masker te maak?)												x	x	x	x							x
Die onderwyser help leerders om 'n opsomming van 'n niefiksie-tekst te maak.					x				x						x							x
<b>Ontwikkeling van konsepte, woordeskat en taal strukture: Om aan bogenoende aktiwiteite deel te neem, word...</b> kontekstuele woordeskat wat, bv. in n tema soos lewensiklusse voorkom, uitgebrei			x				x										x			x		
Begin ontwikkel begrip en die vermoë om eenvoudige taalstrukture in konteks in betekenisvolle gesproke taal te gebruik, bv.: * <b>teenwoordige en verlede tyd;</b> * <b>telbare en ontelbare selfstandige naamwoorde;</b> * <b>lidwoorde: "n" en "die";</b> * <b>voorsetsels</b> , bv.: in/op; * <b>beskrywende voornaamwoorde:</b> "Gee asseblief <u>daardie</u> aan." * <b>trappe van vergelyking</b> (vinnig, vinniger, vinnigste) (Integreer met Skryf en Taalgebruik.)	verlede tyd	telbare en ontelbare	telbare en ontelbare	beskrywende	trappe van vergelyking	voorsetsels	telbare en ontelbare	telbare en ontelbare	lidwoorde	lidwoorde	verlede tyd	beskrywende	voorsetsels	lidwoorde	beskrywende	verlede tyd	voorsetsels	teenwoordige tyd	beskrywende	verlede tyd		

<b>ASSESSERING</b>	
<b>MOET TEEN WEEK 9 VOLTOOI WEES</b>	
Gee 'n kort mondelinge vertelling van 'n persoonlike ervaring of gebeurtenis	MONDELING - RUBRIEK
Demonstreer 'n begrip van mondelinge woordeskat	KONTROLELYS
Luister na 'n storie en beantwoord eenvoudige begripsvrae mondeling	
<b>MOET TEEN WEEK 20 VOLTOOI WEES</b>	
Mondeling: Kort gesprek oor 'n prent of foto / Tema plakkaat in ten minste 4-5 sinne	MONDELING - RUBRIEK
Demonstreer 'n begrip van mondelinge woordeskat	KONTROLELYS
Luister na niefiksie-tekste en beantwoord begripsvrae mondeling	





LEES EN KLANKE

**INHOUD/KONSEPTE/VAARDIGHEDE**

Fonemiese bewustheid en Klanke (15 minute per week)

- \* Die opvoeder merk af wat sy reeds gedoen het - maak seker dat alle aspekte binne die 22 weke voltooi is.
- \* Opvoeder stel nuwe tweevokaalklankgroepe en konsonantverbindings bekend en gebruik hoëfrekwensie woorde of woorde wat die leerders reeds ken.
- \* Opvoeder moet seker maak dat leerders die nuwe woorde se betekenis verstaan en dit in 'n sin kan gebruik.
- \* Leerders moet woorde bou met die klanke wat aangeleer is.
- \* Rym word vasgelê deur gebruik te maak van mondelinge aktiwiteite.
- \* Aktiwiteite kan ook integreer word met Luister en Praat, Lees en Skryf aktiwiteite.

Datums																							
Weke	1	2	3	4	5	6	7	8	9	10	11	12		13	14	15	16	17	18	19	20	21	22
Herken ten minste vyf tweevokaal kombinasies, bv. loer, dier, deur (-aa-; -ee-; -oo-; -uu-; -oe-; -ie-; -eu-; -ui-; -ou-; -ei-)	aa	ee	oo	uu	oe	ie	eu	ui	ou	ei													
Gebruik tweekonsonantkombinasies aan die einde van woorde om woorde te bou en op te breek (bv. -lf; -lk; -lp; -nt; -ns; -mp; -ms; -rf; -rg; -rk; -rp; -rs; -rt; -ts).																							
Herken en bou drieletterkonsonant-kombinasies aan die begin van 'n woord (bv. str-, skr-, spr-).															str	skr	spr						
onderskei tussen verskillende mondelinge vokaalklanke (bv. die e in berge, begin, vergeet, ens.). Herken en gebruik voegsels, bv. gedoen, hoeke, boekie																			x				
Herken en gebruik moeiliker woordpatrone, bv. varing, heining.																					x		
Herken en bou dubbelkonsonantkombinasies (meervoude) bv. somme, potte, balle, ens.). Integreer met Luister en Praat, Lees, Skryf en Taalgebruik.																						x	x
Herken sommige verskille tussen klank/ spel/ verhoudings in huistaal en addisionele taal, soos wa-in water in Afrikaans en Engels.	x				x					x										x			
Herken die beginklank in moeiliker woorde		x				x					x	x											
Herken en gebruik voegsels, bv. gedoen, hoeke, boekie. Integreer met Luister en Praat en Lees.			x				x							x									
* Herken rymklanke in bekende rymwoorde (bv. bly, gly, ry, vy, sy. * Herken en bou die eerste klank (aanvang) en die laaste	x	x	x	x	x	x	x								x						x		x

lettergreep (rym) in meer komplekse patrone (bv. dr-oom, r-oom, skr-ee, str-oom)

**Gedeelde Lees (maak deel uit van Luister en Praat)**

\* Gedeelde Lees is beide 'n lees en luister aktiwiteit; dit sluit ook praat in aangesien leerders met hul onderwysers oor die teks gesels.

\* Gedeelde Lees gaan voort in Graad 3, maar is deel van Luister en Praat.

Weke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Lees 'n kort storie (Grootboek of ander vergrootte teks) saam met die onderwyser en gebruik die titel om voorspelings te maak.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Beantwoord vrae oor die storie.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Leerder beskryf hoe die storie hom/haar laat voel, mag oorskakel na huistaal indien nodig.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

**Groepbegeleide Lees (Minimum 45 minute, maksimum 1 uur 15 minute per week)**


\* Waar opvoeders die maksimum tydstoewysing vir Eerste Addisionele Taal gebruik, moet hulle die klas in vyf groepe verdeel, elke leerder in groep moet op dieselfde leesvlak wees.

\* Leerders behoort gegradeerde leesreekse te gebruik, en daar moet seker gemaak word dat elke groep tekste het wat op die voorgestelde vlak is (woordherkenning tussen 90% - 95%).

\* Die opvoeder moet vir 15 minute per dag met net een groep werk.

\* Terwyl sy met die een groep werk, moet die ander leerders met paarlees, 'n aktiwiteit wat met die teks verband hou of individuele lees besig wees.

Weke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Lees hardop uit eie boek tydens groepbegeleide leessessies saam met onderwyser - die hele groep lees dieselfde storie of niefiksie-tekste.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Maak van dieselfde leestegnieke gebruik wat in Huistaal aangeleer is (klanke, kontekstuele leidrade, struktuuranalise, sigwoorde).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Lees hardop met toenemende vlotheid en uitdrukking.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Toon begrip vir leestekens tydens hardoplees.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Gaan voort om sigwoordeskat op te bou deur groepbegeleide, gedeelde en sefstandige lees.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

Selfstandige lees (gedurende leerders se vrye tyd by die skool en tuis) *Leerders moet aangemoedig word om selfstandig te lees in hul Eerste Addisionele Taal-periode, bv. wanneer hulle voor ander leerders hul skriftelike werk voltooi het, of wanneer die onderwyser groepbegeleide lees doen. * Dit is belangrik dat leerders elke geleentheid in die klas sal gebruik om hul lees te ontwikkel. * Leerders moet ook aangemoedig word om tuis te lees vir huiswerk.																						
Weke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Lees eie en ander se skryfwerk.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Lees Eerste Addisionele taalboeke wat tydens groepbegeleide leessessies gelees is, en boeke met eenvoudige onderskrifte en prentstorieboeke in die leeshoekie.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Lees bekende gedigte en rympies.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Maak van een- en tweetalige kinderprentwoordeboeke gebruik om die betekenis van onbekende woorde na te slaan.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
<b>ASSESSERING: KLANKE</b>																						
<b>MOET TEEN WEEK 9 VOLTOOI WORD</b>																						
Herken tweevokaal kombinasies, bv. loer, dier, deur ( -aa-; -ee-; -oo-; -uu-; -oe-; -ie-; -eu-; -ui-; -ou-; -ei-)																						
Herken konsonant kombinasies (bv. str-, skr-, spr-, -lf; -lk; -lp; -nt; -ns; -mp; -ms; -rf; -rg; -rk; -rp; -rs; -rt; -ts)																						
Spel: <b>Woordlys van 15 woorde en 1-2 sinne diktasie</b>	<b>MEMO</b>																					
<b>Groepbegeleide Lees Sessies</b>																						
<b>Sigwoorde:</b> Assesseer elke leerder individueel op 60-70 sigwoorde (Grootboek, Tema, Leesboek) <b>1 punt vir elke korrekte antwoord</b>	<b>RUBRIEK</b>																					
<b>MOET TEEN WEEK 20 VOLTOOI WORD</b>																						
Spelling: Woordlys met 15 woorde en 1-2 sinne diktasie - skriftelik.	<b>SKRIFTELIK - MEMORANDUM EN RUBRIEK</b>																					
Herken tweevokaal kombinasies( -aa-; -ee-; -oo-; -uu-; -oe-; -ie-; -eu-; -ui-; -ou-; -ei-)																						
Herken konsonant kombinasies (bv. str-, skr-, spr-, -lf; -lk; -lp; -nt; -ns; -mp; -ms; -rf; -rg; -rk; -rp; -rs; -rt; -ts)																						
Onderskei tussen verskillende mondelinge vokaalklanke (bv. die -e- in berge, begin, vergeet, ens.). Herken en gebruik voegsels, bv. gedoen, hoeke, boekie																						
Herken en bou dubbelkonsonant-kombinasies (meervoude) bv. somme, potte, balle, ens.). Integreer met Luister en Praat, Lees, Skryf en Taalgebruik.																						

Herken en gebruik voegsels, bv. gedoen, hoeke, boekie. Integreer met Luister en Praat en Lees.	
<b>ASSESSERING: LEES</b>	
<b>Skriftelike begrip:</b> Kies 'n leesstuk tussen 80 en 100 woorde (DBO Werkboek of Leesboek). Tipe vrae: * Veelvuldige vrae * Vul die ontbrekende woorde in * Volgorde van gebeue in 'n storie * Herroep, direkte vrae	<b>SKRIFTELIK - MEMORANDUM</b>
<b>Mondeling:</b> * Lees sigwoorde (70-80) * Leesvlotheid	<b>KONTROLELYS</b>



SKRYF																							
INHOUD/KONSEPTE/VAARDIGHEDE																							
Skryfaktiwiteit (Minimum 30 minute, maksimum 1 uur per week)																							
* Opvoeders word aangeraai om soveel as moontlik van hierdie aktiwiteite in die gegewe tyd te dek.																							
* Maak gebruik van handskrifvaardighede wat in Huistaal aangeleer is.																							
* Maak gebruik van die skryfproses (beplan, skryf, redigeer, publiseer/bied aan) vir skryfaktiwiteite.																							
* Spel algemene woorde korrek en probeer onbekende woorde gebruik deur van klankkennis gebruik te maak.																							
* Integreer met Klanke.																							
Datums																							
Weke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Skryf, saam met die opvoeder, 'n eenvoudige storie en kopieër dit (Gedeelde Skryf).	x	x																					
Skryf toenemende komplekse langer en moeiliker lyste met opskrifte. Integreer met Klankes.			x	x										x					x				x
Skryf met hulp, 'n eenvoudige stel instruksies. Integreer met Lewensvaardigheid.							x										x						
Skryf 'n paragraaf van 4-6 sinne oor 'n bekende onderwerp.					x	x				x			x										
Skryf 'n paragraaf van 6-8 sinne oor 'n bekende onderwerp.													x		x			x				x	x
Skryf 'n persoonlike vertelling, bv. "Verlede naweek het ek...Eers het ek..." ens.								x	x							x							
Organiseer inligting met behulp van 'n diagram, tabel of staaftafel, bv. die lewensiklus van 'n plant. Integreer met Wiskunde en Lewensvaardigheid.											x										x		
Gebruik leestekens wat reeds in Huistaal aangeleer is (punte, kommas, vraagtekens, uitroepetekens en aanhalingstekens).	Punte/Hoofletters	Punte/Hoofletters	Punte/Hoofletters	Vraagtekens	Vraagtekens	Uitroepetekens	Uitroepetekens	Komma	Komma	Aanhalingstekens	Aanhalingstekens		Aanhalingstekens	Komma	Vraagtekens	Uitroepetekens	Aanhalingstekens	Hersien almal	Hersien almal	Hersien almal	Hersien almal	Hersien almal	Hersien almal
Bou eie woordbank en persoonlike woordeboek op.	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x
Gebruik kinderwoordeboeke (een- en tweetalig)	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x

**Taalstruktuur Aktiwiteite (30 minute per week)**

\* In hierdie aktiwiteite begin leerders op taal in konteks fokus.

\* Taalonderrig moet binne 'n betekenisvolle konteks plaasvind.

Weke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Verstaan die gebruik van die verlede tyd.	x	x	x	x				x					x	x								
Verstaan die gebruik van die toekomstige tyd.			x	x				x					x	x								
Verstaan die gebruik van die teenwoordige tyd.		x				x						x			x	x						
Verstaan die gebruik van lidwoorde "'n" en "die" saam met selfstandige naamwoorde.									x	x	x				x		x					
Telbare en ontelbare selfstandige naamwoorde, bv. bottels (telbaar)/water (ontelbaar).			x	x					x	x	x											
Hersien taalstrukture wat informeel in Graad R-2 gebruik is.	Werkwoorde		Bywoorde		Byw nwe				Meervoude	Meervoude	Meervoude		Voegwoorde	Voorsetels		Voegwoorde		Ontkennende Vorms		Voorsetels		
Verstaan en gebruik byvoeglike naamwoorde (trappe van vergelyking), bv. vinnig - vinniger - vinnigste.						x					x	x						x		x	x	

**MOET TEEN WEEK 9 VOLTOOI WEES**

Skryf 'n persoonlike vertelling van 5-6 sinne en maak gebruik van hoofletters en punte.

**RUBRIEK**

Skryf sinne in die verlede tyd met 'n mate van akkuraathied.

**KONTROLELYS**

**MOET TEEN WEEK 20 VOLTOOI WEES**

skryf:  
Skryf ten minste 4-6 sinne oor 'n bekende onderwerp en maak gebruik van hoofletters en punte.

**Skriftelik- Rubriek**

Taatstruktuur:  
\* Leestekens (hoofletters en punte)  
\* Woordsoorte, Meervoude, Selfstandige Naamwoorde (telbaar/ontelbaar)

**Skriftelik - Werkvel - Memorandum**

## 2. English First Additional Language

### *Revised National Teaching Plan*

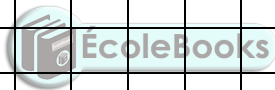
The teacher must tick off what she has done - ensure all aspects are done within the time given.

Use the first week for orientation and baseline assessment.

Assessment is done continuously- have a checklist available to tick off on an ongoing basis. Use your SBA guidelines as a guide.

#### LISTENING AND SPEAKING ( ORAL )

Dates																							
Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
<b>THEMES</b>																							
1. Practice makes perfect																							
2. Families caring for each other																							
3. Bullying																							
4. We are writers																							
5. Things that frighten us																							
6. Compassion																							
7. Honesty																							
8. Solving problems																							
9. Learning new things																							
10. Identities																							



**CONTENT/CONCEPTS/SKILLS**

**Daily activities (30 minutes per week)**

\* Teachers select themes ( for 2 weeks) that allow them to introduce and recycle vocabulary, and cover the activities listed below.

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

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

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

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Continues to develop an oral (listening and speaking) vocabulary using themes selected. Integrate with Shared Reading, Mathematics, and Life Skills.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Follows and gives instructions, e.g. following teacher's instructions and is able to give/repeat the instruction. Integrate with Shared Reading, Mathematics, and Life Skills.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Understands and responds to simple questions such as "When ...? Why ...? What .....How...?" Integrate with Shared Reading, Mathematics, and Life Skills.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Asks for clarification, e.g. "I don't understand. Please explain it again." Integrate with Shared Reading, Mathematics, and Life Skills.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Responds to and makes requests, e.g. "Can I use the dictionary, please?"	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Participates in a short conversation on a familiar topic. Integrate with Life Skills.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Identifies an object from a simple oral description, e.g. describing a noun; puts pictures in the right order after listening to instructions. Integrate with Reading Mathematics and Life Skills.														x			x					
Talks about objects in a picture or photograph in response to teacher's instructions. Integrate with Shared Reading and Life Skills.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
With the help of the teacher listens to and gives a simple recount. Integrate with Shared Reading and Life Skills.				x				x					x	x	x		x		x			
Memorises and performs simple poems, action rhymes and songs.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Plays language games, e.g. I spy with my little eye ..... Chain game - teacher says a sound and points to a learner who must think of a word beginning with that sound; learner says a word, and then points to another learner and says a sound, and so on.	x	x					x			x		x	x									x



**Focussed listening and speaking (30 minutes per week)**

\* Listens to stories told and read (**Shared Reading**)

\* Twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events).

\* Stories that are told can be dramatised using gestures and props to support meaning.

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

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
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.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Listens to stories and personal recounts and answers comprehension questions.	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 a story or personal recount (What do you think will happen next?)	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 the story (Did you like the story? Why/Why not?)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Retells the story, e.g. summarise the story - part of a comprehension strategy.				x				x	x		x		x				x		x			x	
Listens to a non-fiction text such as a procedural text, e.g. how to make a mask and answers comprehension questions (What do you need to make a mask?)												x	x	x	x								x
With the teacher's help, gives a simple summary of the non-fiction text.					x				x						x								x
<b>Development of concepts, vocabulary and language structures</b> <b>Through taking part in the above activities:</b> continues to build oral vocabulary, including conceptual vocabulary, e.g. * <b>describing processes</b> (using non-fiction text); * <b>comparing</b> (Integrate with Mathematics and Life Skills.)			x				x										x				x		

<p>begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.:</p> <ul style="list-style-type: none"> <li>* <b>present and past tense;</b></li> <li>* <b>countable and uncountable nouns;</b></li> <li>* <b>articles: 'a' and 'the';</b></li> <li>* <b>prepositions</b>, e.g.: in/on;</li> <li>* <b>demonstrative pronouns:</b> "Please give me <u>that</u>."</li> <li>* <b>comparative adjectives</b> (fast, faster, fastest)</li> </ul> <p>(Integrate with Writing and Language Use.)</p>	past tense	countable/uncountable nouns	countable/uncountable nouns	demonstrative Pronouns	comparative adjectives	prepositions	countable/uncountable nouns	countable/uncountable nouns	articles	articles	past tense	demonstrative pronouns	prepositions	articles	demonstrative Pronouns	past tense	prepositions	present tense	demonstrative pronouns	past tense
<b>ASSESSMENT</b>																				
<b>TO BE COMPLETED BY WEEK 9</b>																				
Gives a short oral recount of a personal experience/event	ORAL - RUBRIC																			
Demonstrates an understanding of oral vocabulary	CHECKLIST																			
Listens to a story and answer comprehension questions orally																				
<b>TO BE COMPLETED BY WEEK 20</b>																				
Oral presentation: Short talk about the picture or photograph / Theme poster in at least 4-5 sentences	ORAL - RUBRIC																			
Demonstrates an understanding of oral vocabulary.	CHECKLIST																			
Listens to non-fiction text and answer comprehension questions- oral																				

**READING AND PHONICS**

**CONTENT/CONCEPTS/SKILLS**

Phonemic Awareness and phonics (15 minutes per week)

- \* The teacher must tick off what she has done - ensure all aspects are done within the 22 weeks.
- \* Teacher introduces common vowel digraphs, consonant blends, silent 'e' words, consonant digraphs using familiar and high frequency words.
- \* Teacher must make sure that learners understand the meaning of the words and are able to use it in a sentence.
- \* Learners build words with the taught sounds.
- \* Rhyme is reinforced by using aural activities.
- \* Activities can also be integrated with Listening and Speaking, Reading and Writing activities.

Dates																								
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Recognises new vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book, 'ai' as in pain, 'ay' as in pay, 'oi' as in coin, 'oy' as in toy, 'ou' as in round, etc.).	ea	oa	ai	ay	oi	oy	ou	ar	er	ir	or													
Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap).												ng	ck											
Recognises three-letter consonant blends at the beginning and end of words (e.g. str-, scr-, -tch, -nch).														str	scr	tch	nch							
Recognises silent 'e' in words (e.g. cake, time, hope, note).																		x						
Recognises consonant digraphs in a word (e.g. 'ph', 'll', 'ss', 'ff').																				x				
Recognises and uses some suffixes (e.g. -es, -ies, -ly, -ing, -ed). Integrate with Listening and Speaking, Reading, Writing, and Language Use .																					x	x		
Recognises some differences between sound/spelling relationships in home and additional language (e.g. 'cat' and 'icici'). Integrate with Listening and Speaking and Reading.	x				x					x									x					
Distinguishes between different vowel sounds aurally (e.g. 'bird' and 'bed'; 'ship' and 'sheep'). Integrate with Listening and Speaking and Reading.		x				x					x													
Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'. Integrate with Listening and Speaking and Reading.			x				x						x											



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

\* Learners should be encouraged do independent reading in their First Additional Language when they have spare time in class, for example, if the teacher is working with the Guided Reading group, or when they have finished an activity ahead of time.

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

\* Learners should also be encouraged to read at home for homework.

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

**ASSESSMENT: PHONICS**

**TO BE COMPLETED BY WEEK 9**

Recognises vowel digraphs ai, ay, oi, oy, ou

CHECKLIST



Recognises consonant blends /digraphs: str, scr, tch, nch, ll,ss,ff,ph

Spelling: Word list of 15 words and 1-2 sentences dictation

MEMO

**Group Guided Reading Sessions**

**Sight words** Assess each learner individually on 60-70 sight words (Big Book, Theme, Reader) **1 mark for a correct answer**

RUBRIC

**TO BE COMPLETED BY WEEK 20**

Spelling: Word list of 15 words and 1-2 sentences dictation - written.

WRITTEN - MEMORANDUM AND RUBRIC

Write word with vowel digraphs e.g. ar, er, ir, or.

Word building with consonant blends: ng, ck, str, scr, nch, tch

Word building with silent'e' words

Word building consonant digraphs: ll, ff, ss, ph

Recognises words with suffixes( es, ies, ly, ing, ed )

**ASSESSMENT: READING**

**Written Comprehension:**

Choose a reading passage with 80 to 100 words (DBE Workbook or Reader). Types of questions:

- \* Multiple choice questions
- \* Fill in the missing words
- \* Sequence events in a story
- \* Recall, literal questions

**WRITTEN - MEMORANDUM****Oral:**

- \* Reading sight words (70-80)
- \* Reading fluency

**CHECKLIST**

WRITING																								
CONTENT/CONCEPTS/SKILLS																								
Writing Activities (Minimum 30 minutes, maximum 1 hour per week)																								
* Teachers should try to cover as many of these activities as possible in the time available.																								
* Uses handwriting skills taught in Home Language.																								
* Uses the writing process (drafting, writing, editing and publishing) for written activities.																								
* Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge																								
* Integrate with Phonics.																								
Dates																								
Weeks	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22	
Together with the teacher, writes a simple story and copies it (Shared Writing).	x	x																						
Writes increasingly complex lists with headings. Integrate with Phonics.			x	x											x					x			x	
With guidance, writes a simple set of instructions. Integrate with Life Skills.							x											x						
Writes a paragraph of 4–6 sentences on a familiar topic.					x	x				x				x										
Writes a paragraph of 6–8 sentences on a familiar topic.														x		x			x			x	x	
Writes a personal recount of experiences, e.g. "Last weekend I .... First I ..... etc."								x	x								x							
Organises information in a chart, table or bar graph, for example, the life cycle of a plant. Integrate with Mathematics and Life Skills.											x										x			
Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas).	Full stop/Capital letters	Full stop/Capital letters	Full stop/Capital letters	Question mark	Question mark	Exclamation mark	Exclamation mark	Comma	Comma	Inverted commas	Inverted commas			Inverted commas	Comma	Question mark	Exclamation mark	Inverted commas	Revise all	Revise all	Revise all	Revise all	Revise all	Revise all
Builds own word bank and personal dictionary.	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	
Uses children's dictionaries (monolingual and bilingual)	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	

**Language Use Activities (30 minutes per week)**

\* In these activities learners will begin to focus on grammar in use.

\* Grammar should be taught in a meaningful context.

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Understands and uses the past tense.	x	x	x	x				x					x	x								
Understands and uses the future tense.			x	x				x					x	x								
Understands and uses the present progressive.		x				x						x			x	x						
Understands and uses the articles 'a', 'an' and 'the' with nouns.									x	x	x				x		x					
Countable and uncountable nouns, e.g. bottles (countable) /water (uncountable).			x	x					x	x	x											
Revises some of the grammar covered informally in Grades R to 2.	Verbs		Adverbs		Adjectives				Plurals	Plurals	Plurals		Joining words	Prepositions			Joining words		Negative forms		Prepositions	
Understands and uses comparative adjectives, e.g. fast - faster - fastest.						x					x	x							x		x	x
<b>ASSESSMENT</b>																						
<b>TO BE COMPLETED BY WEEK 9</b>																						
Writes a personal recount of 5-6 sentences using capital letters and full stops	<b>RUBRIC</b>																					
Write sentences in the past tense with some accuracy.	<b>CHECKLIST</b>																					
<b>TO BE COMPLETED BY WEEK 20</b>																						
<b>Writing:</b> Writes at least 4-6 sentences on a familiar topic using capital letters and full stops.	<b>Written- Rubric</b>																					
<b>Language Use:</b> * Punctuation (capital letters and full stops) * Tenses, Plurals, nouns	<b>Written - Worksheet- Memo</b>																					



### 3. isiXhosa First Additional Language

#### Revised National Teaching Plan

Utitshala makaphawule oko sele ekwenzile. Qiniseka ukuba yonke imiba ifundiswe ngokwexesha elimisiweyo. Sebenzisa iveki yokuqala ngokwazisa isikhokelo nohlolo kolwazi lwangaphambili. Uhlolo malwenziwe ngokokuqhubeka kusetyenziswa uluhlu olujongwayo/ itshekhlisti ukuphawula njengoba kuqhutyekwa. Utitshala makasebenzise isikhokelo seSBA njengesikhokelo sokuhlola.

#### UKUPHULAPHULA NOKUTHETHA ( ZOMLOMO)

Umhla	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
liveki																							
<b>UMXHOLO</b>																							
1. Ukuzilolonga kwenza ugqibelele																							
2. Iintsapho ezikhathaleleneyo																							
3. Ukuxhaphaza																							
4. Singababhali																							
5. Izinto esizoyikayo																							
6. Ukubanovelwano																							
7. Ukunyaniseka																							
8. Ukusombulula ingxaki																							
9. Ukufunda ngezinto ezintsha																							
10. Izazisi																							

**UMXHOLO/ INGQIQO NESAKHONO**

**Umsebenzi wemihla ngemihla (30 imizuzu ngeveki)**

\* Ootitshala bakhetha umxholo (yeeveki ezi-2) ethi ivumele ukwazisa amagama amatsha nokusetyenziswa futhi kwesigama, ibe iquka yonke le misebenzi edweliswe ngezantsi.

\* Qaphela ukuba umxholo/ izihloko ozinikiweyo ziyingcebiso kuphela.

\* Ootitshala bangakhetha ezabo izihloko ezibalungeleyo ngokwemo nezixhobo abanazo.

\* Kufuneka baqinisekise ukuba baneencwadi ezinkulu/ iiphowusta, imihobe, iingoma, imidlalo nezixhobo ezizizo zesihloko abasikhethileyo.

IIVEKI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Aqhube ephuhlisa isigama somlomo (ukuphulaphula nokuthetha), esebenzisa imixholo okanye izihloko ezikhethiweyo. Bandakanya ukuFunda ngokwabelana, Izibalo kanye neZakhono zoBomi.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Alandele kwaye anike imiyalelo umz. Landela imiyalelo katitshala aze aphinde imiyalelo. Bandakanya iZakhono zoBomi. neziBalo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Aqonde aphenyule imibuzo elula njengale: 'Nini....?' 'Yintoni...', umzekelo, ' Imbewu iya kukhula ibe njani?'	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Acele ukucaciselwa, umzekelo, 'Andiqondi kakuhle. Ndicela undichazele kwakhona.' Bandakanya izifundo zokuFunda notitshala nezaKhono zoBomi, neziBalo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Aphenyule, enze izicelo, umzekelo, 'Ndingasisebenzisa isichazi-magama?'	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Athathe inxaxheba kwincoko emfutshane kwisihloko esiqhelekileyo, umzekelo, incoko engabahlobo bakhe nezinto abazenzayo. Bandakanya izifundo zokuFunda notitshala, iziBalo nezaKhono zoBomi.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Achonge into ngokuphulaphula inkcazelo emfutshane, umzekelo, 'Ndimncinane ndilukhuni. Ukuba undinika umhlaba namanzi, ndikhula ndibe sisityalo. Ndingubani? Bandakanya ukuFunda notitshala, iziBalo, izaKhono zoBomi.														x			x					
Athethe ngezinto ezisemfanekisweni, okanye ifoto ephendula, esabela imiyalelo katitshala, umzekelo, 'Ubona ntoni efotweni? Ndixelele into ongayibonayo efotweni.' Bandakanya izifundo zokuFunda notitshala, izaKhono zoBomi neziBalo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Ngoncedo lukatitshala aphulaphule aze abalise ibali elifutshane. Hlanganisa nezifundo zokufunda notitshala nezakhono zobomi.				x				x					x	x	x		x		x			
Afunde ngentloko enze imibongo emifutshane, izicengcelezo neengoma	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Adlale imidlalo yolwimi, umz. Ndibona ngelihlo lam elincinane ..... Umdlalo: utitshala ubiza isandi, akhombe kumfundi olindeleke ukuba abize igama eliqala ngeso sandi, aze naye akhome omnye umfundi njalo njalo.	x	x					x			x			x	x							x		
<b>Ukuphulaphula nokuthetha okugxininiswayo (30 imizuzu ngeveki)</b> <b>* Phulaphula amabali abalisiweyo nafundiweyo (Ukufunda notitshala)</b> <b>* Utitshala ubalisa okanye afunde ibali (okanye achaze isiganeko (kabini ngeveki).</b> <b>*Amabali abaliswayo asenokudlalwa, usetyenziswa izijekulo nempahla yeqonga ukuxhasa intsingiselo.</b> <b>* Amabali afundwayo mawathathwe kwiNcwadi eNkulu okanye iphowusta enemifanekiso, apho bonke abafundi banokuyibona cacileyo imifanekiso.</b>																							
<b>IIVEKI</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>		<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
Aphulaphule amabali amafuftshane, lawo angeziganeko zomntu okanye iitekisi eziyinyani, umzekelo, ukuchaza iinkcukacha, imiyalelo, iingxelo zeenkukacha, zibaliswa okanye zifundwa kwiNcwadi eNkulu okanye iphowusta enemifanekiso yokuzonwabisa.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Aphulaphule amabali kunye nenkcazelo ngeziganeko ezingomntu, aphenyule imibuzo yengqiqo	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Aqikelele okulandelayo okuza kwenzeka ebalini okanye iziganeko zomntu, umzekelo, 'Ucinga ukuba yintoni elandelayo eza kwenzeka?	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Achaze iimvakalelo zakhe ngebali, umzekelo, 'Ulithandile ibali? Kutheni ungalithandi nje? Kutheni ulithanda nje?	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Abalise ibali eliphinda, umz. Anike isishwankathelo sebali.				x				x	x		x			x				x		x			x
Aphulaphule itekisi eyinyani. Njenge tekisi engenqubo elandelwayo xa kusenziwa into, umzelelo, ukuba yenziwa njani imaski, aphenyule nemibuzo yengqiqo, umzekelo, 'Ziintoni ezifunekayo xa usenza imaski?'													x	x	x	x							x
Ngoncedo lukatitshala, anike isishwankathelo seetekisi eziyinyani.					x				x							x							x
<b>Ukuphuhlisa ingqiqo, isigama nokusetyenziswa kolwimi ngokuthabatha inxaxheba kwezi zifundo zingentla:</b> aqhube esakha isigama somlomo, kuqukwa isigama sengqiqo, umz. <b>* achaze inkqubo</b> (sebenzisa iitekisi ezingeyonyani); <b>* ukuthelekisa</b> (Hlanganisa nezibalo nezakhono zobomi.)			x				x											x			x		

<p>aqalise ukuphuhlisa ukuqonda nokukwazi ukusebenzisa izakhiwo zolwimi ezilula kwiimeko ezineentsingiselokulwimi oluthethwayo, umz.:</p> <p>* ixesha langoku neladlulayo;          * izibizo zezinto ezibalwayo nezingabalwayo;          * izalathandawo, umz. : phakathi/ phezu;          * izimelabizo zokwalatha;          * iziphawuli zothelekiso, amanqaku u "i" no "u"          (Hlanganisa nokubhala nokusetyenziswa kolwimi.)</p>			Ixesha eladlulayo	Izibizo zezinto ezibalwayo nezingabalwayo	Izibizo zezinto ezibalwayo nezingabalwayo	Izimelabizo zokwalatha	Iziphawuli zothelekiso	Izalathandawo	Izibizo zezinto ezibalwayo nezingabalwayo	Izibizo zezinto ezibalwayo nezingabalwayo	Ixesha langoku	Ixesha langoku		Ixesha eladlulayo	Izimelabizo zokwalatha/ nexesha langoku	Izalathandawo	Amanqaku u "i" no "u"	Izimelabizo zokwalatha	Ixesha eladlulayo	Izalathandawo	Ixesha langoku neziphawuli zothelekiso	Izimelabizo zokwalatha	Ixesha eladlulayo	
<b>UKUHLOLA</b>																								
<b>MAKUGQITYWE KWIVEKI YE 9</b>																								
Athethe inxaxheba kwincoko emfutshane ngesihloko esiqhelekileyo	EYOMLOMO - IRUBRIKI																							
Abonakalise ukusiqonda isigama somlomo ngokwalatha izinto eziseklasini okanye emfanekisweni	ITSHEKHLISTI/ULUHLU LOKUHLOLA																							
Aphulaphule ibali aze aphenyule imibuzo yokuqonda ngomlomo	EcoleBooks																							
<b>MAKUGQITYWE KWIVEKI YAMA 20</b>																								
Ezomlomo: Athethe ngomfanekiso okanye ifoto / iphowusta ngesihloko kwizivakalisi ezi 4-5.	EYOMLOMO -IRUBRIKI																							
Abonise ukuqonda isigama somlomo	ITSHEKHLISTI/ULUHLU LOKUHLOLA																							
Aphulaphule itekisi engeyonyani aze aphenyule imibuzo yengqiqo - ngomlomo																								

UKUFUNDA NEZANDI																						
UMXHOLO/ IINGQIQO/ IZAKHONO																						
Ulwazi lokusetyenziswa kwezandi mazwi nezandi (15 imizuzu ngeveki)																						
* UTitshala makaphawule oko sele kwenziwe. Qiniseka ukuba yonke imiba yenziwe kweziveki zingama - 22.																						
* Utitshala ufundisa izikhamiso ezingoonombini, izandi ezingoonontathu noonone nokusetyenziswa kwamagama abasele bewazi okanye amagama aqhelekileyo.																						
* Utitshala makaqinisekisa ukuba abafundi bayayiqonda intsingiselo yegama bayakwazi nokulisebenzisa kwisivakalisi.																						
* Abafundi bakha amagama ngezandi ezifundisiweyo.																						
* Ukucengceleza kuyagxininiswa ngokwenza imisebenzi yokuthetha nokumamela.																						
* Imisebenzi eyenziwayo inokubandakanywa kwimisebenzi yokuPhulaphula nokuThetha, ukuFunda kunye nokuBhala.																						
UMHLA																						
IIVEKI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Aqaphele izikhamiso ezingoonombini, umz. 'oo' "ii" oomama, iigusha, iindlulamthi		oo		ii																		
Ukusetyenziswa kwezandi maqabane ekwakheni nokwahlula amalungu egama. (umz.: i-nko-mo; u-ma-ma)																						
Ukuqaphela oonontathu bezandi ekuqaleni okanye phakathi egameni.	nt	nk	kh, khw	nx, nxw	gc, ngc	hlw, dl	mb,	dl, ndl	lw, nqw	kw, nkw	gqw,	ntl, nts	shw,	ngq,	qhw,	ntw,	nkc, nkq	ndlw,	nty,	nxw,	gcw, tsh	chw
Abaqaphele oonombini ('ch', 'th', 'bh') ekuqaleni kwegama, umz. Ch - Chuma, Th - Thabo, bh-bhabha																		x				
Afunde, abhale amagama nezivakalisi esebenzisa izandi ezifundiweyo, agxininise koonontathu noonone.																					x	
Ukuqaphela ukusetyenziswa kwezimamva (umz.: -ana, -ona).																					x	x
Asebenzise amaqabane axutyiweyo ukwakha nokuqhekeza amagama, i-dla-dla, i-hla-hla	x				x					x									x			
Ukwahlula kwezandi ezitsalayo xa zibizwa kunye nezingatsaliyo (umz.: oo; o; ii; i).		x				x					x			x								
Anakane asebenzise izimamva ezithile			x				x							x								
Ukusetyenziswa kwamagama abizwa ngokufanayo antsingiselo yawo ingafaniyo (umz.: ithanga; ibala).	x	x	x	x	x	x	x								x						x	x
Ukufunda notitshala (Ixesha labiwe phantsi kokuPhulaphula nokuThetha)																						
* Ufunda notitshala umsebenzi wokufunda nokuphulaphula; ukwachaphazela nokuthetha kuba abafundi bayathetha notitshala ngetekisi. .																						
* KwiBanga lesi-3, ukuFunda noTitshala kuya kuqhuba, kodwa njengexalenye yokuPhulaphula nokuThetha																						
IIVEKI	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Afunde itekisi emfutshane ebhaliweyo notitshala kwiNcwadi eNkulu okanye itekisi eyandisiweyo, esebenzisa isihloko ukuqikelela	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Aphendule imibuzo elula ngebali.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

Achaze ukuba ibali limenze waziva njani na, etshintsha-tshintsha iilwimi ukuba kuyimfuneko	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X		
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**UkuFunda ngamaQela noTitshala (elona xesha lincinane yimizuzu engama-45, elona lininzi yiyure e-1 nemizuzu eli-15 ngeveki).**

**\* Xa ootitshala besebenzisa elona xesha lininzi kulwimi lokuqala oloNgezelelweyo, mabayahlule iklassi ibe ngamaqela ama-5 abafundi bantanganwe ngokumgangatho.**

**\* Mabasebenzise iinkqubo ngokufunda okuhleliweyo, baze baqinisekise ukuba iqela ngalinye lisebenza ngetekisi ezisemgangathweni ekufundiswa kuwo, umyinge wokuwaqonda ngokuchanekileyo amagama ube phakathi kwamamshumi alithoba nalithoba elinesihlanu ekhulwini (90-95%).**

**\* Utitshala makasebenze neqela ngalinye yonke imihla imizuzu eli-15.**

**\* Eli xa asebenza neqela elithile, abanye abafundi baya kube befunda ngababini okanye umntu ezifundela, okanye besenza imisebenzi eyayame apha kwiyetekisi efundwayo .**

IIVEKI	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Afunde ngokuvalayo kwincwadi yakhe kwiqela elifunda notitshala. Oku kuthetha ukuba iqela lonke lifunda ibali elinye okanye itekisi eyinyani efana notitshala.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
Asebenzise iindlela ezingamaqhinga okufunda azifundiswe kuLwimi lwaseKhaya ukuze izinto ziyondelelane engqondweni, akwazi naye ukuzilungisa xa efunda (izandi, imixholo zikhokelo, ukuhlahlela ukwaxhiwa, amagama aqhelekileyo)	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
Afunde ngokuqhabalaka okukhulu eyiva into ayifundayo	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
Abonise ukuziqonda iziphumlisi xa afunda ngokuvakalayo.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	
Aqhube esakha isigama samagama aqhelekileyo athatnelwa kwizifundo ezikhokelwayo, ezifundwa notitshala nezoo azifundela yena ezimele.	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	



**Ukufunda eyedwa (ngexesha abafundi bengenzi nto esikolweni nasekhaya)**

\* Abafundi bamelwe ukuba bakhuthazwe bazifundele bebodwa kulwimi lokuqala oloNgezelelweyo xa bengenzi nto eklasini, umzekelo, ukuba utitshala usebenze neqela elifunda likhokelwa, okanye xa bewugqibe umsebenzi ngaphambi kwexesha.

\* Kubalulekile ukuba lonke ithuba elivelayo eklasini lisetyenziselwe ukuphuhlisa ukufunda. \* Abafundi mabasoloko bekhuthazwa ukuba bafunde ekhaya njengomsebenzi wasekhaya.

IIVEKli	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Afunde into ayibhalileyo naleyo ibhalwe ngabanye	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Azifundele eyedwa iincwadi ezifundwe kwiindibano zoFundo oluKhokelweyo neencwadi ezinezihloko ezilula, neencwadi zamabali ayimifanekiso kulwimi lokuqala oloNgezelelweyo kwikona yokufunda yaseklasini	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Afunde imibongo nezicengcelezo eziqhelekileyo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Asebenzise izichazi magama zabafundi ezinemifanekiso, umzekelo, ezilwiminye okanye zimalwimi axandileyo, bafumane intsingiselo yamagama abangawaziyo	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

**UKUHLOLA: IZANDI**

**MAKUGQITYEZELWE NGEVEKI YE -9**

Aqaphele izikhamiso ezingoonombini, umz. 'oo' "ii" oomama, iigusha, iindlulamthi

Anakane oonombini ('ph', 'ch', 'th', 'bh').

**Upelo:** Uluhlu lwamagama ali-15 nobizelo lwezivakalisi ezi 1 - 2.



**UKUFUNDA BELIQELA NOTITSHALA**

**Amagama abonwa rhoqo** - Hlola umfundi ngamnye kumagama abonwa rhoqo angama 60 - 70 (kwincwadi enkulu yamabali, Umxholo, okanye kwincwadi yamabali). Nika inqaku libe li-1 ngegama ngalinye elichaniweyo.

**MAKUGQITYEZELWE NGEVEKI YAMA- 20**

**UPELO:** Uluhlu lwamagama ali-15 nobizelo lwezivakalisi ezi 1 - 2.

Aqaphele izikhamiso ezingoonombini, umz. 'oo' "ii" oomama, iigusha, iindlulamthi

Anakane amagama aqhelekileyo anemfano-zandi, iqaqqa

Ukusetyenziswa kwamagama abizwa ngokufanayo antsingiselo yawo ingafaniyo (umz.:ithanga; ibala).

Afunde, abhale amagama nezivakalisi esebenzisa izandi ezifundiweyo, agxininise koonontathu noonone.

Anakane asebenzise izimamva ezithile	
<b>UKUHLOLA: UKUFUNDA</b>	
<b>UKUBHALWA KWESICATSHULWA:</b> Khetha umhlathi omfutshane onagama angama 80-100 kwincwadana zemisebenzi zaseDBE okanyeincwadana yokufunda. Iintlobo zemibuzo: * Imibuzo emininzi yokuzikhethela. * Fakela amagama ashiyweyo. * Landelelanisa iziganeko zebali. * Phinda ubalise, phendula imibuzo yetekisi.	
<b>EZOMLOMO</b> * Ukufunda amagama abonwa rhoqo (70 - 80 ) * Ukufunda ngokutyibilika	





**UKUBHALA**

**UMXHOLO/ IINGQIQO/ IZAKHONO**

Imisetyenzana yokubhala ( Elona xesha lincinane: imizuzu engama-30, Elona xesha lininzi: iyure e-1 ngeveki)

\* OoTitshala mabazame ukwenzisa uninzi lwemisebenzi elindelekileyo ngexesha elibekiweyo.

\*Ubuchule bokubhala obufundisiweyo kuLwimi LweNkobe mabuqatshelwe.

\* Sebenzisa inkqubo yokubhala (ukudrafta, ukubhala, ukuhlela nokupapasha) kwimisetyenzana yokubhala.

\* Upelo lwamagama aqhelekileyo ngokuchanekileyo nokuzama ukupela amagama angaqhelekanga kusetyenziswa ulwazi lwezandi.

\* Ukubandakanywa kwezandi

UMHLA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
<b>IIVEKI</b>																						
Ebhala no Titshala, ubhala ibali elilula aze alikhuphele.	x	x																				
Abhale eziya ziba nzima izintlu ezinezihloko, umz. Izilwanyana zasendle: iindlovu, iindlulamthi, Bandakanya nezandi.			x	x										x					x			x
Ngoncedo lukatitshala, abhale uthotho lwemiyalelo elula, Bandakanya neZakhono Zobomi							x										x					
Abhale umhlathi omigca mi-4 ukuya kwemi-6 ngesihloko esiqhelekileyo					x	x				x		x										
Abhale umhlathi omigca mi-6 ukuya kwesi-8 ngesihloko esiqhelekileyo.													x		x			x			x	x
Abhale alandelelanise iziganeko zamava akhe umz. "Kwiveki ephelileyo nda... Ndaqala ngoku....., njalo njalo."								x	x							x						
Alungelelanise iinkcukacha kwitshathi, itheyibhile okanye ibha-grafu											x									x		
Asebenzise iziphumlisi esezifundisiwe kuLwimi lwaseKhaya, umzekelo, izingxi, iikoma, iimpawu zombuzo, iimpawu zesikhuzo neempawu zokucaphula	Isingxi/Unobumba omkhulu	Isingxi/Unobumba omkhulu	Isingxi/Unobumba omkhulu	Uphawu lombuzo	Uphawu lombuzo	Izikhuzo	Izikhuzo	Iziphumlisi	Iziphumlisi	Iimpawu zocaphulo	Iimpawu zocaphulo	Iimpawu zocaphulo	Iziphumlisi	Uphawu lombuzo	Izikhuzo	Iimpawu zocaphulo	Hlaziya konke	Hlaziya konke	Hlaziya konke	Hlaziya konke	Hlaziya konke	Hlaziya konke
Azakhele ibhanki yamagama nesichazi-magama sakhe	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
Asebenzise izichazi-magama zabafundi, esolwimi olunye neelwimi ezimbini	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x



#### 4. isiZulu First Additional Language

##### Revised National Teaching Plan

Uthisha kufanele akhombise ngokufaka uphawu olubonisa ukuthi uyenzile imisebenzi - aqinisekise ukuthi imisebenzi yenziwe ngesikhathi esibekiwe. Sebenzisa isonto lokuqala ukujwayeza kanye nokwenza ukuhlola kokuqala.

Ukuhlola kwenziwa ngendlela eqhubekayo - kufanele uthisha abe nohlu lokuhlola eduze uma kwenziwa umsebenzi wokuhlola. Sebenzisa imigomo yoHlelo lokuHlola oluhlelwe yisikole njengomhlahlandlela.

##### UKULALELA NOKUKHULUMA (OKUKHULUNYWAYO)

Izinsuku	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
<b>Amasonto</b>																							
<b>IZINDIKIMBA</b>																							
1. Ukudla ngokuyimpilo																							
2. Izinambuzane																							
3. Izigaba zempilo																							
4. Ukusetzhenziswa kabusha kwezinto																							
5. Ukuphepha emphakathini																							
6. Ukungcola																							
7. Izinsuku zenkolo kanye neminye imigubho																							



##### OKUQUKETHWE / ULWAZI / AMAKHONO

Imisebenzi yansukuzonke( imizuzu engama- 30 ngesonto)

\* Othisha kumele bakhethe izindikimba( amasonto ama-2) ezizobavumela ukuthi bakwazi ukwethula uhlu lolwazimagama olusha baphinde bagxilise nolwazi lolwazimagama oludala benze imisebenzi ebhaliwe ngezansi

\* Qikelala ukuthi izindikimba /izihloko eziphakanyisiwe ziyiziphakamiso nje.

\* Othisha kumele bazikhethelwe izindikimba ezibavumela ukuthi bakhe besusela kulokho abakufundisile kanye nezinsiza kufundisa ezikhona.

\* Kumele benze isiqiniseko ukuthi banzincwadi ezanele kubandakanya izincwadi eziNkulu / amaphosta , izinkondlo, amaculo , imidlalo kanye nezinto zangempela, konke kuhambisane nendikimba abayikhethile.

Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Uqhubeka nokwakha uhlu lolwazimagama aluthole ngesikhathi sokulalela nokukhuluma esebenzisa izindikimba noma izihloko ezithile. Kuhlangukiswa nezifundo zokuFunda Ngokuhlangukanyela, zeziBalo, kanye nezamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

Ulandela aphinde anike imiyalelo, isb. ulandela imiyalelo kathisha abuye anike imiyalelo/ ayiphinde imiyalelo. Kuhlangukiswa nezifundo zokuFunda Ngokuhlanganyela, zeziBalo, kanye nezamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Uqonda aphinde aphenyule imibuzo elula efana nokuthi " Nini ...? Kungani...? Yini...? Kanjani...? Kuhlangukiswa nezifundo zokuFunda Ngokuhlanganyela, zeziBalo, kanye nezamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Ukucela incazelo yento angayizwanga kahle. " Ngicela ungichazele futhi " Kuhlangukiswa nezifundo zokuFunda Ngokuhlanganyela, zeziBalo, kanye nezamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Uphendula aphinde enze izicelo, isibonelo, "Ngicela ukusebenzisa isichazamazwi?"	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
.Ubamba iqhaza engxoxweni emayelana nesihloko esijwayelekile. Kuhlangukiswa nezifundo zamaKhono eMpilo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Ukwazi ukusho izinto ezisuselwa encazelweni elula, isibonelo, ukuchaza ibizo, ukubeka izithombe ngendlela eyiyo ngemuva kokulalela imiyalelo. Hlanganisa nesifundo zeziBalo kanye namaKhono eMpilo															x								
Uxoxa ngezinto ezisesithombeni elandela imiyalelo kathisha. Hlanganise nezifundo zokuFunda ngokuHlanganyela kanye namaKhono eMpilo	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Ngosizo lukathisha ulalela bese enika indaba enezigameko ezilula. Hlanganise nezifundo zokuFunda ngokuHlanganyela kanye namaKhono eMpilo				x					x						x	x	x		x		x		
Bahaya izinkondlo, bacule amaculo ahambisana nomnyakazo nesigqi.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Badlala umdlalo wolimi ngamaqembu: Ngamehlo ami ngibona ..... Imidlalo eluchungechunge - uthisha usho umsindo bese ekhomba umfundi okufanele acabange igama elinalowo msindo; umfundi usho igama, bese lowo mfundi asho owakhe umsindo bese ekhomba omunye umfundi, njll.	x	x					x				x				x	x							x

**Kugxilwa emsebenzini wokulalela nokukhuluma ( imizuzu enga-30 ngesonto)**

\* **Ulalela izindaba ezixoxwayo nezifundwayo ( UkuFunda Ngokuhlanganyela )**

\* **Kabili ngesonto, kuye ngokuba khona kwesikhathi, uthisha ufundela abafundi noma abaxoxele indaba (noma ukulandelana kwezigameko)**

\* **Izindaba ezixoxwayo zingalingiswa ngokwenza kanye nokugqoka izinto zokulingisa ukulekelela umqondo wendaba.**

\* **Izindaba ezifundwayo mazisuselwe eNcwadini eNkulu noma iphosta enemidwebo lapho bonke abafundi bezokwazi ukubona izithombe.**

Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Ulalela izindaba ezimfushane, izigameko ngempilo noma imibhalo engamaqiniso, isibonelo, izigameko zamaqiniso, imiyalelo, izethulo zolwazi ezixoxiwe noma ezifundwe eNcwadini eNkulu noma kumaphosta ukuzithokozisa.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Ulalela izindaba ezixoxwa nguthisha ezimayelana nendaba ethile bese ephendula imibuzo enezimpendulo eziveza ukuqonda indaba.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Lapho elalele indaba uyaqagela ukuthi yini ezolandela/kwenzekani endabeni uma iqhubeka(Ucabanga ukuthi yini ezokwenzeka uma kuqhubeka?)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Uveza imizwa yakhe ngendaba(Uyithandile indaba? Ngobani?)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Uphinda axoxe indaba, isibonelo, ufingqa indaba - ingxenye yesu lokuqondisa.				x				x	x		x		x				x		x			x	
												x	x	x	x							x	
Ngosizo lukathisha, uxoxa ngombhalo oyiqiniso ngokufingqiwe					x				x						x							x	
<b>Ukuthuthukiswa komqondo wamagama, uhlu lolwazimagama nezakhiwo zolimi</b> <b>Ngokubamba iqhaza kulokhu okungenhla:</b> *Uqhubeka nokuzakhela ulwazimagama nokuthuthukisa ulwazi olusha, isibonelo, ukuchaza indlela yokwenza (esebenzisa umbhalo wamaqiniso). *ukuqhathanisa. (Hlanganisa nezifundo zeziBalo kanye namaKhono eMpilo)			x				x										x				x		
Uqala ukuthuthukisa ukuqonda kwakhe kanye nokukwazi ukusebenzisa izakhiwo zolimi * inkathi yamanje neyedlule * amabizo * isandiso sendawo/Ondaweni; * izabizwana zokukhomba * isiphawulo (Hlanganisa nezifundo zokuBhala kanye nokuSetshenziswa koLimi)		inkathi edlule	amabizo	amabizo	isabizwana sokukhomba	isiphawulo	Isandiso sendawo/Ondaweni	amabizo	amabizo	Inkathi yamanje	Inkathi yamanje		inkathi edlule	Isabizwana sokukhomba. Inkathi	Isandiso sendawo/Ondaweni	isiphawulo	Isabizwana sokukhomba	inkathi edlule	Isandiso sendawo/Ondaweni	Inkathi yamanje Isiphawulo	Isabizwana sokukhomba	inkathi edlule	

<b>UKUHLOLA</b>	
<b>Kumele kuqedwe ngesonto lesi-9</b>	
Unika izigameko ngempilo noma ngendaba ngamafuphi	OKUKHULUNYWAYO - IRUBHRIKHI
Ukhombisa ukuqonda ulwazimagama	UHLU LOKUHLOLA
Ulalela indaba bese ephendula imibuzo yokuqondisisa ngokukhuluma.	
<b>Kumele kuqedwe ngesonto lama-20</b>	
Ukwethula ngokukhuluma: ingxoxo emfushane mayelana nesithombe/iphosta yendikimba ngemisho okungenani emine kuya kwemihlanu	OKUKHULUNYWAYO - IRUBHRIKHI
Ukhombisa ukuqonda imiyalelo eshiwo ngomlomo bese ekhomba into ekilasini noma esithombeni	UHLU LOKUHLOLA
Ulalela umbhalo oyiqiniso bese ephendula imibuzo yokuqondisisa ekhuluma.	



Uthisha kufanele akhombise ngokufaka uphawu olubonisa ukuthi uyenzile imisebenzi - aqinisekise ukuthi imisebenzi yenziwe ngesikhathi esibekiwe. Sebenzisa isonto lokuqala ukujwayeza kanye nokwenza ukuhlola kokuqala.  
Ukuhlola kwenziwa ngendlela eqhubekayo - uhlu lokuhlola abakwaziyo alubekhona njalo uma kwenziwa umsebenzi wokuhlola. Sebenzisa imigomo yoHlelo lokuHlola okuhlelwe yisikole njengomhlahlandlela.

**UKUFUNDA NEMISINDO**

**OKUQUKETHWE/ULWAZI /AMAKHONO**

Ukwakhiwa nokwazi imisindo (imizuzu eyi-15 ngesonto)

- \* Uthisha kufanele akhombise ngokuthikha lokhu asefundisile - aqinisekise ukuthi yonke imisebenzi yenziwa emasontweni angama-22
- \* Uthisha wethula imisindo enhlamvumbili bese akha abuye ahlakaze amagama akhiwe ngemisindo efundiwe.
- \* Uthisha aqinisekise ukuthi abafundi bayayazi incazelo yamagama futhi bayakwazi nokuwasebenzisa emshweni.
- \* Abafundi bakha amagama ngemisindo abayifundisiwe.
- \* Amalunga afanayo emagameni ayagcizelelwa emisebenzini exoxwayo/ekhulunywayo.
- \* Imisebenzi ingahlanganiswa nemisebenzi yokuLalela nokuKhuluma, ukuFunda kanye nokuBhala.

Usuku																							
Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Ubona ubudlelwano phakathi kwezinhlamvu nemisindo	ch, qh, xh, nc	nq, nx, gg, gc	mv	mf	mp	dl	hl	ts	gw	dw	ngc	ngq	nhl	ndl	chw	xhw	khw	qhw	ngw	ndw	njw	nqw	
Uqedela amagama ngokugcwalisa ngemisindo efundiwe	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Ubona amalunga ekuqaleni kwamagama anomsindo (onhlamvunye nomhlabumbili)																							
Wakha amagama ngemisindo ayifundile.			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Ubona amalunga ekugcineni kwamagama anomsindo (onhlabumbili)			x	x	x	x	x	x	x	x											x		
Ukwazi ukubona amagama agcina ngemisindo efanayo 'e,' ile'											x	x	x	x	x	x	x	x	x	x	x	x	
Uqoqa amagama ngokuhlobana kwawo (isb. lthini, iphini)	x				x					x									x				
Ukwazi ukubona ongwaqa abanokufana						x	x				x	x											
Ubona amagama anomsindo onhlabvunye, onhlabvumbili, onhlabvuntathu ekuqaleni kwagama			x				x						x										
Isibizelo: Amagama ayi-15 kanye nomusho owodwa kuya kwemibili yesibizelo	x	x	x	x	x	x	x							x							x	x	

**Ukufunda Ngokuhlanganyela (isikhathi salokhu sabiwe kukuLalela nokuKhuluma)**

\* Ukufunda ngokuHlanganyela kungumsebenzi wokufunda kanye nowokulalela; kufaka nokukhuluma ngoba abafundi bakhuluma ngombhalo kanye nothisha wabo.

\* Ebangeni lesi-3, ukuFunda ngokuHlanganyela kuayaqhubeka, kodwa kuyingxenywe yokuLalela nokuKhuluma

Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ufunda umbhalo omfushane encwadini enkulu, uqagela ukuthi kwenzekani elandela isihloko esizwa nguthisha	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Uphendula imibuzo elula emayelana nendaba	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Uchaza indlela azizwa ngayo ngendaba, angasebenzisa ngisho uLimi Lwasekhaya, uma kudingekile.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

**Ukufunda Ngamaqembu Okuholwayo (isikhathi esincane imizuzu engama-45 kanti isikhathi esiphezulu imizuzu eyihora nemizuzu eyi-15 ngesonto)**

\*Othisha abasebenzisa isikhathi esiphezulu soLimi Lokuqala olwengeziwe kumele bahlukanisa abafundi babo ngamaqembu. Iqembu ngalinye kumele libe namalunga amahlunu aneziphiwo ezifanayo zokufunda. Kufanele basebenzise izincwadi ezincane ezisezingeni leqembu (ukukwazi ukubona amagama kube 90%-95%)

\*Othisha kumele basebenze neqembu elilodwa imizuzu eyi-15 ngosuku.

\*Ngesikhathi uthisha esebenza naleli qembu, abafundi bamanye amaqembu bafunda ngabodwana noma ngababili noma benze imisebenzi ephathelene nokufunda umbhalo.

Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Umfundi ngamunye ufunda ngokuphimisela encwadini yakhe efunda nothisha eqenjini eliholwa uthisha. Lokhu kusho ukuthi iqembu lonke lifunda indaba noma umbhalo wamaqiniso nothisha.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Usebenzisa ulwazi lokufunda olufanele alufunde oLimini Lwasekhaya (isb. ukuphimisa kahle amagama, ukugijimisa amehlo ngendlela efanele, ukungakhombi ngomunwe, ukubamba kahle incwadi, ukufunda ngejubane elifanele alandele nezimpawu zokuloba).	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Ufunda ngokugeleza akhombise ngezitho zomzimba lokho akufundayo	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Ukhombisa ukuqonda izimpawu zokuloba lapho efunda ngokuphimisela.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Uqhubeka nokuzakhela ulwazimagama alucoshela lapho efunda ngokuholwa, ngokuhlanganyela nangokuzimela	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

**Ukufunda ngokuzimela (ngesikhathi esikhululekile esikoleni noma ekhaya)**

\*Abafundi kumele bagquqzelwe ukuthi bafunde ngokuzimela ngolimi lokweNgeza uma bethola isikhathi ekilasini, isib. Uma uthisha esebenza neqoqo elifunda ngokuholwa, noma uma beqede ukwenza umsebenzi ngaphambi kwesikhathi.

\*Kubalulekile ukuthi amathuba

asetshenziswe ukuthuthukisa ikhono lokufunda.

\*Abafundi kufanele bagquqzelwe ukuthi bafunde emakhaya.



Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ufunda umbhalo wakhe kanye nowabanye.											x	x	x	x	x	x	x	x	x	x		
Ufunda ngokuzimela izincwadi ezifundwe ngesikhathi sesifundo esiholwayo nezincwadi zezithombe ezinezihlokwana oLimini Lokuqala Lokwengeza ezisekhoneni lezincwadi lekilasi.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Ufunda izinkondlo nemilolozelo ejwayelekile	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Usebenzisa izichazamazwi zabantwana ezinezithombe (ezinolimi olulodwa nezinezilimi ezimbili) ukuthola incazelo yamagama angawazi.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

**UKUHLOLA: IMISINDO**

**Kumele kuqedwe ngesonto lesi-9**

Ubona ubudlelwano phakathi kwezinhlamvu nemisindo

**UHLU LOKUHLOLA**

Uqedela amagama ngokugcwalisa ngemisindo efundiwe

Isibizelo: Amagama ayi-15 kanye nomusho owodwa kuya kwemibili yesibizelo

**IZIMPENDULO EZILINDELEKILE**

**Ukufunda ngamaqembu okuHolwayo**

**Amagama afundwa ngokubukwa:** hlola umfundi ngamunye kumagama anama-60 kuya kwanama-70 (asuselwa encwadini eNkulu, kwindikimba, encwadini efundiwe) **imaki elilodwa ngempendulo okuyiyo**

**IRUBHRIKHI** 

**Kumele kuqedwe ngesonto lama-20**

Isibizelo: Amagama ayi-15 kanye nomusho owodwa kuya kwemibili yesibizelo

**OKUBHALWAYO - IZIMPENDULO EZILINDELEKILE KANYE NERUBHRIKHI**

Ubona amalunga ekugcineni kwamagama anomsindo (onhlamvumbili)

**UHLU LOKUHLOLA**

Uqoqa amagama ngokuhlobana kwawo (isb. lthini, iphini)

Wakha amagama ngemisindo ayifundile.

Ukwazi ukubona ongwaqa abanokufana

Ukwazi ukubona amagama agcina ngemisindo efanayo 'e,' 'ile'

**UKUHLOLA: UKUFUNDA**

<p><b>Ukuqondisisa okubhalwayo:</b>          Khetha isigatshana esinamagama angama-80 kuya kumagama ayi-100. ( Incwadi yokusebenzela ye-DBE noma incwadi efundiwe).          Izinhlalo zemibuzo: *imibuzo lapho kukhethwa          impendulo *Imibuzo yokugcwalisa izikhala          *Ukulandelanisa izigameko zendaba *Imibuzo          yokukhumbula elula</p>	<p><b>OKUBHALWAYO - IZIMPENDULO EZILINDELEKILE</b></p>
<p>Okukhulunywayo: *Ukufunda amagama          afundwa ngokubukwa. (70 - 80)          *Ukufunda ngokugeleza</p>	<p><b>CHECKLIST</b></p>



**UKUBHALA**

**OKUQUKETHWE / ULWAZI/ AMAKHONO**

Imisebenzi ebhalwayo (Isikhathi esincane : imizuzu engama-30 ngesonto, Isikhathi esiphezulu ihora ngesonto)

\* Othisha kumele bakhethe kule misebenzi elandelayo, baqikelele ukuthi bayenza ngobuningi le misebenzi kuye ngesikhathi abanaso.

\* Umfundi ulandela asebenzise amakhono okubhala kahle ngesandla awafundiswe oLimini Lwasekhaya.

\* Ulandela imigomo yokubhala ngokulandelana kwayo( ukuhlela, ukubhala, ukulungisa amaphutha nokwethula ) emisebenzini yokubhala

\* Upela amagama ajwayelekile ngendlela efanele , azame nokupela amagama anagajwayelekile esebenzisa ulwazi lwemisindo ayifundile.

\* Hlanganisa nesifundo seMisindo.

Izinsuku																							
Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Ngokusizwa uthisha ubhala indaba elula ayikopishe. (Ukubhala ngokulanganyela)	x	x																					
Ubhala isihloko kanye nohlu olulukhuni lwezinto.			x	x										x					x			x	
Ngokusizwa uthisha ubhala imiyalelo elula. Hlanganisa nesiFundo samaKhono eMpilo.							x										x						
Ubhala isigaba esinemisho e-4-6 ngesihloko esijwayelekile.					x	x				x		x											
Ubhala ingxenye emfushane ngesihloko esejwayelekile( imisho eyisi-6 kuya kweyisi-8)													x		x			x			x	x	
Ubhala izigameko ngempilo yakhe, isibonelo, "Ngesonto eledlule ngiqale ....., njll."								x	x							x							
Uhlela ulwazi eshadini, kugrafu/ ithebula, isibonelo, impilo yokukhula kwesitshalo. Hlanganisa nezifundo zeziBalo nezamaKhono eMpilo.											x									x			
Usebenzisa izimpawu zokukhanyisa azifunde oLimini lwaseKhaya.( ongqi, amakhoma, umbuzi, umbabazi kanye nabacaphuni).	Ongqi/Osonhlamvukazi	Ongqi/Osonhlamvukazi	Ongqi/Osonhlamvukazi	Umbuzi	Umbuzi	Umbabazi	Umbabazi	Ikhoma	Ikhoma	Abacaphuni	Abacaphuni	Abacaphuni	Ikhoma	Umbuzi	Umbabazi	Abacaphuni	Buyekeza konke	Buyekeza konke	Buyekeza konke	Buyekeza konke	Buyekeza konke	Buyekeza konke	
Wakha inqolobane yamagama kanye nesichazamazwi sakhe.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Usebenzisa isichazamazwi sezingane (esinolimi olulodwa kanye nesinezilimi ezimbili)	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	

**Ukusetshenziswa kolimi ( imizuzu engama- 30 ngesonto)**

\* Kulo msebenzi abafundi bazoqala ukugxila ekusetshenzisweni kolimi.

\* Ulimi kumele lufundiswe ngendlela ezimweni ezijwayelekile.

Amasonto	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Uqonda abuye asebenzise inkathi edlule.	x	x	x	x				x					x	x								
Uqonda abuye asebenzise inkathi ezayo			x	x				x					x	x								
Uqonda abuye asebenzise inkathi yamanje.		x				x						x			x	x						
Uqonda abuye asebenzise amabizo									x	x	x				x		x					
Usebenzisa amabizo ezinto ezibonakalayo nezingabonakali ngendlela efanele.			x	x					x	x	x											
Ubukeya imisebenzi yolimi efundwe emabangeni R kuya eBangeni lesi-2	Izenzo		Izandiso		Iziphawulo				Ubuningi	Ubuningi	Ubuningi		Izihlanganiso	Isandiso			Izihlanganiso		Ukuphika		Isandiso	
Uqonda abuye asebenzise iziphawulo						x					x		x							x		x

**UKUHLOLA**

**Kumele kuqedwe ngesonto lesi-9**



Ubhala okungenani imisho e-4-6 ngesihloko esejwayelekile esebenzisa osonhlamvukazi nongqi.

**IRUBHRIKHI**

Ubhala imisho esenkathini edlule ngempumelelo

**UHLU LOKUHLOLA**

**Kumele kuqedwe ngesonto lama-20**

**Ukubhala:**

Ubhala izigameko ngempilo yakhe, esinemisho eyi-5 kuya -6 esebenzisa osonhlamvukazi nongqi.

**OKUBHALWAYO - IRUBHRIKHI**

**Ukusetshenziswa kolimi**

\* Izimpawu zokukhanyisa ( osonhlamvukazi no ngqi.

\* Izinkathi, Ubuningi , amabizo

**OKUBHALWAYO - AMAPHEPHA OKUSEBENZELA - IZIMPENDULO EZILINDELEKILE**

## 5. Sesotho First Additional Language

### *Revised National Teaching Plan*

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

#### HO MAMELA LE HO BUA (TSA MOLOMO)

Letsatsi																							
Dibeke	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
<b>MEKOTABA</b>																							
1. Boikwetliso bo tswala katleho																							
2. Bamalapa ba a hlokomelana																							
3. Ho hlekefetsa ka Dikgoka																							
4. Re bangodi																							
5. Dintho tse re tshosang																							
6. Kgauhelo																							
7. Botshepehi																							
8. Ho rarolla mathata																							
9. Ho ithuta dintho tse ntjha																							
10. Boitsebahatso																							

**DIKAHARE/DIKGOPOLOKUTLWISISO/BOKGONI**

Mesebetsi ya letsatsi ka leng (metsotso e 30 ka beke)

\* Matijhere a kgethe mekotaba e mmedi e tla ba thusa ho hlahisa tlotlontswe le ho e pheta, mme a rute mesebetsi e latelang.

\* Hlokomela hore mekotaba/dihlooho tse sisintsweng di mpa di sisintswa feela.

\* Matijhere a kgethe mekotaba ya bona e dumellanang le moelelo le mehlodi e teng ya di sebediswa.

\* Ba netefatsa hore ba na le Dibuka tse Kgolo/DiPhousetara/diraeme, dipina, dipapadi le dintho tsa nnete tse hloka halang bakeng sa mokotaba oo ba o kgethileng.


Dibeke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Tswella pele ho ntshetsa pele tlotlontswe ya molomo (ho mamela le bua) a sebedisa mokotaba o kgethilweng. Kopanya le Padisommoho, Dipalo le Bokgoni ho tsa Bophelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x
Latela le ho fana ka ditaelo, mohlala ho latela ditaelo tsa titjhere hape o kgona ho fana/ le ho phetha taelo. Kopanya le Padisommoho, Dipalo le Bokgoni ho tsa Bophelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	
Utlwisisa le ho araba dipotso tse bonolo jwalo ka "Neng ...? Hobaneng...? Eng...? Jwang...? Kopanya le Padisommoho, Dipalo le Bokgoni ho tsa Bophelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	
Botsa dipotso bakeng sa thakisetso, mohlala " Ha ke utlwisise. Ke kopa o hlalose hape." Kopanya le Padisommoho, Dipalo le Bokgoni ho tsa Bophelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	
Araba le ho etse dikopo, mohlala "Na nka sebedisa bukantswe hle?"	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	
Eba le seabo puisanong e kgutshwane ya sehlooho se tlwaelehileng. Kopanya le Bokgoni ho tsa Bophelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	
Hlwaya ntho ho tswa tlhalosong e bonolo ya molomo, mohlala ho hlalosa lebitso, ho beha ditshwantsho ka tatellano e nepahetseng kamora ho mamela ditaelo. Kopanya le Ho Bala, Dipalo le Bokgoni ho tsa Bophelo.														x			x					
Bua ka dintho tse setshwantshong kapa senepeng ho arabela ditaelo tsa titjhere. Kopanya le Padisommoho le Bokgoni ho tsa Bophelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	
Ka thuso ya titjhere mamela le ho pheta ditaba tse bonolo. Kopanya le Padisommoho le Bokgoni ho tsa Bophelo.				x				x						x	x	x		x		x		
Pheta ka hlooho mme a etsa dithothokiso tse bonolo, diraeme tsa diketsiso le dipina.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	

Bapala dipapadi tsa hlooho, mohlala Ke etsa bohhlwela ka leihlo..... Papadi ya ketane, titjhere o bitsa modumo abe a supa moithuti a tshwanelang ho nahana ka lentswe le qalang ka modumo oo. Moithuti eo o bitsa lentswe mme a be a supa moithuti emong, a be a bitsa modumo, jwalo jwalo.	x	x					x			x			x	x									x
---	---	---	--	--	--	--	---	--	--	---	--	--	---	---	--	--	--	--	--	--	--	--	---

**Mesebetsi ya ho mamela le ho bua e tsepamisitsweng (metsotso e 30 ka beke).**

- \* Mamela dipale tse phetwang le tse balwang (Padisommoho).
- \* Hadedi ka beke titjhere o pheta kapa o bala pale ( kapa ditaba tse phetwang hape).
- \* Dipale tse phetwang di ka tshwantshiswa ka ho sebedisa ditho tsa mmele le disebediswa tsa ho tshwantshisa ho tshhehetsa moelelo.
- \* Dipale di lokelwa ho balwa ho tswa dibukeng tse kgolo kapa diphoustara tse nang le ditshwantsho moo baithuti ba tla kgona ho bona ditshwantsho.

Dibeke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Mamela dipale tse kgutshwane, ditaba tse phetwang kapa ditema tseo e seng tsa boiqapelo, mohlala dipehelo tsa tlhahiso leseding, ditaelo, raporoto ya ditsebiso tse phetwang kapa tse balwang Bukeng e kgolo, Phoustara ya ditshwantsho bakeng sa bothabiso.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Ho mamela dipale le ditaba tse phetwang mme a araba dipotso tse hloakang kutlwisiso.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Lepa hore ho tla etsahala eng paleng kapa ho ditaba tse phetwang (O nahana ho tla etsahalang?)	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Ntsha maikutlo ka pale (Na oratile pale? Hobaneng o e rata? Hobaneng o sa e rate?)	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Pheta Pale hape.mohlala, ho kgutsufatsa pale - ke karolo ya leano la kutlwisiso				x				x	x		x		x				x		x				x
Mamela ditema tseo e seng tsa boiqapelo ka ditema tsa tsamaiso, mohlala, o ka etsa "maseke" jwang hape a be a arabe dipotso tse hloakang kutlwisiso (o hloka diseediswa dife ho etsa "maseke"?)													x	x	x	x							x
Ka thuso ya titjhere, fana ka kgutsufatso e bonolo ya tema eo e seng ya boiqapelo.					x				x						x								x
<b>Ntshetsopele ya dikgopolokutlwisiso, tlotlontswe le sebopelo sa puo. Ka ho ba le seabo mesebetsing e ka hodimo:</b> Tswela pele ho bopa tlotlontswe ya molomo, o kenyellelsa le tlotlontswe ya kgopolo,mohlala * hlalosa tsela eo o entseng ditho ka yona (o sebedisa ditema tseo e seng tsa boiqapelo * ho bapisa ( kopanya Dipalo le Bokgoni ho tsa Bophelo)			x				x										x				x		

<p>Qala ho ntshetsa pele kutlwisiso le bokgoni ba ho sebedisa dibopeho tsa puo tse bonolo maemong a puo e buuwang mohlala *  <b>lekgathe lejwale le lekgathe lefetile</b> * <b>dintho tse balehang le tse sa baleheng</b> *  <b>Makgethi a bapiswang</b> (kgolo, kgolowanyana, kgolohadi).  Tswela ho ruta sena ka nako ya Ho Ngola le Tshebediso ya Puo.</p>		Lekgathe Lefetile	dintho tse balehang le tse sa baleheng	dintho tse balehang le tse sa baleheng	Maemedi/masupi	makgethi a bapaiswang		dintho tse balehang le tse sa baleheng	dintho tse balehang le tse sa baleheng		lekgathe lejwale		lekgathe lefetile	Maemedi		Maemedi/masupi	lekgathe lefetile		lekgathe lejwale	Maemedi/masupi	lekgathe lefetile		
<b>TEKANYETSO</b>																							
<b>Tekanyetso e phethelwe ka beke ya 9</b>																							
Fana ka phethele e bonolo ya molomo ka boiphihlelo ba hae	TSA MOLOMO - RUBURIKI																						
Bontsha kutlwisiso ya tlotlontswa ya molomo	LENANETEKOLO																						
Mamela pale le ho araba dipotso tse nbontshang kutlwisiso ya pale ka molomo																							
<b>Tekanyetso e phethelwe ka beke ya 20</b>																							
Ho beha Puo: Puo e kgutshwane ya mela e 4 - 5 ka setshwantsho /senepe/phousetara ya mokotaba	TSA MOLOMO - RUBURIKI																						
Bontsha kutlwisiso ya tlotlontswa ya molomo	LENANETEKOLO																						
Mamela ditema tseo e seng tsa boiqapelo le ho araba dipotso tse bontshang kutlwisiso.																							



**HO BALA LE MEDUMO**

**DIKAHARE/DIKGPOLOKUTLWISISO/BOKGONI**

Temoho ya Medumo le Medumo ( metsotso e 15 ka Beke)

\* Titjhere o tshwanela ho tshwaya mesebetsi yohle eo a e qetileng - netefatsa hore mesebetsi yohle e qetwa pele ho beke ya bo 22.

\* Titjhere o hlahisa ho baithuti metswako ya didumannotshi tse tlwaelehileng, le didumammoho tse tlwaelehileng a sebedisa mantswe ao baithuti ba a tsebang le a sebediswang kgafetsa.

\* Titjhere o netefatsa hore baithuti ba utlwisisa le ho tseba moelelo wa mantswe le ho a sebedisa polelong.

\* Baithuti ba bopa mantswe ka medumo e rutilweng.

\* Titjhere o fana ka mesebetsi ya tsa molomo e tla etsa hore baithuti ba lemohe morethetho wa mantswe.

\* Mesebetsi ena e ka kenyelletswa ho mesebetsi ya Ho Mamela le Ho Bua, Ho Bala le Ho Ngola.

Letsatsi	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Elellwa didumannotshi tse ntjha (oo ho hlooho, 'ee' ho feela.	oo	oo	ee	ee	aa	aa	uu															
Elellwa medumo ya didumammoho e tswakilweng ('sh', 'tl', 'ts') mantsweng (mohl. sh-eba, tl-ala, ts-ela)								hl	hl	ts	tl											
Elellwa didumammoho tse tharo tse kopaneng qalong ya mantswe (mohlala mph, ntj, ntl, nth)														mph	ntj	ntl	nth					
Elellwa didumannotshi tse phahamisitsweng le tse fatshe (mohl. 'e' ho lema - lemisa, le 'o' ho loka - lokisa																		x				
Elellwa didumammoho tse tswakilweng lentsweng( mohlala sh, ph, ll )																				x		
Elellwa diqetello tse tshwanang mantsweng. Elellwa le ho sebedisa qetello tse ding. Kopanya le Ho Mamela le Ho Bua.																					x	x
Bopa le ho arola mantswe a bonolo a qalang ka didumammoho tse ikemetseng (mohl. t-aka, b-ina, h-ema) le ditlhakung tse ikemetseng (mohl. t-a-k-a, b-i-n-a, h-e-m-a)	x				x					x										x		
Fapanya ka kutlo pakeng tsa didumannotsi tse phahameng le tse tlase (mohl. 'e' ho ke tshela noka le ke tshela metsi le 'o' ho Ke mo oma ka koto le Diaparo di a oma' ) . Kopanya le Ho Mamela le Ho Bua le Ho Bala		x				x					x											
Elellwa Didumanotshi tse phahameng le tse fatshe mantsweng 'leka le lekile' 'botsa le botsitse'. Kopanya le Ho Mamela le Ho Bua le Ho Bala			x				x						x									



**Padisonnotshi (ka nako e lokolohileng sekolong)**

\* Baithuti ba lokelwa ho kgothalletswa ho etsa padisonnotshi Puong Ya Pele Ya Tlatsetso ha ba na le nako e ka thoko ka phaphosing, mohlala (ha ba qetile ho etsa mosebetsi pele nako e fela).

\* Ho bohlokwa hore monyetla o ba teng ka phaphosing o sebediswe ho ntshetsa padiso pele.

\* Baithuti ba tshwanelwa ho kgothalletswa ho etsa padiso malapeng e le mosebetsi wa hae.

Dibeke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Bala seo a se ngotseng le se ngotsweng ke ba bang	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Bala ka boyena dibuka tse badilweng ka nako ya padisotataiso le dibuka tsa dihloho tse bonolo le dibuka tsa dipale tse nang le ditshwanstho Puong Ya Tlatsetso Ya Pele sekgutlwaneng sa ho bala ka phaphosing ya borutelo.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Bala dithothokiso tse tlwaelehileng le di raeme.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Sebedisa dibukantswe tsa bana tse nang le ditshwantsho (tsa puo e le nngwe le puo tse pedi) ho fumana moelelo wa mantswa a sa tsejweng.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x

**TEKANYETSO: MEDUMO**

**Tekanyetso e phethelwe ka beke ya 9**

Elellwa metswako ya didumanotshi aa, ee, oo,uu

LENANETEKOLO



Elellwa didumammoho tse tswakilweng tse thraro (mph,ntj, ntjh, sh, ph)

Mopeleto: **Lenane la mantswa a 15 le pitsetso ya dipolelo tse1-2**

**Sena se a ngolwa (Ho sebediswe Ruburiki)**

**Padisotataiso ya sehlopha**

Mantswa a hlahang kgafetsa: Lekola moithuti ka mong ka mantswa a hlahang kgafetsa a 60 - 70 (Sebedisa Buka e kgolo, Mokotaba, Buka e balwang) **Fana ka letshwao le leng bakeng sa karabo e nepahetseng**

**RUBURIKI**

**Tekanyetso e phethelwe ka beke ya 20**

Mopeleto: Lenane la mantswa a 15 le pitsetso ya dipolelo tse 1- 2 (Di a ngolwa).

**Sena se a ngolwa (Ho sebediswe Memorandamo le Ruburiki)**

Ngola mantswa ka metswako ya didumanotshi (aa, ee, oo,uu)

**RUBURIKI**

Bopa mantswa ka metswako ya didumammoho: sh, tl,th, kg

Bopa mantswa a didumannotsi tse phahameng le tse tlase (mohl. 'e' ho ke tshela noka le ke tshela metsi le 'o' ho Ke mo oma ka koto le Diaparo di a oma)

Bopa mantswa ka didumammoho

Elellwa qetello ya mantswe (ng)	
<p><b>TEKANYETSO: HO BALA</b></p> <p><b>Kutlwisiso e ngolwang:</b>        Kgetha seratswana se tla balwa se nang le mantswe a 80 - 100        (Buka ya Mookodi kapa Buka e balwang) Mefuta ya        dipotso * Moo bana ba kgethang karabo        e nepahetseng * Moo bana ba        tlatselletsang dipolelo ka dikarabo tse nepahetseng        * moo bana ba tla bontsha tatellano ya diketsahalo        * moo bana ba bontshang ho hopola le ho araba dipotso tse        itshetlehileng ho tema.</p>	<p><b>Sena se a ngolwa (Ho sebediswe Memorandamo)</b></p>
<p><b>Tsa Molomo:</b>        * Ho bala mantswe a hlahang kgafetsa (70-80)        * Bokgoni ba ho bala ka bokgeleke bo eketsehileng le ka maikutlo.</p>	<p><b>LENANETEKOLO</b></p>



**HO NGOLA**

Ngola seratswana sa mela 4-6 ka sehlooho se tlwaelehileng a sebedisa Tlhak tse kgolo le dikgutlo.

**DIKAHARE/DIKGOPOLO KUTLWISISO/BOKGONI**

Mesebetsi e ngolwang (bonyane metsotso e 30, moedi wa nako hora e le nngwe ka beke)

\* Matitjhare a tshwanela ho leka ho ruta mesebetsi e mengata kamoo ba ka kgonang ho ya ka nako e teng.

\* Ho sebedisa tsebo ya mongolo o rutilweng Puong Ya Lapeng

\* Sebedisa mehato ya ho ngola (mokgwaritso, ho ngola, ho lokisa diposo le ho phatlalatsa)

\* Peleta mantswe a tlwaelehileng ka nepo mme a leka ho peleta mantswe a sa tlwaelehang a sebedisa tsebo ya medumo

\* Kopanya le Medumo\*

Letsatsi																							
Dibeke	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Mmoho le titjhare, ngola pale e bonolo mme a e kopitse (Ngodisommoho).	x	x																					
Ngola manane a rarahaneng ka ho eketseha a nang le dihlooho. Kopanya le medumo.			x	x										x					x				x
Ka thuso, a ngole ditaello tse bonolo, mohlala, Semela se lengwa jwang							x										x						
Ngola seratswana sa dipolelo tse 4-6 ka sehlooho se tlwaelehileng. Kopanya le medumo.					x	x				x		x											
Ngola seratswana sa dipolelo tse 6-8 ka sehlooho se tlwaelehileng.													x		x			x			x	x	
Ngola ka boiphihlelo ba hae, mohlala " Mafelo a beke a fetileng ke ....Pele ke ....jwalo jwalo."								x	x							x							
Hlophisa tlhahisoleseding tihateng, papetleng kapa ho kerafo, mohlala, tsa bophelo ba semela.											x									x			
Sebedisa matshwao a puo a seng a rutilwe Puong Ya Lapeng (dikgutlo, difeelwane, matshwao a potso, matshwao a makalo le ditsejana/diabukwa diakwalwa).	Kgutlo/Tlhaku e kgolo	Kgutlo/Tlhaku e kgolo	Kgutlo/Tlhaku e kgolo	Letshwao la potso	Letshwao la potso	Letshwao la makalo	Letshwao la makalo	Feelwane	Feelwane	Ditsejana/diabulwa diakwalwa	Ditsejana/diabulwa diakwalwa		Ditsejana/diabulwa diakwalwa	Feelwane	Letshwao la potso	Letshwao la makalo	Ditsejana/diabulwa diakwalwa	Pheta matshwao a puo kaofela	Pheta matshwao a puo kaofela	Pheta matshwao a puo kaofela	Pheta matshwao a puo kaofela	Pheta matshwao a puo kaofela	Pheta matshwao a puo kaofela

Bopa pokello ya hae ya mantswe le bukantswe eo a iketseditseng yona.	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x
Sebedisa bukantswe ya bana (bukantswe ya puo e le nngwe le ya dipuo tse pedi).	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x

**Mesebetsi ya tshebediso ya puo (metsosto e 30 ka beke)**

\* Mesebetsing ena baithuti ba qala ho tsepama tshebedisong ya puo.

\* Thutapuo e lokela ho rutwa hoya ka maemo a nang le moelelo.

<b>Dibeke</b>	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22
Utlwisisa le ho sebedisa lekgathe lefetile	x	x	x	x				x						x	x								
Utlwisisa le ho sebedisa lekgathe letlang			x	x				x						x	x								
Utlwisisa le ho sebedisa lekgathe lelwale letsewelli.		x				x							x			x	x						
Utlwisisa le ho sebedisa mahokamoetsi, mohlala. Bana ba nwa metsi									x	x	x					x		x					
Mabitso a dintho tse ka balwang le tse ke keng tsa balwa, botlolo ( tse ka balwang) / metsi ( se ke keng tsa balwa)			x	x					x	x	x												
Boelletsa thutapuo e nngwe e sa rutwang ka tsela ya semmuso Kereiting ya R ho isa 12.			Mahla			Makg				Bonga	Bonga	Bonga		Mako				Maka				Maho	
Utlwisisa le ho sebedisa makgethi a bontshang papiso, mohlala kolo e lebelo ho feta baesekele. Sefofane ke sepalangwang se potlakang.						x					x		x							x		x	x

**TEKANYETSO YA SEMMUSO**

**Tekanyetso e phethelwe ka beke ya 9**

Ngola dipolelo tse 5 -6 ka boiphihlelo ba hae a sebedisa ditlhaku tse kgolo le dikgutlo.

**RUBURIKI**

Ngola dipolelo tse nang le moelelo a sebedisa lekgathe lefetile ka nepahalo.

**LENANETEKOLO**

**Tekanyetso e phethelwe ka beke ya 20**

**Ho Ngola (e ngolwang):**

Ngola seratswana sa dipolelo tse 4-6 ka sehlooho se tlwaelehileng a sebedisa tlhaku tse kgolo le dikgutlo.

**Tse Ngolwang - Ruburiki**

**Mesebetsi ya Tshebediso ya Puo:**

\* Matshwao a Puo (Tlhaku e kgolo le dikgutlo)

\* Makgathe, Bongata, Mabisto

**E ngolwang - Leqhephe la Mosebetsi - Memo**

## 6. Setswana First Additional Language

### Revised National Teaching Plan

Morutabana a supe ka go tshwaya (√) tiro e a e dirileng - netefatsa gore tiro yotlhe e diriwe mo dibekeng tse 22.

Dirisa beke ya ntlha go dira ditirwana tsa tlwaelo le tlhatlhobo ya motheo.

Tlhatlhobo e dirwa ka mokgwa o o tswetseng -nna le lenaane la di potsolotso mme o tshwaye (√) nako le nako fa o tswetse ka tlhatlhobo .

Dirisa SBA guidelines go go thusa.

**GO REETSA LE GO BUA( MOTLOTLO)**

LETLHA:																								
Dibeke:	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19	20	21	22	
<b>THITOKGANG:</b>																								
1. Go boeletsa go tlisa katlego																								
2. Ba malapa ba a tlhokomelana																								
3. GO kgerisa																								
4. Re ba kwadi																								
5. Dilo tse di re tshosang																								
6. Go kgatalela																								
7. Botshepegi																								
8. Go rarabolola mathata																								
9. Go ithuta dilo tse di sha																								
10. Go ikitse																								

**DITENG/DIKGOPOLO/DIKGONO**

**Ditirwana tsa letsatsi ( metsotso e le 30)**

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

<b>Dibeke:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>		<b>12</b>	<b>13</b>		<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
Go tswela go tlhabetla tlotlofoko ya molomo (go reetsa le go bua) a dirisa dithitokgang /ditlhogo tse di tlhopilweng. Tsenyeletsa ka Puiso kopanelo.Dipalo le Dikgono tsa botshelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Go latela ditaelo, go tswa mo go morutabana.Tsenyeletsa ka Puiso kopanelo,Dipalo le Dikgono tsa botshelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Go latela ditaelo, go tswa mo go morutabana.Tsenyeletsa ka Puiso kopanelo,Dipalo le Dikgono tsa botshelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Go kopa go tlhalosediwa, sk.' Ga ke tlhaloganye. Ke kopa gore o boeletse.' Tsenyeletsa ka Puiso kopanelo,Dipalo le Dikgono tsa botshelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Go 'tsibogelo le go dira kopo, sk, 'Tweetswee, a nka dirisa thanodi?'	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Tsaya karolo mo motlotlong o mokhutshwane ka ga setlhogo se se tlwaelegileng. Tsenyeletsa ka Dikgono tsa botshelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
'Supa sengwe ka go dirisa tlhaloso e e bonolo ya molomo, sk.' 'Ke mosimane yo moleele; go baya ditshwantsho ka tatelano morago ga go reetsa di taelo.Tsenyeletsa ka go Buisa,Dipalo le Dikgono tsa botshelo.														x				x					
'Go bua ka dilo tse di tlhagelelang mo setshwantshong ka go tsibogela ditaelo tsa morutabana. Tsenyeletsa ka Puiso kopanelo le Dikgono tsa botshelo.	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Ka thuso ya morutabana o reetsa tatelano ya tiragalo e e bonolo.Tsenyeletsa ka Puiso kopanelo le Dikgono tsa botshelo.				x				x						x	x	x		x		x			
Itse ka tlhogo le go diragatsa maboko a a bonolo, tiragatso ya diraeme le dipina	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	
Tshameka motshameko wa puo, sk,'motshameko wa ketane' morutabana o bua/dumisa modumo a bo a supa morutwana mme morutwana a bolele lefoko le le tsamaisanang le modumo.	x	x					x			x			x	x								x	



Theetso le puiso e e tlhomameng (metsotso e le 30 mo bekeng)

\*Go reetsa dikgang tse di tlotliwang le tse di buisiwang (Puisokopanelo)

Gabedi mo bekeng, fa go na le nako e e ka dirisiwang, morutabana a buise/tlotle kgang kgotsa a buise kgang (tatelano ya ditiragalo). Dikgang tse di buiwang di ka diragadiwa ka go dirisa puo ya dikarolo tsa mmele le moaparo go tiisa bokao. Dikgang tse di buisiwang go tswa mo Bukakgolng kgotsa diphousetara tse di bontshitsweng tse bana botlhe ba ka kgonang go di bona.

Dibeke:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Reetsa dikgang tse dikhutshwane, tatelano ya ditiragalo tsa morutwana ka nosi kgotsa ditlhangwa tse di nang le bonnete/boammaruri, sekao, tatelano ya ditiragalo le mabaka a a di tlohang, ditaelo, dipegelo tsa tshedimosetso tse di buiwang kgotsa buisiwang go tswa mo Bukakgolng kgotsa phousetara e e nang le ditshwantsho/dithalo e bile e itumedisa.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Reetsa dikgang le tatelano ya ditiragalo tsa motutwana ka nosi le go araba dipotso tsa tekathaloganyo	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Bonelapele se se tla diragalang mo kgang kgotsa tatelano ya ditiragalo tsa motutwana ka nosi.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Tlhagisa maikutlo ka ga kgang (A o ratile kgang)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Boeletsa kgang, sekai. sobokanya kgang - karolo ya mokgwa wa teko tlhologanyo.				x				x	x		x		x				x		x			x
Reetsa tatelano ya tiragalo e e bonolo. Sk. Morutabana o anegela ka ga go jala. 'O tsenya peo mo pitsaneng ya malomo, o khurumetsa peo ka mmu. O nosetsa peo ya gagwe. O a e tlhokomela go fitlha e gola.												x	x	x	x							x
Ka thuso ya morutabana neela tshobokanyo e e bonolo ya setlhangwa se se nang le bonnete/boammaruri.					x				x						x							x
<b>Tlhabololo ya dikgopolo, tlotlofoko le dipopego tsa puo Ka go tsaya karolo mo ditirwaneng tse di fa godimo Tswelela go aga tlotlofoko ya molomo o akaretsa tlotlofoko ya dikgopolo, sk, papiso (tsenyeletsa ka Dipalo le dikgono tsa botshelo)</b>			x				x										x				x	

<p>Simolola go tswelletsa kitso le dikgono tsa dipopego tsa puo e e bonolo e e mo tirisong e e nang le bokao mo puong e e buiwang, sk,  * <b>pakajaanong le pakaphethi,</b>  * <b>maina a a nang le bontsi le a a se nang bontsi,;</b>  * <b>matlhalosi</b>  * <b>masupi,</b>  * <b>matlhalosi a papiso</b> (sk, ka bonako,ka bonya)  ((tsenyeletsa ka go kwala le medumopuo.)</p>	Pakaphethi	maina a a nang le bontsi le a senang bontsi	maina a a nang le bontsi le a senang bontsi	masupi	matlhaodi a papiso	masupi	maina a a nang le bontsi le a senang bontsi	maina a a nang le bontsi le a senang bontsi	Pakajaanong	Pakajaanong	Pakaphethi	matlhaodi a papiso	Masupi	Maemedi	matlhaodi a papiso	Pakaphethi	Masupi	Pakajaanong	Matlhalosi	Pakaphethi
<b>Tlhatlhobo</b>																				
<b>E FELELEDIWE KA BEKE 9</b>																				
Naya tatelano ya tiragalo e khutshwane ya molomo	MOTLOTLO - RUBIRIKI																			
O bontsha le go tihaloganyanya tlotlofoko ya molomo	LENAANE LA DIPOTSOLOTSO																			
Reetsa setlhangwa se se senang bonnete/boammaruri le go araba dipotso tsa tekatlhaloganyo ka molomo tsa lefoko ka lefoko.																				
<b>E FELELEDIWE KA BEKE 20</b>																				
Tiro ya molomo: O bua ka bokhutswane ka setshwantsho/senepe kgotsa phousetara ka mela e ka nna 4-5	MOTLOTLO - RUBIRIKI																			
O bontsha le go tihaloganya tlotlofoko ya molomo	LENAANE LA DIPOTSOLOTSO																			
Reetsa setlhangwa se se senang bonnete/boammaruri le go araba dipotso tsa tekatlhaloganyo ka molomo tsa lefoko ka lefoko.																				

**GO KWALA**

**DITENG/DIKGOPOLLO/DIKGONO**

Ditirwana tsa go kwala (Metsotso e le 30 mo bekeng)

\* Ditirwana tse di kwalwang e nne e le nngwe kgotsa di le pedi mo bekeng fa bogolo ba nako bo dirisiwa, mme fa go dirisiwa bonnye ba nako, go dirwe e le nngwe mo bekeng.

\* Dirisa dikgono tsa mokwalo o o rutilweng mo Puong ya Gae

\* Dirisa dikgato tsa go kwala (go kwaka ditlhangwa tsa ntlha, go kwala, go tseleganya, go tlhagisa)

\* Peleta mafoko a a tlwaelegileng ka nepagalo le go leka go peleta mafoko a a sa tlwaelegang a dirisa kitso ya medumopuo

\*Dirisa kitso ya medumopuo.

LETLHA																							
DIBEKE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Ka thuso ya morutabana,ba kwala ditlhangwa tse di bonolo le go di kopolola ( kwalo kopanelo).	x	x																					
O kwala manaane a a golang ka marara ka ditlhogo. Tsenyeletsa ka Medumopuo			x	x										x					x				x
O kwala tatelano ya tiragalo tsa maitemogelo a gagwe. Tsenyeletsa ka Dikgono tsa Botshelo.							x									x							
O kwala temana ya dipolelo di le 4-6 ka setlhogo se se tlwaelegileng.					x	x				x			x										
O kwala temana ya dipolelo di le 6-8 ka setlhogo se se tlwaelegileng.													x		x			x				x	x
O kwala tatelano ya tiragalo tsa maitemogelo a gagwe, sk, ' Beke e e fetileng ke ne ... morago ... jalo jalo.								x	x							x							
O rulaganya tshedimosetso mo tshateng, lenaaneg kgotsa kerafo, sk, kerafo a dira patliso ka mefuta ya dipalangwa tse ba di dirisang go ya sekolong. Tsenyeletsa ka Dipalo le Dikgono tsa Botshelo.											x										x		
O dirisa matshwao a puiso a a rutilweng mo Puong ya Gae (dikhutlo, diphegelwana, matshwao a potso, matshwao a kgakgamalo, le matshwao a nopolo)	Khutlo/di thakakgolo	Khutlo/di thakakgolo	Khutlo/di thakakgolo	Letshwao la potso	Letshwao la potso	Letshwao la tsiboso	Letshwao la tsiboso	Phegelwana	Phegelwana	Ditsejwana	Ditsejwana												
O aga sefala sa mafoko le thanodi ya mong	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x
O dirisa dithanodi tsa bana (temengwe le temepedi)	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x

Ditirwana tsa tiriso ya puo (Metsotso e le 30 ka beke)

\* Ka ditirwana tse, barutwana ba tla simolola go tsepama mo thutapuong e e dirisiwang.

\* Thutapuo e tshwanetse go rutiwa ka mokgwa wa tiriso e e nang le bokao.

DIBEKE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Tlhaloganya le go dirisa pakapheti.	x	x	x	x				x					x	x								
Tlhaloganya le go dirisa pakatlang.			x	x				x					x	x								
Tlhaloganya le go dirisa pakajaanong tseweledi.		x				x						x			x	x						
Tlhaloganya le go dirisa masupi									x	x	x				x		x					
Tlhaloganya le go dirisa maina a a nang le bontsi le le a senang bontsi sk,metsi, madi).			x	x					x	x	x											
Boeletsa thutapuo e o e dirileng mo mophatong wa R-2 e e sa tlhomamang.	Madiri		Lethalosi		Lethaodi				Bontsi	Bontsi	Bontsi		Makopanyi	Masupi			Makopanyi		Malatodi		Masupi	
O tlhaloganya le go dirisa papiso,Koloi e bonako go gaisa setobetobe.						x					x		x						x		x	x

#### TLHATLHOBO

#### E FELELEDIWE KA BEKE 9

Kwala tatelano ya ditiragalo tse di bonolo ka mela e le 5-6 a dirisa ditlhaka kgolo le khutlo.

RUBURIKI



Kwala dipolelo ka nepagalo o dirisa pakapheti.

LENAANE LA DIPOTSOLOTSO

#### E FELELEDIWE KA BEKE 20

Go kwala:  
Kwala temana ya dipolelo di le 4-6 ka setlhogo se se tlwaelegileng a dirisa di tlhakagolo le khutlo.

Kwala- Ruburiki

TIRISO YA PUO:  
\* Matshwao a puiso(di tlhakagolo le Khutlo).  
\*Di paka,Bontsi, Maina

Kwala - Letlhare la tiro- Memo

## 7. Siswati First Additional Language

### *Revised National Teaching Plan*

The teacher must tick off what she has done - ensure all aspects are done within the 22 weeks.

#### LISTENING AND SPEAKING ( ORAL)

THEMES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
1. Practice makes perfect																							
2. Families caring for each other																							
3. Bullying																							
4. We are writers																							
5. Things that frighten us																							
6. Compassion																							
7. Honesty																							
8. Solving problems																							
9. Learning new things																							
10. Identities																							





**Focused listening and speaking (30 minutes per week)**

\* Listens to stories told and read (**Shared Reading**)

\* Twice a week, depending on the time available, the teacher tells or reads a story (or a recount of events).

\* Stories that are told can be dramatised using gestures and props to support meaning.

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

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
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.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Listens to stories and personal recounts and answers comprehension questions.	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 a story or personal recount (What do you think will happen next?)	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 the story (Did you like the story? Why/Why not?)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Retells the story, e.g. summarise the story - part of a comprehension strategy.				x				x	x		x		x				x		x			x
Listens to a non-fiction text such as a procedural text, e.g. how to make a mask and answers comprehension questions (What do you need to make a mask?)												x	x	x	x							x
With the teacher's help, gives a simple summary of the non-fiction text.					x				x						x							x
<b>Development of concepts, vocabulary and language structures</b> <b>Through taking part in the above activities:</b> continues to build oral vocabulary, including conceptual vocabulary, e.g. * <b>describing processes</b> (using non-fiction text); * <b>comparing</b> (Integrate with Mathematics and Life Skills.)			x						x								x					x

<p>begins to develop understanding and ability to use simple language structures in the context of meaningful spoken language, e.g.:</p> <ul style="list-style-type: none"> <li>* <b>present and past tense</b>;</li> <li>* <b>countable and uncountable nouns</b>;</li> <li>* <b>articles: 'a' and 'the'</b>;</li> <li>* <b>prepositions</b>, e.g.: in/on;</li> <li>* <b>demonstrative pronouns</b>: "Please give me <u>that</u>."</li> <li>* <b>comparative adjectives</b> (fast, faster, fastest)</li> </ul> <p>(Integrate with Writing and Language Use.)</p>		past tense	countable/uncountable nouns	countable/uncountable nouns	demonstrative Pronouns	comparative adjectives	prepositions	countable/uncountable nouns	countable/uncountable nouns	articles	articles		past tense	demonstrative pronouns	prepositions	articles	demonstrative Pronouns	past tense	prepositions	present tense	demonstrative pronouns	past tense	
<b>ASSESSMENT</b>		Oral presentation: Short talk about the picture or photograph / Theme poster in at least 4-5 sentences	<b>ORAL - RUBRIC</b>																				





**KUFUNDZA NEMISINDVO**

**LOKUCUKETFWE/LWATI/NEMAKHONO**

Lwati Lwemisindvo neMisindvo (emaminithi la-15 ngeliviki)

\* Thishela kufanele afake ithikhi kuwo wonkhe umsebenti lasawentile - yenta siciniseko sekutsi wonkhe umsebenti wentiwe ngemuva kwemaviki la- 22.

\* Thishela ungenisa imisindvo yabongwaca lehamba ngamitsafu nalehamba ngamine

\* Thishela kufanele ente siciniseko sekutsi bafundzi bayayivisisa inshokutsi yemagama futsi bayakhona kuyisebentisa emushweni.

\* Bafundzi bakha emagama basebentisa imisindvo lefundziwe.

\* Imvumelwano iyagcizelelwa ngekusebentisa imisebenti yekulalela.

\* Lomsebenti ungahlanganiswa nemisebenti yeKulalela neKukhuluma, Kufundza neKubhala.

Emaviki	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Wakha emagama asebentise imisindvo yabongwaca lehamba ngamitsafu, sib. inkhomo, ingwe, indvodza, njll		kh			nc		ndl			ng		nts		ndv		ntf		nkh		tfw	ny		
Wakha emagama asebentise imisindvo yabongwaca lehamba ngamine, sib. intfwala, umdlwane, njll				mdlw				nkhw		ntfw		ndvw			ntjw					mtfw			
Wakha imisho asebentise imisindvo lefundziwe, sib. Umtfwalo usindza kakhulu				x				x				x			x					x			
Uhlalela emagama ngemalunga, sib. i-ndle-la, i-ncwa-dzi			x				x					x			x					x			
Ubona imisindvo yabongwaca lesekucaleni kweligama, sib. Phakamani, Themba												x			x			x					
Ubona abuye asebentise tijobelelo, sib. indlwana, malumekati, njll. Loku ukuhlanganisa nemisebenti weKulalela neKukhuluma, Kufundza, kubhala nekusetjentiswa kwelulwimi																						x	x
Ubona umehluko emkhatsini webudlelwane bemisindvo nesipelingi eLulwimini Lwasekhaya neLulwimi Lwekucala Lwekwengeta, sib. cat- licici	x				x					x										x			
* Ubona abuye eve emagama lanemvumelwano etingomeni, kumilolotelo netinkondlo, sib. baleka, funeka, bhaleka	x	x	x	x	x	x	x							x							x		x

**Kufundza ngekuhlanyela (kufakwe ngaphasi kwesikhatsi seKulalela neKukhuluma)**

\* Kufundza ngekuhlanyela kufaka ekhatsi umsebenzi weKufundza kanye nemsebenzi weKulalela; Ibuye ifake ekhatsi umsebenzi weKulalela ngobe bafundzi bayacoca ngetheksthi kanye nathishela.

\* Ebangeni 3, Kufundza ngekuhlanyela kuyachubeka njengencenye yeKulalela neKukhuluma.

Emaviki	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ufundza nathishela itheksthi lebhaliwe lemfisha (Incwadi lenkhulu yekufundza nobe lenye itheksthi lekhulisiwe) acagele abe asebenzisa sihloko.	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		
Uphendvula imibuto lesebaleni lemayelana nendzaba.	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		
Uchaza kutsi indzaba imente wativa njani, nangabe kunesidzingo angantjintja asebenzise lolunye lulwimi.	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		

**Kufundza ngemacembu (Linanincane emaminithi la- 45, linanikhulu li-awa 1 nemaminithi la- 15 ngeliviki)**

\* Bothishela labasebenzisa linanikhulu lesikhatsi seLulwimi Lwekucala Lwekwengeta, kumele bahlukanise emaklasi abo abe nemacembu la- 5 elikhono lelifanako lekufundza.

\* Kumele basebenzise tincwadi tekufundza letihlukaniswe ngekwemazinga ekufundza abuye ente siciniseko sekutsi licembu ngalinye lisebenta ngetheksthi lesezingeni labo lekufundza (kubona emagama ngaphandle kwemaphutsa lokusemkhatsini we- 90% kuya 95%).

\* Thishela kumele asebenzise nelicembu linye ngelilanga emaminithi la- 15.

\* Ngalesikhatsi asebenzisa nalelicembu, bafundzi labanye batawube bafundza ngababili nobe bafundze ngekutimela nobe bente umsebenzi lohambelana netheksthi lefundvwako.

Emaviki	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ufundza nathishela ngekuphimisela encwadzini yakhe ngalesikhatsi afundza ngemacembu basitwa nguthishela. Loku kusho kutsi lonkhe licembu lifundza nathishela indzaba lefanako nobe itheksthi lengemaciniso.	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		
Usebenzisa emasu lafundvwe eLulwimini Lwasekhaya kute akhe umcondvo abuye aticaphela nakafundza (imisingo, tinkhombandlela tesimongcondvo, kuhlatiya sakhiwo, emagama lavamile).	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		
Ufundza ngekushelala ngekuphimisa lokuya ngekukhula.	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		
Ukhombisa kuvisisa timphawu tekufundza nakafundza ngekuphimisa.	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		
Ucubeka nekwakha silulumagama lesivamile ngalesikhatsi sekufundza ngemacembu basitwa nguthishela, kufundza ngekuhlanyela, nekufundza ngekutimela.	x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x		

**Kufundza ngekutimela (kungenteka ngesikhatsi semfundzi sekukhululeka esikolweni nasekhaya.)**

\* Bafundzi kumele bakhutsatwe kutsi bafundze ngekutimela eLulwimini lwabo Lwekucala Lwekwengeta nabanesikhatsi eklasini, kwenta sibonelo, ngalesikhatsi thishela asita licembu ngekufundza ngesikhatsi sesifundvo seKufundza ngemacembu basitwa nguthishela nobe nangabe bacedze umsebenti ngaphambi kwesikhatsi.

\* Kubalulekile kutsi litfuba lebalitfolako eklasini balisebentisele kutfutukisa kufundza kwabo.

\*Bafundzi kumele bakhutsatwe kufundza ekhaya Learners should also be encouraged to read at home for homework.njengemsebenti wasekhaya.

Emaviki	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Ufundza umbhalo lobhalwe nguye kanye newalabanye.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Ufundza tincwadzi ngekutimela ngetikhatsi tekufundza ngemacembu basitwa nguthishela kanye nemibhalotihumusho lelula netincwadzi letinetitfombe ngeLulwimi Lwekucala Lwekwengeta letitfolakala ekhoneni lekufundza leliseksini.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Ufundza tinkondlo nemilolotelo letayelekile.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Usebentisa sichazamagama sebanfwana lesinetitfombe (selulwimi lunye nasetilwimi letimbili) kute atfole inchazelo yemagama langawati.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		

**LUHLOLO: IMISINDVO**

Sipelingi: Luhla lwemagama la- 15 nesibitelo semusho 1 kuya 2 - umsebenti lobhalwako

**UMSEBENTI LOBHALWAKO - IMEMORANDAMU NERUBHRIKI**

Ubumba emagama asebantise imisindvo yabongwaca lehamba ngamitsatfu, sib. inhlaba, intsaba

**LUHLA LWEKUHLOLA**

Ubumba emagama asebantise imisindvo yabongwaca lehamba ngamine, sib. umtfwebeba, indlwana

Uhlahlela emagama, sib. i-nhla-ma

Ubona emagama lanetijobelelo, sib. indlovukati, sitjana

**LUHLOLO: KUFUNDZA**

**Umsebenti lobhalwako weSivisiso:**

**UMSEBENTI LOBHALWAKO - IMEMORANDAMU**

Khetsa sicephu lebatasifundza lesinemagama la- 80 kuya 100 (Incwadzi yekusebentela yaHulumende nobe Incwadzi yekufundza ). Tinhlobo temibuto:

\* Imibuto yekukhetsa timphendvulo

\* Kugcwalisa emagama lashodako

\* Kulandzelanisa tigateko endzabeni

\* Kukhumbula lokufundzile, imibuto lelula lesebaleni

**Temlomo:**

**LUHLA LWEKUHLOLA**

\* Kufundza emagama lasetjentiswa njalo (la- 70 kuya 80)

\* Kufundza ngekushelala



**WRITING**

**CONTENT/CONCEPTS/SKILLS**

Writing Activities (Minimum 30 minutes, maximum 1 hour per week)

- \* Teachers should try to cover as many of these activities as possible in the time available.
- \* Uses handwriting skills taught in Home Language.
- \* Uses the writing process (drafting, writing, editing and publishing) for written activities.
- \* Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge
- \* Integrate with Phonics.

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Together with the teacher, writes a simple story and copies it (Shared Writing).	x	x																					
Writes increasingly complex lists with headings. Integrate with Phonics.			x	x										x					x			x	
With guidance, writes a simple set of instructions. Integrate with Life Skills.							x										x						
Writes a paragraph of 4–6 sentences on a familiar topic.					x	x				x		x											
Writes a paragraph of 6–8 sentences on a familiar topic.													x		x			x			x	x	
Writes a personal recount of experiences, e.g. "Last weekend I .... First I ..... etc."								x	x							x							
Organises information in a chart, table or bar graph, for example, the life cycle of a plant. Integrate with Mathematics and Life Skills.											x									x			
Uses punctuation already taught in Home Language (full stops, commas, question marks, exclamation marks and inverted commas).	Full stop/Capital letters	Full stop/Capital letters	Full stop/Capital letters	Question mark	Question mark	Exclamation mark	Exclamation mark	Comma	Comma	Inverted commas	Inverted commas		Inverted commas	Comma	Question mark	Exclamation mark	Inverted commas	Revise all	Revise all	Revise all	Revise all	Revise all	Revise all
Builds own word bank and personal dictionary.	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	
Uses children's dictionaries (monolingual and bilingual)	x	x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	


**Language Use Activities (30 minutes per week)**

\* In these activities learners will begin to focus on grammar in use.

\* Grammar should be taught in a meaningful context.

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Understands and uses the past tense.	x	x	x	x				x					x	x								
Understands and uses the future tense.			x	x				x					x	x								
Understands and uses the present progressive.		x				x						x			x	x						
Understands and uses the articles 'a', 'an' and 'the' with nouns.									x	x	x				x		x					
Countable and uncountable nouns, e.g. bottles (countable) /water (uncountable).			x	x					x	x	x											
Revises some of the grammar covered informally in Grades R to 2.	Verbs		Adverbs		Adjectives				Plurals	Plurals	Plurals	Joining words	Prepositions			Joining words		Negative forms		Prepositions		
Understands and uses comparative adjectives, e.g. fast - faster - fastest.						x					x	x						x		x	x	

**ASSESSMENT**

<p><b>Writing:</b> Writes at least 4-6 sentences on a familiar topic using capital letters and full stops.</p>	<p>Written- Rubric</p> 
<p><b>Language Use:</b> * Punctuation (capital letters and full stops) * Tenses, Plurals, nouns</p>	<p>Written - Worksheet- Memo</p>

## 8. Tshivenda First Additional Language

*Revised National Teaching Plan*



## 9. Xitsonga First Additional Language

*Revised National Teaching Plan*

