



GRADE

2

TEACHER'S
GUIDE

Platinum

English Home Language

A. Pretorius • C. Gleeson-Baird • K. Mgobozi • L. Pillay • W. Martin

Platinum English Home Language Grade 2 Teacher's Guide

Maskew Miller Learning
10 Freedom Way, Milnerton, Cape Town, 7441

© Maskew Miller Learning (Pty) Ltd 2025

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means (electronic, mechanical, photocopying, recording or otherwise) without the prior written permission of the copyright holder.

To request permission to reproduce or adapt any part of this publication, please contact the Rights and Permissions team on 021 532 6000 or email rightsgranting@mml.co.za.
To report copyright infringement, please email copyright@mml.co.za.

ISBN 978-1-779-83241-2
ePDF ISBN 978-1-834-98936-5

Publisher: Melany Porter
Managing Editors: Amy Wilkes and Natasha Jacobs
Edited by Jenny Mansfield and Christine de Nobrega
Proofread by Rachel Bey-Miller
Cover design by MML Visual Design
Cover artwork by MML Visual Design
Book design by MML Visual Design
Artwork by MML Visual Design
Typeset by Straive
Printed by

Acknowledgements

The authors and publisher thank the following for the use of images:
p. v, p. vi, p. xvii, © Maskew Miller Learning

Contents

Dear Teacher	v
Introduction	vi
Diversity, equity and inclusion	vi
Differently abled learners	xi
Effective lesson management	xii
Pedagogical approach	xii
Teacher wellness	xiii
Using creative and sensory practices in learning	xiii
Alternative environments	xiii
Classroom management	xiv
Multi-grade class management	xiv
Supporting various learning styles	xiv
English Home Language in the Foundation Phase	xv
Overview and teaching times	xv
Language development in the Foundation Phase	xvi
The importance of language across subjects	xviii
Resources for language development	xviii
Approaches to teaching reading	xxi
Implementing language development and phonics activities in the Foundation Phase	xxiv
Differentiation activities	xxv
Assessment in the Foundation Phase	xxvii
Types of assessment	xxvii
CAPS guidelines	xxix
How to use the rubrics	xxx
Early Grade Reading Assessment [EGRA]	xxxii
National reading benchmarks and EGRA	xxxii
Teaching Guidelines	1
Term 1	1
Week 1: Friendship fun	4
Week 2: Friendship fun	11
Week 3: Families and friends	19
Week 4: Families and friends	27
Week 5: Marvellous manners	35
Week 6: Marvellous manners	43
Week 7: Together time	52
Week 8: Together time	61
Week 9: Seasonal surprises	69
Week 10: Seasonal surprises	76
Worksheets 1–5	85

Term 2	90
Week 1: Wonderful water	93
Week 2: Wonderful water	100
Week 3: Animal adventures	107
Week 4: Animal adventures	114
Week 5: Creatures and critters	121
Week 6: Creatures and critters	128
Week 7: Terrific transport	136
Week 8: Terrific transport	143
Week 9: Air adventures	150
Week 10: Air adventures	157
Worksheets 6–10	163
Term 3	168
Week 1: Cheerful chatter	171
Week 2: Cheerful chatter	178
Week 3: Tech talk	188
Week 4: Tech talk	195
Week 5: Safety superstars	202
Week 6: Safety superstars	208
Week 7: Health helpers	216
Week 8: Health helpers	224
Week 9: Helping hands	232
Week 10: Helping hands	241
Worksheets 11–15	249
Term 4	256
Week 1: Joyful jobs	259
Week 2: Joyful jobs	266
Week 3: Country characters	275
Week 4: Country characters	284
Week 5: Memorable moments	294
Week 6: Memorable moments	303
Week 7: Perfect places	312
Week 8: Perfect places	321
Week 9: One-of-a-kind wonders	330
Week 10: One-of-a-kind wonders	339
Worksheets 16–20	348

Dear Teacher

As you step into your classroom each day, you're not simply entering a space filled with desks and textbooks. You are entering a place where futures are shaped and possibilities are born. You hold the incredible power to inspire, guide and nurture the future leaders, innovators and changemakers of our nation. By sharing your passion, you are doing far more than just teaching; you are planting the seeds of kindness, courage, respect and Ubuntu in every young heart.



We understand that it's not always easy. The challenges of teaching, especially in under-resourced areas, can sometimes feel overwhelming. But with each challenge you face, you are making a real difference. You are showing your learners that their potential is limitless and that they are seen, valued and capable of achieving greatness.

Our teaching resources are here to support you. Designed with CAPS objectives in mind, they focus on inclusivity and on creating a learning environment where every child can see themselves represented. The images, stories and lessons reflect the diversity of our local context, helping every learner feel a sense of belonging in your classroom.

And we have not forgotten about you. Your well-being is just as important as the success of your learners. We have included self-care tools to help you stay motivated and healthy because we know that when you feel good, your classroom thrives. Your happiness influences not just your teaching but also the relationships you build with your learners, who look to you for hope and inspiration.

As South Africa continues to progress with the Basic Education Law Amendments Act (BELA), signed into law in 2024, the mission to create a more equitable and inclusive education system grows stronger. Your role in this mission is vital. Understanding both CAPS and BELA ensures your classroom is a place where learners are well prepared for success.

You are a powerful force for positive change, and the impact you make in your classroom is greater than you may notice. As you teach, know that you are not just guiding your learners; you are shaping the future of our communities, our country and the world.

Thank you for everything you do!

Introduction

Welcome to this Platinum Teacher's Guide for English Home Language in the Foundation Phase.

This Guide is designed to support educators in nurturing young learners as they embark on their journey to mastering English. In it you will find a comprehensive collection of strategies, lesson plans and resources tailored to the needs of early childhood education.

Our aim is to provide you with practical tools and engaging activities that will not only enhance language acquisition but also foster a love for learning in your learners.

The Teacher's Guide provides a comprehensive overview and lesson plans for each week. It will help you to prepare for each day. This will help to create a dynamic and supportive classroom environment, where every child can thrive in their language development.

Diversity, equity and inclusion

Think about your own classroom. Picture the learners sitting in front of you, each with their own story, experiences and challenges. Your classroom is filled with this kind of diversity, not just in background, but also in needs and abilities. Our country continues to face deep inequalities, whether economic, racial or social, and these challenges often appear in your classroom. Yet it is here, in the heart of the classroom, that change happens. As a teacher, you play a vital role in ensuring each child can succeed, no matter where they come from or what obstacles they face.



CAPS places inclusivity and diversity at its core. It is not just about teaching the curriculum but about recognising the unique potential in each learner and helping them succeed. We understand this is not always easy. The challenges in many schools are real and, as a teacher, you are at the forefront of addressing them.

Our teaching resources are designed to support you in this task. They reflect the local context, showing learners a world that they recognise. These materials consider the range of experiences and abilities in your classroom, giving you the tools to be inclusive and support every learner, regardless of their background.

By using these resources, you are not just teaching the subject matter; you are meeting your learners where they are, recognising their struggles and helping them overcome the barriers they face. In doing so, you are shaping a brighter future for every child, for your community and for South Africa.

Types of diversity

In this series, we focus on ten key types of diversity categories, each carefully selected to ensure a broad and inclusive representation of different identities, perspectives and experiences.

Table 1: Types of diversity

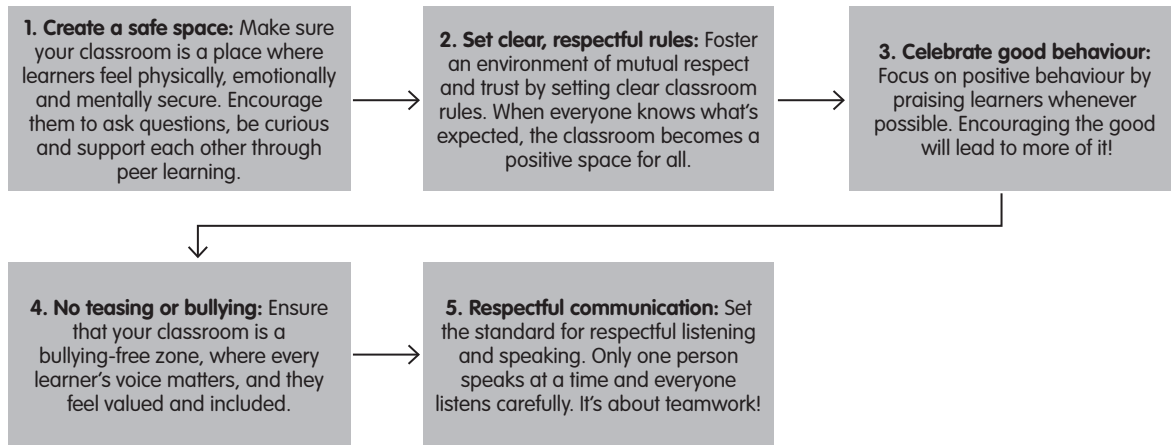
Diversity category	Definition	Coverage in the Learning and Teaching Support Materials (LTSM)
1. Cultural and ethnic diversity	This refers to representing various cultural and ethnic backgrounds, ensuring learners are exposed to different perspectives and traditions.	We have included characters, authors and historical figures from diverse cultural backgrounds. Stories and examples incorporate a range of traditions and customs. This helps learners appreciate cultural richness and discourages stereotypes, by offering balanced views on historical and contemporary issues.
2. Gender diversity	Gender diversity refers to the representation of all genders and includes discussions around gender roles, non-binary identities and gender fluidity.	You will notice equal representation of all genders in the text, illustrations and examples, along with activities that challenge traditional gender roles. For instance, both boys and girls are shown engaging in diverse career paths, from helping in the kitchen to science, robotics and arts, promoting gender equality.
3. Socioeconomic diversity	This involves representing people from different economic backgrounds and discussing issues of economic inequality.	We feature characters from a variety of socio-economic contexts, highlighting challenges like access to education, healthcare and resources. This allows learners to engage with real-life examples and discussions that reflect diverse economic situations, making the content relatable to all.
4. Linguistic diversity	Linguistic diversity means including multiple languages and respecting the various dialects spoken by different communities.	You will find content that encourages learners to respect different dialects. We've also included examples that highlight the importance of translation and interpretation, especially in a global village, preparing learners to be more inclusive in their communication.
5. Disability and accessibility	This focuses on the representation of people with disabilities and addressing barriers to accessibility.	Characters with disabilities have been included, ensuring their representation in stories and activities. We also discuss issues of accessibility, whether physical, technological or societal, and use inclusive, person-first language. This creates a more accepting environment for all learners and encourages empathy and understanding.

<p>6. Sexual orientation and LGBTQ+ inclusion</p>	<p>LGBTQ+ stands for Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and others. The '+' represents inclusivity of other sexual orientations, gender identities and expressions beyond those explicitly listed, such as non-binary, pansexual, asexual and gender-fluid individuals. This term is used to encompass a broad spectrum of sexual and gender identities, promoting acceptance and inclusion for all.</p>	<p>LGBTQ+ family structures are represented in the books, offering a diverse perspective. We've included examples and scenarios that explore LGBTQ+ issues and rights, as well as discussions on anti-discrimination, helping learners understand and respect diversity in sexual orientation.</p>
<p>7. Religious and spiritual diversity</p>	<p>This involves representing a variety of religious beliefs and promoting respect for different spiritual practices.</p>	<p>Our books contain content that introduces learners to various religions and spiritual practices. We've also encouraged interfaith dialogue to help foster respect and understanding across different belief systems. Secular perspectives are included as well, ensuring all belief systems are respected and represented fairly.</p>
<p>8. Age diversity</p>	<p>Age diversity involves including people from different age groups and discussing issues related to aging.</p>	<p>In the books, you'll find characters and examples ranging from young children to the elderly. We've highlighted the importance of intergenerational relationships, as well as discussed age-related topics like retirement and ageism. This helps learners understand the value of every age group in society.</p>
<p>9. Geographic diversity</p>	<p>Geographic diversity represents people and issues from various regions and environments, both global and local.</p>	<p>The books include content from different regions around the world, addressing both global issues and local contexts that are relevant to learners. We've also balanced examples from urban and rural settings, showcasing the unique challenges and benefits of each environment.</p>
<p>10. Cognitive and learning diversity</p>	<p>This refers to addressing different learning styles, abilities and cognitive differences, such as neurodiversity.</p>	<p>We have embraced cognitive and learning diversity by incorporating varied teaching methods that cater to different learning styles. Activities are designed to accommodate a wide range of learning needs, promoting an inclusive learning environment.</p>

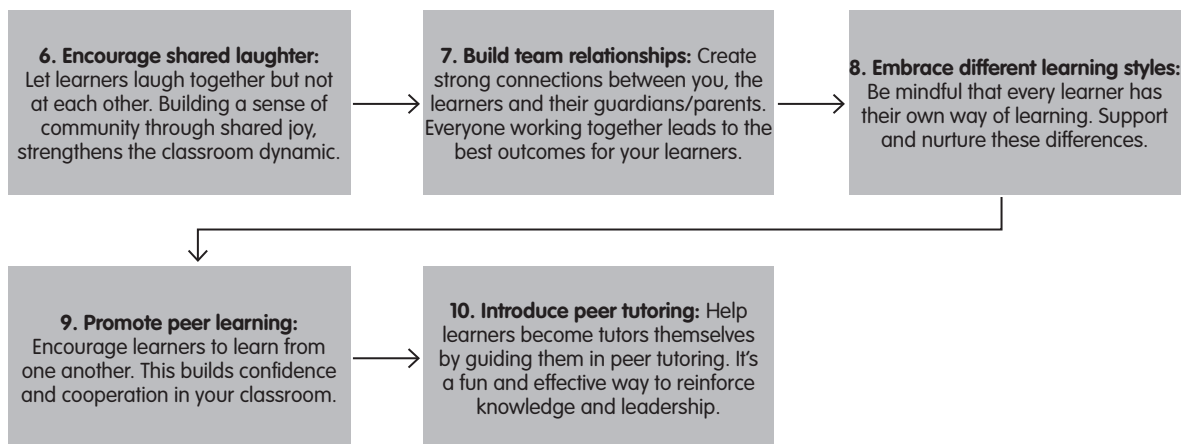
Creating an inclusive and diverse classroom

As a teacher, your role is to ensure that your classroom is a space where learning, laughter and respect all come together! Here are ten strategies that you can use to keep things fun, safe and positive for your learners.

Strategies 1–5: Building a positive and inclusive classroom environment



Strategies 6–10: Fostering collaboration and celebrating diversity in the classroom



Celebrate every learner's uniqueness

It is important for learners to see themselves and their diverse experiences reflected in the classroom. This means showing diversity in physical appearance, languages, identities, cultures, religion, gender, sexual orientation (including LGBTQ+), ages and cognitive abilities. Our books feature characters from different backgrounds to reflect these varied experiences. We carefully select images, artwork, and content that represent the different people, environments and realities that make up South Africa and beyond.

We encourage you to do the same in your classroom. Use storytelling to highlight diverse backgrounds, show images of rural and urban settings, and talk about people with different physical abilities, cognitive abilities and identities, including LGBTQ+. Discuss various religions, ages, and gender diversity, and explore the different economic situations your learners may encounter. Take time to teach about our connections with other countries and people across Africa and the world. By doing this, you help every learner feel seen, valued and part of the larger global community.

Be mindful of bias and privilege

Ms Adams was teaching a lesson on cultures and traditions. Her learners came from a variety of backgrounds and she was excited to see how the discussion would unfold. As the lesson began, she asked her learners to share a tradition or belief from their own families.

Lebo, a confident girl, spoke first and described her family's Christian Christmas traditions. Several other learners followed, discussing similar holidays. But when it was Amina's turn, she hesitated. Amina's family practised Islam, and she shared her experience of celebrating Eid al-Fitr. Almost immediately, a few learners began whispering to one another, and one learner, unaware of the impact of his words, muttered, "That's not a real holiday."

Ms Adams realised that ignoring the comment might mean letting bias take root, while addressing it offered a chance to teach a valuable lesson.

Ms Adams paused the discussion and asked the class to reflect. "What does it mean when we dismiss someone's beliefs or traditions? How would you feel if the roles were reversed and your special day was called 'not real'?" The classroom grew quiet as the learners began to think about their comments.

Ms Adams explained the importance of understanding and respecting different beliefs, using Amina's experience as a teaching moment. Ms Adams didn't scold or shame the learners, but instead guided them through a discussion on why it's important to honour all cultures, even when they are unfamiliar.

Lessons from Ms Adams' class

Bias and assumptions can appear unintentionally

Even without intending harm, learners may make comments that reflect unconscious biases. It's important to pause and address these moments with care and awareness.

Every voice matters

Ms Adams ensured that Amina's voice and experience were valued by the entire class. By fostering an inclusive discussion, she emphasised that everyone's background deserves respect.

Encourage self-reflection

Instead of lecturing, Ms Adams invited her learners to think about how they would feel if they were in Amina's shoes. This helped the learners understand the importance of empathy and self-awareness in their actions.

Create a space for dialogue

When bias or prejudice surfaces, it's not enough to silence it. Opening the floor for discussion helps learners understand why certain words or actions can be harmful, giving them the tools to challenge these attitudes in the future.

Learning through challenge

Discomfort can be a powerful teacher. Ms Adams used a difficult moment to encourage her learners to question their assumptions, showing them that classrooms are places for growth, not just knowledge.

Promote curiosity and openness

Encourage students to ask questions and learn about traditions different from their own. This fosters a culture of curiosity, openness and understanding, helping to break down barriers and build respect for diversity.

Differently abled learners

As learners progress through Grades R–3, it is common to notice a wide range of abilities and learning styles within the classroom. While many learners develop their skills at different rates, some may show signs of learning or physical disabilities that could affect their academic progress. Early identification of these challenges is crucial, as timely intervention can provide the support learners need to succeed.

Leah’s journey

Leah was a bright and imaginative Grade 1 learner, full of curiosity and creativity. She loved to draw and build things with her hands, often losing herself in her artwork for hours. Despite her clear talents, Leah struggled in many areas at school. She found it difficult to stay focused during lessons, especially when the classroom was noisy or busy. She often felt overwhelmed by changes in routine, such as a substitute teacher or a new seating arrangement, and she became anxious when asked to participate in group activities.

Her teacher noticed that Leah preferred to work alone and rarely played with her classmates during break times. When it came to following verbal instructions, she sometimes seemed confused or frustrated, even when the instructions were repeated. Though she excelled in creative tasks, Leah had trouble expressing her ideas during class discussions and often avoided eye contact, making it hard for her teachers to engage with her.

As the school year went on, Leah’s guardian and teacher became increasingly concerned. While her academic performance in subjects like Creative Arts was strong, her struggles with communication, social interaction and handling sensory overload were becoming more noticeable. Her guardian wondered why Leah found it so hard to cope with things that seemed easy for other children her age.

After several meetings with her teachers, Leah was referred for an evaluation. It was during this process that Leah and her family learnt she had autism spectrum disorder (ASD). For years, Leah had been dealing with difficulties related to sensory sensitivity, communication and social interaction without knowing why.

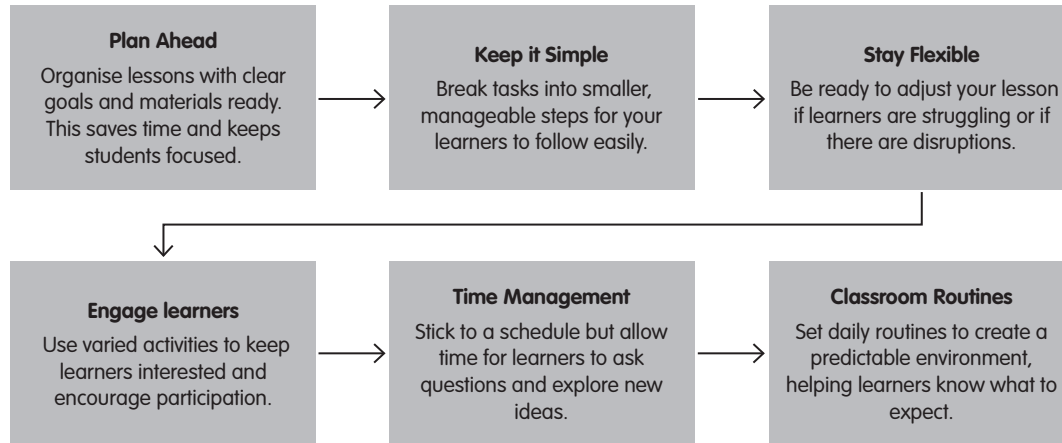
With this newfound understanding, Leah’s teacher and guardian worked together to create a more supportive environment for her. In the classroom, her teacher used visual schedules to help her manage changes in routine and provided a quiet space where she could go when she felt overwhelmed. Leah was also given extra time to process verbal instructions and was allowed to work in smaller groups or independently when needed.

Understanding her autism not only helped Leah but also empowered her teacher to tailor support in a way that played to her strengths. Over time, Leah became more confident in class. She learnt strategies to cope with sensory challenges and began to feel more comfortable in social situations. With the right support, Leah was able to thrive, proving that a diagnosis isn’t a barrier to success, but a key to unlocking the right tools for growth.

This story highlights the importance of recognising the signs of a learning disorder early, allowing for the right interventions to help learners like Leah overcome challenges and achieve their full potential.

Effective lesson management

The diagram below summarises the steps of effective lesson management.



Pedagogical approach

Variation theory is a pedagogical approach that focuses on how learners discern and understand critical aspects of a concept by experiencing variations in what is being taught. The core idea is that learners grasp a concept more deeply when they are exposed to multiple examples and non-examples that highlight the differences and similarities within a particular subject.

The basic idea of variation theory is that learners learn better when they see differences and similarities in what is being taught. It suggests that learners cannot fully understand something unless they see it in different ways or situations. By showing both what the concept is and what it is not, learners can focus on what really matters.

In simple terms, to learn a concept well, learners need to see what changes and what stays the same. This helps them to notice the important parts of the idea. As teachers, we can help by showing different examples that highlight these differences, making it easier for learners to understand deeply.

Key aspects of variation theory in teaching and learning include:

1. **Focus on critical features:** The teacher identifies the essential characteristics of the concept and presents variations that emphasise those features.
2. **Patterns of variation:** The teacher uses different patterns to help learners see what varies and what remains constant. These patterns include:
 - **Contrast:** Presenting opposing examples to highlight differences
 - **Generalisation:** Showing variations within the concept to grasp the broader application
 - **Separation:** Presenting each feature in isolation to focus on its importance
 - **Fusion:** Combining critical features to see how they interact within the concept.
3. **Discernment:** By experiencing varied examples, learners can discern what aspects are important and develop a deeper understanding of the concept.

Teacher wellness

Teaching is a high-stress career for many professionals. Not only is it a demanding career, with many resourcing challenges, it can also present dangers in a country with high levels of crime and violence. For these reasons, it is imperative that you have systems in place to take care of yourself, decompress and process your experiences and concerns.

Mindfulness and meditation

Take a few minutes each day to relax by practising mindfulness. Breathing exercises and calming your thoughts can help reduce stress. Free resources for meditation are available online and can be done in your classroom during quiet moments.

Build supportive communities

Join or create a group of fellow teachers for support and learning. Sharing experiences with others can help you manage the challenges of teaching and offer new perspectives.

Healthy lifestyle

Maintain a balanced diet, stay physically active, and look after your voice. Simple daily habits like staying hydrated, eating nutritious meals, and exercising regularly will keep your energy levels up and protect your health.

Mental and emotional health

Teaching young, vulnerable children can be emotionally demanding. It's important to have a safe space or outlet where you can talk about your responsibilities and process the mental load of your role.

Using creative and sensory practices in learning

Incorporating creative activities into daily classroom routines can engage learners and enhance their perception of the learning environment. Music, for example, is used globally to create a positive atmosphere, regulate mood and support academic development. Research shows that music aids brain processing, speech and learning retention. If using music, ensure it does not negatively impact learners with sensory or auditory disorders by involving learners in music selection to make it an inclusive experience.

Movement, singing and chanting can motivate learners and help with retention through repetition, rhyme and physical activity. These activities add variety to daily routines and make learning enjoyable.

Alternative environments

Introducing different environments or changing the classroom setup can stimulate learning. Occasionally holding lessons outside or reconfiguring the classroom space can help. If off-campus excursions are not feasible, simple classroom changes, like altering seating arrangements or displaying new materials, can keep the environment dynamic.

Excursions, when possible, provide experiential learning opportunities. Always ensure compliance with your school's guidelines when planning trips. If excursions are not an option, ask parents or the community to contribute objects related to topics being studied to make learning more engaging.

Classroom management

Managing large classrooms, common in many schools, can be challenging. Establishing cooperative classroom guidelines helps foster a respectful, inclusive learning community. Involving learners in setting behaviour and learning goals promotes ownership of the rules and expectations.

Effective classroom management strategies include:

- **Setting boundaries:** Clearly communicate rules and boundaries from the start and continually reinforce them.
- **Routine and structure:** Maintaining consistent routines helps manage large classes.
- **Peer work:** Pairing or grouping learners fosters peer teaching, collaboration and shared responsibility.
- **Visual and audio aids:** Use visual aids (posters, hand signals) and audio cues (music, clapping) to reinforce instructions.
- **Differentiated instruction:** Tailor lessons to meet the varying needs of learners in the class.

Multi-grade class management

In multi-grade classes, where different grades are taught together, it is essential to understand each learner's abilities. Start lessons with activities that involve all learners and assign tasks based on their individual skill levels. Use pair or group work to allow learners to collaborate, whether they have similar or different ability levels. Scaffold tasks to ensure learners of all abilities remain engaged and can contribute meaningfully.

Supporting various learning styles

In any classroom, whether with 15, 20 or 40+ learners, there will be a range of learning styles. These styles are the ways in which learners absorb, process, understand and remember information. To create an inclusive learning environment, it's essential to identify and support each learner's learning style and adapt your teaching methods to meet their needs.

According to the VARK system, learning styles are grouped into four main categories:

- **Visual/spatial learning:**
The most common style. These learners excel when information is presented visually, such as through diagrams, charts and observation.
- **Auditory learning:**
These learners process information best by hearing, speaking, and listening. Discussions and verbal explanations help them understand new concepts.
- **Reading and writing learning:**
Learners in this category thrive by reading and writing. They excel in processing written information and have strong theoretical skills.
- **Kinesthetic/tactile learning:**
These learners prefer to learn by doing. They process information through touch, movement and hands-on experiences, excelling in practical tasks.

English Home Language in the Foundation Phase

Overview and teaching times

In the Foundation Phase, a minimum of seven hours and a maximum of eight hours per week are allocated for English Home Language.

The syllabus is divided into five sections: Listening and Speaking, Phonics, Reading, Writing and Handwriting.

The time allocations per week for each section are shown in the table below.

Skill	Time allocation
Listening and Speaking	4 × 15 mins
Phonics	5 × 15 mins
Shared Reading	5 × 15 mins
Group Guided Reading	2 hours 30 mins (2 groups per day) 5 × a week
Independent/paired Reading	Daily
Writing	3 × 20 mins
Handwriting	4 × 15 mins

This Platinum Teacher's Guide suggests that you follow the same learning programme every week. This will help you plan your week more easily. Once the learners know the routine, they can prepare for the next activity.

The suggested learning programme below allows for the maximum of eight hours per week of Home Language instruction.

L & S = Listening and Speaking SR = Shared Reading GGR = Group Guided Reading

Monday		Tuesday		Wednesday		Thursday		Friday	
L & S	15	L & S	15			L & S	15	L & S	15
Phonics	15	Phonics	15	Phonics	15	Phonics	15	Phonics	15
SR	15	SR	15	SR	15	SR	15	SR	15
GGR	30	GGR	30	GGR	30	GGR	30	GGR	30
		Handwriting	15	Handwriting	15	Handwriting	15	Handwriting	15
		Writing	20	Writing	20	Writing	20		
Total: 8 hours per week									

Language development in the Foundation Phase

Language development in the Foundation Phase consists of Listening, Speaking, Reading and Writing activities. The following diagram shows how all the different components of reading are interrelated and can be integrated to provide for proficiency in language development.

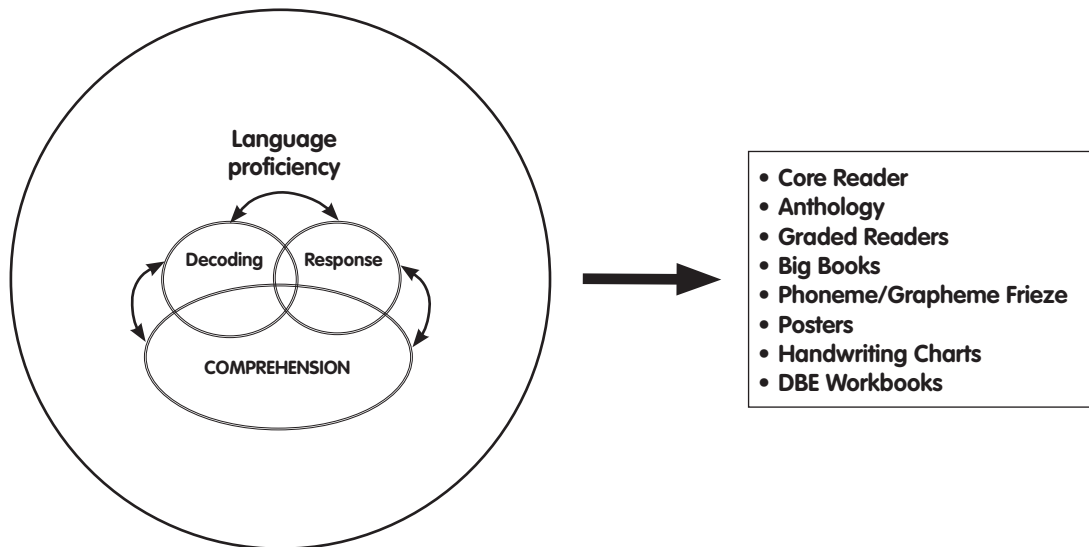


Figure 1: *The components of reading embedded in language*

It is important to understand that the components are not taught in a specific order, but are integrated in the classroom and work together at ALL stages of reading development.

Decoding

Decoding is the ability to translate a word from print to speech by using prior knowledge of sound-symbol (letter) correspondences. Decoding is an integral part of learning to read. The Platinum series supports decoding with materials that can be used for shared and independent reading. (Also refer to the section, Approaches to teaching reading.)

Comprehension and response

Foundation Phase learners should be encouraged in their language development by using activities that incorporate comprehension and invite responses. This helps to develop critical thinking and problem-solving skills as well as prepare learners for the challenges of reading more complex text. Questions should be asked during the reading of the Big Books, the Anthology and the Core Reader. The flashcards and posters can also be used for comprehension and response-type activities.

Listening

Listening to language being used effectively is important. It provides a model for learners to refine and improve their expression and pronunciation. It teaches them to think and process information as they listen, while developing their own ideas. There are opportunities in this series to tell or read stories and you are encouraged to use some of your own material whenever you feel it is appropriate. Reading stories to learners and then asking them questions

about what they have just heard helps to assess comprehension skills. It also strengthens the ability to sit still and concentrate on the spoken word.

Speaking

Speaking activities are given prominence in the Platinum course. They allow learners to explore and express ideas, viewpoints and opinions confidently and assertively. They provide opportunities for them to consider, evaluate, refine and discuss matters sensibly, showing respect for other people's views without necessarily agreeing with them. The activities should be used to help learners develop concise expression, improve their coherence and clarity, and practise deferring to and negotiating with others. This will help them develop skills that empower them to operate effectively in the world of work later on. The phoneme/grapheme frieze and posters can be used as tools to initiate simple speaking activities.

Reading

Reading is a vital learning medium and a means through which lifelong growth and development can be achieved. A competent reader can access, revisit, revise and reflect on information because it is in print form. It is essential for you to foster a love of reading in the learners. Using the phonic stream in the Platinum course helps to boost reading skills development.

Alongside the ability to read, is the important skill of comprehension. As the educator, you need to direct learners to extract meaning from the text, enabling them to progress from understanding simple literal questions to achieving depth of understanding through inferential, evaluative and creative questions and through analysing and synthesising material.



Writing

Writing activities are provided to help the learners communicate ideas through summarising and retelling events or experiences, as well as promoting their narrative, creative, argumentative and expository skills. There exists a vast range of writing skills to be developed. The ability to write notes, lists, instructions and friendly or formal letters of various kinds is also important. Such skills are developed and spread across the Platinum course. They are enhanced

through language and grammar exercises using verbs, nouns, adjectives, conjunctions and so on, to improve general expression. As an educator, you should feel free to expand on the type of writing that you feel needs to be emphasised at a particular time to suit the needs of your class. The handwriting charts can be used as a tool to help learners practise correct letter formation.

The importance of language across subjects

Meet Lily, a bright and curious Grade 2 learner who loves coming to school. However, despite her enthusiasm, she faces challenges in almost every subject. During language lessons, Lily often asks to go to the bathroom, afraid her teacher will call on her to read aloud to the class. In Mathematics, she struggles with word problems, finding them hard to follow. In Coding and Robotics, she can't keep up with the written instructions for activities, and in Life Skills, she misses important information because she can't read the text. It soon becomes clear to her teachers that the real issue isn't with the subjects themselves, but with Lily's difficulty in reading. She struggles to understand questions, follow instructions and take in new information across all her subjects.

If you think about your own learners, you'll see that Lily is not alone. Many young learners in your class may also struggle to read. These learners, like Lily, face difficulties across various subjects not because they lack interest or ability, but because they haven't yet developed the reading skills needed to fully engage with their work. This common challenge highlights the importance of prioritising reading development in the Foundation Phase, ensuring every learner gets the support they need to thrive.

Resources for language development

The Platinum Teacher's Guide provides weekly teaching guidelines. Each week is structured as follows:

- **Content, concepts and skills:** The general learning objective for the week is presented as per the syllabus.
- **LTSM:** The LTSM resources that the teacher needs to prepare or collect for the week are listed. The teacher is encouraged to collect or recycle material as teaching aids to keep costs as low as possible.
- **Links to other subjects:** Ideas are given on how to link the week's language content to Mathematics, Life Skills and Coding and Robotics.
- **Teaching guidelines:** Step-by-step guidelines are provided per lesson, allowing for thorough preparation and smooth delivery of lessons.
- **Activities and answers:** Activities and answers are provided, along with ways in which the teacher can use the activities for informal assessment.
- **Worksheets:** Worksheets are included at the end of each term.
- **Support for learners with special needs:** Suggestions are made for both faster learners who need enrichment and those who need learning support.
- **Rubrics:** Rubrics are provided that can be used to assess the four main language skills.

The CAPS curriculum states that the following skills should be developed when teaching English Home Language: Listening and Speaking, Reading and Phonics, Writing and Handwriting.

The Platinum series incorporates all these skills into the programme, using the components: The Core Reader, the Anthology, the Graded Readers, the Big Books, the Phoneme/Grapheme frieze, the Posters and the Handwriting charts.

Core Reader

The Core Reader integrates all the phonics learnt in the grade. It includes activities and exercises that build vocabulary and also provide opportunities for both writing practice and oral work. The Core Reader is decodable and is sequenced to progressively incorporate words that are consistent with the letters and corresponding phonemes being taught.

Anthology

The anthology consists of 20 stories, five per term. The aim of the Anthology is to create a love of reading and the written word. The stories include folk tales, fables, stories, non-fiction and poems. The contents are cross-cultural, helping learners to respect and understand diversity. The Anthology is designed to be read aloud by educators. It can be used for Shared Reading, Listening and Speaking activities.

Graded Readers

The Graded Readers contain 40 graded stories (ten per term) that increase in complexity and length as the learners learn to read. The Graded Readers are divided into five levels, with eight books per level. The readers start with simple stories that are appropriate for the beginning of the year. As the reading skills of the learners improve, so do the length and complexity of the stories.

The Graded Readers contain words that are frequently used. The Readers can be used for both Independent Reading and Group Guided Reading.

Big Books

A Big Book is a 'large format' reader. It has large print and attractive images. You can use these books for Shared Reading activities.

Shared Reading is critically important for the development of reading skills, as it allows a group of learners to experience many of the benefits of storybook reading. The teacher reads the book aloud so that all the learners can see and appreciate the print and pictures. The same story is read several times over a number of days. Throughout the process, the learners are actively involved in the reading, as the teacher pauses to ask questions and predictions of what will happen next. As they become familiar with the words and phrases, learners can be asked to read part of the story.

Repeated reading serves many purposes:

- Reading is for enjoyment.
- It builds comprehension.
- Language and vocabulary are developed.
- The reader might focus on decoding and word identification skills.

The Platinum series has eight Big Books per grade. These allow the teacher to demonstrate and/or teach certain text features in context, including print organisation from top to bottom and left to right, and teaching learners to interpret punctuation marks.

The Big Books are clearly laid out in order to demonstrate features such as headings, sub-headings, illustrations, captions, tables, layout, etc. This helps learners to strengthen their literacy skills, including:

- Word attack skills, such as blending and segmenting
- Word attack skills for long words in agglutinative languages, such as syllabification
- Comprehension skills, such as visualisation, inference, evaluation and making connections, etc.

Phoneme/Grapheme frieze

A phoneme/grapheme frieze is a visual teaching aid used in the Foundation Phase to help learners understand the relationship between sounds (phonemes) and their written representations (graphemes). The Platinum series includes a foldable frieze that displays a series of phonemes alongside their corresponding graphemes in a visually attractive way. For example, it might show the letter 'b' with the sound /b/ and a picture of something that starts with that sound, like a bat. This helps learners to make connections between spoken and written language, and assists in reading and writing development. The frieze should be displayed prominently in the classroom for easy reference and frequent interaction. There are also 35 cards per grade.

Posters

These are a useful resource for teachers. There are eight posters per grade that can be used:

- As a Listening and Speaking resource to support learning and teaching
- For group discussion of various themes
- To identify and discuss people, animals and objects
- For group discussion of specific scenarios
- To predict what will happen next.

Handwriting Charts

Handwriting charts are visual tools, designed to support the development of writing skills in learners. They provide a clear, structured reference for forming upper- and lowercase letters and numbers correctly.

Flashcards

One hundred flashcards are provided, consisting of high-frequency words and new words that the learners will encounter in the other components. The purpose of these flashcards is to encourage reading with understanding. The flashcards also have dots and lines to assist the learner with segmenting and blending words.

Other recommended resources

The **DBE Rainbow Workbooks** can be effectively integrated with all the components above to enhance learning. The teacher can, for instance, use the workbooks as a follow-up activity after reading a reader to reinforce key vocabulary and concepts. By combining the Platinum components with the workbook activities, teachers can create a comprehensive and engaging learning experience that caters to different styles of learning and promotes a deeper understanding of the various language skills.

Approaches to teaching reading

Each of the approaches to teaching reading emphasises a particular aspect of the reading process. The three main approaches are:

- The decoding approach
- The look-and-say approach
- The whole language approach.

All the approaches have the same goal: to develop independent readers who understand what they are reading and use a variety of strategies to understand unfamiliar words.

The decoding approach

Decoding means knowing how the sounds of letters (phonemes) are represented by letters (graphemes), then using this knowledge to read words and sentences accurately and fluently. This is an important skill that learners need to be taught in the Foundation Phase because it supports language development and literacy. The phoneme/grapheme frieze should be used as a support tool to teach learners how to decode words and sounds.

The look-and-say approach

The look-and-say approach emphasises word recognition. The approach gets its name from what learners do: look at a word (often written on a flashcard), listen to the teacher read it and then say it aloud as a whole word.

A limited number of words are introduced at a time. Learners practise the words until they can recognise and say them with ease. Once the words are part of the learners' sight vocabulary, they practise reading them in the Graded Readers, which contain only words that have already been learnt. The look-and-say approach is often used as part of a reading programme to increase the learners' sight vocabulary (familiar words that they can read with ease).

The whole language approach

The whole language approach emphasises understanding and making meaning of written words. This approach uses texts that communicate information and/or tell a story. Even the first, simple reading books work like real texts.

Learners learn strategies for making meaning from the words on the page. These strategies include looking at a picture to help make an informed guess about an unfamiliar word and using the context and the sentence structure to check that their guess makes sense. Other strategies include learning about embedded phonics, developing sight vocabulary through flashcards, and reading and using the same words in various contexts.

Asking comprehension questions tests whether learners have made sense of what they have heard and read.

Types of reading activities

Reading activities consist of five strategies:

1. Awareness of environmental print
2. Shared Reading
3. Group Guided Reading
4. Paired Reading
5. Independent Reading.

1. Awareness of environmental print

This involves encouraging learners to become aware of print around them. The phoneme/grapheme frieze and posters should be displayed and the learners should be encouraged to become aware of print around them, for example, advertisements, posters, signs and magazines.

2. Shared Reading

Shared Reading should be a whole-class activity using the Anthology and Big Books alongside any other suitable material. Encourage learners to engage with the stories and answer comprehension questions about the stories. Answering the comprehension questions can contribute to informal assessment.

There are many benefits of Shared Reading, the most important of which are:

- Learners are exposed to the language used in books.
- Shared Reading develops learners' English language skills and their vocabulary.
- Through having stories read to them, learners develop their knowledge of how books and stories work. For example, they learn that books always have a title, are always read from the left-hand page first and from top to bottom on each page.
- As you read to your learners, you are modelling how to read well. For example, you are modelling how to read with expression and when to pause.

The same Shared Reading book needs to be used with the learners over two sessions so that they become familiar with the text.

Session 1

1. Introduce the book to the learners.
2. Talk about the title and the picture on the front cover together.
3. Read the story to the learners.
4. While you read and after you have read the story, ask questions that encourage the learners to engage with the story and link it to their lives. For example, "Zinzi goes to the shops with her mother and father. Do you go to the shops? Who goes with you to the shops?"

Session 2

1. Reread the story.
2. As you do this, check the learners' understanding by asking simple questions. For example, "Where was he hiding?"
3. Draw the learners' attention to particular words in the text, especially if these are words that appear in the next Reader the learners will learn to read.
4. Where possible, encourage the learners to join in reading parts of the story with you. Repeated passages are useful for this.

"(Teacher) Do we like ice cream?"

(Learners) Yes, we do!

(Teacher) Do we like tomato sauce?"

(Learners) Yes, we do!

(Teacher) Do we like ... (pause) tomato sauce ice cream?"

(Learners) No, we do not!"

3. Group Guided Reading

This is a small-group activity where you work with a small group, listening to them read aloud. Group Guided Reading should be at a lower level than the material used for Shared Reading. The Graded Readers can be used for this, as they progress through the words and phonics that should be taught each term.

Preparing for success

- Divide the learners into groups at the beginning of the term.
- Seat the learners around you in a circle at a table or on the floor, mat or cushions.
- Make sure that each learner has a Reader or that there is one Reader between two learners.
- Sit on a low chair so that you are closer to the learners' level.
- Allow time for the learners to ask and answer questions about the story.
- Group Guided Reading should take place every day and each session should be 15 minutes long. You should work with a different group each day.
- Groups that are not reading with you can do Paired or Independent Reading, or post-reading activities, such as completing worksheets from the DBE Workbooks. Check in advance and decide which activity to use from the DBE workbooks and have it prepared before the Group Guided Reading class starts.

4. Paired Reading

Learners work together, using the Graded Readers (reading the same story as in their Group guided reading Group Guided Reading session). They can also use flashcards.

Preparing for success

- At the beginning of Term 1, explain to learners what you want them to do during Paired Reading sessions. You may need to repeat this a few times until learners are familiar with what is expected of them.
- Put the learners into pairs, but sometimes allow learners to choose their own partners.
- Mixed-ability pairs work well because stronger readers can help weaker readers. Similar-ability pairs also work well for stronger readers because they can help each other.
- Avoid pairing two weaker readers together.
- Make sure that the learners are sitting side by side as they read. They can share a book or both have a copy of the same book.

5. Independent Reading

Learners can use the Graded Readers or any other reading material for their enjoyment.

Preparing for success

- Create a reading corner, a special place in your classroom where the learners can enjoy reading books on their own.
- Make sure that you have storybooks and information books that appeal to learners for them to choose from.
- Put the books where learners can reach them easily, on low shelves or in boxes.
- Encourage learners to read when they have completed their classwork.
- Model a culture of reading for enjoyment and encourage learners to choose a book to read if they arrive early at school.

Implementing language development and phonics activities in the Foundation Phase

1. Language development

An engaging activity like the game 'I spy', is excellent for developing language skills in the Foundation Phase. It helps learners to build connections between the objects around them while practising important skills like spelling and description. Learners take turns identifying objects, describing them and eventually spelling the word, making this a fun and interactive way to strengthen language development.

2. Letter symbol and number symbol recognition

To assess learners' ability to recognise letters, numbers and combinations, start with simple activities like letter or number hunts. For example, learners can find hidden letters and numbers in a drawing or artwork. Word search puzzles that include pictures are also useful. As learners become confident in recognising letters and numbers, increase the complexity with tasks such as identifying and correcting case errors or misspelled words.

The 'I spy' game can also be adapted for older learners, where they spell the full word and provide a definition or use it in a sentence.

3. Phonics exercises

Phonics activities help learners understand the relationship between letters and sounds. Practise sounding out letters and words using fun resources, like letter cut-outs, flashcards and posters. Phonics exercises can be done individually, in pairs or in groups, keeping learners engaged through varied, playful learning.

Phonics in fours

This peer-led activity involves groups of three or four learners. Each group has flashcards. One learner holds up a card and another sounds out the letters to read the word aloud. The rest of the group then writes the word in their exercise books. This encourages both reading and writing practice while working collaboratively.

Letter jumble

In this teacher or peer-led activity, learners use letter cut-outs or shapes to form specific sounds. For example, to create the sound '-oo' learners initially combine two '-o's, forming words like 'tool' and 'pool'. As they progress, they learn another way of forming the '-oo-' sound, namely, combining '-u' and '-e' to make words like 'blue' and 'clue'.

Additional support

You can find plenty of ideas for language, spelling, writing and phonics activities online or through teacher peer groups. Those working in similar settings can offer insights into what resources are most effective and any common challenges learners might face.

Differentiation activities

Differentiation activities provide support for learners who need help, and extra work for learners who are more capable. Apart from the differentiation activities provided each week in this Teacher's Guide, there are plenty of activities that are indicated for use in the DBE Rainbow Workbooks for English Home Language.

Remedial work

Remedial work should be engaging, interactive and tailored to address specific areas where learners may need support. Here are some suggestions:

- **Phonics and word recognition:** Use the posters and frieze with common sight words and phonics patterns. Create a word wall in the classroom where learners can add new words they learn.
- **Sound games:** Play games that focus on letter sounds, such as 'I spy' with sounds or rhyming word games.
- **Vocabulary building:** Create simple picture dictionaries with illustrations and labels. Encourage learners to make their own by drawing and labelling new words.
- **Storytelling and retelling:** Use the Big Books to read stories aloud and have the learners retell them in their own words. This helps with comprehension and vocabulary usage.
- **Reading comprehension:** Use the Group Guided Reading sessions to work in small groups and read the Graded Readers together. Ask questions about the text to check comprehension and encourage discussion.
- **Story sequencing:** Provide pictures or sentences from a story and have learners arrange them in the correct order to reinforce understanding.
- **Writing skills:** Offer sentence starters to help learners begin writing sentences. For example, 'I see a ___.' or 'My favourite animal is a ___.'
- **Show and tell:** Have regular show-and-tell sessions where learners can bring items and describe them. This practice helps with vocabulary and sentence formation.
- **Role playing:** Engage learners in role-playing activities where they can practise speaking and listening in various scenarios.
- **Spelling games:** Use games like 'Hangman' or 'Spelling bee' to make spelling practice fun. Incorporate words they are currently learning.
- **Letter formation practice:** Provide practice sheets for learners to trace and write letters and simple words to improve their handwriting skills.
- **Listening activities:** Play listening games where learners follow oral directions or listen to short stories and answer questions about them.
- **Command games:** Use games that involve learners following directions, such as 'Simon Says', to enhance listening and comprehension skills.
- **Individual reading sessions:** Plan one-on-one reading sessions to focus on specific challenges a learner might have.
- **Worksheets:** Create individualised worksheets that target areas where the learner needs extra practice.
- **Educational apps and games:** Make use of age-appropriate educational apps and games that focus on English language skills.

Extension work

Extension work should aim to deepen learners' understanding and expand their skills, while keeping the activities engaging and age appropriate. Here are some ideas for extension activities.

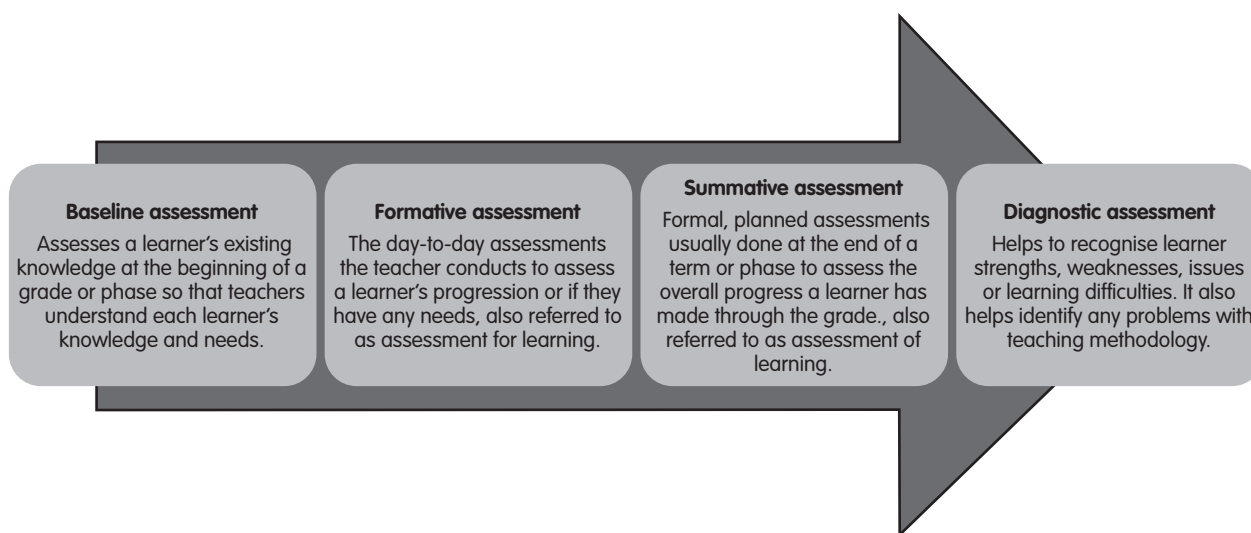
- **Word families:** Introduce word families (e.g., '-at' and '-an') and have learners create and write new words within each family.
- **Spelling puzzles:** Create crossword or word search puzzles that focus on more complex spelling patterns or vocabulary.
- **Themed vocabulary lists:** Introduce themed vocabulary related to topics of interest, e.g., animals, sports, seasons. Have learners use these words in sentences or short stories.
- **Vocabulary journals:** Encourage learners to keep a vocabulary journal, where they write new words and their meanings and then use the words in sentences.
- **Character and plot analysis:** After reading a story, discuss the main characters and plot. Ask learners to describe the characters, their traits and the sequence of events.
- **Illustrated stories:** Combine writing with drawing by having learners create illustrated stories. This helps them plan and organise their thoughts before writing.
- **Activities:** Read longer and more complex stories or passages aloud. Ask questions that require more detailed responses to assess comprehension.
- **Class Big Book creation:** Have learners work together to write and illustrate a class Big Book. Each learner can contribute a few simple sentences and the book can be bound and shared with others.
- **Educational software:** Use educational apps and software that offer advanced language games and activities. Many apps provide personalised learning paths, based on the learner's progress.

Assessment in the Foundation Phase

Assessment includes various methods to measure your learners' progress and understanding. Regular assessments help you to see how well learners grasp concepts and apply their skills. In the Foundation Phase, continuous assessment allows for the ongoing monitoring of learner progress and teaching effectiveness. This enables you to evaluate your teaching methods and learner growth, helping you make informed, daily instructional decisions.

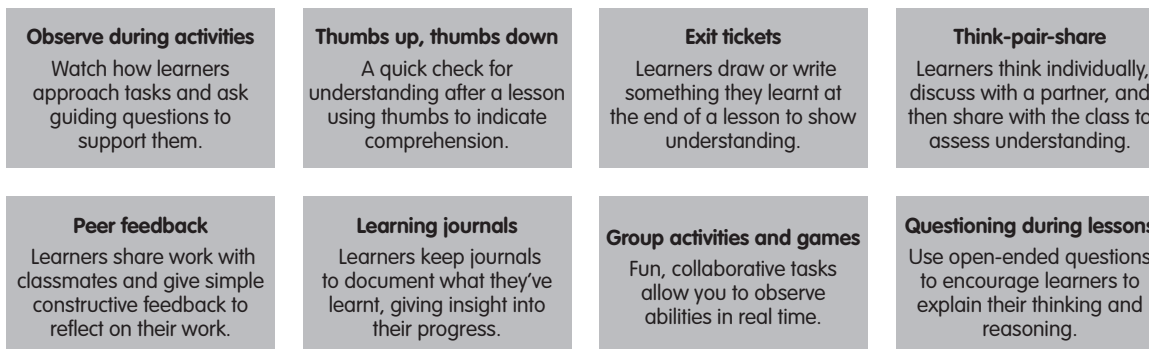
Types of assessment

The DBE recognises four types of assessments for the Foundation Phase, documented in the National Curriculum Statement (NCS) Assessment Guidelines document.



Assessment for learning

These assessments should be naturally integrated into your teaching process, where fun, engaging and supportive methods encourage active participation from learners. Assessment for learning helps identify where learners need more support and guides your instruction to meet their needs.



Assessment as learning

This involves learners reflecting on their own progress, which encourages them to take responsibility for their own learning. Through this, they actively assess their own understanding, which promotes deeper learning and self-awareness.

K-W-L (Know-what to know-Learnt) charts Learners fill out what they know, want to know, and later what they've learnt to connect prior knowledge with new concepts.	Concept Mapping Learners create maps showing what they know and add new information as learning progresses.	Brainstorming Activate prior knowledge by having learners brainstorm ideas related to a new topic.	Exit Tickets Learners explain how new information connects to something they already know.
Story Completion Provide a story start and let learners finish it using prior knowledge.	What's Missing? Present incomplete ideas or pictures and have learners fill in gaps using what they know.	Interactive Discussions Begin lessons by asking learners to relate the new topic to previous experiences or knowledge.	Learning Journals Learners reflect weekly on how new information connects to what they already know.

Assessment of learning

This provides you with evidence of learner achievement at specific points in time, helping you gauge overall progress and make informed decisions about their progression.

End-of-Term tests Formal tests to evaluate mastery of content.	Quizzes Short tests to check understanding after lessons.	Written Assignments Tasks to assess understanding through writing.	Projects Creative tasks to demonstrate knowledge.
Reading Assessments One-on-one assessments to gauge reading fluency.	Performance Tasks Applying knowledge in real-life scenarios.	Portfolios Collection of work to track progress over time.	Oral Presentations Learners present their understanding verbally.

CAPS guidelines

The NCS outlines Literacy, Numeracy and Life Skills as the three key areas that must be assessed for Foundation Phase learners. The Department of Basic Education provides a Foundation Phase Assessment Guidelines Framework to support teachers in developing and implementing CAPS-aligned practices. This series uses variation theory in its content design, helping you and your learners meet the principles and purposes of assessment set by the NCS.

One assessment task per term is required for language in the Foundation Phase. Each assessment activity should be made up of a number of parts, dealing with different aspects of language. Assessment activities can be aligned to work being completed in Numeracy and Life Skills.

The following rubric can be used for formal assessment in Reading and adapted as needed for other aspects of teaching English in Grade 2.

1 = Not achieved	2 = Partially achieved	3 = Satisfactory achievement	4 = Excellent achievement
Struggles to recognise basic sight words. Poor sound-symbol relationships.	Slow to recognise high-frequency words. Manages to decode and encode some words.	Knows high-frequency words. Uses phonics knowledge to identify unfamiliar words.	Can recognise words in context. Uses phonics skills effectively. Can recognise unfamiliar words beyond grade level.
Repetitions and reversals occur often.	Reads familiar words fluently but stops at unfamiliar words.	Tries to read fluently with few mistakes. Tries to read at an average speed, with very few repetitions and omissions (30–40 words per minute).	Reads familiar and unfamiliar texts fluently. Reads at a rate of 50–60 words per minute.
Very soft volume, lacks confidence.	Audible. Reads simple, familiar short texts fluently.	Conscious of voice modulation, tries to be expressive and uses appropriate gestures.	An expressive reader. Varies voice and tone. Uses gestures, body language appropriately. Arouses the listener's attention.
Makes meaning from visual cues, e.g., illustrations.	Makes meaning from visual cues and simple print text. Can make predictions from the title and cover.	Can recall the main ideas of the story. Able to sequence events in the story.	Understands text very well. Discusses plot, setting and characters. Expresses own views and opinions.

How to use the rubrics

The rubrics serve as a structured tool to continuously assess and support learners' literacy development in the Foundation Phase, ensuring a comprehensive approach to their literacy growth.

- Regularly observe and document learners' language skills during language activities and assessments.
- Provide feedback, based on the rubric criteria, to help learners improve.
- Adjust the rubric criteria, based on the specific needs of your learners, as you progress through the syllabus.
- Share the rubric with learners and parents to clarify assessment expectations and goals.

Generic rubrics

Generic Rubric: Listening and Speaking					
Name of learner:	1	2	3	4	5
Grade:	Needs support	Needs improvement	Satisfactory	Good	Excellent
Term:					
Description of assessment activity	Unable to complete activity.	Completes activity but with difficulty.	Completes activity with some understanding and with reasonable attempt at fluency.	Completes activity with understanding and good attempt at fluency.	Completes activity correctly with excellent fluency and confidence.
<i>Add assessments as required</i>					

Generic Rubric: Phonics					
Name of learner:	1	2	3	4	5
Grade:	Needs support	Needs improvement	Satisfactory	Good	Excellent
Term:					
Description of assessment activity	Unable to identify the majority of letter sounds and blends.	Struggles to identify or produce letter sounds and blends.	Identifies some letter sounds and blends with frequent errors.	Identifies most letter sounds and blends with minor errors.	Can accurately identify and produce all letter sounds and blends.
<i>Add assessments as required</i>					

Generic Rubric: Reading and comprehension					
Name of learner: Grade: Term:	1 Needs support	2 Needs improvement	3 Satisfactory	4 Good	5 Excellent
Description of assessment activity	Unable to read text without help and has little understanding. Cannot answer questions.	Reads text with many errors that impact understanding. Struggles to answer questions and demonstrate understanding.	Reads text with several errors that occasionally affect understanding. Answers some questions with partial understanding or minimal inference.	Reads text with a few errors that do not impede understanding. Answers most questions correctly with some inferences.	Reads text with minimal errors. Accurately answers detailed questions about the text and can infer meaning.
<i>Add assessments as required</i>					

Generic Rubric: Writing and handwriting					
Name of learner: Grade: Term:	1 Needs support	2 Needs improvement	3 Satisfactory	4 Good	5 Excellent
Description of assessment activity	Unable to trace and copy letters. Cannot complete simple sentences without help.	Able to write some letters and numbers correctly with help. Struggles to complete simple sentences.	Can write letters and numbers observing directionality. Can write simple sentences but with errors.	Can write letters and numbers paying attention to formation and direction. Can manage simple sentences without help.	Able to write letters and numbers neatly, accurately and correctly with good formation and penmanship. Can write several sentences to create a paragraph.
<i>Add assessments as required</i>					

Early Grade Reading Assessment (EGRA)

The Early Grade Reading Assessment (EGRA) is a standardised assessment tool, designed to measure the reading competencies of learners in Grades 1 to 3. EGRA helps to identify areas that require support for improved reading proficiency.

The primary objectives of EGRA are to:

- provide a reliable measure of skills that contribute to reading acquisition
- identify basic literacy skills that can be measured consistently to understand the reading process
- help teachers and schools identify areas where learners may need additional support to develop reading skills.

It is important to note that the point of EGRA is not to memorise the assessment tasks. The focus should be on proper instruction, not specifically coaching learners to do these assessment tasks.

EGRA Toolkit

The DBE has developed an EGRA Toolkit for use by education professionals, practitioners and donors. This toolkit summarises a large body of research in an accessible manner, supporting the effective implementation of EGRA.

How is EGRA conducted?

EGRA assessments are conducted by teachers in a structured format, typically taking about 15 minutes per learner.

What you will need:

- the EGRA tool
- a stopwatch or minute timer
- the learner assessment booklet for recording each learner's performance.

When will you assess the learner's reading skills?

This is to establish a baseline and to monitor progression in reading over time:

- beginning of the year (end of first term or the beginning of second term) to establish their level of reading-baseline
- mid-year (end of second term or the beginning of third term) to assess if there has been improvement or deterioration
- end of the year to evaluate if learners have achieved the expected levels of fluency and comprehension for the grade.

National reading benchmarks and EGRA

South Africa's national reading benchmarks set standardised milestones for learners in Grades 1 to 3. The ultimate goal is to ensure that learners can read for meaning by age ten. The benchmarks help educators monitor learners' progress, measure reading sub-skills and identify those who need early intervention.

Benchmarks for Grade 2

Further details of reading milestones to be reached in English Home Language are provided on page 3 (Term 1), page 92 (Term 2), page 170 (Term 3) and page 258 (Term 4).

Note that for writing, milestones for Grade 2 include at least two written activities per week, and by the end of Term 4, two short paragraphs (at least 5-8 sentences) using correct punctuation and grammar.

Teaching guidelines

Term 1

Themes	Friendship fun	Week 1 & 2	
	Families and friends	Week 3 & 4	
	Marvellous manners	Week 5 & 6	
	Together time	Week 7 & 8	
	Seasonal surprises	Week 9 & 10	
Language skills	Content, concepts and skills	Weeks	Learning and Teaching Support Materials (LTSM)
Listening and Speaking	Daily / Weekly activities in all areas of language and other subjects <ul style="list-style-type: none"> • Listens without interrupting, showing respect for the speaker • Takes turns to speak • Talks about personal experiences. For example, tells personal news • Uses correct words for the context such as an invitation • Suggests solutions to a problem especially during Mathematics 	1–10	Posters Anthology DBE Rainbow Workbook Vol. 1
	Twice weekly focused listening and speaking activities <ul style="list-style-type: none"> • Listens to a story with enjoyment and answers questions related to the story • Repeats a sequence of events in the story correctly • Listens to instructions containing at least two parts and responds appropriately 	1–5	Anthology Any reading books
	Twice weekly focused listening and speaking activities <ul style="list-style-type: none"> • Tells a story that has a beginning, middle and end • Participates in discussions, asking and answering questions and suggesting ideas 	6–10	Posters Anthology
Phonics	<ul style="list-style-type: none"> • Identifies letter-sound relationships of all single letters • Revises word families with short vowel sounds: -at, -ag, -am, -it, etc. • Revises common consonant digraphs: sh, ch, th • Recognises 'wh' at the beginning of a word such as wh-en, wh-y, wh-at, etc. • Uses initial and final consonant blends to build up and break down words such as bl-a-ck, bri-ng, sa-ng • Revises common consonant digraphs ('sh', 'ch', 'th') at the ends of words such as fi-sh, ri-ch, clo-th • Recognises vowel digraphs such as 'oo' as in moon and 'ee' as in tree • Recognises rhyming words such as rack, sack, back, lack, pack • Builds three- and four-letter words using the single letters and digraphs taught this term • Reads words from phonics lessons in sentences and other texts • Learns to spell ten words a week taken from phonics lessons. 	1–10	Big Book 1 Big Book 2 Core Readers Graded Readers Flashcards 1–50 Phonic Frieze Worksheet DBE Rainbow Workbook Vol. 1

Shared Reading	<ul style="list-style-type: none"> • Whole class lessons two to three times weekly for 15 minutes using at least one text per week; a teacher-modelled process with the whole class. Each session will have a learning focus from the following: concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of levels (e.g. literal, reorganisation, inferential, evaluation and appreciation). Model the use of phonic decoding skills when reading and other strategies that include context clues and structural analysis. • Model the five finger strategy where each finger represents a strategy the reader can use to systematically figure out how to read an unknown word and its meaning • Reads simple instructions in the classroom • Interprets pictures and other print media such as a photograph or an advertisement, to make up own story. 'Reads' the photograph or advertisement • Reads books as a whole class with teacher (Shared Reading) and describes the main ideas • Uses visual cues to predict what the story is about: the cover of the book, illustrations in the book • Expresses a personal response to a text read • Identifies key details in what was read • Answers higher-order questions before, during and after reading a shared text: "What would happen if..." 	1–10	Big Book 1 Big Book 2 Core Readers DBE Rainbow Workbook Vol. 1
Group Guided Reading	<ul style="list-style-type: none"> • The teacher works with two groups each day, spending 15 minutes with each group. Each group works with the teacher twice a week. The teacher works with same-ability groups of children, matching children to texts at the instructional level (word recognition between 90–95% accuracy). Graded reading schemes will mostly be used. • Reads both silently and aloud at own level in a Guided Reading group with teacher, that is, the whole group reads the same story based on the instructional reading level of the group • Uses pictures in text for understanding • Uses sight words, phonics, contextual and structural analysis decoding skills when reading • Shows an understanding of punctuation (full stops, commas, question marks and exclamation marks) when reading aloud • Continues to build a sight vocabulary from the incidental reading programme, graded readers and high-frequency word lists 	1–10	Graded Readers Core Readers DBE Rainbow Workbook Vol. 1
Paired and Independent Reading	<ul style="list-style-type: none"> • Select texts that are known or are at the Independent Reading level of the child (simpler than those used in Shared Reading with more than 95% word recognition accuracy when reading the text) • Reads independently: picture books, poetry cards, story books from the library or classroom reading corner 	1–10	Graded Reader Core Reader
Writing	<ul style="list-style-type: none"> • Formal lessons three times a week for 15 minutes • Revise the formation of lower- and uppercase letters, the correct spacing of letters in a word and words in a sentence. Learners copy words and sentences from the chalkboard and from sentence strips. • Holds pencil and positions writing materials (book/page) correctly 	1–10	Handwriting charts

	<ul style="list-style-type: none"> • Forms 26 lower- and uppercase letters correctly: directionality, formation and spacing within lines • Writes words with correct spacing between letters and words • Copies and writes two or more sentences legibly and correctly • Writes and uses punctuation marks (full stops, question marks, commas, exclamation marks) • Whole class / small group lessons two to three times a week for 20 minutes building on and linking to the Shared Reading. Use the Shared Writing activities to also model the use of correct punctuation and spelling. Use sentence starters to assist learners to write their own sentences. Introduce personal dictionaries. • Draws pictures to convey a message • Contributes ideas and words for a class story (Shared Writing) • Writes a list using a comma to separate the items • Writes at least three sentences of news or a creative story using sounds learnt and sight words, capital letters and full stops • Writes and illustrates sentences (two to four sentences) on a topic to contribute to a book for the classroom reading corner • Builds own word bank and personal dictionary using initial letter of word to develop dictionary skills such as car, door 		
Language usage	<ul style="list-style-type: none"> • Uses the present progressive tense • Uses countable and uncountable nouns • Revises grammar skills 	1–10	DBE Rainbow Workbooks Graded Readers Core Readers BB 1 and BB 2

Reading norms for Grade 2 (Term 1)

Refer to page xxxii for more information about EGRA and South Africa’s national reading benchmarks.

Phonics	Know all the initial letters sounds and some common vowel and consonant blends
Sight words	Recognise at least 100 sight words
Reading fluency	Read at least 50 words per minute
Spelling	Spell 10 words per week and dictation
Number of books to be read	Read at least 10 to 15 story books

Daily activities

Greetings	<ol style="list-style-type: none"> 1. Greet the class: Good morning, Grade 2s. Learners: Good morning, (insert name). 2. Ask learners to TURN and TALK to their neighbour and say: Good morning, (insert name).
Question of the day	<p>Assign learners into QUESTION of the DAY GROUPS. You will need five groups. Each group will answer the question of the day ONCE per week.</p> <p>Question: What is your favourite colour? Find two things in the class that are that colour.</p>
Songs/Rhymes	<p>Introduce the song “Names, names are not the same” to the class. “If I point at you, say your name.” Point to a learner, the learner says:</p> <p>“Names, names are not the same. My name is _____ and it starts with a/an _____.”</p>

Week 1: Friendship fun

What you will need			
Alphabet frieze, Flashcards, Poster 1: <i>I can ...</i> , Big Book 1, Level 1 Graded Reader 1, Core Reader, Handwriting chart, Storybook of choice, pictures of holidays from magazines, DBE Rainbow Workbook.			
High-frequency words	Phonic words	Vocabulary words	Flashcards
would, very, sit, your, best, wish	sit, mat, fun, but, sad, had, was, lot, yes, hug, let	wonder, comfort, turns, together, maths, felt, lives, games, remember, lucky, trouble	family, think

Skill	Listening & Speaking (L/S) 4 x 15 mins = 60 mins/4 lessons x 15 mins	
Teaching guidelines	<ul style="list-style-type: none"> Spend time getting to know your learners. Ask them to stand up and introduce themselves to the class by saying their names. Remind them of the class rules for listening to each other, and taking turns when speaking. Connect this lesson with Life Skills Week 1: Friends – qualities of a good friend. <p>Lesson 1: Holiday news</p> <ul style="list-style-type: none"> Ask the learners to share their holiday news. You can ask leading questions, e.g. Who did you see? Did you visit friends or family? Did you go anywhere? Who did you play with? How did the holidays make you feel? How do you feel about being back at school? Look at the pictures in Core Reader Story 1 (<i>Friends</i>) and ask learners if they saw any friends during the holidays. Complete Activity 1. <p>Lesson 2: Poster (<i>I can ...</i>)</p> <p>Pre-reading questions (cover the words on the poster):</p> <ol style="list-style-type: none"> What are the children are doing in the pictures? Do you like doing any of these activities? <p>Read through the poster as a class, saying each word clearly so that learners can repeat after you.</p> <p>Lesson 3: School or holidays?</p> <ul style="list-style-type: none"> Show learners different pictures or use objects. Ask them to put them into the correct group, and provide reasons for their choice. Groups of objects: holiday use, school use, holiday and school use. Examples of pictures: working at a desk, playing on school field, playing at the beach, playing at home, playing card games, reading, class board, toys, uniform. Examples of objects: pencil, reading book, ball, scissors, chalk, beach bucket and spade, item of school uniform, item of normal clothing, school shoes, casual shoes. Say the names of the objects and ask questions about their colour and shape, to build vocabulary and connect to Maths (Shapes). Learners complete DBE Rainbow Workbook Vol. 1 pages 6–9. <p>Lessons 4 and 5: Story time</p> <ul style="list-style-type: none"> Read through stories of your choice. After break time, or at the end of the day, read a story to the learners. This can be any length depending on the time you have available, or whether you would like to read the story over two days. Read the title and ask the learners what they think the story may be about. Draw their attention to, and discuss the front cover, the author and the illustrator. 	
Resources	Core Reader Story 1 <i>Friends</i> Activity 1 Poster 1: <i>I can ...</i> DBE Rainbow Workbook	Magazines/newspaper pictures, or actual objects Storybook of choice

Skill	Phonics 5 x 15 mins = 75 mins/5 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Alphabet frieze</p> <ul style="list-style-type: none"> • Hold up alphabet phonic flashcards and ask learners to identify the sound. Ask them to name an item that starts with that sound. <p>Lesson 2: Found objects</p> <ul style="list-style-type: none"> • Hold up objects. Ask learners what sound the object starts with, then get them to write it down on a piece of paper (or in a book). <p>Lesson 3: Phonics flashcards</p> <ul style="list-style-type: none"> • Stick all phonics flashcards up on the board, in a line next to each other. • Create a column under each word. • First identify if any of the phonics words rhyme with each other. If they do, move them underneath each other in one column. • Come up with rhyming words for the other phonics words and write them down under each phonics flashcard. • Complete Activity 2. <p>Lesson 4: High-frequency flashcards</p> <ul style="list-style-type: none"> • Stick the high-frequency words up on the board. • Read through Big Book 1 (Story 1) one page at a time. See if the learners can match any of the high-frequency flashcard words to those in the book. <p>Lesson 5: Alphabet frieze</p> <ul style="list-style-type: none"> • Give each learner an alphabet card. Depending on how many learners there are in the class, some learners may need to work in pairs. • Taking turns, they need to stick the alphabet cards up on the board in alphabetical order. 	
Resources	Alphabet frieze cards Found objects around the class: paper/book, pencil Phonics flashcards	Activity 2 Big Book 1 High-frequency flashcards
Skill	Shared Reading (S/R) 5 x 15 mins = 75 mins/5 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Poster (<i>I can ...</i>)</p> <ul style="list-style-type: none"> • See guidelines above under Listening and Speaking Lesson 2, i.e. Pre-reading questions (cover the words on the poster) then ask learners what the children are doing in the pictures and if they like doing any of these activities. • Read through Poster 1: <i>I can ...</i> together as a class. <p>Lesson 2: Big Book 1 Story 1: <i>Am I a good friend?</i></p> <ul style="list-style-type: none"> • Use the first session of reading Big Book 1 Story 1: <i>Am I a good friend?</i> as time to get to know the text and the book. • Point out the different parts of the book: cover, title, author, illustrator, illustrations, spine, table of contents, page numbers, titles of different texts in the book. • Cover up the words in the Big Book. • Look through the pictures in the Big Book and discuss what they think is taking place. <p>Lesson 3: Big Book 1 Story 1: <i>Am I a good friend?</i></p> <ul style="list-style-type: none"> • Pre-reading questions: <ol style="list-style-type: none"> 1. Discuss the title of the first story and the front cover image. 2. What makes a good friend? What kind of things do good friends do? • Read the book through once, with learners reading alongside as best they can. 	

	<p>Lesson 4: Holiday news</p> <ul style="list-style-type: none"> • After talking about their holiday news (see Listening and Speaking Lesson 1), generate a high-frequency word list with the class. • These will be words needed to create their sentence for their holiday news. • Read the list of words together. • Many learners will need to use similar words to construct their sentence. This will provide additional support for learners who need it. • Learners complete DBE Rainbow Workbook Vol. 1 pages 2–3. <p>Lesson 5: Weather chart</p> <ul style="list-style-type: none"> • Start a weather chart corner in the class. The weather can be discussed daily and new words generated. • Look at the current weather and decide on the words that describe the weather for the day. • Write down words/sentences and stick them on the wall. • Read the words/sentences together as a class. 	
Resources	Poster 1: <i>I can ...</i> Big Book 1 Story 1: <i>Am I a good friend?</i>	Paper, marker DBE Rainbow Workbook
Skill	<p>Group Guided Reading (GGR)</p> <p>The teacher works with two groups each day, spending 15 mins with each group. Each group works with the teacher twice a week.</p> <p>2 lessons x 15 mins repeated x per 5 groups</p> <p>OR</p> <p>2 lessons x 15 mins repeated x 4 groups, an extra lesson 3 to consolidate sight words</p>	
Teaching guidelines	<p>Lesson 1: Flashcards</p> <ul style="list-style-type: none"> • Use flashcards to introduce new words, consolidate known words and familiarise learners with words that will be found in the graded reader, core reader and big book. • Go over the meanings of any words that they do not know. • Ask learners to put the words into their own sentences (in written or verbal format). <p>Lesson 2: Level 1 Graded Reader 1: <i>Am I a good friend?</i></p> <ul style="list-style-type: none"> • The learners will not be in their graded reading groups yet, as baseline assessment will take place next week. Group them in smaller groups so that you can read through the graded reader together. You can take notes as you go if you notice that the reading levels of some learners are either above or below average. This will assist in the start of baseline assessment in the following two weeks. • Set ground rules for how you sit and read together. • Remind learners of the five-fingered strategy for decoding new or difficult words. Give praise and affirmation. • Those who are not busy in a reading group can work on a phonics activity. • After having read the Big Book 1 Story 1: <i>Am I a good friend?</i> together during Shared Reading, the learners will be familiar with some of the text. • Ask the learners if they remember what things Zimi did in the story that makes her a good friend. • Read the Level 1 Graded Reader 1: <i>Am I a good friend?</i> with the learners. <p>Lesson 3: Level 1 Graded Reader 1: <i>Am I a good friend?</i></p> <ul style="list-style-type: none"> • Use high-frequency flashcards to revise words. • Allow learners to read through the text aloud from their own book in the guided reading group. • Help learners use phonics, sight words, decoding strategies and context clues when reading. • Complete Activity 3. 	
Resources	Phonics flashcards High-frequency flashcards	Vocabulary flashcards Level 1 Graded Reader 1: <i>Am I a good friend?</i>

Skill	Paired and Independent Reading	
Teaching guidelines	<ul style="list-style-type: none"> • After reading in Group Guided Reading, the learners can read the Level 1 Graded Reader 1 (<i>Am I a good friend?</i>) for Independent Reading, or in pairs for Paired Reading. This will enable them to consolidate words read and learnt. • Each learner takes a turn to read a page, while the other learner listens. • As revision/consolidation, ask the learners to name any facts that they remember from the reader. 	
Resources	Level 1 Graded Reader 1: <i>Am I a good friend?</i>	
Skill	Handwriting 4 lessons x 15 mins = 60 mins	
Teaching guidelines	<ul style="list-style-type: none"> • Ensure learners hold pencil correctly, and position writing materials (book/page) correctly. • Ensure learners form lowercase letters correctly: focus on directionality, formation and spacing within lines. • Ensure correct spacing between letters and words. Learners then complete Activity 4 as follows: <p>Lesson 1 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letter 'a' (lowercase only) on the board. Focus on the correct starting point, directionality, and formation. Learners copy the words: at all an am. Learners copy sentence: Anna ate all the apples. <p>Lesson 2 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letter 'c' (lowercase only) on the board. Focus on the correct starting point, directionality, and formation. Learners copy the words: cat call can came. Learners copy the sentence: Clever Cat can call. <p>Lesson 3 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letter 'd' (lowercase only) on the board. Focus on the correct starting point, directionality, and formation. Learners copy the words: do dot dam did. Learners copy the sentence: Did Dolo draw a dot? <p>Lesson 4 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letters 'a', 'c', 'd' (lowercase only) on the board. Focus on the correct starting point, directionality, and formation. Learners copy the words: ant can drum. Learners copy sentence: Can an ant play a drum? 	
Resources	Handwriting chart	Classwork book
Skill	Writing 3 x 20 mins = 60 mins	
Teaching guidelines	<p>Lesson 1 (Activity 4)</p> <ul style="list-style-type: none"> • Learners write a sentence about what they did during their holidays. • They can then draw a picture to support their sentence. <p>Lesson 2</p> <ul style="list-style-type: none"> • Using the phonics words learnt, learners write down the words and draw matching pictures. <p>Lesson 3</p> <ul style="list-style-type: none"> • Learners write their own sentences, using the phonics words learnt during the week. 	
Resources	Classwork book	

Activity 1



Listening and speaking

1. Share with the class what you did during the holidays.
2. Listen to what your friends have to say about their holidays.
3. Draw a picture about your favourite thing that you did during the holidays.

Informal assessment: oral and observation, written recording

Listens respectfully and takes turn speaking.
Participates in discussion, asking and answering questions.
Tells personal news confidently and clearly.

Checklist

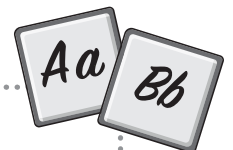
Does the learner listen respectfully and take turns speaking?
Did the learner participate in discussion, asking and answering questions?
Did the learner tell personal news confidently and clearly?

Teaching tip

tips

Make sure no learner gets left out just because they did not go somewhere on holiday. They can talk about what they did while they were at home on holiday.

Activity 2



Phonics

1. Divide the page into four blocks.
2. At the top of each block write a word: sit, mat, but, let.
3. Write the words on the word list under the correct rhyming word.
4. All the words on each block need to rhyme with each other.
5. Draw a picture next to each word.

sit	mat
but	let

Suggested answers

sit	mat
fit	rat
lit	cat
bit	hat
but	let
cut	met
hut	jet
nut	pet

Support: Give learners a worksheet with the words but with the middle letter missing for them to fill in, e.g. m_t.

Extension: Learners can write sentences using phonics words.

Informal assessment

Revises word families with short vowel sounds, -it, -at, -ut, -et.
Recognises rhyming words.
Builds three-letter words.

Checklist

Has the learner revised word families with short vowel sounds, -it, -at, -ut, -et?
Does the learner recognise rhyming words?
Can the learners build three-letter words?

Use the rubrics provided in this Teacher's Guide to keep a record of each learner's progress.

tips

Activity 3

Reading

Write these sentences in your book. Read them, and then draw a picture about them.

1. My friend helps me.
2. I like playing with my friend at school.
3. This is my school.

Informal assessment

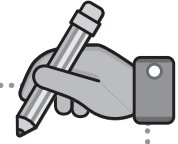
Reads the sentences without help.
Draws a picture about what they read.

Checklist

Can the learner read the sentences without help?
Does the learner draw a picture about what they read?



Activity 4



Handwriting and writing

Handwriting (Copy from the board)

Lesson 1

a a a a a
at all an am
Anna ate all the apples.

Lesson 2

c c c c c
cat call can came
Clever cat can call.

Lesson 3

d d d d d
do dot dam did
Did Dolo draw a dot?

Lesson 4

a c d a c d
ant can drum
Can an ant play a drum?

Independent writing

Write a sentence about what you did during the holidays.
Draw a picture under your sentence about what you have written.
Learners complete DBE Rainbow Workbook Vol. 1 pages 4–5.

Support: If the learner really struggles to construct a sentence, suggest that they try to sound out the words. The main focus for them will be drawing a picture to convey their message.

Extension: Learners can write more than one sentence.

Informal assessment

Draws a picture to convey a message about a personal experience.
Writes one sentence of own news.
Forms letters correctly.
Copies simple sentences.

Checklist

Does the learner draw a picture to convey a message about a personal experience?
Is the learner able to write one sentence of own news?
Does the learner form letters correctly?
Can the learner copy simple sentences?

Play and learn



Divide the class into two groups.

Say a phonics word, e.g. let.

Group 1 has to give a rhyming word for "let". It does not necessarily have to be a word from the phonics list, although this is likely.

Award two points to the group if they get it right. If they get it wrong, pass the same word to Group 2. Award one point to the second group if they get it right.

Group 2 then has a turn, and so on.

The group with the most points wins.

Week 2: Friendship fun

What you will need			
Alphabet frieze, Flashcards, Poster 1: <i>I can ...</i> , Core Reader Story 1, Big Book 1, Level 1 Graded Reader 2, Handwriting chart, Anthology, DBE Rainbow Workbook, sticky putty			
High-frequency words	Phonic words	Vocabulary words	Flashcards
would, very, sit, your, best, wish	dash, dish, she, wish, mom, sat, sun, but, mix, box, red, lot	stronger, soccer, thumbs, library, Gogo, netball, treats, yummy, pencil, paint	village, chores, manners

Skill	Listening & Speaking (L/S) 4 x 15 = 60 mins/4 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Weekend news</p> <ul style="list-style-type: none"> Baseline assessment: Through observation, determine how well the learners listen without interrupting, and take turns to speak. They need to speak about their own experiences by sharing their weekend news. Check that learners can respond appropriately to instructions. Ask the learners to share their weekend news with the class. Complete Activity 1. <p>Lesson 2: Class and school rules</p> <ul style="list-style-type: none"> As a class, discuss and come up with rules that learners would like to see in place in the classroom (link to shared writing activity). <p>Lesson 3: Anthology Story 1: <i>Friends</i></p> <ul style="list-style-type: none"> Baseline assessment: Learner listens to stories and shows understanding by answering questions related to the story. Sequences pictures from a story. Read Anthology (Story 1: <i>Friends</i>) to the class. Post-reading questions: <ol style="list-style-type: none"> Do you think that Penny and Ayesha's reactions were kind? What do you think they should have done, or said, instead? How did Lindsay feel after seeing her friends' reactions? Why do you think Sarin was more understanding? The next time you see someone who is different, how are you going to react? Are you going to be kind? Complete Worksheet 1: Learners retell the story by numbering the pictures and then cutting them out and pasting them in the correct order. <p>Lesson 4: Story time</p> <ul style="list-style-type: none"> Read through a story of your choice. After break time, or at the end of the day, read a story to the learners. This can be any length depending on the time you have available, or whether you would like to read the story over two days. Read the title and ask the learners what they think the story may be about. Draw their attention to, and discuss the front cover, the author and the illustrator. Use the generic rubric for listening and speaking provided in this Teacher's Guide to record progress. 	
Resources	Activity 1 Large paper, marker (or write up on the board) Anthology Story 1: <i>Friends</i>	Worksheet 1 Classwork book Storybook of choice

Skill	Phonics 5 x 15 mins = 75 mins/5 lessons x 15 mins
Teaching guidelines	<p>Lesson 1: Learners' names</p> <ul style="list-style-type: none"> • Baseline assessment: Learner begins to recognise that words are made up of sounds such as the beginning letter/s of own name. • Prepare the learners' names on separate pieces of paper. If the learners have names on their desks, you can use these. • Use half of the learners' names. • Stick the alphabet frieze cards (make smaller alphabet cards) on the board. • Hold up the learners' names individually and ask them to identify which sound the names start with. • Get the learner whose name you hold to stick their name card under the correct alphabet letter. <p>Lesson 2: Phonic flashcards</p> <ul style="list-style-type: none"> • Baseline assessment: Learner identifies rhyming words with known words. • Do the same as Lesson 3 Week 1's activity, but this time use for baseline assessment. • Stick up short vowel sound phonics flashcards (not 'sh' words) in a horizontal row. • Create a column under each word. • First identify whether any of the phonics words rhyme with each other. If they do, move them underneath each other in one column. • Create rhyming words for the other phonics words and write them down under each flashcard. <p>Lesson 3: Building words</p> <ul style="list-style-type: none"> • Baseline assessment: Learner builds and reads three-letter words. • Write words on the board, with the beginning sound missing. These need to be written across the board so that you can form word lists underneath: ___at ___et ___in ___ot ___ut • Ask learners to fill in a missing beginning sound to complete the word. You can get them to write a few examples for each, e.g. cat, rat, sat, mat. • Complete Activity 2. • Learners complete DBE Rainbow Workbook Vol. 1 page 13. <p>Lesson 4: sh digraph poem</p> <ul style="list-style-type: none"> • Read the poem to the class: <i>Dash the shark made a wish.</i> <i>Dash wished he could find more fish.</i> <i>He needed fish for his yummy dish.</i> <i>Dash wished he could find more fish.</i> • Ask the learners what rhyming sound they heard in the poem. • Read the poem again and ask them to put their finger to their lips (motioning a shhh sound) every time they hear the 'sh' sound in the poem. <p>Lesson 5: sh digraph</p> <ul style="list-style-type: none"> • Read Core Reader Story 1 (<i>Friends</i>) to the class. • Ask: What are the three girls' names in the story? • Write the three names up on the board: Tuli, Bisha, Shiba. • There are two names that have a special sound in them. Which two names are these? And what is the sound? • Ask the class if they can remember any other words that contain the 'sh' sound. • Hold up phonics flashcards for the learners to read. Ask them to identify which words have a 'sh' sound. • Use the generic rubric for phonics and reading provided in this Teacher's Guide to record progress.

Resources	Paper, markers (or learners' desk names) Sticky putty Alphabet frieze DBE Rainbow Workbook	Paper, marker (or write it on the board) Activity 2 Core Reader Phonics flashcards
Skill	Shared Reading (S/R) 5 x 15 mins = 75 mins/5 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: 'sh' digraph poem</p> <ul style="list-style-type: none"> • Read through the <i>Dash the Shark</i> poem to the class (Refer to Phonics Lesson 4 of this Teacher's Guide.) • Write the poem on a large piece of paper, or on the board. • Read through the poem together with the class. • Ask learners to come up and circle where they can see the 'sh' digraph in the poem. <p>Complete Activity 3.</p> <p>Lesson 2: Big Book Story 1 (<i>Am I a good friend?</i>)</p> <ul style="list-style-type: none"> • Baseline assessment: Learner reads Big Books or other enlarged text as a whole class with the teacher. • Read the Big Book (Story 1) again to the class. This time focusing on the content of the book by asking questions after reading the story: • Post reading questions: <ol style="list-style-type: none"> 1. What things made Zimi a good friend? 2. After reading the story, do you think that you are a good friend? 3. Are there any other things that you can think of, that haven't been mentioned, that would make a good friend? 4. How are you going to be a good friend today? • Learners complete DBE Rainbow Workbook Vol. 1 pages 10–12. <p>Lesson 3: Learners names (linked to Phonics Lesson 1)</p> <ul style="list-style-type: none"> • After the learners have stuck their names up on the board, as a class read through all the learners' names that are on the board. • Extension of the lesson: when learners are at their desks and require their classwork books to be handed out, ask a couple of learners to hand out the books to their classmates. To do this, they will need to try to read the name on each of the books. <p>Lesson 4: Core Reader Story 1: <i>Friends</i></p> <ul style="list-style-type: none"> • Baseline assessment: Able to predict the story based on the title and pictures. • All learners will need a Core Reader. • Discuss the front cover and title of the story. • Go through the pre-questions outlined in the reader and discuss answers. • Read the Core Reader together with the class. <p>Lesson 5: Core Reader Story 1: <i>Friends</i></p> <ul style="list-style-type: none"> • All learners will need a Core Reader. • Read the Core Reader Story 1 together with the class. • Go through the post-reading questions outlined in the reader and discuss answers. • Use the generic rubric for reading provided in this Teacher's Guide to record progress. 	
Resources	Paper and marker (or board) Activity 3 Big Book Story 1 (<i>Am I a good friend?</i>)	Learners' name cards Core Reader Story 1: <i>Friends</i> DBE Rainbow Workbook

Skill	<p>Group Guided Reading (GGR)</p> <p>The teacher works with two groups each day, spending 15 mins with each group. Each group works with the teacher twice a week.</p> <p>2 lessons x 15 mins repeated x per 5 groups</p> <p>OR</p> <p>2 lessons x 15 mins repeated x 4 groups, an extra lesson 3 to consolidate sight words</p>	
Teaching guidelines	<p>Lesson 1: Flashcards</p> <ul style="list-style-type: none"> • Baseline assessment: Learner begins to build a sight vocabulary. • Use flashcards to introduce new words, consolidate known words, and familiarise learners with words that will be found in the Graded Reader, Core Reader and Big Book. • Go over the meanings of any words that learners do not know. • Ask learners to put words into their own sentences (in written or verbal format). <p>Lesson 2: Level 1 Graded Reader 2: <i>It's fun to share</i></p> <ul style="list-style-type: none"> • Baseline assessment: Learner starts to develop basic concepts of print. Learner reads aloud from own book in a guided reading group with the teacher. • As per Week 1, group learners into smaller groups so that you can read through the graded reader together. If you notice that the reading levels of some learners are either above or below average, take notes as you go. This will assist baseline assessment. • Remind learners of ground rules for how you sit and read together. • Remind learners of the five-fingered strategy for decoding new or difficult words. • Pre-reading questions: <ol style="list-style-type: none"> 1. What does it mean to share? 2. Why would it be fun to share? • Read Graded Reader 2 with the learners. <p>Lesson 3: Level 1 Graded Reader 2: <i>It's fun to share</i></p> <ul style="list-style-type: none"> • Use high-frequency and vocabulary flashcards to revise words. • Allow learners to read through the text aloud from their own book in the guided reading group. • Help learners use phonics, sight words, decoding strategies and context clues when reading. • Post-reading questions: <ol style="list-style-type: none"> 1. In what ways do the children share with others in the story? 2. Why do you think sharing makes friendships stronger? 3. How does sharing make you feel? 4. What do you think you could share today? 	
Resources	High-frequency flashcards Vocabulary flashcards	Phonics flashcards Level 1 Graded Reader 2: <i>It's fun to share</i>
Skill	Paired and Independent Reading	
Teaching guidelines	<ul style="list-style-type: none"> • Baseline assessment: Learner reads to partner from a prepared, or known, text to develop fluency. • After reading in Group Guided Reading, the learners can read the Level 1 Graded Reader 2 (<i>It's fun to share</i>), or Core Reader Story 1, for Independent Reading, or in pairs for Paired Reading. This will enable them to consolidate words read and learnt. • Paired Reading: Each learner takes a turn to read a page, while the other learner listens. • As revision/consolidation, ask the learners to name any facts that they remember from the reader. 	
Resources	Level 1 Graded Reader 2: <i>It's fun to share</i>	Core Reader Story 1: <i>Friends</i>

Skill	Handwriting 4 lessons x 15 mins = 60 mins	
Teaching guidelines	<ul style="list-style-type: none"> • Baseline assessment: Learner holds crayons/pencil correctly and indicates dominance. Learner forms letters correctly and copies short sentences. • Ensure learners hold pencil correctly, and position writing materials (book/page) correctly. • Ensure learners form lowercase letters correctly: focus on directionality, formation and spacing within lines. • Ensure correct spacing between letters and words. <p>Lesson 1 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letter 'o' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. • Learners copy the words: on of off over. • Learners copy sentence: Oscar jumps over the orange. <p>Lesson 2 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letter 'g' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. • Learners copy the words: go gut gate get. • Learners copy sentence: Go and get that gate. <p>Lesson 3 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letter 'q' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. • Learners copy the words: quite quiz quiet. • Learners copy sentence: I quite like the quiet quiz. <p>Lesson 4 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letters 'o', 'g', 'q' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. • Learners copy the words: oven gap quick. • Learners copy sentence: Open the oven quick. 	
Resources	Handwriting chart	Activity 4
Skill	Writing 3 lessons x 20 mins = 60 mins	
Teaching guidelines	<p>Lesson 1: Weekend news</p> <ul style="list-style-type: none"> • Baseline assessment: Learner draws pictures to convey a message such as about a personal experience. Writes own news. • Learner writes a sentence about what they did over the weekend. • Learner then draws a picture to support their sentence. • Complete Activity 4 Question 1 (independent writing). <p>Lesson 2: Shared writing</p> <ul style="list-style-type: none"> • Baseline assessment: Contributes ideas and words for a class story • Together as a class come up with your own class rules. • Write them on a large piece of paper, or on the board. • Learners copy them in their books. • Depending on time available, learners can draw a matching picture next to each rule. 	

	Lesson 3: Individual writing <ul style="list-style-type: none"> • Baseline Assessment: Learner copies short sentences written by the teacher. • Do the following as an extension of Reading Lesson 4. <ul style="list-style-type: none"> • Shiba loved to play netball with her friend. Ask the learners what they like doing with their friends. • Write on the board: I like _____ with my friends. • The learners copy the sentence. They then complete it by writing what they like doing with their friends. • Learners draw a picture of themselves and their friend/s to match their sentence. • Complete Activity 4 Question 2 (independent writing). 	
Resources	Classwork book Activity 4	A3 paper & marker (or write on board)

Activity 1



Listening and speaking

1. Share with the class what you did over the weekend.
2. Listen to what your friends have to say about their weekend.
3. At your desk, ask your partner what they did over the weekend.
4. Draw a picture about what your friend did over the weekend.

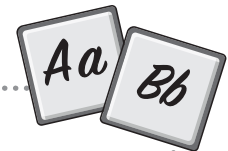
Informal assessment

Listens without interrupting.
Takes turns to speak.
Speaks about personal experience through sharing their weekend news.
Listens to stories and draws a picture relating to the story.

Checklist

Does the learner listen without interrupting?
Does the learner take turns to speak?
Can the learner speak about personal experiences by sharing personal news?
Is the learner able to listen to a story and draw a picture relating to the story?

Activity 2



Phonics

Write these words across the top of your page:

__ad __et __ip __og __ug

Complete the words by adding a beginning sound. Can you create three words for each?

Draw a picture next to each word you have created.

Suggested answers

__ad __et __ip __og __ug
sad bet lip fog mug
mad set zip dog tug
bad get tip log rug

Extension: Learners can write sentences using the phonics words they have created. They can write one sentence for each vowel sound.

Informal assessment

Begins to recognise that words are made up of sounds such as the beginning letter/s of own name.
Identifies rhyming words with known words.
Builds three-letter words.

Checklist

Does the learner begin to recognise that words are made up of sounds such as the beginning letter/s of own name?
Can the learner identify rhyming words with known words?
Is the learner able to build three-letter words?

Activity 3

Reading

Write the poem called *Dash the Shark* in your book. Write each “sh” sound in colour.
Read the poem and then draw a picture about it.

*Dash the shark made a wish,
Dash wished he could find more fish.
He needed fish for his yummy dish.
Dash wished he could find more fish.*

Informal assessment

Recognises the ‘sh’ sound.
Reads the poem and draws a picture about what was read.

Checklist

Can the learner recognise the ‘sh’ sound?
Is the learner able to read the poem and draw a picture to show understanding of what was read?



Ask learners to work in pairs and to read the poem to each other. Listen for any learner who has trouble with the “sh” sound, as this might indicate the need for speech therapy support.

tips

Use the generic rubric to mark for confidence in speaking aloud.

Activity 4



Handwriting and writing

Handwriting (Copy from the board)

Lesson 1:

o o o o o

on of off over

Olly jumps over the orange.

Lesson 2:

g g g g g

go gut gate get

Go and get that gate.

Lesson 3:

q q q q q

quit quiz quiet

I quite like the quiet quiz.

Lesson 4:

o g q o g q

oven gap quick

Open that oven quick!

Independent writing

1. Write a sentence about what you did over the weekend.
Draw a picture under your sentence showing what you have written.
2. Copy and complete the sentence: I like _____ with my friends.
Draw a picture under your sentence to match your sentence.

Extension: Learners can write more than one sentence.

Informal assessment

Holds crayons/pencil correctly and indicates dominance.
Forms letters correctly and copies a short simple sentence.
Completes the independent writing sentence correctly and clearly.
Draws pictures to convey a message such as about a personal experience.
Writes own news.

Checklist

Is the learner able to hold crayons/pencil correctly and indicate dominance?
Can the learner form letters correctly and copy a short simple sentence?
Does the learner complete the independent writing sentence correctly and clearly?
Does the learner draw pictures to convey a message such as about a personal experience? Can the learner write own news?

Take note of any learner who consistently reverses letters such as “b” and “d”.

tips

Play and learn

Play a game of ‘Simon Says’ to check if learners can listen and respond to instructions.



Week 3: Families and friends

What you will need			
Alphabet frieze, Flashcards, Poster 1: <i>I can ...</i> , Core Reader, Level 1 Graded Reader 3, Handwriting chart, Anthology, DBE Rainbow Workbook			
High-frequency words	Phonic words	Vocabulary words	Flashcards
your, its, why	chop, chess, chores, chase, mom, dad, not, chips, chat, chin, chick	apartment, swings, recently, noises, walking, tidy, filled, different, bedtime, homework, read, cook	hockey, two, three
Skill	Listening & Speaking (L/S) 4 x 15 mins = 60 mins/4 lessons x 15 mins		
Teaching guidelines	<p>Lesson 1: Weekend news</p> <ul style="list-style-type: none"> • Baseline Assessment: Learner talks about personal experiences. Learner answers questions such as questions related to personal details. • Ask the learners to share their weekend news with the class. • Ask them questions based on what they share, e.g. What did you do next? Who did you go with? How did it make you feel? • Discuss the date and the weather. <p>Lesson 2: Anthology Story 2 (Families – all shapes and sizes)</p> <ul style="list-style-type: none"> • Baseline Assessment: Listens without interrupting, showing respect for the speaker. Learner uses cover of book and illustrations throughout the text to predict storyline. • Pre-reading questions: <ol style="list-style-type: none"> 1. When I say the word, “family,” what do you think of? 2. Who is in your family? 3. Who lives in your home with you? • Without reading the story, show the illustrations to the class and discuss what they see in each picture. How is each picture different? Who do they see? What do they see? Do any of the pictures look familiar (similar to how the learners live)? • Learners complete DBE Rainbow Workbook Vol. 1 pages 34–35. <p>Lesson 3: Anthology Story 2 (Families – all shapes and sizes)</p> <ul style="list-style-type: none"> • Ask the pre-reading question: Even though we haven’t read the story yet, after looking at the pictures, what do you think this story is about? • Read Anthology Story 2 to the class. • Ask the post-reading questions: <ol style="list-style-type: none"> 1. What is an extended family? 2. Who lives with an extended family in their house? 3. What does your family look like? Who lives with you? 4. Who helps to take care of you? • Complete Activity 1. <p>Lesson 4: Story time</p> <ul style="list-style-type: none"> • Baseline Assessment: Learner listens to stories and shows understanding by answering questions related to the story. • Read through a story of your choice. • After break time, or at the end of the day, read a story to the learners. This can be any length depending on the time you have available, or whether you would like to read the story over two days. • Read the title and ask the learners what they think the story may be about. • Draw their attention to, and discuss the front cover, the author and the illustrator. 		
Resources	Activity 1 Anthology (Story 2) DBE Rainbow Workbook	Storybook of choice	

Skill	Phonics 5 x 15 mins = 75 mins/5 lessons x 15 mins
Teaching guidelines	<p>Lesson 1: Learners' names</p> <ul style="list-style-type: none"> • Baseline Assessment: Learner begins to recognise that words are made up of sounds such as the beginning letter/s of own name. Learner identifies letter/sound relationships of some single letters. • In Week 2 you used half the learners' names. Now use the rest of the learners' names. • Prepare learners' names on separate pieces of paper or use name cards on desk. • Stick the alphabet frieze cards (or make smaller alphabet cards) on the board. • Hold up the learners' names individually and ask them to identify which sound the names start with. • Get the learner whose name you hold to stick their name card under the correct alphabet letter. <p>Lesson 2: 'ch' digraph poem</p> <ul style="list-style-type: none"> • Read this poem to the class: <i>Charlie the Chimp wants food to munch He enjoys food that goes crunch Charlie found some chocolate, chops and chips As he ate the food he licked his lips He finished all of his delicious lunch Charlie enjoyed eating food that went crunch.</i> • Questions: <ol style="list-style-type: none"> 1. What sound did you hear repeated in the poem? (unch) 2. What rhyming sounds/words did you hear? (Write the words on the board: munch/crunch/lunch, chips/lips.) 3. Why do they rhyme? • Read the rhyming words on the board together. <p>Lesson 3: 'ch' digraph poem</p> <ul style="list-style-type: none"> • Read <i>Charlie the Chimp</i> poem to the class. • Write a 'c' and an 'h' on the board. • What sound does a 'c' make? What sound does an 'h' make? • What sound do we get when we put 'c' and 'h' together? • Read the poem again and ask learners to make a chopping action with their hand/arm when they hear the 'ch' sound. <p>Lesson 4: Revise 'sh' and 'ch' digraphs</p> <ul style="list-style-type: none"> • Baseline assessment: Learner participates in whole class phonemic awareness oral activities. • Revise phonics flashcards from Week 2. • Ask: What sound does 'sh' make? • Read through the Week 3 phonics flashcards with the class. • Ask: What sound does 'ch' make? • Mix up and read the 'sh' and 'ch' flashcards out loud to the class. • Learners need to identify which words have 'sh' and which have 'ch'. Stick the words on the board in two columns. • Ask the learners to read the words that have been stuck up on the board. • Mix up the words on the board. • Learners complete Activity 2. <p>Lesson 5: ch digraph</p> <ul style="list-style-type: none"> • Revise Week 3 Phonics flashcards with 'ch'. • Ask the learners to come up with their own sentences using the flash card words.

Resources	Paper, markers (or learners' desk names), sticky putty Alphabet frieze cards Paper, marker (or write on board)	Paper, marker (or write on board) Phonics flashcards (Week 2 & 3) Sticky putty Activity 2 Phonics flashcards (Week 3)
Skill	Shared Reading (S/R) 5 x 15 mins = 75 mins/5 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Poster 1: <i>I can ...</i></p> <ul style="list-style-type: none"> • Read through the <i>I can</i> poster again with the class. • Post-reading questions: <ol style="list-style-type: none"> 1. Ask learners what type of words these are, e.g. run, jump, hit. What do they tell you? They are action/doing words. 2. Ask the learners to insert their name and include one of the actions, e.g. "My name is Lily and I can run." • Learners complete DBE Rainbow Workbook Vol. 1 pages 14–17. <p>Lesson 2: Learners names (linked to Phonics Lesson 1)</p> <ul style="list-style-type: none"> • After the learners have stuck their names on the board, as a class read through all the learners names on the board. • Extension of the lesson: When learners are at their desks and require their classwork books to be handed out, ask a few learners to hand out the books to their classmates. To do this, they will need to read the name on each of the books. <p>Lesson 3: 'ch' digraph poem</p> <ul style="list-style-type: none"> • Read the <i>Charlie the Chimp</i> poem to the class. • Write the poem on a large piece of paper, or on the board. • Read the poem together with the class. • Ask learners to come up and circle where they can see the 'ch' digraph in the poem. • Learners complete Activity 3 (partial poem). <p>Lesson 4: Core Reader Story 2: <i>My family</i></p> <ul style="list-style-type: none"> • Baseline assessment: Learner uses cover of book and illustrations throughout the text to predict storyline. • All learners will need a Core Reader. • Discuss the front cover and title of the story. • Go through the pre-questions outlined in the reader and discuss the answers. • Read the Core Reader together with the class and discuss the illustrations. <p>Lesson 5: Core Reader Story 2: <i>My family</i></p> <ul style="list-style-type: none"> • All learners will need a Core Reader. • Read the Core Reader together with the class. • Go through the post-reading questions outlined in the reader and discuss the answers. 	
Resources	Poster 1: <i>I can ...</i> Learners' name cards Paper, marker (or write on board)	Activity 3 Core Reader Story 2 DBE Rainbow Workbook

Skill	Group Guided Reading (GGR) The teacher works with two groups each day, spending 15 mins with each group. Each group works with the teacher twice a week. 2 lessons x 15 mins repeated x per 5 groups OR 2 lessons x 15 mins repeated x 4 groups, an extra lesson 3 to consolidate sight words	
Teaching guidelines	Lesson 1: Flashcards <ul style="list-style-type: none"> • Baseline Assessment: Learner begins to build a sight vocabulary. • Use flashcards to introduce new words, consolidate known words and familiarise learners with words that will be found in Graded Reader 3 and Core Reader Story 2. • Go over the meanings of any words that learners do not know. • Ask learners to put words into their own sentences (in written or verbal format). Lesson 2: Level 1 Graded Reader 3: <i>Families and friends</i> <ul style="list-style-type: none"> • Baseline Assessment: Learner reads aloud from own book in a guided reading group with the teacher. Learner displays directionality, e.g. starts reading at front, reads from left to right. • As you did in Week 2, group learners into smaller groups so that you can read through the graded reader together. Take notes as you go if you notice that the reading levels of some learners are either above or below average. This will assist baseline assessment. • Remind learners of ground rules for how you sit and read together. • Remind learners of the five-fingered strategy for decoding new or difficult words. • Ask these pre-reading questions: <ol style="list-style-type: none"> 1. Look at the cover and read the title. What do you think the book could be about? 2. How can families be different? 3. Who lives with you in your home? • Read Level 1 Graded Reader 3 with the learners and discuss the illustrations. Lesson 3: Level 1 Graded Reader 3: <i>Families and friends</i> <ul style="list-style-type: none"> • Use high-frequency and vocabulary flashcards to revise words. • Allow learners to read through the text aloud from their own book in the guided reading group. • Help learners use phonics, sight words, decoding strategies and context clues, when reading. • Post-reading questions: <ol style="list-style-type: none"> 1. Do you live in a flat/apartment block? 2. What other types of homes do you get? 3. What type of home do you live in? 4. Who lives with you? 5. What can you tell me about the children in the story? 	
Resources	High-frequency flashcards Vocabulary flashcards	Phonics flashcards Level 1 Graded Reader 3: <i>Families and friends</i>

Skill	Paired and Independent Reading	
Teaching guidelines	<ul style="list-style-type: none"> • Baseline Assessment: Learner reads books independently for pleasure, turning pages correctly and showing respect for books • After reading in Group Guided Reading, the learners can read Level 1 Graded Reader 3 (<i>Families and friends</i>), or the Core Reader Story 2 (<i>My family</i>), for Independent Reading, or in pairs for Paired Reading. This enables them to consolidate words read and learnt. • Paired Reading: Each learner takes a turn to read a page, while the other learner listens. • As revision/consolidation, ask the learners to name any facts that they remember from the reader. 	
Resources	Level 1 Graded Reader 3: <i>Families and friends</i>	Core Reader Story 2 (<i>My family</i>)
Skill	Handwriting 4 lessons x 15 mins = 60 mins	
Teaching guidelines	<ul style="list-style-type: none"> • Baseline Assessment: Learner holds crayons/pencil correctly. Learner develops directionality. • Ensure that: <ul style="list-style-type: none"> • learners hold their pencils correctly, and position writing materials (book/page) correctly • lowercase letters are formed correctly: focus on directionality, formation and spacing within lines • there is correct spacing between letters and words. • Revise the formation of each letter on the board (lowercase only). • Learners can create each letter using: <ul style="list-style-type: none"> • their finger in the air • their own body, or with a partner. • trace on a partner's back. <p>Lesson 1 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letter 's' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. • Learners copy the words: sun sat set sit • Learners copy the sentence: Sam sat in the sun. <p>Lesson 2 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letter 'f' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. • Learners copy the words: fin fat fun fog. • Learners copy the sentence: The fat frog has fun. <p>Lesson 3 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letter 'e' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. • Learners copy the words: egg even every. • Learners copy the sentence: Evan eats eggs every day. <p>Lesson 4 (Activity 4)</p> <ul style="list-style-type: none"> • Revise the letters 's', 'f', 'e' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. • Learners copy the words: sad fox ever. • Learners copy the sentence: Have you ever seen a sad fox? 	
Resources	Handwriting chart 1	Activity 4

Skill	Writing 3 lessons x 20 mins = 60 mins	
Teaching guidelines	<p>Lesson 1: Weekend news</p> <ul style="list-style-type: none"> • Baseline Assessment: Learner draws pictures to convey a message such as about a personal experience. Writes own news. • Learners write a sentence about what they did on the weekend. • Learner then draws a picture to support their sentence. <p>Lesson 2: My family</p> <ul style="list-style-type: none"> • Discuss the different members of a family. • Write the names on the board, e.g. mom, dad, brother. • Learners complete Activity 4 (Independent writing). • Learners copy the sentence: This is my family. • They draw the members of their family (who live in their house). • They label the family members. <p>Lesson 3: Shared writing</p> <ul style="list-style-type: none"> • Revise the high-frequency flashcards. • Together as a class, come up with and write sentences using the high-frequency words. • These could be copied into the learners' classwork books. 	
Resources	Classwork book A3 paper and marker (or write on board) Optional: pictures of different families	Activity 4 High-frequency flashcards (Week 3)

Activity 1

Listening and speaking

After talking about families as a class, at your desk, tell your partner about your family. Talk about how your families are the same or different.

Informal assessment

Listens respectfully, without interrupting the speaker.

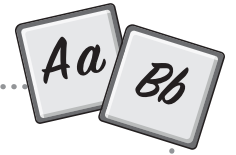
Checklist

Does the learner listen respectfully without interrupting the speaker?



You may need to guide discussions about comparison of families by prompting with questions, e.g. Do/Don't you have siblings? What is different about your siblings? How many adults/children live in your house?

tips



Activity 2

Phonics

1. Copy the sounds 'sh' and 'ch' in your book.
2. Look at the phonics words on the board and write them under the correct headings.
3. Can you draw a picture for each 'sh' and 'ch' word?

Suggested answers

sh	ch	
dash	chop	chips
dish	chess	chat
she	chores	chin
wish	chase	chick

Extension: Learners can write sentences using some of the 'sh' and 'ch' phonics words.

Informal assessment Distinguishes between different sounds (sh and ch digraphs).	Checklist Is the learner able to distinguish between different sounds (sh and ch digraphs)?
--	---

Activity 3



Reading

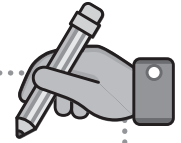
Write the poem in your book. Write each 'ch' sound in colour.

Read the poem and then draw a picture about it.

*Charlie the chimp wants food to munch
He enjoys food that goes crunch
He found some chocolate, chops and chips
As he ate the food he licked his lips.*

Informal assessment Recognises the 'ch' sound. Reads the poem and draws a picture about what was read.	Checklist Is the learner able to recognise the 'ch' sound? Can the learner read the poem and draw a picture to show what was read?
---	---

Activity 4



Writing and handwriting

Handwriting (Copy from the board)

Lesson 1:

s s s s s

sun sat set sit

Sam sat in the sun.

Lesson 2:

f f f f f

fin fat fun fog

The fat frog has fun.

Independent writing

Copy the sentence: This is my family.

Draw a picture of your family who live with you.

Label the members of your family.

Lesson 3:

e e e e e

egg even every

Evan eats eggs every day.

Lesson 4:

s f e s f e

sad fox ever

Have you ever seen a sad fox?

Informal assessment

Develops directionality and writes with a pencil/
crayon.

Copies short sentences.

Draws a picture to convey a message.

Checklist

Has the learner developed directionality and can
write with a pencil/crayon?

Is the learner able to copy short sentences?

Can the learner draw a picture to convey a
message?

Play and learn



Learners work in pairs. Learners try and think of as many words as they can with the 'ch' sound.
The pair with the most words wins.





Week 4: Families and friends

What you will need			
Alphabet frieze, Flashcards, Level 1 Graded Reader 4, Core Reader Story 2, Big Book 1 (Story 2), Handwriting chart, Paper, Marker, Storybook of choice, Sticky putty			
High-frequency words	Phonic words	Vocabulary words	Flashcards
your, its, why	them, things, brother, this, there, think, thank, three, mother, father	robots, unfair, either, grabbed, allowed, sternly, mutters, spending, inside, different	today, learning, friends

Skill	Listening & Speaking (L/S) 4 x 15 mins = 60 mins/4 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Weekend news</p> <ul style="list-style-type: none"> Ask the learners to share their weekend news with the class. Ask them questions based on what they share, e.g. What did you do next? Who did you go with? How did it make you feel? <p>Lesson 2: Weather</p> <ul style="list-style-type: none"> Every day, discuss the date and the weather. When required, or time allows, you can add more words and sentences to the weather chart/wall (see Shared Reading guidelines). Lesson extension: Shared Writing guidelines, Activity 4. <p>Lesson 3: Class rules</p> <ul style="list-style-type: none"> At the beginning of the week, spend some time reminding learners of the classroom rules that they came up with at the beginning of the term. Read through the rules together. What are some of the easy rules? Which rules are a bit more difficult to follow? <p>Lesson 4: Theme discussion</p> <ul style="list-style-type: none"> Have a discussion with the class around the theme of relationships (family and friends) and conflict. Ask questions such as: <ul style="list-style-type: none"> Who in your family do you enjoy spending time with? Who do you sometimes fight with? What do you do when you disagree with your family/friends? How does it make you feel? Is it good to talk about your feelings, or not tell anyone? Complete Activity 1. <p>Lesson 5: Story time</p> <ul style="list-style-type: none"> Read through a story of your choice. After break time, or at the end of the day, read a story to the learners. This can be any length depending on the time you have available, or whether you would like to read the story over two days. Read the title and ask the learners what they think the story may be about. Draw their attention to, and discuss the front cover, the author and the illustrator. 	
Resources	Weather chart and words Activity 1	Storybook of choice
Skill	Phonics 5 x 15 mins = 75 mins/5 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Phonics test</p> <ul style="list-style-type: none"> Give learners a weekly test on ten phonics words (from flashcards) and a short sentence. Say the word. Put the word in a sentence. Then say the word again: them, things, brother, this, there, think, thank, three, mother, father. Sentence: This is my mother. 	

	<p>Lesson 2: th digraph poem</p> <ul style="list-style-type: none"> Read <i>This is my family</i> poem to the class. (This is a revised version of the daily rhyme.) <i>This is a father,</i> <i>This is a mother,</i> <i>Some have sisters,</i> <i>Some have brothers.</i> <i>In some houses,</i> <i>There are others.</i> Questions: <ol style="list-style-type: none"> What are the 'others' that are mentioned in the poem? What sound did you hear repeated in the poem? ('th' sound) What rhyming sounds/words did you hear? Write the words on the board. Why do they rhyme? Read the rhyming words on the board together. <p>Lesson 3: th digraph poem</p> <ul style="list-style-type: none"> Read <i>This is my family</i> poem from the previous lesson to the class. Write a 't' and an 'h' on the board and ask: <ul style="list-style-type: none"> What sound does a 't' make? What sound does a 'h' make? What sound do we get when we put 't' and 'h' together? Read the poem again and ask learners to point to their head (thinking action) with their finger when they hear the 'th' sound. <p>Lesson 4: th digraph</p> <ul style="list-style-type: none"> Revise Week 4 phonic flashcards. Ask the learners to come up with their own sentences using the flashcard words. Complete Worksheet 2. <p>Lesson 5: Revise sh, ch and th digraphs</p> <ul style="list-style-type: none"> Revise sh (Week 2), ch (Week 3) and th (Week 4) flashcards. Mix up and read the 'sh', 'ch' and 'th' flashcards out loud to the class. Learners need to identify which words have 'sh', 'ch' or 'th'. Stick the words on the board in three columns. Ask the learner to read the words on the board. Mix up the words on the board so that learners can put them back in their correct rows. Complete Activity 2. 	
Resources	Test book or classwork book Paper, marker (or write on board) Phonic flashcards (Week 4)	Worksheet 2 Phonics flashcards (Weeks 2, 3 & 4) Sticky putty Activity 2
Skill	Shared Reading (S/R) 5 x 15 mins = 75 mins/5 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Big Book 1 Story 2: It's my turn</p> <ul style="list-style-type: none"> Use the first session of reading the Big Book (Story 2) as time to get to know the text and the book. Discuss the title of the story. Cover up the words in the Big Book and look through the pictures. Discuss with learners what they think is taking place. <p>Lesson 2: Big Book Story 2: It's my turn</p> <ul style="list-style-type: none"> Read the title of the story with learners. Ask these pre-reading questions: <ul style="list-style-type: none"> What does it mean to take turns? What do think the title means? What is going on? Read the book through once, with the learners reading alongside as best they can. 	

	<p>Lesson 3: Weather chart</p> <ul style="list-style-type: none"> • Look at the current weather and decide on the words that describe the weather for the day. • Write down words/sentences and add them to the wall/chart. • Read the words/sentences together as a class. <p>Lesson 4: 'th' digraph poem</p> <ul style="list-style-type: none"> • Read through the <i>This is my family</i> poem to the class. • Write the poem on a large piece of paper, or on the board. • Read through the poem together with the class. • Ask learners to come up and circle where they can see the 'th' digraph in the poem. • Complete Activity 3. <p>Lesson 5: Core Reader Story 2: My family</p> <ul style="list-style-type: none"> • All learners will need a Core Reader. • Read the Core Reader Story 2 together with the class. • Identify any 'sh', 'ch' or 'th' words. • Focus on punctuation (capital letters, full stops, exclamation marks, quotations marks). • Learners complete DBE Rainbow Workbook Vol. 1 pages 36–37. 	
Resources	Big Book 1 Paper, marker (or write on board) DBE Rainbow Workbook	Activity 3 Core Reader
Skill	<p>Group Guided Reading (GGR)</p> <p>The teacher works with two groups each day, spending 15 mins with each group. Each group works with the teacher twice a week.</p> <p>2 lessons x 15 mins repeated x per 5 groups</p> <p>OR</p> <p>2 lessons x 15 mins repeated x 4 groups, an extra lesson 3 to consolidate sight words</p>	
Teaching guidelines	<p>Lesson 1: Flashcards</p> <ul style="list-style-type: none"> • Use the flashcards to introduce new words, consolidate known words and familiarise learners with words that will be found in the Graded Reader and Core Reader. • Go over the meanings of any words that they do not know. • Play sight word bingo. Create bingo cards with sight words instead of numbers. Call out the words, and learners mark them on their cards. The first to get a line or full card wins! • Ask learners to make up sentences with the vocabulary words (in written or verbal format). <p>Lesson 2: Level 1 Graded Reader 4: It's my turn</p> <ul style="list-style-type: none"> • After completing baseline assessments, the learners should be divided into smaller groups. The number of groups will depend on how many learners there are in your class, and how many learners you would prefer in each group. This could be determined by the structure of your teaching day as well. • The learners will be familiar with the text in the Graded Reader as it is similar to the story in the Big Book. • Discuss the title and the opening picture. 	
	<ul style="list-style-type: none"> • Ask these pre-reading questions: <ol style="list-style-type: none"> 1. Do you sometimes argue with you brothers/sisters/friends? 2. How does it make you feel? • Read Graded Reader 4 with the learners and discuss the illustrations. 	
	<p>Lesson 3: Level 1 Graded Reader 4: It's my turn</p> <ul style="list-style-type: none"> • Use high-frequency and vocabulary flashcards to revise words. • Allow learners to read through the text aloud from their own book in the guided reading group. • Help learners use phonics, sight words, decoding strategies and context clues, when reading. • Post-reading questions: <ol style="list-style-type: none"> 1. Do you think Luke did the right thing by grabbing the tablet from Levi? 2. What should he have done instead? 3. What does it mean to apologise? 	

Resources	High-frequency flashcards Vocabulary flashcards	Phonics flashcards Level 1 Graded Reader 4
Skill	Paired and Independent Reading	
Teaching guidelines	<ul style="list-style-type: none"> After reading in Group Guided Reading, the learners can read the Level 1 Graded Reader 4 (<i>It's my turn</i>), or the Core Reader Story 2 (<i>My family</i>), for Independent Reading, or in pairs for Paired Reading. This will enable them to consolidate words read and learnt. Paired Reading: Each learner takes a turn to read a page, while the other learner listens. As revision/consolidation, ask the learners to name any facts that they remember from the reader. 	
Resources	Level 1 Graded Reader 4	Core Reader
Skill	Handwriting 4 lessons x 15 mins = 60 mins	
Teaching guidelines	<ul style="list-style-type: none"> Ensure that: learners hold their pencils correctly, and position writing materials (book/page) correctly lowercase letters are formed correctly: focus on directionality, formation and spacing within lines there is correct spacing between letters and words. Demonstrate formation of zigzag pattern. Revise the formation of each letter on the board (lowercase only). Learners can create each letter using: their finger in the air; their own body, or with a partner; on a partner's back. <p>Lesson 1 (Activity 4: Handwriting)</p> <ul style="list-style-type: none"> Learners copy the zigzag pattern:  Revise the letter v (lowercase only) on the board. Focus on the correct starting point, directionality and formation. Learners copy the words: vet van violet. Learners copy the sentence: The vet's van is violet. <p>Lesson 2 (Activity 4: Handwriting)</p> <ul style="list-style-type: none"> Learners copy the zigzag pattern:  Revise the letter w (lowercase only) on the board. Focus on the correct starting point, directionality and formation. Learners copy the words: will with was wow Learners copy the question: Will you come with me? <p>Lesson 3 (Activity 4: Handwriting)</p> <ul style="list-style-type: none"> Learners copy the zigzag pattern:  Revise the letter x (lowercase only) on the board. Focus on the correct starting point, directionality and formation. Learners copy the words: x-ray axe mix fix. Learners copy the sentence: I need to fix the mixer. <p>Lesson 4 (Activity 4: Handwriting)</p> <ul style="list-style-type: none"> Learners copy the zigzag pattern:  Revise the letters v, w, x (lowercase only) on the board. Focus on the correct starting point, directionality and formation. Learners copy the words: vest wash fax. Learners copy the sentence: Let's wash the vest. 	
Resources	Handwriting chart	Activity 4

Skill	Writing 3 lessons x 20 mins = 60 mins	
Teaching guidelines	<p>Lesson 1: Weekend news</p> <ul style="list-style-type: none"> Learners write a sentence on what they did on the weekend. Learners then draw a picture to support their sentence. <p>Lesson 2: The weather</p> <ul style="list-style-type: none"> This is an extension of Listening and Speaking, Lesson 2. Ask the learners to come up with weather words, and then formulate a sentence that describes the weather today. Write down the words and the sentence. Complete Activity 4 (Shared writing). Learners copy the sentence and draw a picture that supports the sentence. <p>Lesson 3: Shared writing</p> <ul style="list-style-type: none"> Revise the high-frequency flashcards. Together as a class, come up with and write sentences using the high-frequency words. These can be copied into the learners' classwork books. 	
Resources	Weather chart and words/sentences Activity 4	High-frequency flashcards (Week 4) Classwork books

Activity 1

Listening and speaking

After talking about your family and friends as a class, think about a time when you argued with a brother or sister, or a friend. Tell the person next to you what happened, and how you sorted out the problem.

At your desk, draw two pictures: one picture of you arguing or fighting over something, and another picture of you doing something kind for your brother/sister/friend.

Extension: In groups, act out a conflict situation such as arguing with a sibling about who is going to wash the dishes, and act out ways to settle the conflict.

Informal assessment

Listens without interrupting.
Talks about personal experiences.
Shows an understanding of kind and unkind actions.

Checklist

Does the learner listen without interrupting?
Can the learner talk about personal experiences?
Does the learner understand kind and unkind actions?

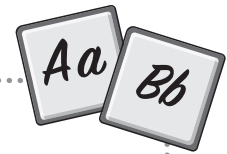




Link this activity with Life Skills and people at school and at home, and dealing positively with conflict.

If time permits, ask the class to suggest ways to resolve conflict with family and friends. Learners should understand that conflict is inevitable and is not necessarily bad, but that we need to find ways to resolve conflicts peacefully.

Activity 2



Phonics

Look at the list of words on the board. Choose any two 'sh' words, two 'ch' words and two 'th' words. Write these words in your classwork book. Write a sentence for each word under the words you have just written down. Write the 'sh', 'ch' or 'th' words in colour.

Suggested answers

dash, dish, she, chop, chess, chores, mother, this, three

1. I need to dash.
2. There is some food in the dish.
3. She is my sister.

Extension: Combine words with different digraphs into one sentence, e.g. She is my mother.

Informal assessment

Distinguishes between different sounds ('sh', 'ch' and 'th' digraphs).
Participates in whole class phonemic awareness oral activities.

Checklist

Is the learner able to distinguish between different sounds ('sh', 'ch' and 'th' digraphs)?
Does the learner participate in whole class phonemic awareness oral activities?



Activity 3

Reading

Write the poem in your book. Write each 'th' sound in colour.

Read the poem and then draw a picture about it.

*This is a father,
This is a mother,
Some have sisters,
Some have brothers,
In some houses,
There are others.*

Extension: Draw a picture on a large sheet of paper showing your immediate family and writing the appropriate sentences under the pictures of family members.

Informal assessment

Recognises the 'th' sound.
Reads the poem and draws a picture about what was read.

Checklist

Does the learner recognise the 'th' sound?
Can the learner read the poem and draw a picture about what was read?

Activity 4



Handwriting and writing

Handwriting (Copy from the board)

Lesson 1:

 (zigzag pattern)

v v v v v

vet van violet

The vet's van is violet.

Lesson 2:


 (zigzag pattern)

w w w w w

will with was wow

Will you come with me?

Lesson 3:


 (zigzag pattern)

x x x x x

x-ray ax mix fix

I need to fix the mixer.

Lesson 4:

 (zigzag pattern)

v w x v w x

vest wash fax

Let us wash the vest.

Shared writing

Copy the weather sentence on the board.

Draw a picture of the weather today. Add more detail, such as a background and plants and include yourself in the picture.

Informal assessment

Draws zigzag patterns.

Forms lowercase letters correctly.

Copies and writes sentences from the board.

Checklist

Is the learner able to draw zigzag patterns?

Does the learner form lowercase letters correctly?

Can the learner copy and write sentences from the board?

Walk around the classroom making sure that learners are holding their pencils correctly. Also check for any learner whose head is very close to the page as this may indicate shortsightedness.

Use the rubric in this Teacher's Guide to monitor progress.



tips

Play and learn

Play an association game with learners. Give a term such as families. Learners write as many words as they can that relate to families, e.g. mother, father, grandmother, sister. Learners read out their words. The learner with the most words wins.







Week 5: Marvellous manners


What you will need			
Alphabet frieze, Flashcards, Level 1 Graded Reader 5, Core Reader Story 3, Big Book 1 (Story 2), Poster 1: <i>I can ...</i> , Anthology Story 3, Handwriting chart, Paper, Marker, Sticky putty, Storybook of choice, DBE Rainbow Workbook			
High-frequency words	Phonic words	Vocabulary words	Flashcards
around, don't, very, does, both, pull	where, what, who, when, why, which, push, wish, that, the, child	kitchen, forgetting, wonders, teacher, share, should, farm, important, through, respect, talking	sequence, someone

Skill	Listening & Speaking (L/S) 4 lessons x 15 mins/4 x 15 mins = 60 mins	
Teaching guidelines	<p>Lesson 1: Weekend news</p> <ul style="list-style-type: none"> Ask the learners to share their weekend news with the class. Or ask them to discuss any school events or outings. Ask learners questions based on what they share, e.g. What did you do next? Who did you go with? How did it make you feel? What was your favourite part? <p>Lesson 2: Anthology Story 3 (Marvellous manners)</p> <ul style="list-style-type: none"> Ask learners these pre-reading questions: <ol style="list-style-type: none"> What are manners? Can you think of examples of good/bad manners? Without reading the story, show the illustrations to the class and discuss what they see in each picture. How is each picture different? Who do they see? What do they see? What are the characters doing/feeling? Learners complete DBE Rainbow Workbook Vol. 1 pages 26–27. <p>Lesson 3: Theme discussion</p> <ul style="list-style-type: none"> Have a discussion with the class around the theme of respect. What does the word respect mean? How can we show respect at home and at school? Who should we respect? What are manners? How can we show that we have manners? Complete Activity 1. <p>Lesson 4: Story time</p> <ul style="list-style-type: none"> Read through a story of your choice. After break time, or at the end of the day, read a story to the learners. This can be any length depending on the time you have available, or whether you would like to read the story over two days. Read the title and ask the learners what they think the story may be about. Draw their attention to, and discuss the front cover, the author and the illustrator. 	
Resources	Anthology Activity 1	Storybook of choice DBE Rainbow Workbook
Skill	Phonics 5 x 15 mins = 75 mins/5 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Phonics test</p> <ul style="list-style-type: none"> Give learners the weekly test on ten phonics words (from flashcards) and a short sentence. Say the word. Put the word in a sentence. Then say the word again. Words to use: where, what, who, when, why, push, wish, that, the, child Sentence: Where is the child? 	

	<p>Lesson 2: wh digraph</p> <ul style="list-style-type: none"> In addition to the 'wh' phonics flashcards, write some additional 'wh' words on pieces of card/paper, e.g. whistle, wheat, whip, whack, whale. Stick the words up on the board and read through them with the class. Questions: <ol style="list-style-type: none"> What do you notice about these words? Can you find the question words? Ask the learners to sort the words into two separate groups – question words and other words. Ask the learners to come up with sentences using the 'wh' words. Complete Shared Writing Lesson 3. <p>Lesson 3: wh sentences 1</p> <ul style="list-style-type: none"> Write a 'w' and an 'h' on the board. Ask: What sound does a 'w' make? What sound does an 'h' make? What sound do we get when we put 'w' and 'h' together? Can you remember any question words that start with 'wh'? Stick 'wh' phonics question words on the board: where, what, why, when, who, (which). Divide the class into five groups. Give each group a question word. Give each learner a piece of paper. Which group they are in will determine the sentence they write on their piece of paper, e.g. Learners in the 'what' group will write a sentence starting with 'what' on their piece of paper. All learners in the group write their own sentence. <p>Lesson 4: wh sentences 2</p> <ul style="list-style-type: none"> Stick 'wh' question flashcard words on the board and read the words. Ask each learner in each group (from the previous lesson) to read their sentence to the class. Ask for all the 'what' questions, then all the 'why' questions, etc. Select some of the questions to stick on the board under the relevant 'wh' question word flashcards. Complete Shared Reading Lesson 2. <p>Lesson 5: Revise sh, ch, th and wh digraphs</p> <ul style="list-style-type: none"> Revise sh (Week 2), ch (Week 3), th (Week 4) and wh (Week 5) flashcards. Mix up and read all the flashcards out loud. Learners need to identify which words have 'sh', 'ch', 'th' or 'wh' sounds. Stick the words up on the board in four groups. Ask the learners to read the words that have been stuck up on the board. Take the words off the board and complete Activity 2. Learners complete DBE Rainbow Workbook Vol. 1 page 29. 	
Resources	Test book or classwork book Shared Writing Lesson 3 'wh' phonics flashcards Paper/card, pencils/markers/kokis/crayons DBE Rainbow Workbook	Sticky putty Sentences written by learners in previous lesson. Shared Reading Lesson 2 Phonics flashcards (weeks 2, 3, 4, 5) Sticky putty Activity 2
Skill	Shared Reading (S/R) 5 x 15 = 75 mins/5 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Big Book Story 2 (<i>It's my turn</i>)</p> <p>Read the Big Book (Story 2) again with the class. This time focus on punctuation and the content of the book by asking questions after reading the story:</p> <ol style="list-style-type: none"> Do you think Luke did the right thing by grabbing the tablet from Levi? What should he have done instead? What does it mean to apologise? 	

	<p>Lesson 2: 'wh' digraph sentences (Extension of Phonics Lesson 4)</p> <ul style="list-style-type: none"> • After you have selected a couple of each of the question sentences, read through them with the class. • Focus on correct language structure and punctuation. • Complete Activity 3. <p>Lesson 3: Weather chart</p> <ul style="list-style-type: none"> • Look at the current weather and decide on the words that describe the weather for the day. • Write down words/sentences and add them to the wall chart. • Read the words/sentences together as a class. <p>Lesson 4: Core Reader Story 3 (Manners)</p> <ul style="list-style-type: none"> • All learners will need a Core Reader. • Discuss the front cover and title of the story. • Go through the pre-reading questions outlined in the reader and discuss answers. • Read the Core Reader together with the class and discuss illustrations. <p>Lesson 5: Core Reader Story 3 (Manners)</p> <ul style="list-style-type: none"> • All learners will need a Core Reader. • Read the Core Reader together with the class. • Go through the post-reading questions outlined in the reader and discuss answers. 	
Resources	Big Book 1 Story 2 'wh' question phonics flashcards Sentences written by learners	Activity 3 Paper, marker (or write on board) Core Reader
Skill	<p>Group Guided Reading (GGR)</p> <p>The teacher works with two groups each day, spending 15 mins with each group. Each group works with the teacher twice a week. 2 lessons x 15 mins repeated x per 5 groups</p> <p>OR</p> <p>2 lessons x 15 mins repeated x 4 groups, an extra lesson 3 to consolidate sight words</p>	
Teaching guidelines	<p>Lesson 1: Flashcards</p> <ul style="list-style-type: none"> • Use high-frequency and vocabulary flashcards to introduce new words, consolidate known words and familiarise learners with words that will be found in Graded Reader 5 and Core Reader Story 3. • Go over the meanings of any words that learners do not know. • Show a flashcard to a learner and have them read the word aloud. You can make it more engaging by timing them or turning it into a game where they earn points for each correct word. • Ask learners to put the words into their own sentences (in written or verbal format). <p>Lesson 2: Level 1 Graded Reader 5 (Say the magic words)</p> <ul style="list-style-type: none"> • Continuous Assessment: Learner uses pictures in text for understanding • Read the Graded Reader in small groups on the mat. • Pre-reading questions: <ol style="list-style-type: none"> 1. Discuss the cover and title. 2. What do you think the 'magic words' are? • Revise good/bad manners. • Read Graded Reader 5 with the learners and discuss the illustrations. <p>Lesson 3: Level 1 Graded Reader 5 (Say the magic words)</p> <ul style="list-style-type: none"> • Use high-frequency and vocabulary flashcards to revise words. Assess how well the learners understand each word. • Allow learners to read through the text aloud from their own book in the guided reading group. • Help learners use phonics, sight words, decoding strategies and context clues when reading. 	

	<ul style="list-style-type: none"> Post-reading questions: <ol style="list-style-type: none"> What were the magic words? And why are they magic? What were some of the good manners that Sara forgot? Does your mom/dad remind you about your manners? Do they remind you about saying please/thank you? Do they remind you to ask for something nicely? What 'wh' words were there in the story? (Encourage learners to go back and look in the reader and find them.) 	
Resources	High-frequency flashcards Vocabulary flashcards	Phonics flashcards Level 1 Graded Reader 5
Skill	Paired and Independent Reading	
Teaching guidelines	<ul style="list-style-type: none"> Continuous assessment: Learner reads independently. After reading in Group Guided Reading, the learners can read Level 1 Graded Reader 5 (<i>Say the magic words</i>), or the Core Reader (<i>Manners</i>), for Independent Reading, or in pairs for Paired Reading. This will enable them to consolidate words read and learnt. Paired Reading: Each learner takes a turn to read a page, while the other learner listens. As revision/consolidation, ask the learners to name any facts that they remember from the reader. 	
Resources	Level 1 Graded Reader 5	Core Reader
Skill	Handwriting 4 lessons x 15 mins = 60 mins	
Teaching guidelines	<ul style="list-style-type: none"> Ensure that: <ul style="list-style-type: none"> learners hold their pencils correctly, and position writing materials (book/page) correctly lowercase letters are formed correctly: focus on directionality, formation and spacing within lines there is correct spacing between letters and words. Demonstrate formation of 'swing' (u) pattern:  Revise the formation of each letter on the board (lowercase only). Learners can create each letter using: <ul style="list-style-type: none"> their finger in the air their own body, or with a partner trace on a partner's back. <p>Lesson 1 (Activity 4: Handwriting)</p> <ul style="list-style-type: none"> Learners copy the swing pattern:  Revise the letter 'l' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. Learners copy the words: let lip lab log. Learners copy the sentence: What log is in the lab? <p>Lesson 2 (Activity 4: Handwriting)</p> <ul style="list-style-type: none"> Learners copy the swing pattern:  Revise the letter 'i' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. Learners copy the words: ill igloo it is. Learners copy the question: Where is Ian's igloo? <p>Lesson 3 (Activity 4: Handwriting)</p> <ul style="list-style-type: none"> Learners copy the swing pattern:  Revise the letter 't' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. Learners copy the words: top tag ten tip. Learners copy the sentence: Why is the tag on the top? 	

	Lesson 4 (Activity 4: Handwriting) <ul style="list-style-type: none"> Learners copy the swing pattern:  Revise the letters 'l', 'i', 't' (lowercase only) on the board. Focus on the correct starting point, directionality and formation. Learners copy the words: lit tilt light. Learners copy the sentence: Who lit the light? 	
Resources	Handwriting chart	Activity 4
Skill	Writing 3 lessons x 20 mins = 60 mins	
Teaching guidelines	Lesson 1: Weekend news <ul style="list-style-type: none"> Learners write a few sentences about what they did on the weekend. Or if any school event or outing took place, they can write about this instead. Learners then draw a picture to support their sentence. Lesson 2: Poster 1: I can ... <ul style="list-style-type: none"> Read through Poster 1: <i>I can ...</i> with the class. After a discussion around manners and respect (also see listening and speaking Lesson 3), ask the learners to come up with other sentences about how they should treat their friends/family, starting with "I can...", e.g. I can share with my friends. I can play nicely with my brother. Get the learners to write their own sentences in their classwork book about being respectful/ having good manners. Lesson 3: Shared writing (linked to wh phonics lesson) <ul style="list-style-type: none"> Use the 'wh' word flashcards to come up with sentences. Write the sentences on the board. Focus on punctuation (capital letters and full stops). When using the question words (e.g. where, why), ask what will come at the end of the sentence (a question mark). Complete Activity 4 (shared writing). 	
Resources	Classwork book Poster 1: <i>I can ...</i>	'wh' phonics flashcards Activity 4

Activity 1

Listening and speaking

After talking about respect and manners as a class, write down the following two headings. Draw a picture (examples of good and bad manners) to match each heading.

1. Good manners
2. Bad manners

Extension: Act out good and bad manners in small groups.

Informal assessment

Participates in discussions, asking and answering questions, and sharing ideas.
Draws pictures showing good and bad manners.

Checklist

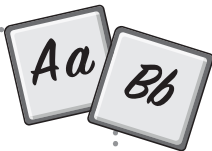
Does the learner participate in discussions, asking and answering questions, and sharing ideas?
Does the learner draw pictures showing good and bad manners?



Use the generic rubric provided to record learner progress.



Activity 2

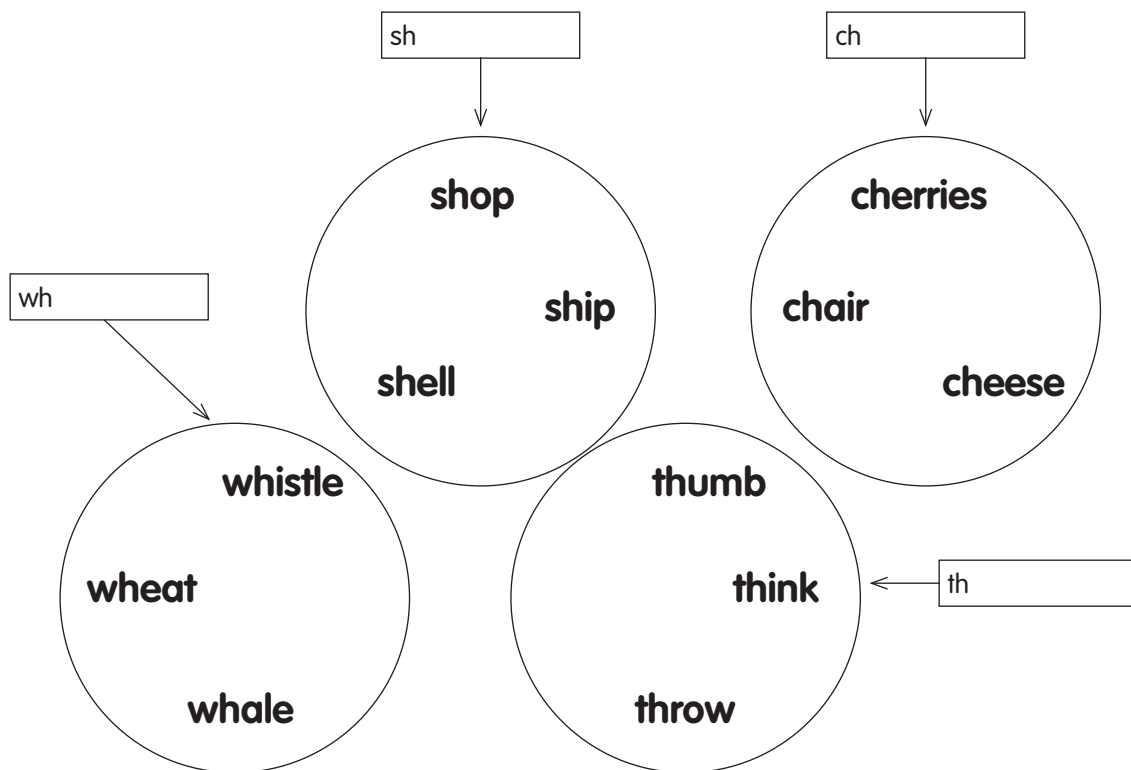


Phonics

Draw four big circles in your classwork book (use 1 full page). Above each circle write the sounds, sh, ch, th and wh. Inside the circles draw pictures of words that contain each sound.

Extension: Write the words for the pictures you have drawn.

Suggested answers



Informal assessment

Revises common digraphs ('sh', 'th', 'ch', 'wh').
Recognises 'wh' at the beginning of words.

Checklist

Does the learner revise common digraphs ('sh', 'th', 'ch', 'wh')?
Does the learner recognise 'wh' at the beginning of words?



Activity 3

Reading

Choose one sentence from each of the question words on the board (five sentences in total).

Write the sentences, read them and then draw a picture to match each sentence.

- Why: [e.g. Why are your shoes wet?]
What: [e.g. What is your favourite colour?]
When: [e.g. When are you playing soccer?]
Where: [e.g. Where are your socks?]
Who: [e.g. Who is your best friend?]

Extension: In pairs ask each other the questions and respond.

Informal assessment

Reads words from phonics lessons in sentences.
Shows an understanding of punctuation.

Checklist

Is the learner able to read words from phonics lessons in sentences?
Does the learner show an understanding of punctuation?

Explain to learners that when we ask a question, we stress the asking word and raise our voice at the end of the question.

tips



Activity 4

Handwriting and writing

Handwriting (Copy from the board)

Lesson 1:

u u u u u (swing pattern)

l l l l l

let lip lab log

What log is in the lab?

Lesson 2:

u u u u u (swing pattern)

i i i i i

ill igloo it is

Where is Ian's igloo?

Lesson 3:

u u u u u (swing pattern)

t t t t t

top tag ten tip

Why is the tag on the top?

Lesson 4:

u u u u u (swing pattern)

l i t l i t

lit tilt light

Who lit the light?

Shared writing

Copy the 'wh' sentences from the board.

Write the 'wh' word in colour.

Draw a picture for each sentence.

Informal assessment

Writes words with correct spacing between letters and words.

Draws a picture to convey a message.

Checklist

Does the learner write words with correct spacing between letters and words?

Can the learner draw a picture to convey a message?

Get learners to demonstrate the swing pattern with their arms before they practise writing on paper.



Play and learn

In groups learners can play "I Spy" with one learner asking the question and the others answering.



Week 6: Marvellous manners

What you will need			
Alphabet frieze, Flashcards, Level 1 Graded Reader 6, Core Reader Story 3, Big Book 1 Story 3, Poster 1: <i>I can ...</i> , Anthology Story 3, Handwriting chart, Paper, Marker, Sticky putty, Storybook of choice, DBE Rainbow Workbook			
High-frequency words	Phonic words	Vocabulary words	Flashcards
around, don't, very, does, both, pull	Initial consonant blends: play, plank, grab, gran, slow, slip, strong, string, proud, prank, crack, crow	blanket, watches, teddy, laughs, slowly, gently, softly, stronger, quickly, lightly, happily	something, leaves, share

Skill	Listening and Speaking (L/S) 4 x 15 mins = 60 mins/4 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Weekend news</p> <ul style="list-style-type: none"> Ask the learners to share their weekend news with the class. Or they can discuss any school events or outings. Ask learners questions based on what they share, e.g. What did you do next? Who did you go with? How did it make you feel? What was your favourite part? <p>Lesson 2: Theme discussion</p> <ul style="list-style-type: none"> Have a discussion with the class around the theme of compassion. What does the word compassion mean? How can we show compassion at home and at school? Who should we show compassion for? What is the importance of being compassionate? Learners complete DBE Rainbow Workbook Vol. 1 pages 46–47. <p>Lesson 3: Anthology Story 3 (Working together)</p> <ul style="list-style-type: none"> Pre-reading question: Even though we haven't read the story yet, after looking at the pictures, what is this story about? Read Anthology Story 3 to the class. Post-reading questions: <ol style="list-style-type: none"> How did Bonolo feel when Alden didn't want to help? Why does the rock rabbit have no tail? Why did Bonolo tell the story of the animals' tails? How did the teacher feel about Alden's lack of interest? What is the moral of the story? Complete Shared Writing Lesson 3. <p>Lesson 4: Story time</p> <ul style="list-style-type: none"> Read through a story of your choice. After break time, or at the end of the day, read a story to the learners. This can be any length depending on the time you have available, or whether you would like to read the story over two days. Read the title and ask the learners what they think the story may be about. Draw their attention to, and discuss the front cover, the author and illustrator. Complete Activity 1. 	
Resources	Anthology Story 3 Shared Writing Lesson 3 DBE Rainbow Workbook	Storybook of choice Activity 1

Skill	Phonics 5 x 15 = 75 mins/5 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Phonics test</p> <ul style="list-style-type: none"> • Continuous assessment: Learner uses initial blends to build words. • Give learners weekly test on ten phonics words (from flashcards) and a short sentence. • Say the word. Put the word in a sentence. Then say the word again. • Initial blends: play, prank, grab, gran, slow, slip, strong, string, proud, prank. • Sentence: Can gran play with the string? <p>Lesson 2: Phonics flashcards</p> <ul style="list-style-type: none"> • Get the learners to read through phonics flashcards. • Ask learners to put words into their own sentences. • Ask learners to help you write sentences on the board. (See Shared Writing Lesson 2.) <p>Lesson 3: Phonics flashcards</p> <ul style="list-style-type: none"> • Hold two matching initial sound cards up together, i.e. play and plank, or grab and gran. • Ask the learners if they can identify what is the same between the two words, e.g. pl in play and plank. • Ask learners to come up with sentences that include both matching words in one sentence, e.g. My brother is going to play on the plank. • Learners complete DBE Rainbow Workbook Vol. 1 pages 54–55. <p>Lesson 4: Phonics flashcards</p> <ul style="list-style-type: none"> • Stick the phonics flashcards on the board (in no particular order). • Ask the learners to group the words that belong together (as with Phonics Lesson 3). • Stick the flashcards under each other. • Ask learners if they can come up with any other words that begin with the same sounds. • Write these words down to create different word lists. • Complete Activity 2. <p>Lesson 5: Revise 'sh', 'ch', 'th' and 'wh' digraphs</p> <ul style="list-style-type: none"> • Revise 'sh' (Week 2), 'ch' (Week 3), 'th' (Week 4) and 'wh' (Week 5) flashcards. • Divide learners into eight groups and give each group a large (A2) piece of paper/card. • Allocate a sound ('sh', 'ch', 'th' or 'wh') to each group. There may be two or more groups per sound. Learners write their sound in the middle of the paper. • Each group needs to write words and draw pictures of their allocated sound. 	
Resources	Test book or classwork book Phonics flashcards (Week 6) Shared Writing Lesson 2	Sticky putty Activity 2 DBE Rainbow Workbook
Skill	Shared Reading (S/R) 5 x 15 mins = 75 mins/5 lessons x 15 mins	
Teaching guidelines	<p>Lesson 1: Big Book 1 Story 3 (<i>The lost kitten</i>)</p> <ul style="list-style-type: none"> • Use the first session of reading the Big Book (Story 3) as time to get to know the text and the book. Discuss the title and initial illustration. • Cover up the words in the Big Book and look through the pictures. • Discuss with learners what they think is taking place. 	

	<p>Lesson 2: Big Book 1 Story 3 (<i>The lost kitten</i>)</p> <ul style="list-style-type: none"> • Continuous assessment: Learner expresses a personal response to text. • Read the title and discuss these pre-reading questions: <ol style="list-style-type: none"> 1. What would you do if you found a lost kitten? 2. Who has a cat/pet at home? What do pets need? 3. How would you feel if you were lost? • Read the story through once, with the learners reading alongside as best they can. • Learners complete DBE Rainbow Workbook Vol. 1 page 48. <p>Lesson 3: Weather chart</p> <ul style="list-style-type: none"> • Look at the current weather and decide on the words that describe the weather for the day. • Write down words/sentences and add them to the wall chart. • Read the words/sentences together as a class. <p>Lesson 4: The animals' tails</p> <ul style="list-style-type: none"> • First complete Shared Writing Lesson 3. • After writing the sentences as a class, read through them together. • Complete Activity 4 (Shared writing). <p>Lesson 5: Core Reader Story 3 (<i>Manners</i>)</p> <ul style="list-style-type: none"> • Continuous assessment: Revises consonant digraphs. • All learners will need a Core Reader. • Read the Core Reader together with the class. • Identify any 'sh', 'ch' or 'th' words in the text. • Make a list of the 'sh', 'ch' and 'th' words found in the reader. 	
Resources	Big Book 1 Paper, marker (or write on board) DBE Rainbow Workbook	Shared Writing Lesson 3 Activity 4 Core Reader Story 3
Skill	<p>Group Guided Reading (GGR) The teacher works with two groups each day, spending 15 mins with each group. Each group works with the teacher twice a week. 2 lessons x 15 mins repeated x per 5 groups OR 2 lessons x 15 mins repeated x 4 groups, an extra lesson 3 to consolidate sight words</p>	
Teaching guidelines	<p>Lesson 1: Flashcards</p> <ul style="list-style-type: none"> • Use flashcards to introduce new words, consolidate known words, and familiarise learners with words that will be found in the Graded Reader and Core Reader. • Go over the meanings of any words that they do not know. • Play Memory Match. Create pairs of cards with sight words. Lay them face down and have learners take turns flipping two cards at a time, trying to find matching pairs. When they find a match, they read the word aloud. • Ask learners to put words into their own sentences (in written or verbal format). <p>Lesson 2: Level 1 Graded Reader 6 (<i>The lost kitten</i>)</p> <ul style="list-style-type: none"> • The Graded Reader text will be known due to previously reading the Big Book story with the class. • Discuss the cover and title with learners. • Read the Graded Reader in small groups on the mat and discuss illustrations. <p>Lesson 3: Level 1 Graded Reader 6 (<i>The lost kitten</i>)</p> <ul style="list-style-type: none"> • Use high-frequency and vocabulary flashcards to revise words. • Allow learners to read through the text aloud from their own book in the guided reading group. • Help learners use phonics, sight words, decoding strategies and context clues when reading. 	