



GRADE

1

TEACHER'S
GUIDE

Platinum

English Home Language

G. Peters • G. Maree • N. Pillay • S. Govender

Platinum English Home Language Grade 1 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 978-1-779-83446-1
ePDF ISBN 978-1-834-98828-3

Publisher: Claire Verstraete
Managing Editors: Amy Wilkes and Natasha Jacobs
Proofread by Etienne van Zyl
Edited by Janine Versfeld
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. xviii, © 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
English Home Language in the Foundation Phase: Grade 1	xv
Overview and teaching times	xv
Structure of the Platinum programme	xv
Language development in the Foundation Phase	xvi
The importance of language across subjects	xvii
Resources for language development	xviii
Approaches to teaching reading	xx
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	xxviii
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	4
Week 2	11
Week 3	18
Week 4	25
Week 5	32
Week 6	39
Week 7	46
Week 8	53
Week 9	61
Week 10	69
Worksheets 1–5	77
Term 2	82
Week 1	85
Week 2	92
Week 3	100
Week 4	110

Week 5	120
Week 6	130
Week 7	140
Week 8	151
Week 9	161
Week 10	171
Worksheets 6–10	181
Term 3	186
Week 1	189
Week 2	197
Week 3	204
Week 4	212
Week 5	220
Week 6	228
Week 7	235
Week 8	243
Week 9	251
Week 10	259
Worksheets 11–15	266
Term 4	271
Week 1	274
Week 2	283
Week 3	291
Week 4	300
Week 5	309
Week 6	318
Week 7	327
Week 8	334
Week 9	343
Week 10	352
Worksheets 16–20	360
Answers to worksheets	365

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 Grade 1 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. By using this detailed plan, the educator will know which resources to prepare or collect for each day and have detailed insight into their lesson plan. 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 to 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

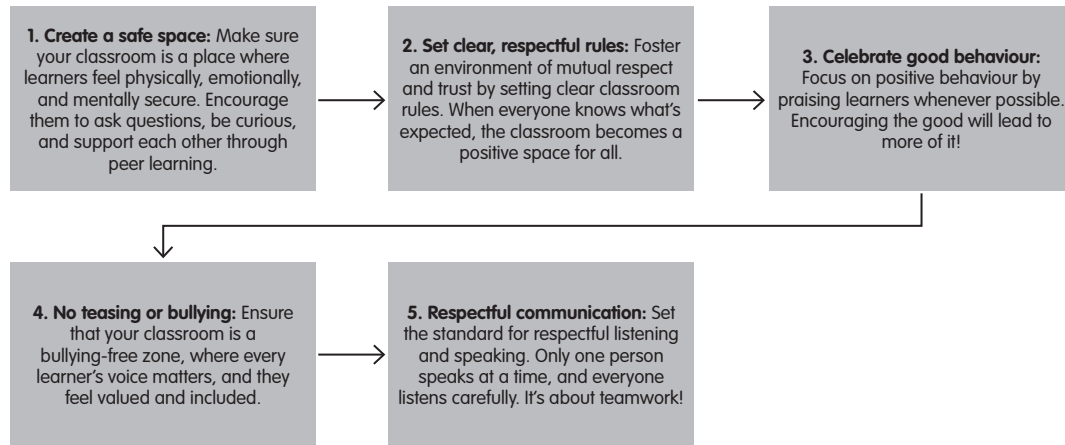
Diversity category	Definition	Coverage in the Learning and Teaching Support Materials (LTSM)
1. Cultural and ethnic diversity	This refers to representing various cultural and ethnic backgrounds, ensuring learners are exposed to different perspectives and traditions.	We have included characters, authors 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 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. Socio-economic 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>

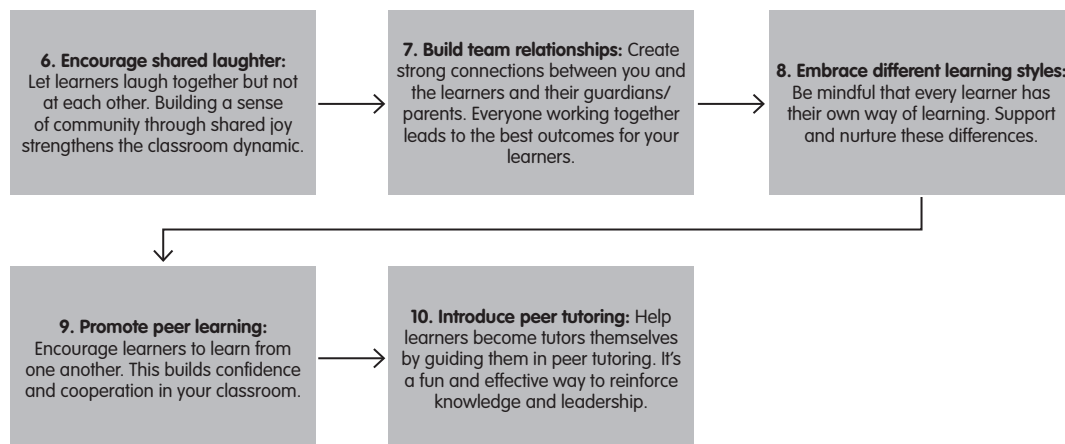
Creating an inclusive and diverse classroom

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, describing 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 learners 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.

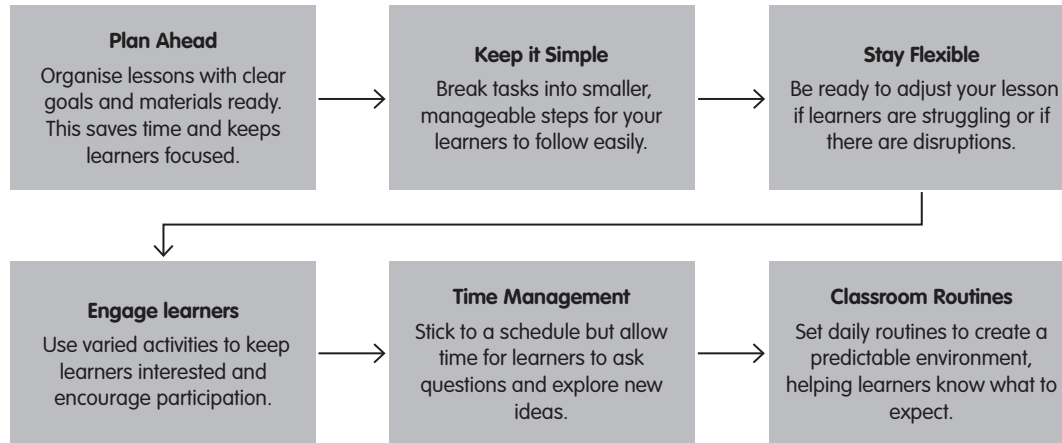
With this newfound understanding, Leah’s teacher and guardian worked together to create a more supportive environment for her. In the classroom, her teacher used visual schedules to help her manage changes in routine and provided a quiet space where she could go when she felt overwhelmed. Leah was also 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 are different ways in which learners absorb, process, understand and remember information. To create an inclusive learning environment, it is 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: Grade 1

Overview and teaching times

A minimum of seven hours and a maximum of eight hours per week are allocated for English Home Language Grade 1. 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.

English HL	Grade 1
Listening and Speaking	4 × 15 mins
Phonics	5 × 15 mins
Reading	
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

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									

Structure of the Platinum programme

Each learning area is structured to meet the relevant term guidelines stipulated by the Department of Basic Education's National Curriculum Statement (Curriculum and Assessment Policy Statement) for English Home Language Foundation Phase Grades R–3. These guidelines are quoted in the Term Overviews, viz.:

Term 1, pages 1–3 Term 2, pages 82–84 Term 3, pages 186–187 Term 4, pages 271–273.

The Formal Assessments are based on the requirements of the GET CAPS Amendments. Teachers are encouraged to familiarise themselves with both of these documents.

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.

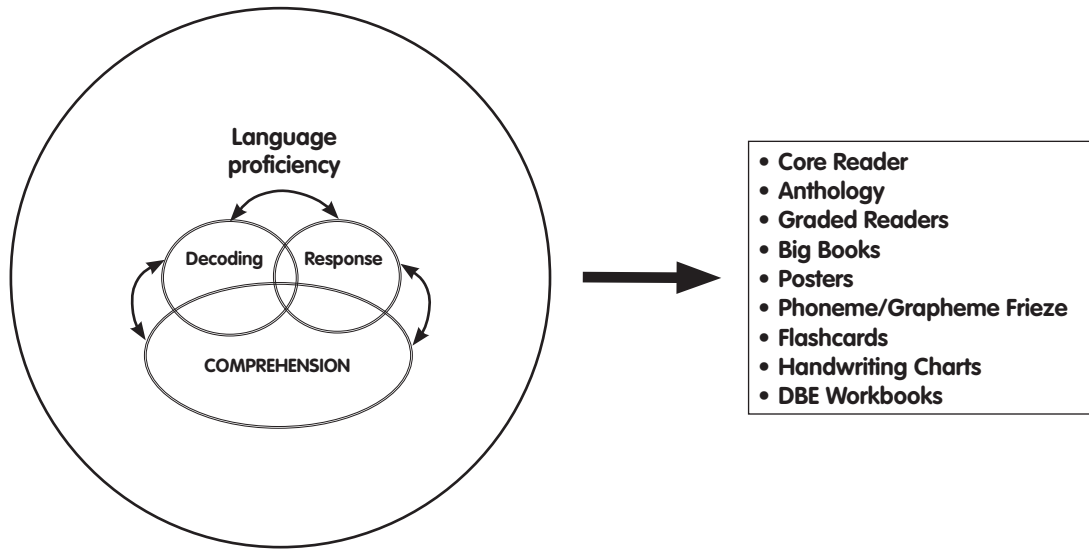


Figure 1: The components of reading embedded in language

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, as well as the Core Reader, Phoneme/Grapheme Frieze and Flashcards. (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 response. This helps to develop critical thinking and problem-solving skills as well as preparing 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 course 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 1 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 of 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.
- A weekly Teaching tip shares advice from experienced Foundation Phase teachers.
- Links to other subjects: Ideas are given of 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 the teacher can use the activities for informal assessment.
- Worksheets are included at the end of each term. Worksheet answers are included at the end of the Teacher's Guide.
- Support for learners with special needs: Suggestions are made of weekly activities for both faster learners who need enrichment and those who need learning support.
- 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 HL: Listening and Speaking, Reading and Phonics, Writing and Handwriting, and that there should be a minimum of five themes used per grade.

The Platinum series incorporates all these skills and five themes into the programme, using the six 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 Grade 1. It includes activities and exercises that build vocabulary and also provides 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, 5 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 or rhymes. 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 and Listening and Speaking activities.

Graded Readers

The Graded Readers contain 40 graded stories (10 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. Each set of Readers starts with simple stories that are appropriate for the beginning of the year. As the reading skills of the learners improve, so does the length and complexity of the stories.

While reading, the learners have the opportunity to read and speak phonics as they learn them. The Graded Readers contain words that are frequently used (high-frequency words) and that are recommended by the DBE. The Readers can be used for both Independent reading and Group guided reading.

Big Books

A Big Book is a 'large format' reader, aimed at the educator. A Big Book has large print and attractive images. The educator will use this book during 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, subheadings, 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 to help with phonemes.

Posters

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

- as a Listening and Speaking resource to support learning and teaching
- for group discussion of various themes integrated across components
- 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. The Platinum series contains four non-language specific handwriting charts per grade.

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 Workbooks** ('Rainbow books') can be effectively integrated with all the above components 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 series 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 different 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 only contain 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 sourced by the educator. Follow the instructions in the Big Books to 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 Zinzi's little brother hiding?'
3. Draw the learners' attention to particular words in the text, especially if these are words that appear in the next Reader.
4. Where possible, encourage the learners to join in reading parts of the story with you. Repeated passages are useful for this, for example, in the English Home Language Grade 1 Anthology, on page 34:

'(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 the educator works 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 successful Group Guided Reading

Divide the learners into groups at the beginning of the term. (See 'How to group learners into reading groups' on page 4 for more information.)

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. The educator can check in advance and decide which activity to use from the DBE Workbooks and have it prepared before her GGR class starts.

4. Paired reading

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

Preparing for successful Paired reading

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 successful Independent reading

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 'sh', learners combine an 's' and an 'h', forming words like 'ship' and 'shop'. They also practise using this sound at the end of a word like 'flash'.

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 Workbooks for English Home Language Grade 1.

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 flashcards, 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 that you are currently teaching learners.
- 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 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.

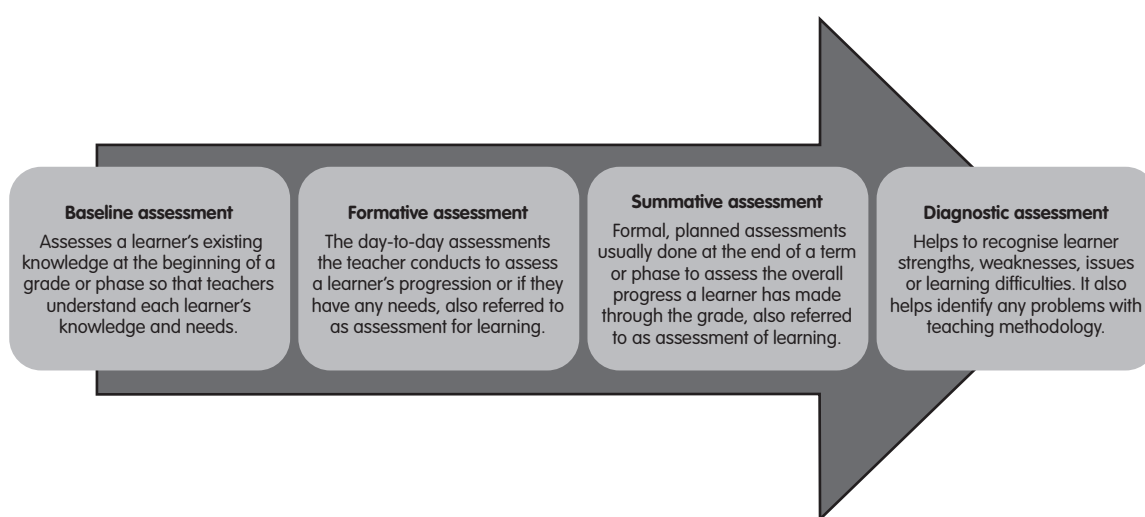
- Spelling puzzles: Create crossword or word search puzzles that focus on more complex spelling patterns or vocabulary.
- Themed vocabulary lists: Introduce themed vocabulary related to topics of interest, e.g. animals, sports, seasons. Have learners use these words in sentences or short stories.
- Vocabulary 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.

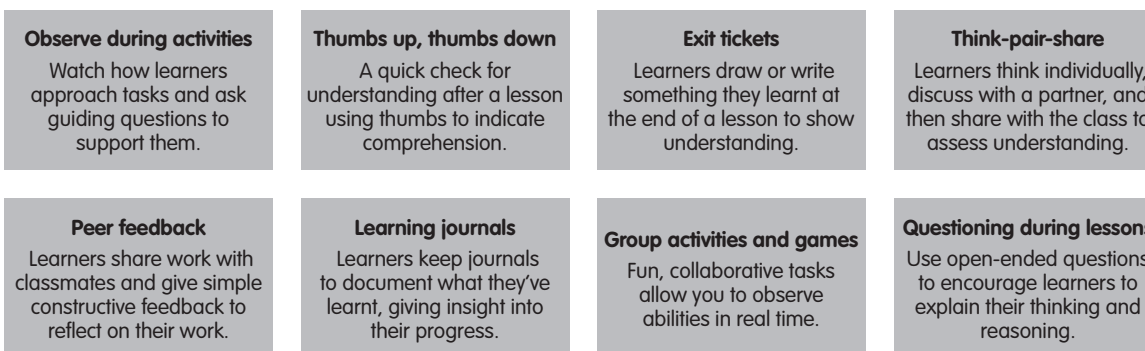
Types of assessment

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-Want to know-Learn) 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 knew.
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.

A total of four Assessment tasks are required for English Home Language Grade 1, that is, one Assessment task per term. Each assessment task or activity should be made up of a number of parts, dealing with different aspects of language. The principle of continuous assessment is vital to keep in mind and so each assessment task should not be treated as a single test or event. Assessment activities can be aligned to work being completed in Mathematics, Life Skills, and Coding and Robotics.

The following rubric can be used for formal assessment in Reading and adapted as needed for other aspects of teaching English Home Language in Grade 1.

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: Grade: Term:	1 Needs support	2 Needs improvement	3 Satisfactory	4 Good	5 Excellent
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: Grade: Term:	1 Needs support	2 Needs improvement	3 Satisfactory	4 Good	5 Excellent
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 10. The benchmarks help educators monitor learners' progress, measure reading sub-skills and identify those who need early intervention.

Benchmarks for Grade 1

Further details of reading milestones to be reached in English Home Language are provided on page 3 (Term 1), page 84 (Term 2), page 188 (Term 3) and page 273 (Term 4).

Note that for writing, milestones for Grade 1 include at least one written activity per week, and by the end of Term 4, at least three sentences using capital letters and full stops at the end.

Teaching guidelines

Term 1

Themes	My body, my feelings		Weeks 1 and 2
	My family		Weeks 3 and 4
	My friends		Weeks 5 and 6
	My community		Weeks 7 and 8
	My dreams		Weeks 9 and 10
Language skills (integrated)	Content, concepts and skills	Weeks	Learning and teaching support materials (LTSMs)
Listening and Speaking (L&S) (4 × 15 mins per week)	Daily/weekly activities in all areas of language and other subjects: <ul style="list-style-type: none"> • Listens without interrupting. • Talks about personal experiences: tells news, describes weather news, other topical events, etc. • Sings songs and does the actions. 	1–10	Poster: <i>My body, my feelings</i> Anthology pages 1–12 DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 2–41
	Twice-weekly focused listening and speaking activities: <ul style="list-style-type: none"> • Listens to simple instructions (classroom routines) and responds appropriately. • Listens to stories, rhymes, poems and songs with interest and acts out part of a story, song or rhyme. • Answers questions, such as questions related to personal details, etc. 	1–5	
	<ul style="list-style-type: none"> • Sequences pictures of a story, communicating through retelling the sequence of ideas. • Talks about pictures in posters, theme charts, books, etc. • Participates in discussions, taking turns to speak and respecting others in the group. • Describes objects in terms of colour, size, shape and/or quantity, using correct vocabulary. 	6–10	Poster: <i>My community</i> Anthology pages 13–25 DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 42–65
Phonics Daily phonics activities (15 mins per day)	Begin phonemic awareness activities, teach 1–2 letters every week and introduce word building using sounds learnt: <ul style="list-style-type: none"> • Distinguishes aurally between different initial sounds of words. • Whole class phonemic awareness oral activities, blending sounds c-a-t into cat; segmenting words cat into c-a-t; consonant and vowel substitutions word play (replace the 'h' in hat with a 'b' to make bat). • Identifies letter-sound relationships of some single letters, e.g. s, a, l, o, h, m, b, t, c. 	1–10	Core Reader pages 1–15 Phoneme cards DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 2–65

<p>Group Guided Reading (GGR) 30 mins per day (2 groups each for 15 mins)</p>	<p>Emergent reading skills:</p> <ul style="list-style-type: none"> • Holds book the right way up and turns pages correctly. • Uses pictures to predict what story is about and reads picture books. • Interprets pictures to make up own story, that is, 'reads a picture'. • Collects and reads logos and other words from environmental print. • Recognises own name and names of at least 10 peers. • Reads labels and captions in the classroom. • Discusses book handling and care. • Listens to and discusses stories and other text read aloud. <p>Develops basic concepts of print including:</p> <ul style="list-style-type: none"> • Concept of book – cover, front, back, title • Concept of text – word, same words, letter, names of letters, one-on-one correspondence • Directionality: starts reading at front, ends at back, reads from left to right and top to bottom of a page, first, last, middle words or letters or position on a page • Punctuation: capital letter, lowercase letter, full stop, comma, question mark. • Reads both silently and aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story. • Begins to build a sight vocabulary from the incidental reading programme, Graded Reader series and high-frequency word lists. 	1–10	<p>Core Reader pages 1–15 Programme flashcards for Term 1 DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 2–65</p>
<p>Shared Reading (SR) 15 mins per day</p>	<p>Each session will have a learning focus from the following:</p> <ul style="list-style-type: none"> • Concepts of print, text features, phonics, language patterns, word identification strategies and comprehension at a range of cognitive levels. • Reads enlarged texts as a whole class with the teacher, such as poems, posters, Big Books and class stories developed in shared writing sessions. 	1–10	<p>Big Book 1 Big Book 2 Programme flashcards for Term 1</p>
<p>Paired and Independent Reading</p>	<ul style="list-style-type: none"> • Reads books independently for pleasure, turning pages correctly and showing respect for books. • Reads books read in Shared Reading sessions and books from the classroom reading corner. 	1–10	<p>Graded Readers: Level 1, Books 1–8 and Level 2, Books 1–2 Big Books 1 & 2 Books from the reading corner Books from the school library</p>
<p>Handwriting (4 × 15-minute sessions per week)</p>	<p>Activities to strengthen fine muscles and develop fine and gross motor skills and eye-hand co-ordination:</p> <ul style="list-style-type: none"> • Draws with wax crayons • Practises holding and manipulating crayon and pencil • Develops directionality: left to right and top to bottom, draws straight lines, joins dots, clockwise and anti-clockwise formations 	1–10	<p>Handwriting chart DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 2–65</p>

	<ul style="list-style-type: none"> • Makes plasticine or playdough models of letters and objects • Develops hand-eye co-ordination through painting, paper tearing, cutting and tracing activities • Draws patterns: up and down movements (zig-zags), circle patterns, vertical and horizontal patterns • Traces over, copies and writes own name from template where correct starting point and writing direction are given. <p>Development of letter formation:</p> <ul style="list-style-type: none"> • Forms lowercase letters correctly (two vowels and at least six consonants, e.g. l, o, h, m, a, b, t, c) • Copies and writes own name, short words and sentences from labels, posters, chalkboard, etc. • Begins to express written recording with drawings, letters, numbers, words and simple sentences. 		
Shared, Group and Independent Writing (3 × 20-minute sessions per week)	Whole class/small group/individual writing sessions building on and linking to Shared reading, discussions and personal experiences: <ul style="list-style-type: none"> • Draws pictures to convey a message, e.g. about a personal experience • Writes a caption for a drawing or picture • Writes words using letter sounds learnt • Copies one sentence of news from the board/chart correctly • Contributes ideas in Shared writing for a class story recorded by the teacher on charts to create new texts for reading and to display in the classroom reading corner. 	1–10	DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 2–65

Reading norms for Grade 1 (Term 1)

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

1. Recognise phonics sounds and use phonics to read	The learner should know most of the letter-sound relationships of single letters.
2. Oral reading fluency (ORF) in words correct per minute (wcpm)	at least 10 wcpm
3. Recognise high-frequency words	at least 20 sight words
4. Read story/library books (per term)	at least 5 picture story books

Daily activities

Greetings	Teach learners a morning greeting, e.g.: Good morning, Grade 1s. What do you say? Good morning, Mrs/Mr/Miss ... Let’s have an awesome day. As the term progresses, learners can substitute ‘awesome’ for other words like: great, fun, exciting, wonderful, special, unusual, busy.
Highlights and lowlights	At the end of the day, the learners have an opportunity to say one thing they enjoyed about the day (highlight) and one thing they did not (lowligh). My highlight was ... My lowlight was ...
Songs and rhymes	Use a nursery rhyme chant but change characters or actions randomly for learner language practice and expansion. Allow learners to lead with the popular songs that they have heard and know.

Week 1: Orientation

Theme: My body, my feelings

What you will need	
Learning and teaching support materials (LTSM)	Poster: <i>My body, my feelings</i> Graded Reader Level 1, Book 1: <i>Ant escape</i> Big Book 1 Story 1: <i>Ant escape</i> Core Reader: <i>It bit</i> Anthology: <i>Hands and arms</i> Alphabet frieze Phoneme cards ('s' and 'a' sounds) Programme flashcards Weeks 1 and 2: a, am, at, clap, look, I, see, eye, one, two, three DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 2–8, 26–33
Other resources	<ul style="list-style-type: none">• A collection of objects starting with the 's' and 'a' sounds• Teacher to prepare flashcards of high-frequency words• Blank paper• Playdough• Old magazines• String cut into strips• Pictures of an apple, arrow, astronaut, ambulance, anchor• Picture of a snake
High-frequency words	help, look, one, two, three
Phonics words	ant, ants, at, sit
Vocabulary words	escape
Important note	This is a short week, and your main focus will be on settling your learners into the classroom routine. You should also give attention to observing the learners for baseline assessment of their readiness for Grade 1.

How to set up Group Guided Reading

Divide learners into small groups, ideally no more than six learners. These will become ability groups. Give the groups names (for example, you can use different colours) and display a chart showing the groups with the learners' names.



tips

Links to other subjects

This theme can be linked to:

Life Skills: How am I the same as a friend?; personal details, name, age; things I can do.

Mathematics: counting objects – ants' legs, spiders' legs; read names for numbers 1–3; informal measuring: Compare height, length, etc.

Coding and Robotics: pattern recognition – make a pattern snake; language of position: left, right, up, down; order of events.

Skill	Teaching guidelines	Resources
<p>Listening and Speaking 4 × 15 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Demonstrate a warm-up exercise – touch fingers together, wiggle fingers, circle wrists, etc. • Learners copy your movements and name body parts as they move them. • Refer to the poster and ask the learners to point out the body parts on the poster. Read the labels to the learners. • Ask the learners to identify one thing that is the same for them and the two children on the poster, (e.g. they all have heads). • Repeat for one thing that is different. <p>Lesson 2</p> <ul style="list-style-type: none"> • Read the poem <i>Hands and arms</i> in the Anthology. • Ask the learners to suggest their own actions. • Sing the song: <i>This is the way we wave our hands, wave our hands, wave our hands</i>, etc. <p>Lesson 3</p> <ul style="list-style-type: none"> • Read the poem <i>Incy wincy spider</i>. • Learners must recall and recite the poem and add actions. <i>Incy wincy spider</i> (hold fingers to show something small) <i>Walked up the garden spout</i> (walk their fingers up) <i>Down came the rain</i> (fingers mimic rain falling) <i>And washed the spider out</i> (hands go from side to side) <i>Out came the sun and dried up all the rain</i> (arms stretch out in a big circular movement to show a big sun) <i>And Incy wincy spider climbed up the spout again</i> (fingers climb up again). • Draw an ant and a spider on the board (or put up good photographs). The pictures must clearly show that the ant has six legs and the spider has eight. Use the pictures to do Activity 1 with the class. <p>Lesson 4</p> <ul style="list-style-type: none"> • Recite the poem <i>Incy wincy spider</i> with the learners joining in. • As the learners repeat the poem, add instructions that the learners must follow, e.g. walk, jump, or spin like a spider. 	<p>Poster: <i>My body, my feelings</i> Anthology: <i>Hands and arms</i> Activity 1</p>
<p>Phonics 5 × 15 = 75 mins</p>	<p>Note: In addition to the activities listed below, your learners will gain invaluable phonics practice by completing the activities in the DBE Workbooks, <i>English HL Volumes 1 and 2</i>.</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • Say words that start with ‘s’, e.g. spider, sand, sound, silly, sardine, Simon, etc. • Ask learners what sound they hear at the beginning of the word. • Show the learners phoneme cards of the ‘s’ sound. • Let the learners make the snake (‘s’) sound. • Ask: What actions can we do that start with the ‘s’ sound? (We can sit, stand, sing, swim, sway, speak, stride, sip, smile, search, scowl.) <p>Lesson 2</p> <ul style="list-style-type: none"> • Revise what ‘s’ looks like and sounds like. • Point to objects around the classroom and ask: Does this start with an ‘s’? Learners say yes or no. • Read the passage below and tell learners to clap when they hear a word starting with ‘s’. On Saturday, Simon saw three ants on a stool. The ants were walking slowly. The ants started to sing. ‘Singing ants,’ said Simon. ‘That is so silly.’ 	<p>Phoneme cards of the ‘s’ and ‘a’ sounds Alphabet frieze Core Reader: <i>It bit</i> Objects starting with the ‘s’ and ‘a’ sounds Ball Old magazines DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 26–33</p>

	<p>Lesson 3</p> <ul style="list-style-type: none"> • Read <i>It bit</i> in the Core Reader, with the learners following as you read. • Ask: What sound do we hear at the beginning of the word 'ant'? • Introduce the 'a' sound, using pictures of an apple, arrow, astronaut, ambulance, anchor, or the objects you have prepared that start with the 'a' sound. • Show learners what the 'a' sound looks like. • Start Activity 2 with the learners. Ask them which words Anathi Ant would choose (the 'a' words) and which words Sumaya Spider would choose (the 's' words). <p>Lesson 4</p> <ul style="list-style-type: none"> • Revise the 'a' and 's' sounds, using the phoneme cards. Alternate the cards to check that learners can identify the sounds. • Help the learners to complete Activity 2. <p>Lesson 5</p> <ul style="list-style-type: none"> • Hand out old magazines for learners to look through and find pictures of objects starting with an 'a' or an 's' sound. • Make a collage on the board of the learners' pictures. Leave this on the board and use it next week to revise the sounds. 	<p>Activity 2</p>
<p>Shared Reading 5 × 15 = 75 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Discuss the title of the first story in Big Book 1 (<i>Ant escape</i>). • Show the cover to the learners and ask them to tell you what they can see. • Ask pre-reading questions, such as those on the inside back cover of the Big Book. • Read the story to the class, pointing to the words as you read. • Stop before the final page and ask: Do you think they will find all the ants? • Read to the end of the story, then discuss if their predictions were correct or not. • In each Shared Reading lesson, use the programme flashcards to reinforce words that will encourage reading for meaning. Remember to revise words from previous weeks. <p>Lesson 2</p> <ul style="list-style-type: none"> • Read the story again, pointing to the words. The learners must join in and read together. • Ask the learners to look at the pictures and find the ants on the page. • Discuss the details in the pictures. Ask: What can we see on the picnic table? (samoosas, strawberries, sandwiches) • Ask learners what sound they hear at the beginning of these words. <p>Lesson 3</p> <p>Read the story again with the learners. The learners focus on each word.</p> <ul style="list-style-type: none"> • Ask them to find the word 'look'. • Discuss punctuation. Explain that an exclamation mark means 'read louder'. • Read the story again. The learners must add expression when they read. <p>Lesson 4</p> <ul style="list-style-type: none"> • Read the Big Book with the class and ask the learners to focus on the words 'one', 'two' and 'three'. • Draw ants on the board with the words next to them: one ant, two ants, three ants. • Write 'one', 'two' and 'three' on pieces of paper. • Divide the learners into groups of three and give each learner a piece of paper with a number word on it. They must draw the correct number of ants on the paper and place them in order. 	<p>Big Book 1 Story 1: <i>Ant escape</i> Blank paper Programme flashcards</p>

	<p>Lesson 5</p> <ul style="list-style-type: none"> • Read the Big Book again with the class. • Point out the word 'look' on each page. • Ask: How many times did we see the word 'look'? • Learners write the word 'look' and turn the two 'o' letters into eyes. • Help the learners complete Activity 3. 	Activity 3
<p>Group Guided Reading 30 mins per day (2 groups each for 15 mins) for 5 days</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Discuss the parts of a book and how to handle books. <ul style="list-style-type: none"> ◦ Check that the learners hold the book the right way up and turn the pages correctly. ◦ Show the learners how to keep the book open and flat on the floor. ◦ Point out the Contents page and explain its purpose. ◦ Ask the learners to count how many stories are on the Contents page. • Ask pre-reading questions: <ul style="list-style-type: none"> ◦ Look at the pictures. What do you think this story is about? ◦ Where have you seen ants before? • Read the story while the learners follow in their own books. • Use the programme flashcards to reinforce words that the learners will encounter in this two-week cycle. The cards should also be used for revision. <p>Lesson 2</p> <ul style="list-style-type: none"> • Page through the book and ask questions based on the pictures, such as: Where are the children? • Read the story again. Make sure that the learners are following and turning the pages at the same time. • Ask the learners to suggest alternate endings for the story. <p>Groups who are not working with the teacher: Use the DBE Workbook to practise phonics, handwriting and writing.</p>	<p>Graded Reader Level 1 Book 1: <i>Ant escape</i> DBE Workbook: <i>English HL</i> Vol. 1 (14th ed.) pages 2–8, 26–33 Programme flashcards</p>
<p>Paired and Independent Reading Daily</p>	<ul style="list-style-type: none"> • Learners work in small groups: <ul style="list-style-type: none"> ◦ Of the flashcards you have prepared, hand out sets to reinforce high-frequency words in the story <i>Ant escape</i>. ◦ Play the stepping stone game. Each learner must read words and pretend to cross a river as they read the words. Learners line up and cross the river by reading. • Learners work in pairs: <ul style="list-style-type: none"> ◦ Learners are split into pairs and read the Graded Reader together. Each child has a turn to follow and each to read. ◦ Once complete, they must think of one question to ask their partner about the story. Invite the learners to share some of the questions and answers with the rest of the class. • Working independently: <ul style="list-style-type: none"> ◦ Learners draw a picture to show what the story was about. 	<p>Core Reader Flashcards: high-frequency words Graded Reader Big Book Books from the reading corner Books from the school library</p>
<p>Writing 3 × 20 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Give each learner a piece of string. Help them to create an 's' shape on their tables. • Ask the learners to copy the 's' shape into their books. • Write this sentence on the board for learners to copy into their books: Sam is sad. <p>Lesson 2</p> <ul style="list-style-type: none"> • Ask the learners to use the 's' shape in their books and change it into a sad, striped snake. 	<p>Pieces of string – 1 per learner</p>

	<p>Lesson 3</p> <ul style="list-style-type: none"> • Write this sentence on the board: I am sad. • Have the learners create a speech bubble for the snake and copy the sentence into it. 	
<p>Handwriting 4 × 15 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Draw a simple spider on the board – three circles for the body parts and eight legs. • Instruct the learners to draw a spider on a blank piece of paper. • Model the correct way to hold a pair of scissors and cut along the lines. • Have the learners cut out their shapes and glue them into their books to make a spider. They can also use wax crayons to colour in the spiders and add features, such as eyes. <p>Lesson 2</p> <ul style="list-style-type: none"> • Have the learners stand and stretch. (This activity can also be done seated.) • Show the learners how to join their thumbs together and wiggle the remaining eight fingers to make a spider. • Say this rhyme, with actions. <i>Hello little spiders, it's time to wiggle</i> (learners wiggle fingers) <i>Let's wiggle up high</i> (learners wiggle high in the air) <i>Let's wiggle down low</i> (learners wiggle below their waists) <i>Now wiggle very fast</i> <i>Now wiggle very slow</i> <i>Wiggle to the left</i> <i>And wiggle to the right</i> <i>Be careful not to get a fright</i> (learners act out losing fingers and pull hands apart). • Help the learners to complete Activity 4. <p>Lesson 3</p> <ul style="list-style-type: none"> • Pretend you have an ant on your finger. • Learners copy you and put an ant on their fingers. • Tell learners to follow the ant by copying your movements. • Move your hand so that the learners move their ant from left to right. • Now move up and down, in an 's' shape and then in an 'a' shape. <p>Lesson 4</p> <ul style="list-style-type: none"> • Give each learner a small ball of playdough. • Tell them: <ul style="list-style-type: none"> ○ Roll the dough between your hands. ○ Flatten the dough between your hands. ○ Make a big round ball. ○ Make 10 small balls. Use only your thumb and pointy finger to make them. ○ Make a long worm. ○ Make an 's' shape ○ Run your finger along the 's' shape. ○ Just for fun, make a spider. 	<p>Activity 4</p>

Activity 1



1. Say the poem *Incy wincy spider* and do the actions.
2. Look at the pictures of an ant and a spider.
What is the same?
What is different?

Suggested answers

Same: They are both small.

Different: The ant has six legs and the spider has eight legs.

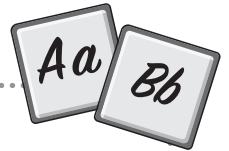
Baseline assessment

You can use this activity as part of your assessment of the learner's readiness for Listening and Speaking activities in Grade 1.

Checklist

Does the learner sing songs and rhymes and add actions to them with confidence?
Can the learner identify and describe similarities and differences?

Activity 2



- What would Anathi Ant choose?
What would Sumaya Spider choose?
ant sun apple sock anchor spider

Suggested answers

Anathi Ant: ant, anchor, apple

Sumaya Spider: sock, sun, spider

Baseline assessment

You can use this activity as part of your assessment of the learner's readiness for Phonics, Reading and Listening and Speaking activities in Grade 1.

Checklist

Does the learner recognise the 'a' and 's' sounds at the beginning of some words?

Activity 3

What was your favourite part of the story *Ant escape*? Draw a picture of this.



Suggested answer

Learners should be able to draw a picture that relates to the story.

Baseline assessment

Use this activity to assess the understanding and recall of the events in a story.

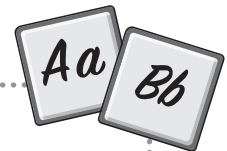
Checklist

Can the learner read Big Books as a whole class with the teacher?
Can the learner draw pictures to convey a message?

Activity 4

Write your name in:

1. red
2. blue
3. green
4. yellow.



Suggested answer

Learners should be able to trace or write their own names, using the colours indicated.

Baseline assessment

Assess whether learners can copy the words off the board, and whether their drawings indicate understanding of the words.

Checklist

Does the learner listen and respond to simple instructions?
Can the learner trace their own name?
Does the learner hold crayons correctly, indicating dominance?

Differentiation games and activities

Activities for learners who need extra practice:

1. Playdough numbers (give the learners playdough and pieces of paper with the words 'one', 'two' and 'three').
For each word, make the number in playdough.
Roll small balls of playdough and put the correct number of balls next to each word.
2. Paper clip numbers (give the learners paperclips and pieces of paper with the words 'one', 'two' and 'three').
Read the words and attach the correct number of paperclips to each word.

Activities for learners who need extension:

1. Put up a picture of a sea lion on the wall. Learners think of words to describe the sea lion. Write the words on pieces of paper and have the learners add them to the 'poster'.

Week 2: Baseline assessment

Theme: My body, my feelings

What you will need		
Learning and teaching support materials (LTSM)	Poster: <i>My body, my feelings</i> Graded Reader Level 1 Book 2: <i>Dealing with feeling</i> Big Book 1 Story 1: <i>Ant escape</i> Core Reader: <i>It bit</i> Anthology: <i>Hands and arms</i> Alphabet frieze Handwriting chart Phoneme cards ('i' and 'r' sounds) Programme flashcards for Weeks 1 and 2: a, am, at, clap, look, l, see, eye, one, two, three DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 9–17, 42–45	
Other resources	<ul style="list-style-type: none"> • Collection of objects/pictures starting with 'r' and 'i' sounds • Tray of sand • Ball • Chalk • A picture of a tent (photograph or hand-drawn) 	
Additional preparation	<ul style="list-style-type: none"> • Make flashcards of high-frequency and phonics words. • Prepare a rhyming basket (Listening and Speaking, Lesson 4). • Prepare sentence strips (Activity 3). • Prepare footsteps (Group Guided Reading, Lesson 2). • Make picture cards of insects. • Make cards with simple drawings and words, e.g. tiger, tooth, tent, insect, lip, fig (Activity 2). 	
High-frequency words	New: funny, not	For revision: help, look, one, two, three
Phonics words ('r' and 'i')	New: tap, ten, bin, bib	For revision: ant, apple, sun, sum
Vocabulary words	feeling, dealing	

Preparing for groupwork

Before working with small groups, remember to prepare activities to keep the rest of your class busy. The DBE Workbooks are invaluable resources for additional practice.



tips

Links to other subjects

This theme can be linked to:

Mathematics: weight; shoe size; height; words for numbers 1, 2 and 3

Life Skills: personal hygiene

Coding and Robotics: programming my body to move: up, down, left, right.

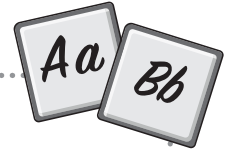
Skill	Teaching guidelines	Resources
<p>Listening and Speaking 4 × 15 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> Discuss the boy and the girl on the poster by asking: <ul style="list-style-type: none"> Are the two learners on the poster the same or different? Answer: They are different. What is different about the children? Learners can give ideas and suggest clothing, gender, race, height, weight, clothes, etc. <p>Lesson 2</p> <ul style="list-style-type: none"> Divide learners into pairs. Ask them to discuss their similarities and differences. <p>Lesson 3</p> <ul style="list-style-type: none"> Learners play the name game: <ul style="list-style-type: none"> Put your hand up if your name starts with an a, b, c, etc. Stand up if you have blonde hair, brown eyes, curly hair, etc. Learners compare similarities and differences. Ask learners to find a partner with the same colour eyes. <p>Lesson 4</p> <ul style="list-style-type: none"> Learners do Activity 1. Read the poem to the learners. Explain that words that rhyme are those that have the same sound. Help learners to identify the rhyming words in the poem. Use the rhyming basket in your classroom for learners to drop rhyming words into. Throw a ball to learners. As they catch the ball, they give you a rhyming word, e.g. if you say 'cat', they say 'mat' or 'bat', etc. 	<p>Poster: <i>My body, my feelings</i></p> <p>Activity 1</p>
<p>Phonics 5 × 15 = 75 mins</p>	<p>Note: In addition to the activities listed below, your learners will gain invaluable phonics practice by completing the activities in the DBE Workbooks, <i>English HL Volumes 1 and 2</i>.</p> <p>Lesson 1</p> <ul style="list-style-type: none"> Introduce the 't' sound. Show the class objects on a tray starting with the 't' sound. Give the learners a few seconds to study the tray, then cover the objects. Learners must remember as many objects as they can. Remove a few objects and show the remaining ones. Learners must guess what has been removed. <p>Lesson 2</p> <ul style="list-style-type: none"> Introduce the story <i>It bit</i> by asking the pre-reading questions. Suggested answers: <ol style="list-style-type: none"> Learners share their thoughts. Learners show where the story text begins. Read the story. Ask learners to identify rhyming words (me, see; sit, bit). <p>Lesson 3</p> <ul style="list-style-type: none"> Introduce the 'i' sound. Say the words: 'ink', 'imp', 'Indian', 'inside', 'impala', 'in'. Ask: What sound do you hear? Read the passage below and ask learners to clap when they hear a word starting with 'i'. <i>Once upon a time there was an impala who lived in India. He lived in an igloo. One day, he met an injured iguana. The iguana had been bitten by an insect and needed an injection.</i> 	<p>Core Reader: <i>It bit</i> DBE Workbook: <i>English HL</i> Vol. 1 (14th ed.) pages 34–37; 42–45</p>

	<p>Lesson 4</p> <ul style="list-style-type: none"> • Reread the story. • Point out the words: 'it', 'bit', 'sit'. Ask: What sound do you hear in the middle? (i) • Ask the learners to think of as many rhyming words as they can with 'i' in the middle (can be nonsense words), e.g. 'bit', 'dit', 'fit', 'git', 'hit', 'jit', 'kit', 'lit', 'mit', 'nit', 'pit', 'rit', 'sit'. <p>Lesson 5</p> <ul style="list-style-type: none"> • Revise the 't' and 'i' sounds. • Help the learners do Activity 2. (Use both the phoneme cards and the cards you have prepared.) 	Activity 2
<p>Shared Reading 5 × 15 = 75 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Hold up the Big Book and discuss the cover. • Talk about the name of the story. • Read the story and discuss each page. Ask questions to help the learners engage with the picture and text, e.g. <ul style="list-style-type: none"> ○ How do you think the jar was knocked over? (Perhaps a friend knocked it with their elbow.) ○ Where do you think the ants came from? (from the little boy's house or from the playground) • In each Shared Reading lesson, use the programme flashcards to reinforce words that will encourage reading for meaning. Remember to revise words from previous weeks. <p>Lesson 2</p> <ul style="list-style-type: none"> • Reread the story. • Learners take turns to read with you. • Ask learners what they think the characters in the pictures could be eating. • Ask: <ul style="list-style-type: none"> ○ What sound do you hear at the start of the word 'sandwich'? ○ Can you think of other food that begins with 's'? (strawberry, spaghetti, sweets, soup, samoosas) <p>Lesson 3 Complete Activity 3. (Put the sentence strips in order.)</p> <p>Lesson 4 Read the story to the group again. Ask learners to suggest different endings to the story.</p> <p>Lesson 5 Learners take turns to read to the group.</p>	<p>Big Book 1 Story 1: <i>Ant escape</i> Programme flashcards</p> <p style="text-align: center; vertical-align: middle;">Activity 3</p>
<p>Group Guided Reading 30 mins per day (2 groups each for 15 mins) for 5 days</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Introduce the story. Read the title and ask: What is a feeling? • Ask learners to act out a feeling or show the feeling on their faces. • Discuss the cover of the book with the learners. • Page through the book. Learners can look for the hidden item (a teddy) on each page. • Read a few pages. Ask the learners: <ul style="list-style-type: none"> ○ What is funny in the story? ○ What is not funny in the story? • Use the programme flashcards to reinforce words that the learners will encounter in this two-week cycle. The cards should also be used for revision. 	<p>Graded Reader Level 1 Book 2: <i>Dealing with feeling</i> Flashcards: high-frequency words DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 9–17, 42–45 Programme flashcards</p>

	<p>Lesson 2</p> <ul style="list-style-type: none"> • Play flashcard footsteps: <ul style="list-style-type: none"> ○ Draw footsteps on paper or draw chalk steps on the floor. ○ Place high-frequency words into the footsteps. ○ As the learner steps, they must read the words. • Learners read the story. • Repeat the game. • Groups who are not working with the teacher: <ul style="list-style-type: none"> ○ Use the DBE Workbook to practise phonics, handwriting and writing. 	
<p>Paired and Independent Reading Daily</p>	<ul style="list-style-type: none"> • Learners work in pairs. One learner acts as the teacher. The 'teacher' reads the book to the 'learner' and then the 'learner' reads to the 'teacher'. Learners swap roles. • Learners read books from the reading corner independently for pleasure, turning pages correctly and showing respect for books. 	<p>Core Reader Graded Reader Big Book Books from the reading corner and the school library</p>
<p>Writing 3 × 20 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Show learners a picture of a tent under some tall trees. This can be hand-drawn or a photograph. • Discuss what it is like to go camping. Ask: <ul style="list-style-type: none"> ○ Who has slept in a tent? ○ How do you think it feels to sleep in a tent? ○ Where would you put your tent? <p>Lesson 2</p> <ul style="list-style-type: none"> • Show the picture of the tent again. • Learners now draw a tent in a place they would like to be. <p>Lesson 3</p> <p>Learners talk to the group and show where their tent was.</p>	
<p>Handwriting 4 × 15 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Teach the finger rhyme: <ul style="list-style-type: none"> <i>Ten silly sausages sizzling in a pan. Ten silly sausages sizzling in a pan.</i> <i>One went pop and the other went bang.</i> <i>Eight silly sausages sizzling in a pan. Eight silly sausages sizzling in a pan.</i> <i>One went pop and the other went bang.</i> <i>Six silly sausages, etc.</i> • Learners wiggle their fingers for sizzling, click their fingers for pop and clap their hands for bang. • Learners wiggle their fingers and sizzle high, sizzle low, sizzle left, sizzle right. • Tell learners to pick up an imaginary paint brush. • Learners paint imaginary lines in the sky from left to right. • Learners paint lines up and down. • Learners paint spirals. <p>Lesson 2</p> <ul style="list-style-type: none"> • Draw dots on the left to show learners the correct starting positions. • Learners draw lines, wiggly or straight, from left to right in their books. • Learners can make up their own patterns. 	<p>Handwriting chart</p>

	<p>Lesson 3</p> <ul style="list-style-type: none"> • Introduce the 'vvv' pattern. Draw the 'vvv' pattern using big movements. • Now make it very small. • Learners draw the 'vvv' pattern with chalk on the paving or bricks outside. • Emphasise big movements like a crocodile. • Say: We can call it the 'crocodile' pattern. • Learners draw the 'vvv' pattern in their books. <p>Lesson 4</p> <ul style="list-style-type: none"> • Help the learners do Activity 4. • Write the words on the board: ten, tin, tent, top. • Learners copy the words into their books and draw a picture to show understanding. 	<p>Activity 4</p>
--	---	--------------------------

Activity 1



Listen to the poem. Which words in the poem rhyme?

- I have green eyes; he has brown
- I have a smile and he has a frown
- I like to swim and he likes to run
- We both love to have lots of fun.

Suggested answers

brown, frown; run, fun

Baseline assessment

You can use this activity as part of your assessment of the learner's readiness for Phonics and Listening and Speaking activities in Grade 1.

Checklist

- Does the learner listen and respond to simple instructions?
- Does the learner listen without interrupting?
- Can the learner identify rhyming words?

Activity 2



Take a card. You will have a 't' card or an 'i' card.

Say: I have a ... card. What do you have?

You may only speak. You may not show your card to your partner.

If your friend has the same card, you stay together and continue to find others with matching cards.

Can you think of something that has your sound in it?

Suggested answers

't' – tap, ten, tiger, tooth, tent

'i' – bin, bib, insect, lip, fig

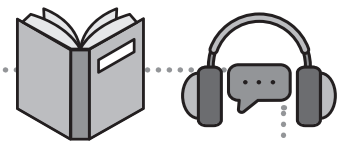
Baseline assessment

You can use this activity as part of your assessment of the learner's readiness for Phonics, Reading, and Listening and Speaking activities in Grade 1. You can also use the activity to identify any learners who struggle to identifying the initial 't' and 'i' sounds.

Checklist

Does the learner listen and respond to simple instructions?
Does the learner listen without interrupting?
Can the learner recognise and name some letters of the alphabet ('t' and 'i')?
Is the learner beginning to recognise that words are made up of sounds?

Activity 3



Look at the sentences. Read them with your teacher.

Remember the story and put the sentences into the correct order.

- Strip 1: Help! Look, the ants are out.
- Strip 5: Look! The ants are in.
- Strip 3: Look! Two ants.
- Strip 2: Look! One ant.
- Strip 4: Look! Three ants.

Suggested answer

Correct order: Strips 1, 2, 3, 4, 5

Baseline assessment

Use this activity to assess the learners' reading and comprehension skills, as well as their recall of the events in a story.

Checklist

Does the learner participate in reading Big Books as a whole class with the teacher?
Is the learner beginning to build a sight vocabulary?
Can the learner sequence pictures relating to a story?

Activity 4



Use a wax crayon.

Copy the words into your book.

Draw a picture to show each word.

- ten
- tin
- tent
- top

Suggested answer

Words should be correctly copied. Pictures should relate to the words.

Baseline assessment

Assess whether learners can copy the words off the board, and whether their drawings indicate understanding of the words.

Checklist

- Does the learner listen and respond to simple instructions?
- Can the learner form letters, using wax crayons?
- Does the learner hold the crayons correctly, indicating dominance?

Differentiation games and activities

Activities for learners who need extra practice:

Memory game:

- Make two sets of high-frequency words. You can revise words from previous weeks as well as this week's words. Learners play in pairs.
- Turn all cards with the word facing down.
- Learners take turns to turn over two cards. If the words are the same, they keep the set.

Activities for learners who need extension:

Design an ant hotel with labels. (Help learners with the labels.)

Week 3: Baseline assessment

Theme: My family

What you will need		
Learning and teaching support materials (LTSM)	Poster: <i>My body, my feelings</i> Graded Reader Level 1 Book 3: <i>Picnic time</i> Big Book 1 Story 2: <i>Picnic time</i> Core Reader: <i>Tap, tap, tap</i> Anthology: <i>Like father, like son</i> Alphabet frieze Handwriting chart Phoneme cards ('p' and 'n' sounds) Programme flashcards for Weeks 3 and 4: are, come, in DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 18–25, 38–41, 46–48	
Other resources	Teacher to prepare flashcards of high-frequency words	
High-frequency words	New: come, up, down, in, here	For revision: help, look, one, two, three, funny, not
Phonics words ('p' and 'n')	New: pen, pot, net, nut, pat	For revision: ant, apple, sun, sum, tap, ten, bin, bib
Vocabulary words	picnic, time	

Create a word wall

Include high-frequency words, phonics words and new vocabulary. A picture or visual clue will help visual learners, e.g. drawing 'eyes' in the 'oo' of the word 'look'. You can organise the words alphabetically or thematically. The learners can refer to the word wall during writing and reading activities.



tips

Links to other subjects

This theme can be linked to:

Life Skills: home-grown food

Mathematics: bonds

Coding and Robotics: directions to a picnic spot (compass directions).

Skill	Teaching guidelines	Resources
<p>Listening and Speaking 4 × 15 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Explain that the story is a fable. Fables are stories that teach us lessons that help us. In this story we could say, 'Like father, like son' because the boy is similar to his parent. • Ask the learners if they are similar to anyone in their families. Read the story. • Discuss appropriate behaviour when listening to a story. • Learners sit quietly and listen to the story. <p>Lesson 2</p> <ul style="list-style-type: none"> • Recap the story. • Ask learners what happened first, and then after that, and in the end. Use different sentence starters. • Ask post-reading questions: <ul style="list-style-type: none"> ○ Did the farmer sell his donkey at the market? Why not? (The donkey ran away.) ○ Suggest another way of getting this donkey to the market. (A donkey cart.) ○ In what way was the son like his father in the story? (They both wanted to sell the donkey. They both thought this was a good idea.) <p>Lesson 3</p> <ul style="list-style-type: none"> • Help the learners complete Activity 1. • Divide the learners into groups of six. Allocate a role to each learner (the father, the son, a child, an old man, a woman, a man pushing a cart). • Give guidance while they practise. <p>Lesson 4</p> <p>The learners act out their plays from Activity 1.</p>	<p>Anthology: <i>Like father, like son</i></p> <p>Activity 1</p>
<p>Phonics 5 × 15 = 75 mins</p>	<p>Note: In addition to the activities listed below, your learners will gain invaluable phonics practice by completing the activities in the DBE Workbooks, <i>English HL Volumes 1 and 2</i>.</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • Learners page through the story, looking at the pictures. • Ask the pre-reading question: What animals lay eggs? (hens, birds, snakes, frogs, fish, etc.) • Read the story while the learners follow. • Ask the post-reading question: What happened when the girl fell asleep? (The egg hatched.) <p>Lesson 2</p> <ul style="list-style-type: none"> • Point out the letter 'p' on the frieze and show learners the 'p' phoneme cards. • Say four words beginning with 'p' for learners to recall, e.g. pet, pen, porcupine, pencil. • Ask the learners to recall the words and repeat them. • Repeat with different words, e.g. pencil, pumpkin, pot, pan. • Play this game: <ul style="list-style-type: none"> ○ I went to the park and I took a pen. ○ I went to the park and I took a plum. ○ Keep repeating 'I went to the park'. The learners must suggest objects to take, beginning with 'p'. 	<p>Core Reader: <i>Tap, tap, tap</i> Phoneme cards ('p' and 'n' sounds) Alphabet frieze DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 38–41; 46–48</p>

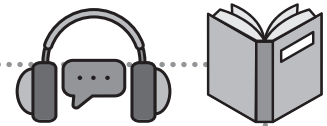
	<p>Lesson 3</p> <ul style="list-style-type: none"> • Draw two columns on the board. <ul style="list-style-type: none"> ○ Say the word and clap the syllables: pest, pig, palace, parent. ○ Repeat the words while the learners clap the syllables. ○ Ask: Which column do the words go into? • Complete Activity 2 as a class. <p>Lesson 4</p> <ul style="list-style-type: none"> • Introduce the 'n' sound. • Show pictures of objects starting with 'n'. • Ask the learners to imagine that they have a net that they must fill with things that begin with 'n'. What would they put into their nets? (nuts, a nest, a necklace, a nail, etc.) • Show learners what an 'n' looks like. Make the 'n' shape standing up and bending over. • Let the learners make the 'n' shape with their bodies. Each time they make it, they must say 'nnnn'. They must make the shape: <ul style="list-style-type: none"> ○ on the floor ○ using their arms ○ with a partner ○ with their fingers. <p>Lesson 5</p> <ul style="list-style-type: none"> • Ask your learners to name nine 'n' objects. • Divide learners into groups of three. They must name nine things starting with 'n' in a minute. Each learner must name three things. 	<p>Activity 2</p>
<p>Shared Reading 5 × 15 = 75 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Hold up the Big Book and show learners the title of the story. • Ask: What do you think the story is about? • Read the story pointing to the words as you read. Ask learners to look at the words as you read. • Ask questions to encourage the learners to share their personal experiences, e.g. Who has been on a bus? Who has been on a picnic? Who likes to swim? • In each Shared Reading lesson, use the programme flashcards to reinforce words that will encourage reading for meaning. Remember to revise words from previous weeks. <p>Lesson 2</p> <ul style="list-style-type: none"> • Reread the story. • Point out and find new words with learners such as 'picnic spot'. • Play 'I spy', using what learners see on the pages. <p>Lesson 3</p> <ul style="list-style-type: none"> • Ask the learners to volunteer to read a page of the story. • Reread the story, pointing to and identifying further high-frequency words, such as 'up' and 'down'. • Ask the learners what they would take if they went on a picnic excursion. • Play the memory game: <ul style="list-style-type: none"> ○ Say: I went on a picnic and I took a backpack. ○ A learner says: I went on a picnic and I took a backpack and a water bottle. ○ The next learner says: I went on a picnic and I took a backpack, a water bottle and a jacket, etc. 	<p>Big Book 1 Story 2: <i>Picnic time</i> Programme flashcards</p>

	<p>Lesson 4</p> <ul style="list-style-type: none"> • Ask the learners to make up their own stories, using the pictures. • Help the learners do Activity 3. Show them how to fold a page in half. Write the following sentences on the board. The learners read them together as a class. They then copy the sentences into their books and draw a picture for each. <ul style="list-style-type: none"> ○ I can tap. ○ I can nap. <p>Lesson 5</p> <ul style="list-style-type: none"> • Reread the story and point out the speech bubbles in the text. • Ask: What are speech bubbles? (bubbles that show which character is talking and what they are saying) • Ask: Why do we have speech bubbles? (They are a different way of showing a character's speech.) • Read the bubbles in different voices, e.g. quietly, loudly, girly, gruffly, etc. 	Activity 3
<p>Group Guided Reading 30 mins per day (2 groups each for 15 mins) for 5 days</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Use the flashcards you have prepared to teach new high-frequency words. • Remind the learners how to sit and follow in their readers. • Discuss the title of the story. • Look at the pictures and ask the learners to predict what the story is about. • Read the text while the learners follow. • Look at and discuss the words. Ask the learners to find the word 'come'. • Ask: How many times is the word 'come' in the story? (eight) • Read the book again, giving each learner the chance to read a page. • Put the focus on word recognition and word attack skills. • Use the programme flashcards to reinforce words that the learners will encounter in this two-week cycle. The cards should also be used for revision. <p>Lesson 2</p> <ul style="list-style-type: none"> • Play a word game with the flashcards. Turn the flashcards upside down. Learners must take turns to turn the cards over and read the words. Each learner should have a turn to read all the words. • Learners reread the story. • Ask questions related to the text and pictures. Focus on comprehension. <p>Groups who are not working with the teacher: Use the DBE Workbook to practise phonics, handwriting and writing.</p>	<p>Graded Reader Level 1 Book 3: <i>Picnic time</i> Flashcards: high-frequency words DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 18–25, 38–41, 46–48 Programme flashcards</p>
<p>Paired and Independent Reading Daily</p>	<ul style="list-style-type: none"> • Learners develop fluency by reading the Graded Reader and the Core Reader. Working in pairs, they take turns to read to each other. • Learners read books from the reading corner independently for pleasure, turning pages correctly and showing respect for books. 	<p>Core Reader Graded Reader Big Book Books from the reading corner and the school library</p>
<p>Writing 3 × 20 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Discuss the story with the learners, asking questions to help them sequence the events. <ul style="list-style-type: none"> ○ What happened first? (The hen laid an egg.) ○ What happened next? (The girl warmed the egg on her lap.) ○ What happened then? (The girl fell asleep and then the egg hatched.) 	<p>Core Reader: <i>Tap, tap, tap</i></p>

	<p>Lesson 2 Ask the learners to draw three pictures, showing the sequence of events in order.</p> <p>Lesson 3 Help the learners complete Activity 4. You may need to write the word 'tap' on the board for them to copy.</p>	Activity 4
<p>Handwriting 4 × 15 = 60 mins</p>	<p>Lesson 1 Lead the class in doing full body movements for mid-line crossing. Say:</p> <ul style="list-style-type: none"> • Put your left hand on your right ear. • Put your left foot on your right knee. • Touch your nose with your right finger. • Cross your legs. • Cross your arms. <p>Lesson 2</p> <ul style="list-style-type: none"> • Teach the learners to prepare physically for each handwriting lesson. The aim is for them to be able to adopt the ideal posture when writing, so as not to tire their muscles. • Teach them to check: <ul style="list-style-type: none"> ○ Their feet (should be flat on the floor, not wrapped around the chair's leg). ○ Their back (should be straight, not slumped over their books). <p>Lesson 3</p> <ul style="list-style-type: none"> • Model the correct pencil grip and check that the learners hold their crayons correctly. • Write the 'nnnn' pattern on the board. Learners use full arm movements to copy the pattern in the air. • Tell learners to turn to the person next to them and write with an imaginary pen on their backs. They draw the 'nnnn' pattern. Learners swap. <p>Lesson 4</p> <ul style="list-style-type: none"> • Have learners check their postures as you showed them in Lesson 2. • Write the 'nnnn' pattern on the board. Learners must copy the pattern, one row at a time. 	Handwriting chart

Activity 1

Work in a group. Act out the story *Like father, like son*.



Suggested answers

The role plays should show the events in the correct order.

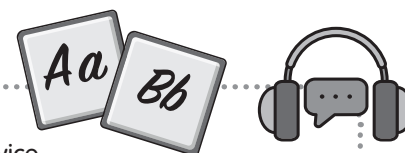
Baseline assessment

This activity can be used to assess the learners' ability to speak confidently. You can also determine if the learners can recall the main events in a story and sequence the events in the correct order.

Checklist

Does the learner perform actions on their own?
Can the learner recall details and state main ideas?

Activity 2



If the word has one part (syllable), clap once. If it has two parts (syllables), clap twice.

pen pencil pumpkin plum
pot paper party pit

Suggested answers

One-syllable words: pen, plum, pot, pit; Two-syllable words: pencil, pumpkin, paper, party

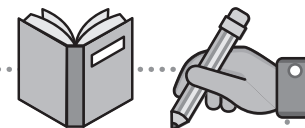
Baseline assessment

Observe if learners can identify the initial 'p' sound and distinguish between one and two syllables.

Checklist

Does the learner participate in whole class phonemic awareness oral activities?
Does the learner listen and respond to simple instructions?

Activity 3



1. Fold a page in half.
2. Copy the sentences into your book.
I can tap.
I can nap.
3. Draw a picture for each sentence.

Suggested answer

Learners' sentences should be correctly copied. Their drawings should show that they understand the meanings of 'tap' and 'nap'.

Baseline assessment

Use this activity to assess the learners' readiness for Grade 1 Reading and Writing activities. Pay attention to their grip on the crayon and directionality while they write and note which learners will need assistance in this area.

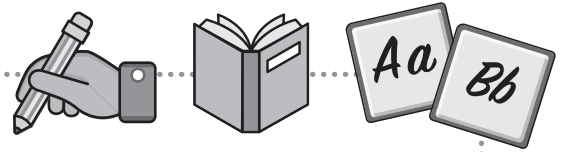
Checklist

Can the learner distinguish aurally between different initial sounds of words?
Is the learner beginning to build a sight vocabulary?
Can the learner relate sounds to letters and words?
Does the learner draw pictures to convey a message?
Can the learner copy short sentences correctly?
Is the learner developing directionality?

Activity 4

Draw an egg with a chick hatching.

Fill in a speech bubble: tap tap tap.



Suggested answer

Learners' drawings should demonstrate that they understand what a speech bubble is and what it is used for. They should correctly write (or copy) the word 'tap' three times.

Baseline assessment

This lesson can be used to assess the learners' understanding of various sounds, viz., 'a' (Week 1), 't' (Week 2), and 'p' (Week 3).

Checklist

- Can the learner distinguish aurally between different initial sounds of words?
- Can the learner identify letter-sound relationships of some single letters?
- Can the learner distinguish pictures from print?

Differentiation games and activities

Activities for learners who need extra practice:

Beanbag reading: physical activity can be helpful for some learners. Have them work in small groups, throwing a beanbag to each other while reading words from the word wall.

Activities for learners who need extension:

Learners imagine a place they would like to visit by bus. They draw a picture and label it. (You may need to write the label for them to copy.)

Theme: My family

What you will need		
Learning and teaching support materials (LTSM)	Poster: <i>My body, my feelings</i> Graded Reader Level 1 Book 4: <i>Be safe</i> Big Book 1 Story 2: <i>Picnic time</i> Core Reader: <i>Tap, tap, tap</i> Anthology: <i>Like father, like son</i> Alphabet frieze Handwriting chart Phoneme cards ('e' and 'h' sounds) Programme flashcards for Weeks 3 and 4: are, come, in DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 26–33, 74–77, 98–101	
Other resources	Collection of objects and pictures starting with 'e' and 'h' sounds Chalk and beanbag for sound hopscotch Old magazines	
Additional preparation	<ul style="list-style-type: none"> • Make flashcards of high-frequency and phonics words. • Make a set of picture cards for Phonics Lesson 5 (six each for 'h' and 'e'), e.g. hand, hamburger, house, hill, egg, elephant, elbow, envelope, elevator, engine. • Prepare strips of paper (one per learner) divided into three blocks. For use in Writing Lesson 1. 	
High-frequency words	New: be, you, can, do, no, yes	For revision: help, look, one, two, three, funny, not, come, up, down, in, here
Phonics words ('e' and 'h')	New: egg, hen, peg, hat, hut	For revision: ant, apple, sun, sum, tap, ten, bin, bib, cap, cup, net, nut, pat
Vocabulary words	safe, shop, stop	

Encourage cultural diversity and inclusivity

The theme of family is an opportunity to teach your learners to accept and respect their classmates who come from different social and cultural backgrounds. Make sure that they don't tease anyone whose family situation is different from their own. Be mindful of learners whose family life is not ideal. Make the point that anyone who loves you is part of your family.



tips

	<p>Lesson 3</p> <ul style="list-style-type: none"> Reread the story. Write these words on the board, so that the learners can do Activity 2: tap, ten, hen, Pat, sat, nap. <p>Lesson 4</p> <ul style="list-style-type: none"> Say: Hungry Harry had a huge hamburger in Holland. Ask: What sound do we hear at the beginning of 'Hungry Harry'? (h). Show learners what the 'h' sound looks like. Ask: What other words start with the 'h' sound in the sentence? (hungry, Harry, huge, hamburger, Holland) Say the word 'Harry', emphasising the 'h'. Have the learners repeat 'Harry'. Ask them to change the 'h' to a 'b'. Ask: What does that make? (Barry) Now ask them to change the 'b' to 'm'. (marry) Finally, ask them to change the 'm' to a 'c'. (carry) Ask: Can you think of other names that rhyme with Harry? (Larry, Gary) <p>Lesson 5</p> <ul style="list-style-type: none"> Use the set of 'e' and 'h' picture cards that you have prepared. Turn the picture cards upside down. The learners must turn them over and say if each picture is an 'e' word or an 'h' word. Alternatively, you can play 'Can you hit the 'h'? Write 'h' and 'e' words on the board, with a circle around each like a bullseye. If they hit an 'h' word with the ball, they are still in; if they miss or hit an 'e' word, they are out. 	<p>Activity 2</p>
<p>Shared Reading 5 × 15 = 75 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> Read <i>Picnic time</i> while the learners follow. Reread the story and have the learners read the speech bubbles. Ask: How many words start with 'h'? (one – hop) In each Shared Reading lesson, use the programme flashcards to reinforce words that will encourage reading for meaning. Remember to revise words from previous weeks. <p>Lesson 2</p> <ul style="list-style-type: none"> Reread the story together. Give instructions that the learners must follow: 'come', 'go', 'up', 'down'. Now use flashcards you have prepared instead of the verbal instruction. The last learner to do the action is out. <p>Lesson 3</p> <ul style="list-style-type: none"> Give the learners blank paper to make flashcards with the words 'hop', 'up' and 'down'. Divide learners into small groups. The learners place their cards in a line to make an action sequence, e.g. hop, hop, up; hop, hop, down. <p>Lesson 4</p> <ul style="list-style-type: none"> Discuss the pictures in the story. Pose questions to the learners in order to check their understanding. Ask the questions on the inside back cover. (Suggested answers: 1. by bus; 2. water, snacks, a blanket to sit on, a jacket, etc.) Create scenarios to encourage critical thinking, e.g. <ul style="list-style-type: none"> What do you think they would have done if it had rained? What would have happened if they got lost? How do you think they felt when they reached the dam? Where do you think the water came from? 	<p>Big Book 1 Story 2: <i>Picnic time</i> Flashcards Programme flashcards</p>

	<ul style="list-style-type: none"> • Ask questions to encourage expressing their personal opinion, e.g. <ul style="list-style-type: none"> ○ Do you like picnics? ○ What does your family like to do together? ○ Where would you like to picnic? <p>Lesson 5 Retell the story but leave out a part of it. Ask learners which part you left out. Learners must recall the story in the correct sequence and retell the story from memory.</p>	
<p>Group Guided Reading 30 mins per day (2 groups each for 15 mins) for 5 days</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Introduce the new story <i>Be safe</i>. Ask: <ul style="list-style-type: none"> ○ What do you think it means to be safe? ○ When do you feel safe? ○ When do you feel unsafe? • Discuss the pictures in the story. • Ask the learners to tell you what the children in the story did that was not safe. (The little girl was walking in the street alone; the children didn't wait their turn to cross the road; the boy didn't ask his mom if he could take the matches to light a candle; the little girl was going to pat the dog without checking with the dog's owner if it was okay.) • Remind learners of correct behaviour during group reading. • Learners take turns to read. • Use the programme flashcards to reinforce words that the learners will encounter in this two-week cycle. The cards should also be used for revision. <p>Lesson 2</p> <ul style="list-style-type: none"> • Help learners do Activity 3. Discuss things that they can do alone and things they should not do alone. The learners must divide their pages in half and write 'Yes' and 'No' in their books. Under each, they draw an accompanying picture. • Ask the learners to see if they can find the hidden hat on every page. <p>Groups who are not working with the teacher: Use the DBE Workbook to practise phonics, handwriting and writing.</p>	<p>Graded Reader Level 1 Book 4: <i>Be safe</i> DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 26–33, 74–77, 98–101 Programme flashcards</p> <p>Activity 3</p>
<p>Paired and Independent Reading Daily</p>	<ul style="list-style-type: none"> • Learners take turns to read to each other. • They can also play memory games with flashcards of the high-frequency and phonics words. • Learners read books from the reading corner independently for pleasure, turning pages correctly and showing respect for books. 	<p>Core Reader Graded Reader Big Book Books from the reading corner and the school library</p>
<p>Writing 3 × 20 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Give each learner a strip of paper, divided into three blocks. • Write 'one', 'two' and 'three' on the board. • Have the learners copy the words in the blocks. <p>Lesson 2 Ask the learners to share three activities they did on the weekend. They must draw a picture of each activity in a block (see Lesson 1).</p> <p>Lesson 3 Learners complete the pictures for the news story strip.</p>	<p>Strips of paper: one per learner</p>

<p>Handwriting 4 × 15 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Revise the 'v' pattern. Have the learners write a 'v': <ul style="list-style-type: none"> ○ in the air ○ on their hands ○ on their friend's back. • Write a 'v' on the board. Call up one or two learners to trace the 'v'. • Tell learners to draw a big 'v' on their page. They must turn it into a vase. <p>Lesson 2 Learners revise the 'vvv' pattern in their books, using wax crayons.</p>	<p>Handwriting chart</p>
	<p>Lesson 3</p> <ul style="list-style-type: none"> • Learners revise the 'vvv' pattern. • Teach learners the formation of 'w'. Draw a 'w' on the window, using your wet finger. • Fill the windows with 'w' letters. <p>Lesson 4 Explain how to complete Activity 4. Learners must draw a big egg on their pages. Using wax crayons, they must draw spirals in the egg. The spirals must be drawn both clockwise and anticlockwise.</p>	<p>Activity 4</p>

Activity 1

1. Listen carefully to this chant.
I love my family, yes, I do
I love my family, how about you?
2. Can you hear two rhyming words?
3. Can you think of other words that rhyme with 'do'?

Suggested answers

2. 'do' and 'you'
3. boo, goo, who, loo, moo, roo (a baby kangaroo), Sue, two

Informal assessment

(oral and observation)

If any learners struggle to identify the rhyming words, say the rhyme again slowly, emphasising the 'oo' sound. If the problem persists, the learner may need to have a hearing test.

Checklist

Does the learner listen to stories and rhymes with interest?

Does the learner participate in whole-class phonemic awareness oral activities?



Activity 2



1. Draw three eggs in your book.
2. Find the rhyming words on the board.
tap ten hen Pat sat nap
3. Copy the rhyming words into the same egg.

Suggested answers

tap, nap; hen, ten; sat, Pat

Informal assessment

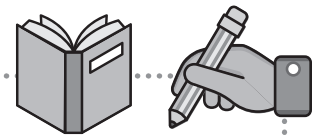
(oral and observation)

Learners should demonstrate understanding of the concept of rhyming words. They should group the words correctly into the same egg.

Checklist

- Can the learner identify letter-sound relationships of some single letters?
- Does the learner recognise and name some letters of the alphabet?
- Is the learner beginning to build up short words using sounds learnt?
- Can the learner copy and write their own name, short words and sentences from labels, posters, the board?
- Can the learner form lowercase letters correctly?

Activity 3



1. Divide your page in half.
2. On one side, write 'Yes'. Draw a picture of something it is safe to do alone.
3. On the other side, write 'No'. Draw a picture of something you must only do with an adult to help you.

Suggested answer

Yes: make my bed; play in the garden, watch TV, etc.

No: play with matches; swim alone; use the stove, etc.

Informal assessment

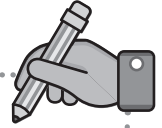
(oral and observation)

The learners' suggestions and pictures should demonstrate understanding of the concept of safety.

Checklist

- Can the learner copy and write their own name, short words and sentences from labels, posters, the board?
- Can the learner form lowercase letters correctly?

Activity 4



1. Draw a big egg on your page.
2. Fill your egg with spirals. Your spirals can go forwards and backwards.

Informal assessment

(oral and observation)

Observe the learners' movements as they draw. Their spirals should be evenly drawn.

Checklist

Can the learner practise holding and manipulating crayons and pencils?

Differentiation games and activities

Activities for learners who need extra practice:

Play 'sound' hopscotch. Draw a hopscotch grid on the floor or in the playground. In each square, write the letter of an initial sound covered this term. Learners throw a beanbag and hop to the sound it lands on. They must name something that starts with that sound.

Activities for learners who need extension:

Make a sentence-building table. Place pre-cut cards of words learnt this term. Learners build their own sentences with the words. They can ask you to make any extra words they need.

Theme: My friends

What you will need			
Learning and teaching support materials (LTSM)	Poster: <i>My body, my feelings</i> Graded Reader Level 1 Book 5: <i>Fun with friends</i> Big Book 1 Story 3: <i>Fun with friends</i> Core Reader: <i>Fun in the sun</i> Anthology: <i>Simi's dead foot</i> Alphabet frieze Handwriting chart Phoneme cards ('r' and 'm' sounds) Programme flashcards for Weeks 5 and 6: am, play, like, good DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 34–41, 50–53, 82–85		
Other resources	Picture of a robot (made out of recycled material or from the Coding and Robotics book) Playdough 'Feely bag' with items beginning with 'r' Rocks with rhyming words on them		
Additional preparation	<ul style="list-style-type: none"> • Make flashcards of high-frequency and phonics words. • Research how to say 'hello' and other polite greetings in South African Sign Language. • Prepare picture cards of the 'r' sound (e.g. rhino, rat, rabbit, run, rooster, robot, reindeer, rocket, racing car, ring, rose). • Prepare picture cards of the 'm' sound (e.g. mouse, mouth, monkey, mirror, muffin, motorbike, map, milk, mop). 		
High-frequency words	<table border="0"> <tr> <td>New: I, run, make, we, play, go</td> <td>For revision: help, look, one, two, three, he, funny, not, come, up, down, in, here, you, can, do, no, yes</td> </tr> </table>	New: I, run, make, we, play, go	For revision: help, look, one, two, three, he, funny, not, come, up, down, in, here, you, can, do, no, yes
New: I, run, make, we, play, go	For revision: help, look, one, two, three, he, funny, not, come, up, down, in, here, you, can, do, no, yes		
Phonics words ('r' and 'm')	<table border="0"> <tr> <td>New: fun, dam, ram, Sam, Dan, rat</td> <td>For revision: ant, apple, sun, sum, tap, ten, bin, bib, cap, cup, net, nut, pat, egg, hen, peg, hat, hut</td> </tr> </table>	New: fun, dam, ram, Sam, Dan, rat	For revision: ant, apple, sun, sum, tap, ten, bin, bib, cap, cup, net, nut, pat, egg, hen, peg, hat, hut
New: fun, dam, ram, Sam, Dan, rat	For revision: ant, apple, sun, sum, tap, ten, bin, bib, cap, cup, net, nut, pat, egg, hen, peg, hat, hut		
Vocabulary words	friends, fun, pancakes		

Build an inclusive classroom

Encourage your learners to respect and include everyone, regardless of their home language or cultural practices. Promote understanding of disability by teaching a few South African Sign Language phrases to include in your daily routine.

tips

Links to other subjects

This theme can be linked to:

Mathematics: Reinforce the names and properties of geometric shapes.

First Additional Language: Encourage learners to learn greetings from other languages.

Life Skills: How am I the same/different from my friends?

Coding and Robotics: Learners discuss the different parts of robots and how they move. They can give each other instructions, e.g. move forwards, turn left, stop, etc.

Skill	Teaching guidelines	Resources
<p>Listening and Speaking 4 × 15 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Read the title of the story. • Ask: <ul style="list-style-type: none"> ○ What do you think the story is about? (a boy whose foot has no feeling) ○ Can a foot die? (No, it can't.) ○ How can a person walk if they have no foot? (hop, crutches, wheelchair, carried by someone, crawl, prosthetic) • Read the story. <p>Lesson 2</p> <ul style="list-style-type: none"> • Recap <i>Simi's dead foot</i>. • Ask questions and discuss: <ul style="list-style-type: none"> ○ Where does the story take place? (on a bench in the playground area) ○ Who would you like to be your friend: Constance, James, Chico? And why? (The answer should show that the learner has inferred character traits from the text. These are suggestions only: <ul style="list-style-type: none"> • Chico – kind, helpful when Simi was being teased by James • James – he made funny suggestions about problems caused by a 'dead' foot. • Constance – she always thinks of problems that may arise for Simi.) • How was Simi feeling every time he 'looked at James, wide-eyed and silent'? (afraid or worried) • When your foot 'goes to sleep', what is a good way to wake it up? (any valid suggestion that shows the learner has empathy and experience with a similar foot problem) <p>Lesson 3</p> <ul style="list-style-type: none"> • Discuss how to make a new friend. Ask: <ul style="list-style-type: none"> ○ What can you say when you meet a new friend? (Hi, my name is Sam. What is your name?) ○ How do adults greet each other? (Some hug, some kiss, some shake hands and some bow.) • Tell the learners to make up their own greetings. Have them move around the class greeting each other. <p>Lesson 4</p> <ul style="list-style-type: none"> • Discuss different ways of greeting each other. Explain that people who are hard of hearing can lip read or use South African Sign Language (an official language of South Africa). • Demonstrate how to say 'Hello' in South African Sign Language. • Ask your learners to suggest ways they could say, 'Hello, I would like to be your friend' without using words. • Help the learners complete Activity 1. 	<p>Anthology: <i>Simi's dead foot</i></p> <p>Activity 1</p>
<p>Phonics 5 × 15 = 75 mins</p>	<p>Note: In addition to the activities listed below, your learners will gain invaluable phonics practice by completing the activities in the DBE Workbooks, <i>English HL Volumes 1 and 2</i>.</p> <p>Lesson 1</p> <ul style="list-style-type: none"> • Ask the learners to say, 'Sam eats ham' quickly. • Have the learners say the high-frequency words in the 'Look and say' box. • Discuss the title of the story and ask the learners to predict what it is about. • Read the story to the learners. • Discuss the characters and illustrations. 	<p>Core Reader: <i>Fun in the sun</i> DBE Workbook: <i>English HL</i> Vol. 1 (14th ed.) pages 50–53; 82–85</p>

	<p>Lesson 2</p> <ul style="list-style-type: none"> • Introduce the 'r' sound. Show a learner a picture card (rhino, rat, rabbit, run, rooster, robot, reindeer, rocket, race car). They must say, 'What am I?' and act like the picture on the card. The rest of the class must guess. • Ask: What sound do you hear at the beginning of these words? ('r') • Say: Let's say the 'r' sound. (Roll the sound in an exaggerated way.) • Ask: Can you think of any other words that start with 'r'? <p>Lesson 3</p> <ul style="list-style-type: none"> • Introduce Remi, the rhyming robot. He likes to eat rhyming words. If words rhyme, he says, 'Yum, yum, words in my tum'. If words do not rhyme, he goes, 'Rumble, rumble, I will grumble'. • Make up a fun robotic voice. <p>Lesson 4</p> <ul style="list-style-type: none"> • Introduce the 'm' sound. Say: When something is delicious, we say 'mmm'. • Tell the learners to say 'mmm' each time they hear a food starting with the 'm' sound. <ul style="list-style-type: none"> ○ muffins ○ marmite ○ mulberries ○ strawberries ○ bananas ○ milkshake ○ pizza ○ melons ○ mash ○ marmalade • Show the class what 'm' looks like. • Look around the classroom and find objects starting with the 'm' sound. <p>Lesson 5</p> <ul style="list-style-type: none"> • Help the learners do Activity 2. Write the words on the board. • Read the words and find the rhyming words together as a class. <ul style="list-style-type: none"> ○ (rhyming: dam, Sam, ram; hot, got; fun, run) ○ (non-rhyming: mat, bag; met) 	Activity 2
<p>Shared Reading 5 × 15 = 75 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Introduce the story <i>Fun with friends</i>. Look at the title of the story and discuss the characters and setting. • Read the story, pointing to the words while reading. • Ask questions: <ul style="list-style-type: none"> ○ What did the friends do together at the beach? (They were running and flying a kite.) ○ Do you like to help people? Why, or why not? (Yes, it feels nice. No, it's too hard. Sometimes, if I know what to do.) • In each Shared Reading lesson, use the programme flashcards to reinforce words that will encourage reading for meaning. Remember to revise words from previous weeks. <p>Lesson 2</p> <ul style="list-style-type: none"> • Reread <i>Fun with friends</i>, encouraging the learners to interpret the pictures and add their own ideas. • Engage the learners in conversation related to the pictures: <ul style="list-style-type: none"> ○ What do you think we could say on this page? (I like to fly a kite. I love the beach.) ○ Do you think the words match the picture? ○ What other information can we find in this picture? (The little boy likes rhinos. The sea is rough. It is windy. There is a little mouse in the kitchen.) 	<p>Big Book 1 Story 3: <i>Fun with friends</i> Programme flashcards</p>

	<p>Lesson 3</p> <ul style="list-style-type: none"> • Reread the story. • Tell the learners that the person who draws the pictures is the illustrator. They will be the illustrators today. • Help the learners complete Activity 3. Write the sentence on the board for them to copy: We like to play. Learners illustrate the page, remembering to include hidden items starting with an 'r' and an 'm'. <p>Lesson 4</p> <p>Learners continue Activity 3 and share their pictures with the class.</p> <p>Lesson 5</p> <ul style="list-style-type: none"> • Read the story again, faster and with greater fluency. • Focus on high-frequency words and phonetic words. Learners join in and read the words they can. 	Activity 3
<p>Group Guided Reading 30 mins per day (2 groups each for 15 mins) for 5 days</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Introduce the Graded Reader story <i>Fun with friends</i>. Discuss the title, pictures and characters. • Discuss what the learners like to do with their friends. • Introduce new high-frequency words (run, make, we, play, go). • Read the book as a group, learners taking turns to read. Repeat the story until each learner has had the chance to read alone. • Recall the activities the children did in the story. Ask questions to help them recall the events in order: • What did they do first, and then, after that, and finally? (They ran on the beach. They played games. They ate pancakes.) • Use the programme flashcards to reinforce words that the learners will encounter in this two-week cycle. The cards should also be used for revision. <p>Lesson 2</p> <p>Play flashcard races. First, practise all the high-frequency words as a group. Then, pair up learners of similar ability and give each pair a pile of flashcards. They turn all the flashcards upside down. At the same time, they turn over one card each. The first one to read the word correctly takes the card.</p> <p>Groups who are not working with the teacher:</p> <p>Use the DBE Workbook to practise phonics, handwriting and writing.</p>	<p>Graded Reader Level 1 Book 5: <i>Fun with friends</i> Flashcards: high-frequency words DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 34–41, 50–53, 82–85 Programme flashcards</p>
<p>Paired and Independent Reading Daily</p>	<ul style="list-style-type: none"> • Learners can work in pairs to make two-page books. They choose sentences from the texts they have read this term and illustrate them. • Learners develop fluency by reading the Graded Reader and the Core Reader. Working in pairs, they take turns to read to each other. • Learners read books from the reading corner independently for pleasure, turning pages correctly and showing respect for books. 	<p>Core Reader Graded Reader Big Book Books from the reading corner and the school library</p>
<p>Writing 3 × 20 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Put a picture of a robot on the board (or use your Coding and Robotics book) and discuss the robot's structure as a class. • Ask: Are robots all the same? What kinds of robots have you seen? • Talk your learners through the instruction for Activity 4. <p>Lesson 2</p> <ul style="list-style-type: none"> • Ask: What do you think your robot is saying? • Class shares ideas and decides on two options. • Write the options on the board. Learners choose one and copy it into their books as a caption for their robots. 	<p>Picture of a robot Activity 4</p>

	<p>Lesson 3</p> <ul style="list-style-type: none"> • Tell learners they will now add rhyming words to their robots' tummies. • Discuss options and record them on the board. Encourage learners to recall pairs from the Core Reader and phonics lessons. Learners choose a pair of rhyming words and add them to the robot. 	
<p>Handwriting 4 × 15 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Have the learners fold their pages into four lines. • Write the 'nnnn' pattern on the board for learners to copy. Each row must be done slowly. • Instruct learners to travel straight down, up the same line and bump. Repeat the instruction as they do it. <p>Lesson 2</p> <ul style="list-style-type: none"> • Remind the learners of how to prepare physically for handwriting: <ul style="list-style-type: none"> ○ Their feet should be flat on the floor. ○ Their backs should be straight. ○ Refer to the handwriting chart and demonstrate the correct formation of the letter 'n'. <p>Lesson 3</p> <ul style="list-style-type: none"> • Give each learner a ball of playdough. Say: <ul style="list-style-type: none"> ○ Roll your playdough into a big ball. ○ Roll two small balls between two fingers. ○ Make a long worm from one ball. ○ Fold it over to make the letter 'n'. ○ Make another worm and add it to the 'n'. You now have an 'm'. ○ Run your finger along the 'm' and the 'n'. • Give directions: <ul style="list-style-type: none"> ○ Run your finger down the line. ○ Move up the same line and bump. • Allow learners to make something out of playdough that starts with the 'm' sound. <p>Lesson 4</p> <ul style="list-style-type: none"> • Tell the learners to fold their pages into four lines. • Demonstrate the correct formation of the 'm' and 'n' letters. Learners copy you. • Observe individual learners' pencil grip and their ability to fold the page. 	<p>Handwriting chart Playdough</p>

Activity 1



1. Listen carefully to the poem about greeting an alien.

*A Martian has landed, he has flown in from Mars,
He has come from a distance, he has come from the stars.
He would love to meet you where he has landed,
He is feeling a bit sad, lonely and stranded.
He would love to make a brand-new friend,
Let us make up a message that we can send.*

2. Make up a secret handshake between you and the alien.

Suggested answer

Learners should offer creative suggestions that show understanding of non-verbal greetings.

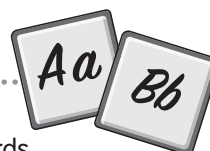
Informal assessment

(oral and observation, written recording)
Listens without interrupting.
Listens to stories, rhymes, poems and songs with interest and acts out part of the story, song or rhyme.

Checklist

Does the learner listen without interrupting?
Does the learner contribute to the discussion?
Is the learner engaged in the lesson?

Activity 2



I am Remi, the rhyming robot. I like to eat rhyming words. If the words rhyme, I say, 'Yum, yum, words in my tum'. If words do not rhyme, I go, 'Rumble, rumble, I will grumble'.

Please help me find my rhyming words.

dam	Sam
mat	bag
hot	ram
fun	run
met	got

Suggested answer

Rhyming: dam, Sam, ram; hot, got; fun, run

Non-rhyming: mat, bag; met

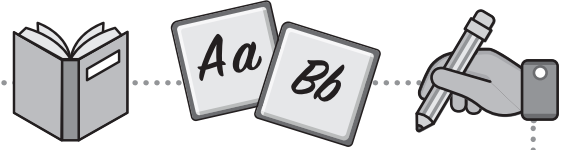
Informal assessment

(oral and observation, written recording)
Identifies letter-sound relationships of single letters.
Begins to build up short words using sounds taught.

Checklist

Can the learner recognise the beginning sounds of words?
Can the learner identify rhyming words?
Can the learner identify the sounds taught?

Activity 3



1. Read the sentence on the board: We like to play.
2. Copy the sentence into your book.
3. Draw a picture to explain the sentence.
4. Hide something with an 'r' sound and an 'm' sound in your picture.

Suggested answer

Learner copies the sentence correctly, draws a simple picture and thinks of two items to hide in the picture using 'r' and 'm'.

Informal assessment

(oral and observation, written recording)
Reads aloud from own book during group guided lesson. Whole group reading the same story. Listens to and discusses stories, text; reads and writes high-frequency words.

Checklist

Can the learner read the sentence on the board independently?
Does the learner copy the sentence correctly and draw a simple picture to accompany it?

Activity 4



1. Read the sentence on the board: I am Ram. I like to run.
2. Copy the sentence into your book at the top of your page.
3. Draw a rectangle in the middle of your page.
4. Draw a circle above the rectangle.
5. Add two long legs.
6. Add two bendy arms.

Suggested answer

Learner copies the sentence correctly and draws geometric shapes to resemble a robot.

Informal assessment

(oral and observation, written recording)
Writes words using letter sounds taught. Copies one sentence from the board and draws geometric shapes to make a robot.

Checklist

Can the learner read the sentence on the board independently?
Can the learner copy correctly from the board?
Can the learner follow instruction, using shapes to draw a simple robot?

Differentiation games and activities

Activities for learners who need extra practice:

Object sort: Mix up the picture cards of the 'm' and 'r' objects. Let learners sort them into groups.

Activities for learners who need extension:

Have Sign Language cards available for learners to learn some basic words and phrases.

Theme: My friends

What you will need		
Learning and teaching support materials (LTSM)	Poster: <i>My community</i> Graded Reader Level 1 Book 6: <i>Off we go</i> Big Book 1 Story 3: <i>Fun with friends</i> Core Reader: <i>Fun in the sun</i> Anthology: <i>Simi's dead foot</i> Alphabet frieze Handwriting chart Phoneme cards ('d' and 'g' sounds) Programme flashcards for Weeks 5 and 6: am, play, like, good DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 42–49, 54–56, 62–65	
Other resources	Small pieces of white paper approximately 10 cm × 10 cm (one per learner) Post-it notes (as many as you have learners in your class) Collection of objects/pictures starting with the 'g' sound Collection of objects/pictures that do not start with the 'g' sound Gift box Old newspapers Playdough Refer to Worksheets 1–5, on pages 77–81, which can be used to assist with Formal assessment	
Additional preparation	Make flashcards of high-frequency and phonics words (one set per learner).	
High-frequency words	New: red, blue, yellow	For revision: help, look, one, two, three, see, he, funny, not, come, go, up, down, in, here, you, can, do, no, yes run, make, we, play, I, go
Phonics words ('d' and 'g')	New: dog	For revision: ant, apple, sun, sum, tap, ten, bin, bib, cap, cup, net, nut, pat, egg, hen, peg, hat, hut, fun, dam, ram, Sam, Cam, Dan, rat
Vocabulary words	space rocket, diver, dinosaur, dolphin, diamond	

Create a positive environment during formal assessment

As you begin formally assessing your learners, remember to provide encouragement to all. If learners are not performing well, they could give up and stop trying. Praise whenever possible and make positive comments about improvements over the term. Be particularly aware of mutual respect and trust in the classroom, e.g. learners must not be allowed to laugh at or tease each other.

tips

Links to other subjects

This theme can be linked to:

Mathematics: language of direction; sorting

Life Skills: good behaviour and bad behaviour at school

Coding and Robotics: colour identification; language of direction; basic movement instructions for a partner.

Skill	Teaching guidelines	Resources
Listening and Speaking 4 × 15 = 60 mins	<p>Note: Lessons 1–4 contribute to Formal assessment.</p> <p>Lesson 1</p> <ul style="list-style-type: none"> Teach the learners this song: <i>Twinkle, twinkle, little star</i> <i>What an awesome friend you are</i> <i>You take special care of me</i> <i>My best friend you will always be</i> <i>Twinkle, twinkle little star</i> <i>What an awesome friend you are.</i> <p>Lesson 2 Continue teaching the song.</p> <p>Lesson 3 Have the learners complete Activity 1.</p> <p>Lesson 4</p> <ul style="list-style-type: none"> Discuss how we can take care of our friends. Ask the learners to share with the class when they were a good friend to someone or when a friend was good to them. Encourage them to sequence the events in their recount. Introduce the idea of a good friend of the day in the class. If someone has been a good friend, learners must 'report' them to the teacher. 	<p>Activity 1</p>
Phonics 5 × 15 = 75 mins	<p>Note: In addition to the activities listed below, your learners will gain invaluable phonics practice by completing the activities in the DBE Workbooks, <i>English HL Volumes 1 and 2</i>.</p> <p>Lesson 1</p> <ul style="list-style-type: none"> Reread <i>Fun in the sun</i>. Discuss the pictures, story, characters. Say: Listen carefully and find the rhyming pair: fun, dam, ram, rat. Ask: <ul style="list-style-type: none"> Can you think of a word that rhymes with 'Dan'? (man, fan, tan, ban, ran, plan) Can you think of words to rhyme with 'fun'? (sun, bun, pun, gun) <p>Lesson 2</p> <ul style="list-style-type: none"> Introduce the 'd' sound. Help the learners complete Activity 2. Say: Can you hear the words that start with the 'd' sound? When you hear them, give me a thumbs up. <i>Once upon a time, there was a diver named Dan. He loved to dive in deep dams to find treasure. On Monday, he found a delicate necklace. On Tuesday, he collected a toy dinosaur. On Wednesday, he dived very deep and discovered a dolphin. His dog, Dippy, was delighted when he found a doughnut on Thursday. On the last day, Dan discovered a dazzling diamond ring.</i> 	<p>Core Reader: <i>Fun in the sun</i> Small pieces of white paper 10 cm × 10 cm (one per learner) Post-it notes Gift box DBE Workbook: <i>English HL</i> <i>Vol. 1</i> (14th ed.) pages 54–56; 62–65 Activity 2</p>

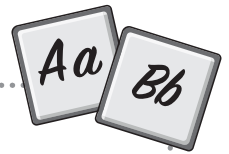
	<ul style="list-style-type: none"> • Tell the learners to think of one of Dan’s treasures and to draw a picture of it on their square of paper. • Put the pictures up on the wall with a ‘d’ in the middle of the wall and the pictures surrounding it. 	
	<p>Lesson 3</p> <ul style="list-style-type: none"> • Say: <ul style="list-style-type: none"> ○ Can you think of a word that rhymes with ‘hat’? As learners give ideas, write each one onto a Post-it note. ○ Can you think of a word that rhymes with ‘Sam’? Write the words onto the sticky notes. ○ Can you think of words that rhyme with ‘tap’? • Once you have enough words, give a sticky note to each learner. • Draw three columns on the board, labelled -at, -am, -ap. • Ask the learners to put their words into the correct column. Support learners where needed. <p>Lesson 4</p> <ul style="list-style-type: none"> • Introduce the ‘g’ sound by playing the game, ‘Which is the odd one out?’. • Place four items on the tray. Three begin with the ‘g’ sound and one does not. The learners name the objects and establish which one does not fit in. • Repeat the exercise a few times, adding other ‘g’ items and other non- ‘g’ items. • Learners look around the class to find other ‘g’ items. <p>Lesson 5</p> <ul style="list-style-type: none"> • Prepare a gift box as a prop. • Say: What gift could I put in my gift box? Learners suggest ideas, but you should say ‘no’ until someone says something with a ‘g’. Learners take a while to establish they can only put ‘g’ things into the box. • Lift the lid to reveal a ‘g’. 	
<p>Shared Reading 5 × 15 = 75 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Reread the Big Book. • Talk about the illustrations. Ask learners which picture they like the most, and why. • Revise the words. • Read again and allow the learners to join in as they can. • In each Shared Reading lesson, use the programme flashcards to reinforce words that will encourage reading for meaning. Remember to revise words from previous weeks. <p>Lesson 2</p> <p>Read the story and draw the learners’ attention to the punctuation. Ask:</p> <ul style="list-style-type: none"> • What do you notice about the first letter? (It is bigger. It is a capital letter. A sentence always starts with a capital letter.) • What do you notice at the end of the sentence? (It ends with a full stop. It tells you the sentence is finished.) <ul style="list-style-type: none"> ○ Read the story again, demonstrating how your voice drops at the end of a sentence. ○ Give learners a chance to be the teacher and read to the class. <p>Lesson 3</p> <ul style="list-style-type: none"> • Lead a discussion to rewrite the book. Tell learners to imagine you have been asked to rewrite the book. • Look at each page and discuss possible new text for each page. • Ask learners about fun activities they do with their friends to include in their story. • Discuss adding some humour to the story. 	<p>Big Book 1 Story 3: <i>Fun with friends</i> Programme flashcards</p>

	<p>Lesson 4</p> <ul style="list-style-type: none"> • Divide learners into pairs to come up with a new ending for the story. • Reread the Big Book and stop before the last page. • Ask learners to share their endings for the story. <p>Lesson 5</p> <p>Work through Activity 3 with the learners. Learners act out the words from the story. They decide on appropriate actions for the words.</p>	Activity 3
<p>Group Guided Reading 30 mins per day (2 groups each for 15 mins) for 5 days</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Give each learner their own set of the new high-frequency words you have prepared. • Introduce each new word, drawing the learners' attention to the beginning sounds. • Give the learners instructions such as: <ul style="list-style-type: none"> ○ Put your finger on 'blue'. ○ Put your finger on 'red'. ○ Put your finger on 'yellow'. ○ Hold up 'off'. ○ Hold up 'go'. ○ Place your 'blue' card on something blue in the class. • Discuss the cover of the story, the page numbers, pictures, and characters. • Ask the learners to predict what the story is about and to guess what the children are doing. • Read and discuss each page. Learners follow along. • Ask the learners to look back and see on which pages they saw the new words. • Give the learners turns to read a page each. • Use the programme flashcards to reinforce words that the learners will encounter in this two-week cycle. The cards should also be used for revision. <p>Lesson 2</p> <ul style="list-style-type: none"> • Reread the story while the learners follow. • Ask questions to assess their level of comprehension, e.g. <ul style="list-style-type: none"> ○ What colour did the boy paint first? (red, then yellow and, finally, blue) ○ Who would you take with you in a rocket? Why? ○ Have the learners read the story in pairs. <p>Groups who are not working with the teacher: Use the DBE Workbook to practise phonics, handwriting and writing.</p>	<p>Graded Reader Level 1 Book 6: <i>Off we go</i> Flashcards: high-frequency words DBE Workbook: <i>English HL Vol. 1</i> (14th ed.) pages 42–49, 54–56, 62–65 Programme flashcards</p>
<p>Paired and Independent Reading Daily</p>	<ul style="list-style-type: none"> • Learners develop fluency by reading the Graded Reader and the Core Reader. Working in pairs, they take turns to read to each other. • Learners read books from the reading corner independently for pleasure, turning pages correctly and showing respect for books. 	<p>Core Reader: <i>Fun in the sun</i> Graded Reader Big Book Books from the reading corner and the school library</p>
<p>Writing 3 × 20 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Continue the discussion about friends and what makes a good friend. • Discuss the names of friends. Write the names on the board and point out that names start with capital letters. 	

	<p>Lesson 2 Write the following sentence on the board for learners to copy (Activity 4): This is my friend.</p> <p>Lesson 3 Continue Activity 4. Learners draw a picture for the copied sentence.</p>	Activity 4
<p>Handwriting 4 × 15 = 60 mins</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> • Demonstrate the 'cccc' pattern. • Give learners old newspaper to practise on. • Use big movements to emphasise the direction from right to left. (Make sure you stand with your back to the learners so that they get the direction right.) <p>Lesson 2</p> <ul style="list-style-type: none"> • Give each learner a ball of playdough. • Tell them to divide their balls in half. • Show them how to make a 'c' shape with one ball. • Demonstrate how to make a long worm shape and add it to the 'c' shape. They curl the bottom to make a 'g' shape. • Repeat the exercise, but this time make a 'd'. <p>Lesson 3</p> <ul style="list-style-type: none"> • Start the lesson by reminding learners how to adapt their postures for a handwriting lesson: <ul style="list-style-type: none"> ○ Feet flat on the floor ○ Straight back ○ Relaxed pencil grip. • Lead the learners to write the 'c' in the air, guiding them orally. • Repeat, forming the letter 'd'. • Have the learners write the 'd' first on their hands and then in their books. <p>Lesson 4 Repeat Lesson 3, guiding the learners to form the letter 'g'.</p>	<p>Handwriting chart Newspaper Playdough</p>

Activity 1

1. Memorise the song.
2. Work with a partner and make up actions for the song.
3. Once you have practised, share your songs with the class.



Formal assessment

Sings songs and does the actions.

Checklist

Is the learner able to recall the words of the song?
Does the learner work well with a partner?
Is the learner able to add appropriate actions to the song?

Activity 2



Listen for the 'd' sounds.

Once upon a time, there was a diver named Dan. He loved to dive in deep dams to find treasure. On Monday, he found a delicate necklace. On Tuesday, he collected a toy dinosaur. On Wednesday, he dived very deep and discovered a dolphin. His dog, Dippy, was delighted when he found a doughnut on Thursday. On the last day, Dan discovered a dazzling diamond ring.

Suggested answers

diver, Dan, dive, deep, dams, delicate, dinosaur, dived, discovered, dolphin, dog, Dippy, delighted, doughnut, day, discovered, dazzling, diamond

Informal assessment

(oral and observation, written recording)
Distinguishes orally between different initial sounds of words.

Checklist

Can the learner identify the words beginning with the 'd' sound?
Is the learner able to hear the sound and recall the words?

Activity 3



Read the word and act it out. Let's read together and think of an action.

play

run

help

Dad

pancake

Informal assessment

(oral and observation, written recording)
Reads enlarged text as a whole class.

Checklist

Is the learner able to recognise high-frequency words and new words introduced in the Big Book?

Activity 4



1. Copy the sentence from the board:
This is my friend.
2. Draw a picture of your friend.

Informal assessment

(oral and observation, written recording)
Copies one sentence from the board correctly.

Checklist

Is the learner able to copy accurately from the board?

Differentiation games and activities

Activities for learners who need extra practice:

Play 'I spy' using the sounds covered from Weeks 1 to 6. Play as a whole class to give weaker learners more exposure. Make cards with the letters on them. A learner takes a card and says, 'I spy with my little eye, something beginning with "g".' The rest of the learners look for an object in the classroom. Once the object is found, the finder must name two other objects starting with the same sound.

Activities for learners who need extension:

Start a rhyming wall. Learners can add words to the rhyming wall.