



GRADE

3

TEACHER'S
GUIDE

Platinum

English First Additional
Language

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Platinum English First Additional Language Grade 3 Teacher's Guide

Maskew Miller Learning

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Section A: Introduction

Dear teacher

As you step into your classroom every 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 power to inspire, guide, and nurture future leaders, innovators, and changemakers. 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.



The challenges of teaching, especially in under-resourced areas, can be 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.

That is why 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 keep you motivated and healthy because we know that when you feel good, your classroom thrives.

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, and understanding of both CAPS and BELA will ensure that 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 realise. As you teach, know that you are not just guiding your learners; you are shaping the future of our communities, our country, and our world.

Thank you for everything you do!

Using the Series

Welcome to our Foundation Phase Teacher's Guide – a valuable resource designed to support teachers using our Grades 1, 2, and 3 educational series. This guide provides practical insights and resources aimed at enhancing your instructional strategies and enriching learners' educational experiences.

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

Content, concepts and skills: The general **learning** objective of the week is presented as per the syllabus.

Learning and Teaching Support Materials (LTSM): The LTSM resources that you need to prepare or collect for the week are listed. We encourage you to collect or recycle material as teaching aids to keep costs as low as possible.

Teaching activities: Teaching guidelines are provided per lesson in an easy step-by-step manner.

Assessment: Guidelines on how to perform informal assessment are provided.

Activities and answers: Activities and answers are provided.

Worksheets: Worksheets are included at the end of each term. In addition, there are rubrics that can be used to assess skills at the end of this Teacher's Guide.

Support for learners with special needs or learning difficulties: Advice is given on how to support learners who are faster learners and need enrichment. The course also provides suggestions and support for struggling learners who need extra help.

In view of this, this Teacher's Guide encourages ongoing reflection and growth and fosters a collaborative learning environment in which teachers can continuously improve their pedagogical skills and impact learner achievement in a positive way. As such, we invite you to navigate your way through this guide, leveraging its insights and resources to enhance your teaching effectiveness and create transformative learning experiences in your classroom. Together, let's empower our learners to succeed academically and beyond.

Diversity, equity and inclusion

We invite you to think about your own classroom. Picture the learners sitting in front of you, each with their own story, experiences, and challenges. Remember a time when one of your learners struggled, perhaps with a difficult concept or something outside of school that affected their learning. What did you do in that moment? How did you reach out, or make them feel seen, and guide them through the difficulty?



Your classrooms are diverse, not simply in terms of your learners' respective racial, social and economic backgrounds, but also in terms of their needs and abilities. Our country continues to face deep inequalities, yet it is in the classroom that change happens. As a teacher, you play a vital role in ensuring the success of each learner.

Inclusivity and diversity are at the core of CAPS. Teachers are not simply tasked with teaching the curriculum, but also with recognising the unique potential in each learner. 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.

That is why our learning and teaching resources are designed to support you. They reflect local context. When undertaking the learning, classroom and homework exercises, activities and assessments, learners will be familiar with the world that is presented. These materials take into account 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.

Categories of diversity

In this series, we focus on **ten key categories of diversity**, 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 book
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, customs, and languages. This helps learners appreciate cultural richness and discourages stereotypes by offering balanced views on historical and contemporary issues.
2. Gender diversity	Gender diversity refers to the representation of all genders and includes discussions around gender roles, non-binary identities and gender fluidity.	You will notice equal representation of all genders in the texts, illustrations and examples. We've included non-binary and gender-fluid characters, 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 and arts, thereby 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 such as access to education, healthcare and resources. This enables 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 features multiple languages and encourages learners to respect different dialects. We've also included examples that highlight the importance of translation and interpretation, especially in a global village, thereby 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.

6. Sexual orientation and LGBTQ+ inclusion	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.	LGBTQ+ family structures are represented throughout 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, which help learners understand and respect diversity in sexual orientation.
7. Religious and spiritual diversity	This involves representing a variety of religious beliefs and promoting respect for different spiritual practices.	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.
8. Age diversity	Age diversity entails including people from different age groups and discussing issues related to ageing.	In the books, you'll find characters and examples ranging from young children to the elderly. We've highlighted the importance of intergenerational relationships. We have also included a focus on age-related topics such as retirement and ageism. This helps learners understand the value of every age group in society.
9. Geographic diversity	Geographic diversity represents people and issues from various regions and environments, both global and local.	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.
10. Cognitive and learning diversity	This refers to addressing different learning styles, abilities and cognitive differences, such as neurodiversity.	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. We have also added quick pre-assessments for you to consider.

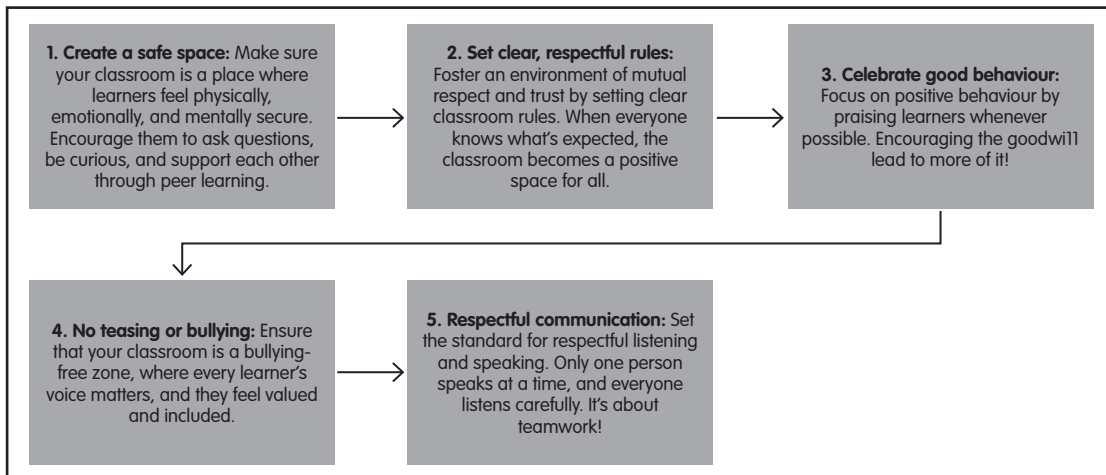
Creating an inclusive and diverse classroom

This Teacher's Guide is designed with inclusivity, diversity and equity in mind. It provides resources that help you to create inclusive learning environments and systems to cover the ten key categories of diversity in Table 1.

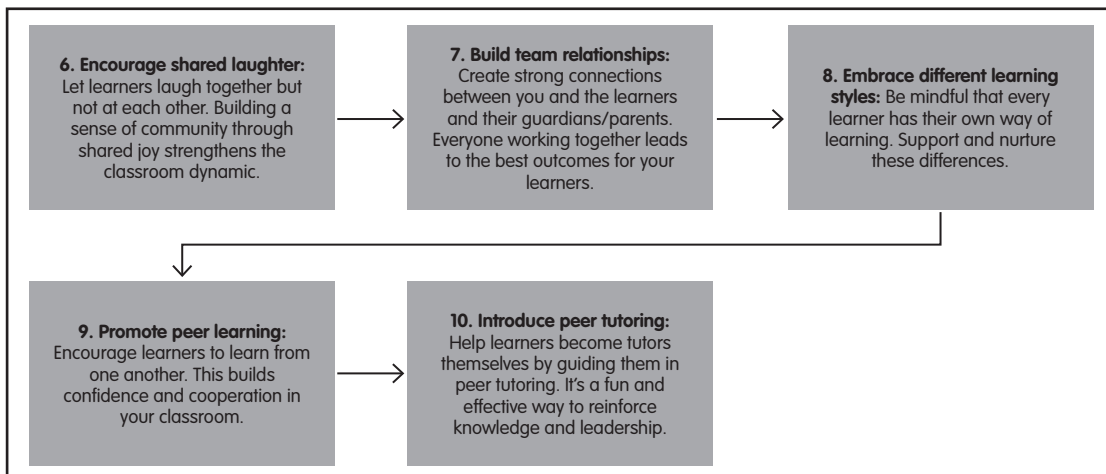
Diversity in the classroom

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



Celebrating 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 will help every learner feel valued, and part of the larger global community.

Being 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. 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 quickly sensed the tension in the room. She had an important choice to make. 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.

She then 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. The class reflected on how bias, both old and new, can shape their views of others, often without them realising it.

Lessons from Ms. Adams' class

Bias and assumptions can appear unintentionally

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

Every voice matters

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

Encourage self-reflection

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

Create a space for dialogue

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

Learning through challenge

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

Promote curiosity and openness

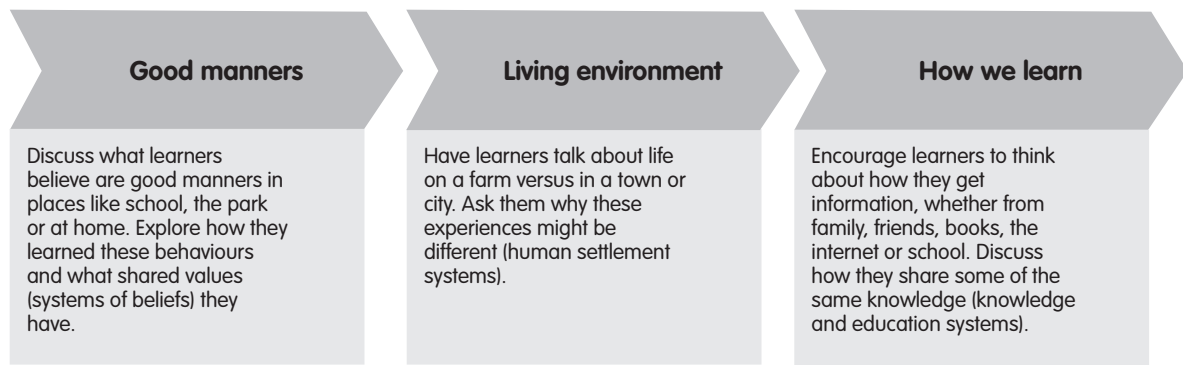
Encourage students to ask questions and learn about traditions different from their own. This fosters a culture of curiosity, openness and understanding, helping to break down barriers and build respect for diversity.

Thinking about systems

Systems are made up of different parts that work together to achieve something. In your classroom, a system might be how learners follow rules, how they learn from you, or how they play and share with one another. Systems also exist in families and communities, where people support one another and work together.

Understanding systems helps learners to see how different parts, like people, places and rules, connect and interact. This is a key skill for building critical thinking, and it can start early by using learners' own experiences.

In our Foundation Phase books, we introduce systems thinking by showing different living conditions, social realities and diverse people. This includes concepts such as *Ubuntu* and represents learners of different races, genders and family structures, giving you a way to introduce learners to more complex thinking. Here are some simple activities to help your learners to think about systems:



Assessments

Assessment includes various methods to measure learner 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 ongoing monitoring of learner progress and teaching effectiveness. This enables you to evaluate your teaching methods and learner growth, helping you to make informed, daily instructional decisions.

Assessment for Learning is naturally integrated into your teaching process, where fun, engaging, and supportive methods encourage active participation from learners. It helps to identify where learners need more support and guides your instruction to meet their needs. Activities should be assessed informally during daily lessons.

<p>Observe during activities Watch how learners approach tasks and ask guiding questions to support them.</p>	<p>Thumbs up, thumbs down A quick check for understanding after a lesson using thumbs to indicate comprehension.</p>	<p>Exit tickets Learners draw or write something they learned at the end of a lesson to show understanding.</p>	<p>Think-pair-share Learners think individually, discuss with a partner, and then share with the class to assess understanding.</p>
<p>Peer feedback Learners share work with classmates and give simple constructive feedback to reflect on their work.</p>	<p>Learning journals Learners keep journals to document what they've learned, giving insight into their progress.</p>	<p>Group activities and games Fun, collaborative tasks allow you to observe abilities in real time.</p>	<p>Questioning during lessons Use open-ended questions to encourage learners to explain their thinking and reasoning.</p>

Assessment as Learning requires learners to reflect on their progress, and encourages them to take responsibility for their own learning. Through this, they actively assess their own understanding, which promotes deeper learning and self-awareness.

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

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

<p>End-of-Term tests Formal tests to evaluate mastery of content</p>	<p>Quizzes Short tests to check understanding after lessons</p>	<p>Written assignments Tasks to assess understanding through writing</p>	<p>Projects Creative tasks to demonstrate knowledge</p>
<p>Reading assessments One-on-one assessments to gauge reading fluency</p>	<p>Performance tasks Tasks to apply knowledge in real-life scenarios</p>	<p>Portfolios A collection of work to track progress over time</p>	<p>Oral presentations Learners present their understanding verbally</p>

The CAPS document provides suggestions for Assessment of Learning activities in the Foundation Phase. Each activity should be made up of several parts dealing with different aspects of language.

Assessment activities can be aligned to work being completed in English First Additional Language.

The following assessment of learning activities are required for each term.

Assessments	Subject	Term 1	Term 2	Term 3	Term 4	Total
1	FAL	1	1	1	1	4
2	FAL	1	1	1	1	4
3	FAL	1	1	1	1	4

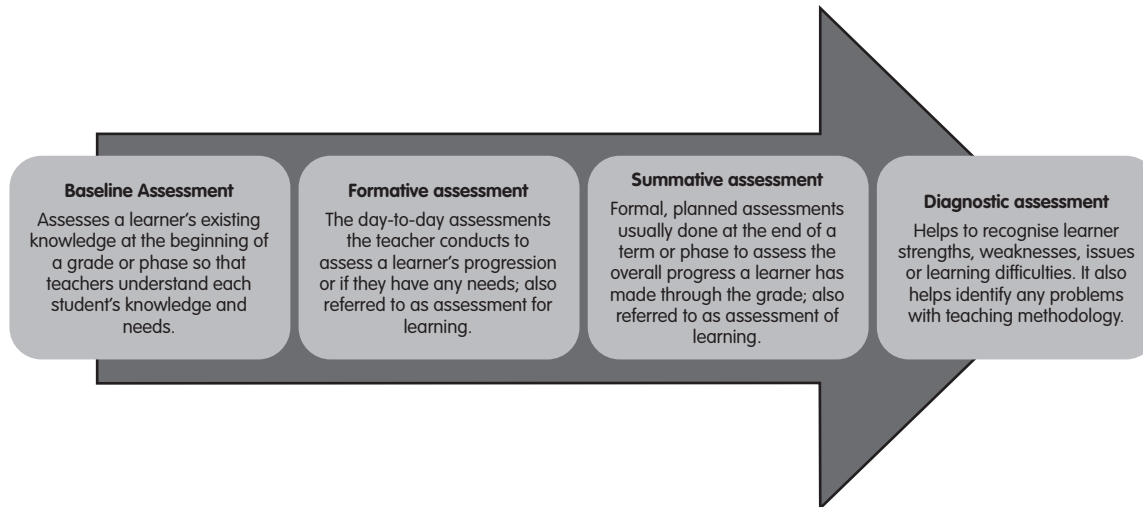
The following rubric can be used for Assessment of Learning in reading and can be adapted as needed for other aspects of teaching English First Additional Language in the Foundation Phase.

1 = No achievement	2 = Partial achievement	3 = Satisfactory achievement	4 = Excellent achievement
Struggles to recognise basic sight words Poor sound–symbol relationships	Slow in recognising high-frequency words Manages to decode and encode some words	Knows high-frequency words Uses phonic knowledge to identify unfamiliar words	Can recognise words in context Uses phonic skills effectively Can recognise unfamiliar words beyond grade level
Repetitions and reversals occur often	Reads familiar words fluently, but stops at unfamiliar words	Reads fluently with few mistakes Reads 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, lacks confidence	Audible – reads simple, familiar, short texts fluently	Conscious of voice modulation, tries to be expressive and uses appropriate gestures	Is an expressive reader Varies voice and tone Uses gestures, body language appropriately Arouses attention of listener
Makes meaning from visual cues, e.g. Illustrations	Makes meaning from visual cues and simple print text Can make predictions from title and cover	Can recall the main ideas of the story Can sequence events in the story	Understands text very well Discusses plot, setting, characters Expresses own views and opinions

The **National Curriculum Statement (NCS)** outlines **Literacy, Numeracy, and Life Skills** as the three key areas for Foundation Phase learners, which must be assessed. The Department of 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, which helps you and your learners meet the principles and purposes of assessment set by the NCS.

Types of assessments for Foundation Phase

The Department recognises four types of assessments for Foundation Phase, which are documented in the NCS Assessment Guidelines document:



Reading assessment in the Foundation Phase

Use the Early Grade Reading Assessment (EGRA) national benchmarks for English First Additional Language (EFAL) to guide your reading assessment

What is a reading benchmark in EFAL?

A reading benchmark is the minimum *oral reading fluency level* that a learner must reach by the end of each grade. For example, at the end of Grade 2, learners should be able to read at least 20 English words in a passage/text accurately and fluently in one minute. The minimum number of words per grade is listed in the infographic below.

Please note: These benchmarks are the lowest or minimum fluency levels a learner must achieve to be able to cope in the higher grades. The learner needs to read for meaning and understanding at the end of every grade. They should, ideally, attain the appropriate reading level benchmarks given in the infographic and aim to read at a higher level.

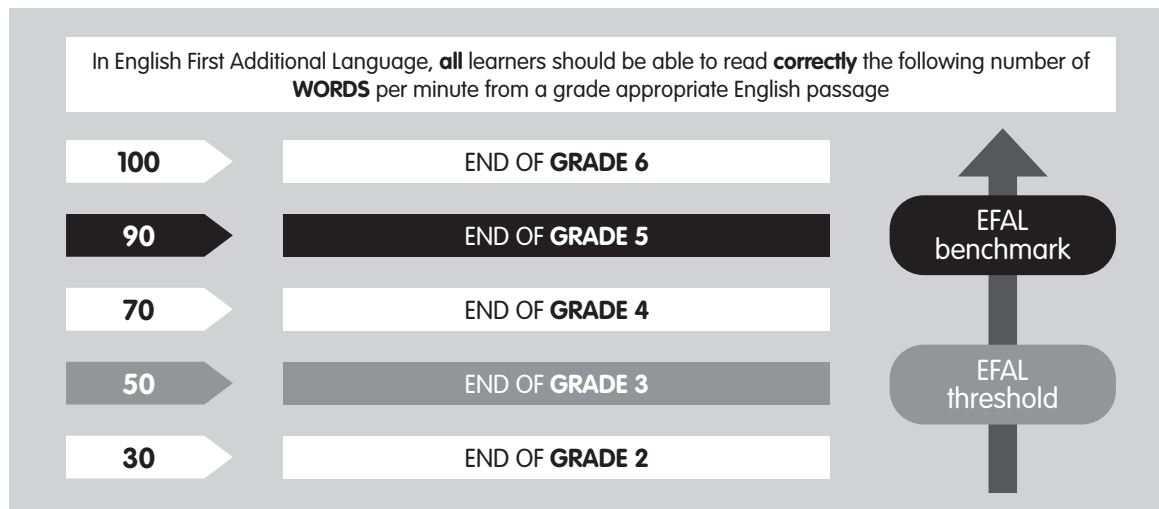


Figure 1: Grade-specific minimum benchmarks for early grade reading in EFAL

What is oral reading fluency?

It is the number of words a learner can read aloud when reading a grade appropriate text. The learner needs to read accurately, at an appropriate speed and with expression. It is important to refer to the oral reading fluency benchmarks for EFAL when you are assessing the learners. Compare how many words per minute a learner can read against the national benchmark to see if the learner meets the minimum requirements for the grade.

When should you assess oral reading fluency?

Regularly assess oral reading fluency to track all the learner's reading level and progress. Use the EGRA for EFAL as early as **Grade 1** to establish how many letter sounds and words the learner can recognise by the end of Grade 1.

In **Grade 2 and 3**, use the EGRA as a baseline between Terms 1 and 2, and as an endline between Terms 3 and 4 to determine the reading levels of each learner. Assess the learners on all the EGRA reading components (letter sounds, word recognition, passage reading and comprehension). Get a baseline score for each level at the beginning of the year. The EGRA will help you to track each learner's reading fluency levels. It will help you identify learners who need support and help you to organise the group guided reading (group guided reading) groups. Assess the learners again in the middle of the year and at the end of the year.

How can assessing oral reading fluency benefit the teacher?

Assessing oral reading fluency is a useful diagnostic assessment tool that assists with the teaching and learning of reading. It helps teachers understand learners' reading levels and their reading support needs. Regular assessment helps teachers re-evaluate learner's reading fluency levels and adjust their support needs.

How to guide learners who are not meeting the threshold/remediation?

The teaching guidelines in this teachers guide have ideas and strategies for supporting learners who read below the minimum national benchmark. Some are:

- **Your classroom:** Label common items and turn your classroom into a print-rich space. Create vocabulary walls with words from the theme, and sight words for learners to expand their reading vocabulary and practise reading.
- **Before reading:** Talk about the title and illustrations to identify the learners' background knowledge and get the learners engaged with the text. Mediate, discuss and make flashcards of new words to assess prior knowledge.
- **During reading:** Read the text with the learners (echo and chorus reading). Thereafter, learners can read the text in pairs and on their own in the group guided reading sessions. Paired reading is an excellent reading support strategy. Paired reading can include parents and learner, teacher and learner, or learner and learner as a buddy system. In the group guided reading session, every learner must read one or two pages aloud to the teacher, on their own.
- **After reading:** Learners should be encouraged to re-read the text in pairs, groups and independently. Repeated reading helps to improve reading speed and accuracy. Learners read the same passage three more times, each time striving to read more fluently, with fewer errors and hesitations while adding expression. After reading should also include oral and written activities.

Approaches to teaching reading

There are three main approaches to teaching reading:

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

Although each of the three approaches emphasises a particular aspect of the reading process, they all have the same goal: to develop independent readers who understand what they are reading by using 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 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. This approach gets its name from what learners do: they look at a word (often written on a flashcard), they listen to the teacher read it and they 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 that only contain words that have already been learned. The look-and-say approach is often used as part of a reading programme to increase 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. The 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.

Implementing language development and phonics activities in the Foundation Phase

Language development

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



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.

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

Figure 2 shows the interrelationship between these components and oral language proficiency, which is discussed in detail in SECTION 2.1.

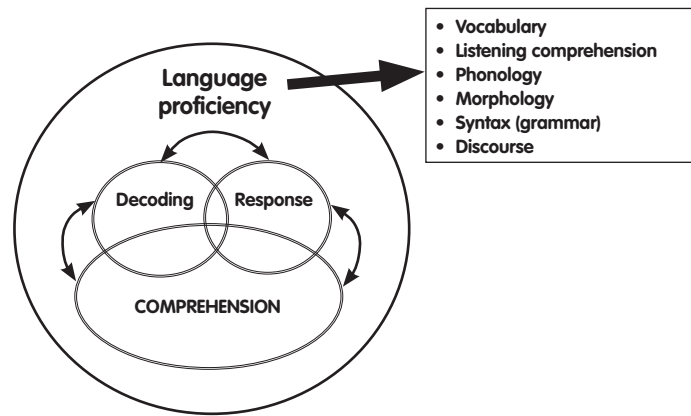


Figure 2: The components of reading embedded in language

Decoding

Decoding is the ability to translate a word from print to speech using prior knowledge of sound–symbol (letter) correspondences. Decoding is an integral part of learning to read. This series supports decoding by providing material that can be used for shared and independent reading, including the Core Reader, the grapheme frieze and flashcards.

Comprehension and response

Foundation Phase learners should be encouraged to complete activities that test comprehension and invite response. This helps to develop critical thinking and problem-solving skills, and prepares 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 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 simultaneously. 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 activities are given prominence in this 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 coherence and clarity, and practise deferring to and negotiating with others, thereby developing skills that empower them to operate effectively in the world of work later on. The flashcards and grapheme frieze can be used as tools to initiate simple speaking activities.

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

Alongside the ability to read is the important skill of comprehension. As the facilitator, you need to direct learners to extract meaning from the text, so that they are able 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 activities are provided to help the learners communicate ideas through narrative, creative, argumentative and expository texts, as well as by reporting, summarising and retelling events or experiences. Learners must develop a vast range of writing skills. 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 course. They are enhanced through language and grammar exercises using verbs, nouns, adjectives, conjunctions and so on, to improve general expression. As a teacher, you should feel free to expand on the type of writing that you feel needs emphasis 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.

Resources for language development

The CAPS curriculum states that the following skills should be developed when teaching both English Home Language and First Additional Language: listening and speaking, reading and phonics and writing and handwriting. It also specifies that there should be a minimum of five themes used per grade.

This series incorporates these skills and five themes into its programme, by means of the following six components:

Core Readers: The Core Readers integrate all the phonics from the grade and provide activities and exercises that build vocabulary. They also provide opportunities for both writing practice and oral work. The Core Readers are decodable. In addition, they are sequenced to progressively incorporate words that are consistent with the letters and corresponding phonemes being taught. There is one Core Reader per grade, which includes stories and material for each term.

Anthologies: Each grade has an Anthology that contains folk tales, fables, stories, poems, and rhymes that you can read to the class. There are 20 stories for each term. These Anthologies help to create a love of reading and the written word. The cross-cultural contents help learners to respect and understand diversity. The Anthologies can form part of shared reading activities, as well as listening and speaking activities. The Anthologies are designed to be read aloud by teachers to learners.

Graded Readers: The Graded Readers contain several graded stories that increase in complexity and length as the learners learn to read. Each set of Graded Readers is divided into five levels. Each level has eight books and in total, there are 40 books, which means there are ten books per term, providing learners with the opportunity to read and speak phonics as they learn them. The Graded Readers contain words that are frequently used and that are recommended by the DBE. Each Reader starts with simpler stories that are appropriate for the beginning of the year. As the reading skills of the learners improve, so do the lengths and complexity of each story. Graded Readers can be used for both independent reading and group guided reading.

The Big Books: This is a large-format reader aimed at you, as it contains large-sized print and attractive images. You will use these books during shared reading activities.

Shared reading is critically important for the development of a learner's reading skills as it enables a group of learners to experience many of the benefits that are part of storybook reading. As you read the book aloud, all the learners who are being read to can see and appreciate the print and pictures. You should read the story several times over several days. Throughout the process, the learners are actively involved in the reading as you pause to ask learners questions or to predict what will happen next. You can ask learners to read some of the words or part of the story as they become familiar with the words and phrases.

The repeated reading serves many purposes. First, reading is for enjoyment. Second, it is for building comprehension. Third, language and vocabulary are developed. Fourth, Big Book Reader focuses on decoding and word-identification skills.

There is a series of eight Big Books per grade that allows you to demonstrate and/or teach certain text features in context, including print organisation from top to bottom and from left to right, and punctuation mark interpretation.

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

- word-attack skills, such as blending and segmenting
- word-attack skills for long words in agglutinative languages, such as syllabification (i.e. breaking words down into syllables). Agglutinative languages, like many African languages, form words by stringing together morphemes, each of which has a meaning of its own.
- 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 make connections between spoken and written language and assists in the development of Reading and writing skills. The frieze should be displayed prominently in the classroom for easy reference and frequent interaction. There are also 25 flashcards per term with 100 cards per grade to help with phonemes.

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

- as a listening and speaking resource to support learning and teaching
- for group discussion of various themes
- to identify and discuss people, animals and objects
- for group discussion of specific scenarios
- to predict what will happen next.

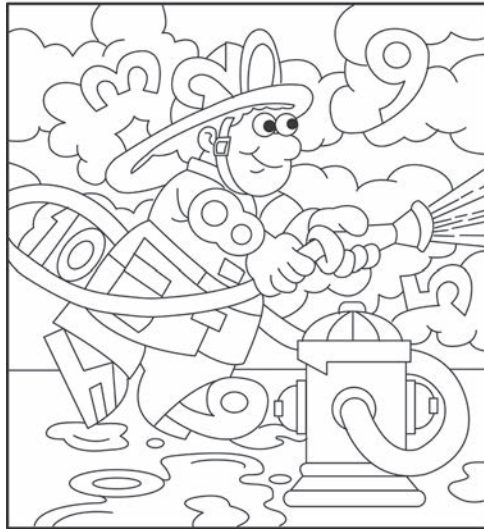
Handwriting charts: Handwriting charts are visual tools that have been designed to support the development of writing skills in learners. They provide a clear, structured reference for forming upper- and lower-case letters and numbers correctly. The *Platinum Series* contains four non-language-specific handwriting charts per grade.

Other resources: The DBE Rainbow Workbooks can be effectively integrated with all the above components to enhance learning. You can, for instance, use the Rainbow Workbooks as a follow-up activity after reading a Reader to reinforce key vocabulary and concepts. By combining the other components with the Rainbow Workbook activities, you can create a comprehensive and engaging learning experience that caters to different styles of learning and promotes a deeper understanding of the language skills.

Letter symbol and number symbol recognition

To assess learners' ability to recognise letters, numbers and combinations, start with simple activities such as letter or number hunts. For example, have learners find hidden letters and numbers in a drawing or artwork. Wordsearch 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, by having them spell the full word and provide a definition or use it in a sentence.

Find all the numbers from 0 to 10.



Phonics exercises

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



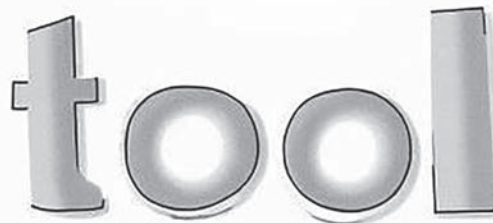
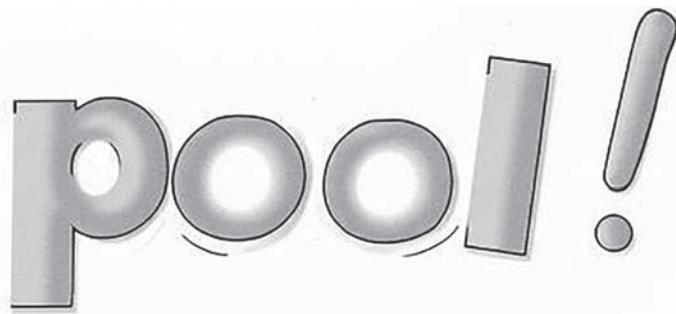
Phonics in fours

This peer-led activity involves groups of three or four learners. Each group has word 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 "ooh," learners combine letters like two "o's" a "u" or an "e". After forming the sound, they can spell words like *tool*, *pool*, *clue* and *blue* using the same sound. For a creative twist, learners can draw the object they've written about, combining phonics with art.



Types of reading activities

Reading activities comprise of the five strategies:

- Awareness of environmental print: Encourage learners to become aware of print around them. The grapheme frieze and posters should be displayed and learners should be encouraged to become aware of print around them in their home environment, such as advertisements, posters and magazines.
- **Shared reading** should be a whole-class activity using the Anthologies and Big Books alongside any other suitable material that you have sourced. Follow the instructions in the Big Books to encourage learners to engage with the stories and answer comprehension questions about the stories. Answering comprehension questions can be used as part of informal assessment.

There are many benefits of shared reading. Here are the most important ones:

- Learners are exposed to the language used in books. This is especially important in First Additional Language learning as learners need to hear English used in a natural context to develop their own ability to use it.
- Shared reading develops learners' English language skills and their vocabulary.
- By 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, and that most books used in South African schools are always read from the left-hand page first, and from the 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 or material needs to be used with the learners over two sessions, so that they become familiar with the text.

Session 1

Introduce the book to the learners. Use their Home Language, if necessary.

Talk about the title and the picture on the front cover.

Read the story to the learners. Translate into their Home Language after you have read the English, if you need to.

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?". At the beginning of the year, you may need to ask these questions in the learners' Home Language and allow them to answer in their Home Language too. Allow this, but keep encouraging them to use English and use more English yourself as the year progresses.

Session 2

Re-read the story using only English.

As you do this, check the learners' understanding by asking simple questions in their Home Language. For example: "Where was he hiding?".

Draw the learners' attention to particular words in the text, especially if these are words that appear in the next Reader the learners will learn to read.

Where possible, encourage the learners to join in reading parts of the story with you. Repeated passages are useful for this. For example, "I'll huff, and I'll puff, and I'll blow your house down" in **The Three Little Pigs**.

Group guided reading is a small group activity in which you work with a small group and listen to their reading aloud. Group guided reading should be at a lower level than 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

For **group guided reading**, divide the learners into groups at the beginning of the term.

Seat the learners in the group around you at a table or on the floor in a circle on a 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 group guided reading 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 Rainbow Workbooks. You can check in advance and decide which activity to use from these workbooks and have it prepared before your group guided reading class starts.

Paired reading: Learners can work together using the Graded Readers used in their group guided reading session as well as the flashcards.

Preparing for successful paired reading

At the beginning of Term 1, explain to the learners what you want them to do during paired reading sessions. You may need to repeat this a few times until the learners are familiar with what is expected of them during these sessions.

Mostly 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 can have a copy of the same book.

Independent Reading: Learners can use the Graded Readers and any other reading material for their enjoyment.

Preparing for successful Independent Reading

Create 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 the learners for them to choose from.

Put the books where the learners can reach them easily, such as on low shelves or in boxes.

Encourage the learners to read when they have completed their classwork.

Additional support

You can find plenty of ideas for language, spelling, writing and phonics activities online or through peer groups of teachers. Those working in similar settings can offer insights into which resources are most effective and any common challenges which the learners might face. Implementing these fun and interactive activities will help create a strong foundation in literacy for your learners.

Differentiation activities

Differentiation activities provide support for learners who need help, as well as extra work for learners who are more capable. The DBE Rainbow Workbooks provide additional activities for both Home Language and First Additional Language for all grades.

Remedial work

Remedial work for English Home Language and First Additional Language in the Foundation Phase should be engaging, interactive and tailored to address specific areas in which learners may be struggling.

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 as they learn them.
- **Sound games:** Play games like “I Spy” that focus on letter sounds, 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 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 the 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 ___.”
- **Show and tell:** Have regular show-and-tell sessions for which learners can bring items and describe them. This practice helps with vocabulary and sentence formation.
- **Role-playing:** Engage learners in role-playing activities in which they can practise speaking and listening in various scenarios.
- **Spelling games:** Use games such as “Hangman” or “Spelling Bee” to make spelling practice fun. Incorporate words that the learners are currently learning.
- **Letter-formation practice:** Provide practice sheets for learners to trace and write letters and simple words to improve their handwriting skills.
- **Listening activities:** Play listening games where learners follow oral directions or listen to short stories and answer questions about them.
- **Command games:** Use games such as “Simon says”, which involve following directions, to enhance listening and comprehension skills.
- **Individual reading sessions:** Plan one-on-one reading sessions to focus on specific challenges the learner might have.
- **Worksheets:** Create individualised worksheets that target areas in which 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 for English Home Language and English First Additional Language in the Foundation Phase 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*, *-an*) and have the learners create and write new words within each family.

Spelling puzzles: Create crosswords or wordsearch puzzles that focus on more complex spelling patterns or vocabulary.

Themed vocabulary lists: Introduce themed vocabulary related to topics of interest (e.g., *animals*, *food*, *seasons*). Have learners use these words in sentences or short stories.

Vocabulary journals: Encourage the learners to keep a vocabulary journal in which they write new words and their meanings, and use them in sentences.

Character and plot analyse: After reading a story, discuss the main characters and plot. Ask the learners to describe characters, their traits and the sequence of events.

Illustrated stories: Combine writing with drawing by letting the 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.

Classroom book creation: Have the learners work together to write and illustrate a class 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 student progress.

Quick assessments for differently abled learners

As learners progress through Grades R to 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 2 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 art 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 learners her age.

After several meetings with her teachers, Leah was referred for an evaluation. It was during this process that Leah and her family learned 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 learned 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 autism early and any other learning disorders or disabilities, allowing for the right interventions that can help learners like Leah overcome challenges and achieve their full potential.

The checklists and tables at the back of this Teacher’s Guide are tools to help you observe potential learning difficulties in learners.

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.

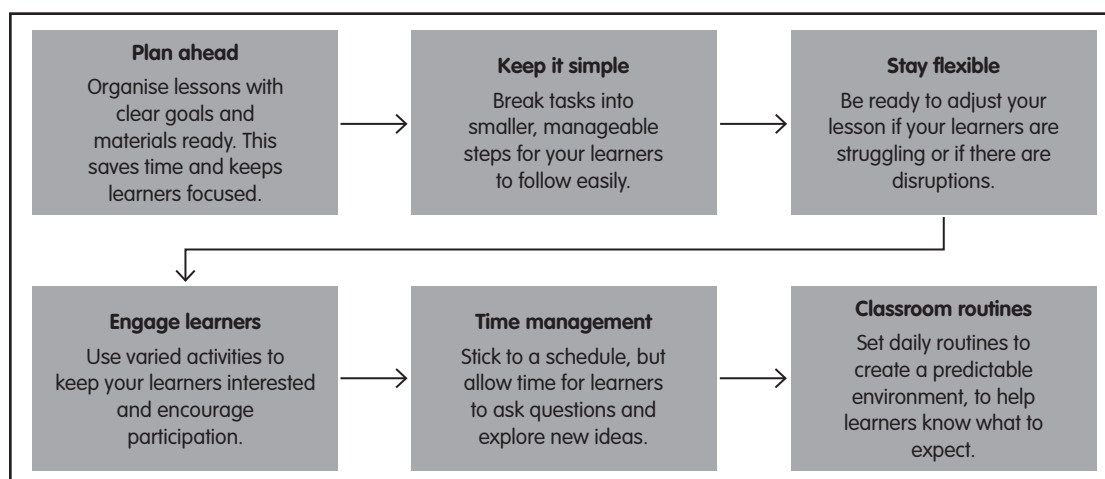
The basic idea of variation theory is that learners learn better when they see differences and similarities in what is being taught. It suggests that learners cannot fully understand something unless they see it in different ways or situations. By showing both what the concept is and what it is not, 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 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 which aspects are important and develop a deeper understanding of the concept.

Effective lesson management



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 many 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 – a common occurrence 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: Maintain consistent routines to help manage large classes.

Peer work: Pair or group learners to foster 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 the learners in the class.

Multi-grade class management

In multi-grade classes, where different grades are taught together, it's 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 ways in which learners absorb, process, understand and remember information. To create an inclusive learning environment, it's essential to identify and support each learner's learning style and adapt your teaching methods to meet their needs.

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

Visual/spatial learning: This is 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, and hence, they excel in practical tasks.

Teaching guidelines

Term 1

Themes	About me	Weeks 1 and 2	
	Feelings	Weeks 3 and 4	
	Health protection	Weeks 5 and 6	
	Keeping my body safe	Weeks 7 and 8	
	Rights and responsibilities	Weeks 9 and 10	
Language skills	Content, concepts and skills	Weeks	Learning and Teaching Support Materials (LTSM)
Listening and speaking	<ul style="list-style-type: none"> Continues to build an oral vocabulary using topics chosen by the teacher (e.g. finding out) Builds some conceptual vocabulary (e.g. comparing, describing) Follows and gives instructions Responds to and makes requests Talks about a picture or photograph Asks for clarification (e.g. 'I don't understand, please say that again.') Gives a simple oral recount (recalls experiences in the right sequence) Listens to stories and personal recounts, and answers comprehension questions Predicts what will happen next in a story or personal recount Expresses feelings about a story Retells the story Listens to a non-fiction text (factual recount, procedure or information report) and answers comprehension questions With the teacher's help, gives a simple summary of a non-fiction text Participates in a short conversation on a familiar topic Understands and responds to questions such as 'When?' and 'Why?' (e.g. 'Why did the house fall down?') Performs a rhyme, poem or song Plays language games 	1–10	Theme vocabulary flashcards Anthology Core Readers Big Books Graded Readers
		1–10	
		1–10	
		1–10	
		3–4	
		9–10	
		1–10	
		1–10	
		1–4	
		1–4	
		9–10	
		9–10	
		9–10	
		1–4	
		1–4	
1–10			

Phonics	<ul style="list-style-type: none"> Identifies letter–sound relationships of all single letters in HL and FAL and is aware of any differences Recognises consonant digraphs (sh-, -sh, ch-, -ch, th-, -th and wh-) at the beginning and end of words Recognises at least ten vowel digraphs (e.g. ‘oa’ as in boat, ‘ar’ as in far, ‘er’ as in her, ‘ir’ as in bird, ‘or’ as in short, ‘ur’ as in hurt) Recognises silent ‘e’ in words (e.g. cake, time) Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk,) Recognises known rhyming words, (e.g. fly, sky) Distinguishes between long and short vowel sounds (e.g. boot and book) Distinguishes between onset and rime in more complex syllables (e.g. dr-eam, scr-eam) Recognises more complex word families (e.g. catch, match) Recognises and uses some suffixes (e.g. -es, -ies, -ly, -ing, -ed) Builds and sounds out words using sounds learnt 	1–10 1–4 9–10 1–4 9–10 1–2 3–4 1–4	Big Books Core Readers Phonics flashcards – letter cards and word cards Alphabet chart Phonics frieze
Shared reading	Environmental print <ul style="list-style-type: none"> Reads simple posters or headings of posters in the environment Shared reading <ul style="list-style-type: none"> Reads fiction and non-fiction texts with the teacher, using the illustrations to support vocabulary development Answers literal and very simple inferential questions that support comprehension of the text Retells a story or recount, identifying the sequence of events Summarises a non-fiction text (e.g. information report) 	3–4 1–4 9–10 1–4 9–10 1–4 9–10	Big Books
Group guided reading	<ul style="list-style-type: none"> Group guided reading Reads both silently and aloud from own book in a guided reading group with the teacher (i.e. the whole group reads the same text) Uses reading strategies taught in the HL to make sense of text and monitor self when reading (phonics, context clues, structural analysis, sight words) Uses diagrams and illustrations in text to increase understanding Reads aloud, with increasing speed and fluency, using correct pronunciation Demonstrates an understanding of punctuation for direct speech, by varying voice pitch when reading aloud Uses some self-correcting strategies 	1–4 1–4 1–10 1–4, 9–10 1–4, 9–10 1–4, 9–10 1–4, 9–10	Graded Readers Core Readers

Paired & independent reading	<ul style="list-style-type: none"> • Reads own and others' writing • Reads aloud to a partner • Reads independently simple fiction and non-fiction books, books read in group guided reading sessions, and children's magazines and comics • Uses children's picture dictionaries (monolingual and bilingual) to find out the meaning of unknown words 	1–10 1–4 1–4 1–4 1–4	Graded Readers Core Readers
Writing	<ul style="list-style-type: none"> • Uses handwriting skills taught in HL • Writes more complex lists with headings (e.g. insects: ants, bees, butterflies) • Writes sentences from dictation • Writes a simple text (e.g. a birthday card) • With guidance, writes a personal recount of experiences using a frame (e.g. 'Yesterday I..., then ..., After that..., Finally...') • With guidance, writes a simple set of instructions (e.g. a recipe) • Together with the teacher, writes a simple story and copies it (shared writing) • Organises information in a chart, table or bar graph • Writes sentences on a familiar topic (at least six to eight sentences, one or two paragraphs) • Uses the writing process (drafting, writing, editing and publishing) • Uses punctuation already taught in HL (full stops, commas, question marks, exclamation marks and inverted commas) and apostrophes in contractions (e.g. can't, don't) • Spells common words correctly and attempts to spell unfamiliar words using phonic knowledge • Uses present, past and future tenses with increasing accuracy • Uses prepositions, nouns, verbs and pronouns with increasing accuracy • Builds own word bank and personal dictionary • Uses children's dictionaries (monolingual and bilingual) 	1–10 1–10 1–4 1–4 9–10 1–4 1–4 9–10 9–10 1–4 1–4 1–10 1–4 1–4 1–4 1–4 1–4 1–4	Handwriting chart

Language structure and use	<ul style="list-style-type: none"> Develops understanding and ability to use language structures in the context of meaningful spoken and written language 	1–10	
	<ul style="list-style-type: none"> Understands and uses the simple present, present progressive, simple past and future tenses 	1–10 1–4	
	<ul style="list-style-type: none"> Understands and uses countable (e.g. book) and uncountable nouns (e.g. chalk) Understands and uses the articles 'a' and 'the' with nouns Understands and uses the possessive form of nouns (e.g. Thandi's face) Understands and uses 'There is/are' (e.g. 'There is a book on the table.') 	1–10	
	<ul style="list-style-type: none"> Understands and uses comparative adjectives (e.g. fast, faster, fastest) Understands and uses demonstrative pronouns: this, that, those, these Understands and uses a variety of question forms (e.g. 'Which...?', 'Why...?') Understands 1,500–2,500 words in context by the end of Grade 3 	3 4	

Weekly plan

- The learning programme follows the same routine every week.
This makes it easy for teachers and learners to follow.
Learners can prepare for the next activity once they know the routine.
- The weekly plan is based on the CAPS maximum time for FAL: 4 hours per week.

Monday		Tuesday		Wednesday		Thursday		Friday	
Daily listening & speaking	2	Daily listening & speaking	2	Daily listening & speaking	2	Daily listening & speaking	2	Daily listening & speaking	2
		Focused listening & speaking	10			Focused listening & speaking	10		
Phonics	5			Phonics	5	Phonics	5		
Shared reading	15			Story/SR	15				
Group guided reading	15	Group guided reading	15	Group guided reading	15	Group guided reading	15	Group guided reading	15
				Writing	30			Writing	30
				Language structure and use	15	Language structure and use	15		
Total: 4 hours per week									

About me

Weeks 1 & 2

What you will need	
	Poster 1
	Core Reader Text 1: Riddles for me
	Big Book 1 Story 1: Kgomotso dreams big
	Graded Reader 1 (level 1): An old photo 2 (level 1): Kgomotso dreams big
	Anthology Story 1: How Zebra got his stripes
	Flashcards and phonics frieze Related to theme Flashcards with images and words from the story
	DBE workbook Term 1, pages 2, 4, 5.
High-frequency and sight words	Phonic words
<p>BB Story 1 I, my, he, she, we, they, to, the, a, and, in, on, is, it, of, with, at, by, this, that, for, you, have, was, his, said, from, all, some, one, very, can, be, but, if, were, as, will, into</p> <p>rugby, friends, men, gave, ball, play, boots, training, dream, hard, family, school, scholarship, village, happy, money, work</p> <p>CR Text 1 what, is, a, do, you, any, I, am, my, the, it, and, your, where, on, in, to, of, will, go, here, with, long, all, at, them, me, day, can</p>	<p>church, chair, chips, cheese, beach, reach, coach, pouch, shop, shoe, shell, ship, fish, brush, dish, wish, thin, thumb, think, third, bath, cloth, moth, path, sing, ring, king, long, song, what, when, where, whale</p> <p>ai: rain, train, pain, snail ee: tree, sleep, bee, green ay: play, stay, day, tray oa: boat, goat, soap, road ea: leaf, beach, read, teach</p> <p>ar: car, star, park, farm or: fork, corn, storm, short ur: turn, burn, curl, hurt er: her, tiger, flower, water ow: cow, down, brown, flower oi: coin, boil, soil, noise ear: hear, tear, clear, dear air: hair, fair, chair, stairs ure: sure, pure, cure, secure</p> <p>Consonant clusters help, bump, best, list, past, left</p> <p>Consonant blends play, bring, break, flag, glad, clip strong, sprint, splash, string, spread, spring</p>
	Theme vocabulary
	<p>BB 1 Story 1 goal posts, bakkie, bounces, sometimes, pleaded, screen, attention, carefully, kit, overjoyed, confident, improved, approached, scholarship, try outs, faith, certain, common, scout</p> <p>CR Text 1 shiny, jewels, crown, pray, ticking, mirror, tool, ink, twist, screw, slimy, frog, neat, comfy</p> <p>Anthology Story 1 baboon, guarded, chase, travelled, beware, springbok, searching, yelled, gripped, circled, punch, reach, mighty, bump, bounced, thump, bald patch, bottom, stumbled, accidentally, coals</p> <p>GR 1 photo, cardboard, silence, hunted, disappointed, stirring, great-grandfather, pockets, magic tricks, admired, treats, apartheid, freedom fighter</p> <p>GR 2 Same as Big Book vocabulary</p>

Daily activities

Greetings	Start with a greeting to the class. Include some personal 'How are you' type questions addressed to individual learners. Vary your greetings and questions to suit your learners.
Songs, rhymes, chants or games	Teach a chant to activate the theme. Refer to the <i>Play and learn</i> box on p. 11.
Question of the day	Have groups of learners answer the following question once per week: <i>What do you know about your grandfather or grandmother?</i>
Theme vocabulary	Each day, you will get an opportunity to work with theme words from the table on the previous page and teach or review these using explanations, actions or pictures, and by using the word in a sentence.

Language skills	Teaching guidelines	LTSM
<p>Daily listening and speaking 5 × 2 = 10 min</p> <p>Focused listening and speaking 2 × 10 = 20 min</p>	<p>Lessons 1 to 5: Refer to the daily activities table on p. 6.</p> <p>Lesson 1 Pre-reading Discuss the cover and learner predictions about the text. Discuss what kind of text it is. Is it a story? Is it a poem? (It's riddles). Explain what riddles are.</p> <p>During reading Read the first page, model expression and fluency, including punctuation. Refer to characters and objects in pictures to help understanding e.g. What is this?</p> <p>Post-reading Learners read the first five riddles in pairs. Have them turn and talk to discuss the answers. Have them share the answers and write them on the board.</p> <p>Lesson 2 Review sight words and phonic words from the story using flashcards.</p> <p>During reading Read the last riddle on page 2, model expression and fluency, including punctuation. Refer to characters and objects in pictures to help understanding e.g. What is this?</p> <p>Learners take turns to read sentences or paragraphs of the story. Encourage them to read fluently.</p> <p>Post-reading Use <i>turn and talk and share</i>: Learners make up their own riddles about a pen, a book or a ruler. Do some examples.</p>	<p>Core Reader Text 1: Riddles for me</p> <p>Phonics flashcards</p>
<p>Phonics 3 × 5 = 15 min</p>	<p>Lesson 1 Revise digraphs: sh, ch, th, ng Sing the alphabet song with the class, pointing to an alphabet chart. Display flashcards with words in the LTSM. Learners repeat the words after you, then find the matching words in their books.</p> <p>Lesson 2 Revise: ai, ee, ay, oa, ea Display flashcards with the relevant words. Read this sentence, emphasising the vowel sound. Ask if they can hear the sounds and to say which words have these sounds. <i>I like to play on the beach all day and read a book.</i> <i>The rain made the leaves on the tree look green.</i> <i>The cool breeze blew as the boat sailed away on the open sea.</i> Act out some of the words you have revised (e.g. pretend to sleep) and have learners guess the word.</p> <p>Lesson 3 Revise: ar, or, ur, ow, oi, ear, ai, ure, er Display flashcards with the relevant words. Include any relevant words from <i>What am I?</i> e.g. church, crown. Learners repeat the words after you, then find the matching words in their books. Act out some of the words you have revised (e.g. learners guess the word). Learners complete the oral part of Activity 3, which focuses on a selection of these sounds.</p>	<p>Core Reader Text 1: Riddles for me</p> <p>Phonics flashcards</p>

<p>Shared reading 2 × 15 = 30 min</p>	<p>Lesson 1 Pre-reading Discuss cover and learner predictions. Do a picture walk and talk and ask prompting questions to predict further e.g. <i>What do you think the story is about? Who is Kgomo tso?</i> Teach key vocabulary words from the list. Read the story aloud, pointing to the pictures as you go. Emphasise the key vocabulary words as you read. Post-reading Refer to Activity 1 on p. 9.</p> <p>Lesson 2 Review the key vocabulary from the story using questions e.g. <i>What is the game in the story? (rugby)</i> Review relevant phonic words from the story using flashcards and have learners repeat the words. Read the story again, pausing to ask questions about the pictures and story, such as <i>Where is Kgomo tso? What is he doing in this picture?</i> Encourage learners to join in as you read. They say "Yay!" each time Kgomo tso succeeds Post-reading Refer to Activity 2 on p. 9.</p>	<p>Big Book 1 Story 1: Kgomo tso dreams big</p> <p>Phonics flashcards</p>
<p>Group guided reading 5 × 15 = 75 min</p>	<p>Lessons 1 to 5: Group guided reading. Work with one group daily. Pre-reading Discuss the title and the cover. Encourage predictions e.g. <i>Who do you think is in the photo?</i> Lead a picture walk and talk. Teach new theme words from the story (refer to p. 5). During reading Read the first two pages to the learners modelling expression and fluency. Point out special punctuation, such as that of 'Mom!'. Learners read to each other in pairs, taking turns to read one paragraph or sentence at a time. Help them as they read. Post-reading Ask oral questions to check comprehension e.g. <i>Who is Tata Mkhulu? Where does Sihle find the old photo?</i></p>	<p>Graded Reader 1 (level 1): An old photo</p> <p>Flashcards</p>
<p>Independent and paired reading</p>	<p>Learners read on their own or with a partner. Learners take the book home to read to their family. To review, ask the learners to recall any facts that they remember Learners read the dialogue on page 2 from DBE.</p>	<p>Graded Reader 1 (level 1): An old photo. Core Reader 1: Riddles for me DBE Book 1</p>
<p>Writing 2 × 30 = 60 min</p>	<p>Lesson 1 Review double vowel words with flashcards. Learners complete the written part of Activity 3: Phonics on p. 10. Lesson 2 Refer to Activity 4 on p. 11 for a shared writing activity from the Core Reader. Reminder about the oral activity.</p>	<p>Core Reader 1: Riddles for me</p> <p>Phonics flashcards</p>

Language structure and use 2 × 15 min = 30 min	The focus this week is on the simple past tense. Integrate the teaching and learning of this tense during daily listening, speaking, reading and writing activities. For example, during shared reading, summarise Kgomotso's story, emphasising past actions and the 'ed' ending (e.g. <i>Kgomotso worked hard every day.</i>)	Big Book 1 Story 1: Kgomotso dreams big
Assessment	Informal assessment of learners' English skills are contained in Activities 1 to 4. Use these as baseline assessment activities. Plan some support work for those learners who are struggling and have them do this when others are reading in the group guided reading sessions.	

Activity 1



Listening and speaking

Based on Big Book 1 Story 1: Kgomotso dreams big.

Ask the following oral questions. Allow as many learners as possible to answer the questions.

Who were the first people to help Kgomotso? What did they do? What do you think might have happened if they had not given him the ball? How did watching TV help Kgomotso?

Use *turn and talk* for learners to discuss these questions and share with the class.

Assessment tips

Informal assessment: Oral and observation

What to observe:

- Understands and responds to simple questions
- Uses English vocabulary
- Uses English sentence structure including simple language structures

Activity 2



Reading

Big Book 1 Story 1: Kgomotso dreams big

After reading Big Book 1 Story 1, ask comprehension questions, such as these:

- What game did Kgomotso and his friends play?
- Who helped them? What did they do?
- Who did Kgomotso watch on TV?
- What did Kgomotso learn about Siya?
- What did Kgomotso do to buy rugby boots?
- What did the men explain about the scholarship?
- Was Kgomotso successful?
- What is Kgomotso looking forward to?

Use *turn and talk and share* to discuss the following question:

What would you have done if you were Kgomotso?

Activity 2 continued

Assessment tips

Informal assessment: Oral and observation

What to observe:

- Answers literal questions.
- Expresses own opinion
- Uses relevant vocabulary and simple sentence structure

Activity 3



Phonics

Read out sentences with target phonic words. Tell learners what sound to listen out for the 'ar' sound, for example, in the first sentence and show them the matching flashcard. Learners say: *The 'ar' word is car.*

Do the rest of the sentences like this.

The car drove down the road. (target sound: ar - car)

The cow made a noise in the barn. (target sounds: ow - cow, ar - barn)

The coin fell into the water. (target sounds: oi - coin, er - water)

The sheep stood near the tree. (target sounds: ee - sheep, tree; ea - near)

She could see the fish swim in the stream. (target sounds: ee - see; sh - fish; ea - stream)

The teacher gave each child a seat in the classroom. (target sounds: ea - teacher, each, seat)

Write the sentences on the board with missing target words.

Put the answers on flashcards on the board, not in order: car, cow, barn, coin, water, sheep, near, see, fish, stream, teacher, each, seat.

Do oral practice where learners select the correct word card to complete each sentence.

Read the completed sentences together, pointing to each word. Remove the word card and have learners copy and complete each sentence.

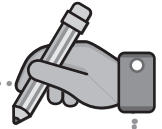
Assessment tips

Informal assessment: Oral and written

What to observe:

- Identifies the vowel sounds and digraphs in the words
- Completes the sentences with the correct words
- Decodes and reads the words

Activity 4



Writing and handwriting

Based on Core Reader 1: Riddles for me

Introduce the writing activity by reminding learners that you discussed riddles. Now they will write their own riddles about a book or a pen or a ruler. Start with shared writing; ask for their ideas. Write those key ideas on the board.

Here are some possible sentence frames to help learners. Encourage them to come up with their own ways to complete the frames.

I am _____ and _____. I help you _____. (I am long and straight. I help you draw a line.)

I am _____, I am _____. I am full of _____. (I am thick, I am thin. I am full of words.)

I am _____. I am _____. You _____ with me. (I am blue. I am red. You write sentences with me.)

Assessment tips

Informal assessment: Oral and observation

What to observe:

Writes a simple text

Writes relevant sentences

Spells common words correctly

Play and learn



Learners clap hands to the rhythm of this chant.

Family Chant

Here's my mom, she's so kind,
Dad, he helps me all the time.
My sister loves to laugh and play,
My brother runs around all day.
Gran tells us stories, Ooh!
I love my family, yes, I do!

Language skills	Teaching guidelines	LTSM
<p>Daily listening and speaking 5 × 2 = 10 min</p> <p>Focused listening and speaking 2 × 10 = 20 min</p>	<p>Lessons 1 to 5: Refer to the daily activities table on p. 6.</p> <p>Lesson 1</p> <p>Pre-reading Discuss the title and have learners predict. Lead a picture walk and talk. Use questions to prompt predictions e.g. <i>How do you think Zebra got his stripes? What would a zebra without stripes look like?</i> Teach some of the key vocabulary e.g. baboon, guarded and chase (refer to key vocabulary on p. 5).</p> <p>During reading Read aloud and model expression, fluency and punctuation. Point out interesting punctuation, such as that of 'Beware!'. Refer to characters and objects in pictures to help understanding e.g. <i>Where is this? Who is this?</i> Pause at the end of selected pages e.g. page 3 and ask questions about what they think will happen next e.g. <i>Will the young zebra drink the water?</i></p> <p>Post-reading Discuss which part of the story learners liked best and why.</p> <p>Lesson 2 Teach new key words from the story using flashcards. (Refer to the key vocabulary on p. 5.) Ask learners to recall key events in the story. Prompt with questions e.g. <i>What does the baboon do at the water pool? What happened when the young zebra and his father came?</i></p> <p>During reading Read the story aloud again, referring to pictures and explaining key ideas in the story. Ask prompting questions at the end of each page to help learners understand the story e.g. <i>Who is telling the story? (Gogo the Storyteller) What does the baboon do? (He guards the water pool.) What do the jackal, and the springbok say to the zebras?</i></p> <p>Post-reading Learners complete Activity 1 related to the Anthology on p. 15.</p>	<p>Theme vocabulary flashcards</p> <p>Anthology Story 1: How Zebra got his stripes</p>
<p>Phonics 3 × 5 = 15 min</p>	<p>Lesson 1 Display flashcards with the relevant words e.g. list, bump, left, past. Include any relevant words from the story e.g. help, best. Learners repeat the words after you, and then find the matching words in their books e.g. help, best. Read this sentence, emphasising the end sounds. Ask if they can hear the sounds and to say which words have these sounds. <i>Kgomotso and his friends needed help to make the rugby posts. They played their best even when the field had bumps.</i></p> <p>Lesson 2 Display flashcards with the relevant words e.g. break, flag. Include any relevant words from the story e.g. play, bring. Learners repeat the words after you, and then find the matching words in their books e.g. play, bring. Read this sentence, emphasising the beginning blends. Ask if they can hear the sounds and to say which words have these sounds. <i>The men brought Kgomotso a rugby ball to play with.</i></p>	<p>Big Book 1 Story 1: Kgomotso dreams big</p> <p>Phonics flashcards</p>

	<p>Lesson 3 Revise: ai, ee, ay, oa, ea Display flashcards with the relevant words e.g. splash, spread and spring. Include any relevant words from the story e.g. strong, sprint. Learners repeat the words after you, and then find the matching words in their books e.g. strong, sprint. Read this sentence, emphasising the beginning s-blends. Ask if they can hear the sounds and to say which words have these sounds. <i>The Springboks were strong and sprinted across the field.</i> Learners complete the oral part of Activity 3 on p. 16 which focuses on a selection of these sounds.</p>	
Shared reading 2 x 15 = 30 min	<p>Lesson 1 Recap the story with learners, asking questions about what happened first, next, and so on. Read the story again. Encourage learners to join in with “Yay” each time Kgomotso succeeds or does well and to use gestures or actions to express the story. Post-reading: Ask a few oral questions to check understanding e.g. <i>What game does Kgomotso play with his friends? What did the two men give Kgomotso? Why did they do this?</i></p> <p>Lesson 2 Review the story briefly, using the book. Read the story again. Encourage learners to join in with “Yay” at appropriate moments and to use gestures or actions for certain scenes. Post-reading Invite a few learners to act out some scenes from the story, such as the two men giving the rugby ball, and Kgomotso begging to watch TV. Divide the class into groups and have each group act out a different scene with relevant gestures, expressions and words. Have learners work in pairs and put the summary of the story in order.</p>	Big Book 1 Story 1: Kgomotso dreams big
Group guided reading 5 x 15 = 75 min	<p>Lessons 1 to 5: Repeat the group guided reading and adapt for each group. Pre-reading Discuss the title and the cover. Encourage predictions e.g. <i>Do you know this story? What do you remember about it?</i> Review key vocabulary words from the story. (Refer to key vocabulary on p. 5.) During reading Read the first few lines of the first poem to the learners, modelling expression, fluency and punctuation. Emphasise sight words for this theme. Learners read the text silently on their own, at their own pace. Post-reading Ask oral questions to help comprehension e.g. <i>Who is Kgomotso? What does he do? Is he a good rugby player at the beginning of the story?</i> Encourage answers in full sentences.</p>	Graded Reader 2 (level 1): Kgomotso dreams big Flashcards

Independent and paired reading	Learners read on their own or with a partner. Learners take the book home to read to their family. Learners take turns to read in pairs when there is time in class. To review, learners recall facts that they remember. Learners read the story on page 4 from DBE.	Graded Reader (level 1): Kgomotso dreams big Core Reader Text 1: Riddles for me DBE Book 1
Writing 2 × 30 = 60 min	Lesson 1 Write target phonic words. Review the target spelling patterns with flashcards. Learners complete the written part of Activity 3 on p. 16. Lesson 2 Put sentences in order, to make a summary. Let learners do Activity 4 on p. 17, which involves completing Worksheet 1.	
Language structure and use 2 × 15 min = 30 min	The focus this week is on the future tense. Integrate the teaching and learning of this tense during daily listening and speaking activities, and reading and writing. For example, in shared reading, talk about what Kgomotso will do next in his journey e.g. <i>Kgomotso will train harder. He will play for the Springboks.</i>	
Assessment	Informal assessment of learners' English skills are contained in Activities 1 to 4. Use these as baseline assessment activities. Observe learners throughout the week to note whether they show the skills in the checklists. Use an observation book for your notes. Plan some support work for those learners who are struggling and have them do this when others are reading in the group guided reading sessions.	



Teaching new vocabulary

Point to a picture, such as that of a cat, and say the word slowly and clearly: *This is a cat. Can you say 'cat'?*
Learners repeat the word aloud together.

Theme vocabulary wall

Build a theme word wall for your class. Add flashcards of words every time you teach new vocabulary. Refer to the word wall every time you review vocabulary. When you have enough words, learners can help you re-arrange the words in alphabetical order.

Turn and talk and share

Pair learners. Teach them to turn to each other when you say turn and talk. Give pairs a chance to share with the rest of the class.

Activity 1



Listening and speaking

Based on Anthology Story 1: How Zebra got his stripes

Divide the class into pairs. Ask the following questions. Have learners turn and talk about each question.

How does the story begin? (Gogo is telling a story about long ago.)

What does the baboon do at the water pool? (He guards the water pool.)

What happened when the young zebra and his father came? (They went near the water pool.)

What were they searching for? (water)

What did the other animals tell them? (To stay away because the baboon was the King of the water pool.)

What did the young zebra say? (The water belongs to everyone.)

What happened then? (The young zebra and baboon had a huge fight.)

Who won the fight? (zebra)

How does the story end? (The young zebra walked over the fire and the black coals fell on his back.)

Use the share strategy for learners to share their answers to the class.

Assessment tips

Informal assessment: Oral and observation

What to observe:

Responds to literal questions about the story

Uses relevant English vocabulary

Uses English sentence structure

Activity 2



Reading

Based on Big Book 1 Story 1: Kgomotso dreams big

After reading Big Book 1 Story 1, let learners read these sentences aloud (jumbled up, written on flashcards and pasted on the board). They then work in pairs to put the sentences in order, to make a summary of the story.

Put the flashcards in order. Read the sentences aloud. Then remove the flashcards.

1. Kgomotso lived in a small village where most people played soccer, but he loved rugby.
2. Every day, Kgomotso and his friends played rugby on a dusty soccer field.
3. One day, two men gave Kgomotso a real rugby ball to practise with.
4. The friends were very happy to have a real rugby ball and practised every day.
5. Kgomotso watched the Springboks on TV and saw Siya Kolisi playing in the World Cup.
6. He was inspired by Kolisi's story of becoming a great rugby player even though he had a hard life.
7. Kgomotso trained hard and worked in his village to save money for rugby boots.
8. After many months, he bought his first pair of rugby boots, which helped him play better.
9. The two men returned and told Kgomotso he could try for a rugby scholarship.
10. Kgomotso worked hard and won the scholarship, and his village cheered as he left for his new school.

Activity 2 continued

Assessment tips

Informal assessment: Oral and observation

What to observe:

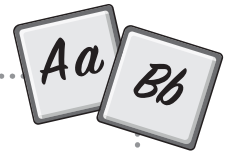
- Recalls the story
- Makes a summary by placing sentences in the correct order
- Reads the summary aloud

Differentiation

Give learners sentence cards of the sentences on the previous page and have learners work in pairs or groups to arrange them in the correct order.

Challenge for learners: Have learners work in pairs or groups and say what they would have done in Kgomotso's situation.

Activity 3



Phonics

Read out sentences with target phonic words. Tell learners what sound to listen out e.g. 'pr-' for the first sentence and show them the 'pr-' flashcard. Learners say: "The 'pr-' word is practise."

Do the rest of the sentences like this in the same way.

1. Kgomotso needed to _____ every day to improve his rugby skills. (practise)
2. His friends built rugby goal posts from long _____. (branches)
3. The two men drove a _____ bakkie and gave Kgomotso a rugby ball. (small)
4. When he kicked the ball, it _____ really _____ through the air. (flew, fast)
5. Kgomotso saved money for months to buy new _____ shoes. (black)
6. The friends used a _____ soccer ball before they got a real rugby ball. (strong)
7. Kgomotso worked _____ after school to save money. (hard)
8. The men wanted to _____ Kgomotso with his rugby _____. (help, skills)
9. Kgomotso was happy when he saw the Springboks on the TV _____. (screen)
10. The village gave Kgomotso a big party when he _____ for his new school. (left)

Write the sentences on the board with the missing target words. Put the answers on flashcards on the board, but not in order.

Do oral practice where learners select the correct word card to complete each sentence.

Read the completed sentences together, pointing to each word. Remove the word card and have learners copy and complete each sentence as part of this week's second Writing activity.

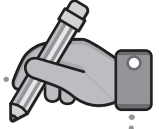
Assessment tips

Informal assessment: Oral and written

What to observe:

- Identifies the consonant clusters in the words
- Completes the sentences with the correct words
- Decodes and reads the words

Activity 4



Writing and handwriting

Have learners complete Worksheet 1 on p. 63 which is a consolidation of Activity 3.

Explain the following to learners:

They must make sure that they understand each sentence before choosing a number.

After numbering each sentence, they must read the summary to see if it tells the story correctly.

Assessment tips

Informal assessment: Oral and observation

What to observe:

Recalls the story

Makes a correct summary

Reads the summary aloud

Differentiation

Use DBE Book 1, page 5.

Support

Read through the sh and ch words with the learners. Sound the words out.

Extension

Learners read through the words independently before using a few of the words in sentences.

Weeks 3 & 4

What you will need		
	Poster	What can you see?
	Core Reader	Text 2: A day at the beach
	Big Book 1	Story 2: Sanele and her dog bot Story 3: Bitten by a dog
	Graded Reader	3 (level 1): Sanele and her dog bot 4 (level 1): Bitten by a dog
	Anthology	Story 2: Moving house
	Flashcards and phonics frieze	Related to theme Flashcards with images and key words, sight words and phonic words from the story Sound cards for 'ay' and 'ou'.
	DBE workbook	Term 1, pages 8 and 9
High-frequency and sight words	Phonic words	Theme vocabulary
<p>BB 1 near, heard, walking, before, smell, happily, suddenly, immediately, called, continued, listen, caught, spoke, must, someone's, anymore, immediately</p> <p>CR Text 2 every, food, school, father, never, going, beach, friend, build, smiling, swam, could, lie, glad, parents, brought</p>	<p>Vowel digraphs ay: play, Jay, day, today ou: out, around, clouds, proud, shout</p>	<p>BB 1 Story 2 bot, mistake, stern, precious, amazed, agog, collar, switch, disappeared, upset, computer, calmer, discovered</p> <p>BB 1 Story 3 enjoying, yelp, whine, immediately, pain, worried, direction, scared, paw, trap, dangerous, surprise, fright, clearing, calm, insisted, bandage, experience, springs, released, first aid box, ointment, worried, grateful</p> <p>CR Text 2 fetch, beach, excited, sandcastle, nervous, proud, decided, practise, waves, fluffy, watching</p> <p>Anthology Story 2 twin, cozy, moving, strange, favourite, tears, empty, upset, decorate, joy, welcoming, snuggled, explored, swings, memories</p> <p>GR 4 Same as BB Story 3 vocabulary</p> <p>GR 3 twinkle, world, diamond, star, jokes, shocks, unknown, wonder, mystery</p>

Daily activities

Greetings	Start with a greeting to the class. Include some personal 'How are you' type questions addressed to individual learners. Vary your greetings and questions to suit your learners.
Songs, rhymes, chants or games	Teach an action rhyme to activate the theme. Refer to the <i>Play and learn</i> box on p. 23.
Question of the day	Have groups of learners answer the following question once per week: <i>When do you feel happy?</i> <i>I feel happy when _____.</i>
Theme vocabulary	Each day, you will get an opportunity to work with theme words from the table above and teach or review these using explanations, actions, or pictures, and by using the word in a sentence. Read the sight word wall and the theme word wall each day with learners. Point out any additions.

Language skills	Teaching guidelines	LTSM
<p>Daily listening and speaking 5 × 2 = 10 min</p> <p>Focused listening and speaking 2 × 10 = 20 min</p>	<p>Lessons 1 to 5: Refer to the daily activities table on p. 18.</p> <p>Lesson 1 Pre-reading Learners predict the story from the title and pictures. Use questions to prompt e.g. <i>What do you like to do at the beach? Do you enjoy swimming in the ocean?</i></p> <p>During reading Read and model expression and fluency, including punctuation for p. 1 only. Refer to characters and objects in pictures to help understanding e.g. <i>Who is this? What is he doing?</i></p> <p>Post-reading Learners read the story in pairs.</p> <p>Lesson 2 Review key vocabulary, sight and high-frequency words, and phonic words using flashcards (refer to p. 18). Ask learners to recall key events in the story. Prompt with questions, such as <i>What did Jay and Lebo do first? What did Lebo then do?</i></p> <p>During reading Have learners take turns to read sentences or paragraphs of the story. Encourage them to read fluently.</p> <p>Post-reading Ask learners to identify objects and characters in the pictures e.g. <i>Point to Jay. Where is the sandcastle?</i> Use <i>turn and talk and share</i>: What was your best day out with a friend?</p>	<p>Core Reader Text 2: A day at the beach</p> <p>Phonics flashcards Key vocabulary and sight word flashcards</p>
<p>Phonics 3 × 5 = 15 min</p>	<p>Lesson 1 Read this sentence, emphasising the ‘ay’ sounds. Ask if they can hear the ay sound in play and Jay. <i>“I want to play in the sun!” said Jay.</i> Hold up a letter card, say the sound and let learners say it.</p> <p>Lesson 2 Revise ‘ay’ words using the flashcards. Practise blending ‘ay’ words e.g. Say /pl/ay/ – play. Learners clap for each part of the word while repeating after you (two claps). Call out a word from the ‘ay’ list and have learners find it in the Core Reader story. Go around and observe.</p> <p>Lesson 3 Practise segmenting words e.g. Jay – /J/ay/. Let learners repeat after you. Learners complete the oral part of Activity 3 on p. 22.</p>	<p>Core Reader Text 2: A day at the beach</p> <p>Phonics frieze flashcards</p>

<p>Shared reading 2 × 15 = 30 min</p>	<p>Lesson 1 Pre-reading Discuss cover and learner predictions. Do a <i>picture walk</i> and ask prompting questions to predict further e.g. <i>What do you think the story is about? Who is Dineo?</i> Teach key vocabulary words and sight words from the list on p. 18. Read the story aloud, pointing to the pictures as you go. Emphasise the key vocabulary words and sight words as you read, also the relevant phonic words you have taught this week. Post-reading Refer to Activity 1 on p. 21 to check understanding of the Big Book story. Lesson 2 Review the key vocabulary from the story using questions e.g. <i>What sound did the dog make?</i> Teach new key vocabulary words on p. 18. Read the story again, pausing to ask questions about the pictures and story, such as <i>Where is Dineo?</i> Encourage learners to join in as you read. Have them say “Poor doggie” and “Ouch” at relevant places in the story. Post-reading Let learners answer the comprehension questions in Activity 2 on p. 22.</p>	<p>Big Book 1 Story 3: Bitten by a dog</p>
<p>Group guided reading 5 × 15 = 75 min</p>	<p>Lessons 1 to 5: Repeat the group guided reading and adapt for each group Pre-reading Discuss the title and the cover. Encourage predictions e.g. <i>Do you know this story? What do you remember about it?</i> Review/teach new theme words from the story (refer to p. 18). During reading Read the first two pages to the learners while modelling expression and fluency. Point out special punctuation, such as that in <i>Ouch!</i> Learners read to each other in pairs. Help them as they read. Post-reading Ask oral questions to help comprehension e.g. <i>What did Dineo hear? (the dog); What happened when her brother shouted? (the dog got a fright and bit her).</i></p>	<p>Graded Reader 4 (level 1): Bitten by a dog Flashcards</p>
<p>Independent and paired reading</p>	<p>Learners read on their own or with a partner. Learners take the book home to read to their family. To review, ask the learners to recall any facts that they remember. Learners read through the dialogue on page 8 from DBE.</p>	<p>GR 4 (level 1) Core Reader Text 2 DBE Book 1</p>
<p>Writing 2 × 30 = 60 min</p>	<p>Lesson 1 Learners complete the written part of Activity 3 on p. 22. Lesson 2 Refer to Activity 4 for a shared writing activity on p. 23, based on the Core Reader.</p>	<p>Core Reader Text 2</p>
<p>Language structure and use 2 × 15 = 30 min</p>	<p>Integrate into shared reading by asking ‘whose’ questions about the text and pictures e.g. <i>Whose dog was it?</i> (Remy’s dog). Identify and show learners examples of this question word and the possessive apostrophe as they appear in any stories.</p>	<p>Big Book 1 Story 3: Bitten by a dog</p>
<p>Assessment</p>	<p>Informal assessment of learners’ English skills are contained in Activities 1 to 4. Use Activity 2 as part of the Formal Assessment. Observe learners throughout the week to note whether they show the skills in the checklists and use an observation book to make notes.</p>	

Use of HL

Encourage learners to use their home language, especially when they turn and talk or when you are asking questions to connect with their own experience. Help them to translate this into English, when they share with the class. This builds confidence and connects home with school.

Reading for meaning

Help learners deepen their understanding of a text by asking them to share their own experiences, key events or feelings.

Activity 1

Listening and speaking

Based on Big Book 1 Story 3: Bitten by a dog

Ask the following oral questions. Allow as many learners as possible to answer the questions:

How does the story make you feel?

Who is the main character in the story?

Why do you think Dineo like dogs?

Assessment tips

Informal assessment: Oral and observation

Which part of the story did you like best and why? *Turn and talk* to a partner and share ideas with the class.

What to observe:

Refers to relevant events in the story.

Says why they like their the favourite part.

Uses some English vocabulary and sentence structure.



Activity 2



Formal Assessment Task (FAT): Reading

Based on Big Book 1 Story 3: Bitten by a dog

After reading the story, ask comprehension questions. Have learners answer the questions orally. Then select three of the questions to write on the board, and have learners write the answers.

Where was Dineo walking at the beginning of the story? How was she feeling? (in the bush, happy)

What did she hear? (a yelp of pain)

What did she find? What was wrong with the dog? (A dog caught in a trap; he was in pain)

The dog got a fright. What did he do? (he bit her on her arm)

Who came to help Dineo? What did he do? (Her brother Kabelo. He helped her get back to the house.)

Did Dineo have to go to the hospital? How did she feel? (No. She was in pain.)

Whose dog was it? What did Dineo say to him? (It was the new boy's dog. Dineo told him how they found the dog caught in a trap.)

Assessment

Formal Assessment Task

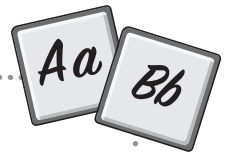
What to observe:

Answers literal questions about the text.

Correctly identifies the sequence of events.

Retells the story.

Activity 3



Phonics

Based on Core Reader Story 2

Read out a sentence with 'ay' words. Have learners say what the 'ay' words are.

Jay goes to play with his boats by the bay.

Mom must pay to park here for the day.

Write the sentences on the board without the 'ay' words. Put the word cards with the answers (Jay, pay, bay, play, day) on the board, not in order.

Do oral practice where learners select the correct word card to complete each sentence.

Read the completed sentences together, pointing to each word.

Have learners copy and complete each sentence as a Writing activity (Lesson 1).

Assessment tips

Informal assessment: Oral and written

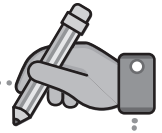
What to observe:

Identifies the 'ay' words.

Completes the sentences with the correct words.

Decodes and reads the words.

Activity 4



Writing and handwriting

Based on Core Reader Story 2

Introduce the Writing activity by reminding learners that they discussed in pairs their best day out with a friend. Ask for the ideas again. Write key ideas on the board. Tell them to write about their best day out with a friend – and to remember to write about how they felt.

Copy the following on the board:

I went to ...

I went with ...

I enjoyed it because ...

Assessment tips

Informal assessment: Oral and observation

What to observe:

Completes three sentences about own experience

Writes relevant sentences

Can shape the letters

Play and learn



Learners clap hands to the rhythm of this chant. Repeat two or three times with different actions each time. For example, after clapping, learners can click their fingers, or dance.

If you're happy and you know it, clap your hands × 2

If you're happy and you know it and you really want to show it

If you're happy and you know it, clap your hands

Repeat with 'stomp your feet', 'shout hurrah', 'do all three'.

Language skills	Teaching guidelines	LTSM
<p>Daily listening and speaking 5 × 2 = 10 min</p> <p>Focused listening and speaking 2 × 10 = 20 min</p>	<p>Lessons 1 to 5: Refer to the daily activities table on p. 18.</p> <p>Lesson 1 Pre-reading Discuss the title and have learners predict. Lead a <i>picture walk and talk</i>. Use questions to prompt predictions e.g. <i>How do you think the children feel about moving to a new house? Have you ever moved?</i> Teach some of the key vocabulary (refer to the key vocabulary list on p. 18). During reading Read aloud and model expression and fluency. Point out interesting punctuation. Refer to characters and objects in pictures to help understanding e.g. <i>Who is this? (Sipho) Why is he crying? (his favourite toy is lost)</i> Post-reading Discuss which part of the story learners liked best and why.</p> <p>Lesson 2 Review key vocabulary. Refer to p. 18. Ask learners to recall key events in the story. Prompt with questions e.g. <i>How does the story begin? What was the new house like?</i> During reading Read the story aloud again, referring to pictures and explaining key ideas in the story. Ask prompting questions at the end of each page to help learners understand the story e.g. <i>How do we know that Sipho was sad? (he was crying) How do Thembi and Thandi try to help?</i> Post-reading Learners complete Activity 1 related to the Anthology (p. 26).</p>	<p>Theme vocabulary Flashcards</p> <p>Anthology Story 2: Moving house</p>
<p>Phonics 3 × 5 = 15 min</p>	<p>Lesson 1 Read this sentence, emphasising the 'ou' sounds. Ask learners if they can hear the 'ou' sound in <i>clouds</i> and <i>shouted</i>. "<i>Look at the big, fluffy clouds, shouted Jay.</i>" Show the 'ou' flashcard. Hold up a letter card, say the sound, say it with the class, then let learners say it. Have different groups or rows of learners say the words as you show the flashcards again.</p> <p>Lesson 2 Use the flashcards. Practise blending 'ou' words e.g. <i>Say /cl/ou/ds – clouds.</i> Write the words on the board and blend as you read, sweeping your fingers beneath the words to show a blending movement.</p> <p>Lesson 3 Practise segmenting words e.g. <i>around – /a/r/ou/nd/</i>. Make a chopping motion for each part of the word to show you are segmenting the word into parts. Let learners repeat after you, including the motion. Learners complete the oral part of Activity 3 on p. 27.</p>	<p>Core Reader Text 2: A day at the beach</p> <p>Phonics flashcards</p>
<p>Shared reading 2 × 15 = 30 min</p>	<p>Lesson 1 Pre-reading Discuss the cover and learner predictions. Do a <i>picture walk and ask</i> prompting questions to predict further e.g. <i>Is this a story? What do you think it will be about?</i></p>	<p>Big Book 1 Story 2: Sanele and her dog bot (poem)</p>

<p>Shared reading 2 × 15 = 30 min (continued)</p>	<p>Teach some of the key vocabulary words from the poem. Read the poem aloud, pointing to the pictures as you go. Emphasise the key vocabulary words as you read.</p> <p>Post-reading Ask a few oral questions to check understanding e.g. <i>What did Sanele take to school? What did the children do? What did they say later?</i></p> <p>Lesson 2 Review the poem briefly. Read the poem again. Encourage learners to clap at the end of each line. Have them call out the words that rhyme.</p> <p>Post-reading Invite a few learners to mime some of the actions in the poem e.g. dog, walking, woofing, wagging its tail, or to read out some of the lines. Have groups learn one line of the poem and have them say it so that the whole class ends up saying the poem. Go around and help.</p> <p>Post-reading Refer to Activity 2 on p. 26. Learners answer questions to make a summary of the poem.</p>	
<p>Group guided reading 5 × 15 = 75 min</p>	<p>Lessons 1 to 5: Repeat the group guided reading and adapt for each group; work with one group daily</p> <p>Pre-reading Discuss the title and the cover. Encourage predictions e.g. <i>What do you see? What will we read about?</i></p> <p>During reading Read the first few lines of the first poem to the learners modelling expression, fluency and appropriate rhythm. Point out the shorter lines. Emphasise sight words for this theme.</p> <p>Post-reading Ask oral questions to help comprehension e.g. Poem 1: <i>What did Sanele bring to school? How does the poem end? How does Sanele make sure her dog bot is never lost again?</i> Encourage answers in full sentences.</p>	<p>Graded Reader 3 (level 1): Sanele and her dog bot Flashcards</p>
<p>Independent and paired reading</p>	<p>Learners take the book home to read to their family. Learners take turns to read in pairs when there is time in class. To review, ask the learners to recall any facts that they remember. Learners read through the story on page 8 from DBE.</p>	<p>Graded Reader 3 (level 1): Sanele and her dog bot Core Reader Text 2: A day at the beach DBE Book 1</p>
<p>Writing 2 × 30 = 60 min</p>	<p>Lesson 1 Review 'ou' words with flashcards. Learners practise the phonics 'ou' words by completing the worksheet.</p> <p>Lesson 2 Have learners answer the oral questions from Activity 3 on p. 27.</p>	
<p>Language structure and use 2 × 15 = 30 min</p>	<p>Focus on 'who' (person) and 'when' (time) questions. For example, when asking questions about a story or picture, focus on the question words 'who' and 'when'.</p>	
<p>Assessment</p>	<p>Informal assessment of learners' English skills are contained in Activities 1 to 4. Use Activity 1 as a Formal Assessment Task. Observe learners throughout the week to note whether they show the skills in the checklists and use an observation book to take notes.</p>	

Activity 1



Listening and speaking

Based on Anthology Story 2 Moving house

Divide the class into pairs. Ask the following oral questions. Have learners *turn and talk* about each question. Tell them that they can ask their partner questions if they need the answers to be clearer.

How are the children feeling at the beginning of the story? Why?

How do they feel at the end of the story? Why?

Which part of the story did you like best? Why?

Do you have a favourite toy? Talk about this.

Use the *share* strategy for learners to share their answers with the class.

Assessment tips

Formal assessment: Oral and observation

What to observe:

Listens to stories and responds to questions

Expresses feelings about the story

Asks questions to clarify

Activity 2



Reading

Based on Big Book 1 Story 2: Sanele and her dog bot

After reading the story, let learners answer these questions orally to make a summary of the poem. Ask the questions, one by one, and have pairs work together on each question – and give you the answer. Write the answers on the board.

What did Sanele take to school?

What did the teacher say?

What did the other children feel about the dog bot?

What could the dog bot do?

What happened to its collar?

What is the one important rule that Sanele must remember?

Let learners answer the sentences in their books as part of the Writing activity in Lesson 5.

Assessment tips

Informal assessment: Oral and observation

What to observe:

Recalls the main points of the poem

Orally, answers questions with relevant answers

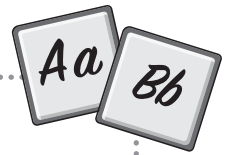
Writes the answers correctly

Differentiation

Support for learners: Put above answers on sentence cards and have learners work in pairs or groups to arrange them in the correct order.

Challenge for learners: Have learners work in pairs or groups and say what they think would have happened if Melo had not found the collar.

Activity 3



Phonics

Based on Core Reader Text 2: A day at the beach

Play the "I spy" game: Divide the class into two teams. Say: 'I spy with my little eye (something that has the sound 'ou')'. Put an 'ou' flashcard on the board.

Teams must take turns to respond to your clues (given below) with words with the sound 'ou' and spelling 'ou'. If correct, write the word on the board and the team gets a point. Call on learners to read the answers.

I spy with my little eye something you live in. (house)

I spy with my little eye something you do when you're happy or loud. (shout)

I spy with my little eye something you see in the sky when it's raining. (cloud)

I spy with my little eye something that you can sit on in your sitting room. (couch)

I spy with my little eye something small an animal that eats cheese. (mouse)

Assessment tips

Informal assessment: Oral and written

What to observe:

Identifies the 'ou' words

Responds to the clues with correct answers

Decodes and reads the words

Activity 4



Writing and handwriting

Have learners complete Worksheet 2 on p. 64 which lets them practise the phonics from Activity 3.

First read the words from the Word Bank with learners. Then read each sentence aloud.

Use the first sentence as an example to show learners what to do.

Assessment tips

Informal assessment: Oral and observation

What to observe:

Completed sentences with missing 'ou' words

Chooses the correct words from the Word Bank

Spells the words correctly

Differentiation

Use DBE Book 1, page 9.

Support

Read through the words with the learners.

Extension

Learners read through the words independently, then they write two or three sentences using the phonics words.

Health protection

Weeks 5 & 6

What you will need		
	Poster	
	Core Reader	Text 3: How to stay healthy Text 4: Easy ways to keep healthy
	Big Book 2	Story 1: The Dream Team teaches hygiene
	Graded Reader	5 (level 1): Bee stings 6 (level 1): My body, my health
	Anthology	Story 3: Let's start a food garden!
	Flashcards and phonics frieze	Related to theme Flashcards with key theme words, sight words and phonic words
	DBE workbook	Term 1, pages 12 and 15.
High-frequency and sight words	Phonic words	Theme vocabulary
before, behind, big, both, busy, could, enough, food, high, plant, right, school, together, tree, what	Vowel digraphs ea: season, eat, leafy, scream, dream, team, clean, each, meal oy: toys, boys, joy, enjoy, annoy Long oo: loo, food, too, cool, pool, tool, stool, spoon, broom, noodle, shampoo Short oo: cook, book, hook, look, took, foot, shook, stood, hood	Anthology Story 3 argue, avocados, climb, family, food, fresh, garden, growing, laugh, mulberry, season, siblings, space, vegetables CR Text 3 attitude, body, breakfast, decay, different, energy, enjoyable, exercise, mouth, nose, protect, safe, shade, spreading, sunburn, tissue, working BB 2 Story 1 brush, dirty, germs, habits, hair, head, healthy, hidden, horrid, hygiene, living, places, rinse, rub, scrub, sick, squirt, wash

Daily activities

Greetings	Learner 1 greets the next learner saying "Hello _____ (name), take this double five and pass it on." Learners do a High Five but using both hands.
Songs, rhymes, chants or games	Learners play the Healthy Food ABC memory game. Refer to the <i>Play and learn</i> box on p. 34 for more details.
Question of the day	Have groups of learners answer the following question once per week: <i>What do you do to stay healthy?</i>
Theme vocabulary	Each day, you will get an opportunity to work with theme words from the table and teach or review these using explanations, actions or pictures, and by using in a sentence.

Language skills	Teaching guidelines	LTSM
<p>Daily listening and speaking 5 × 2 = 10 min</p> <p>Focused listening and speaking 2 × 10 = 20 min</p>	<p>Lessons 1 to 5: Refer to the daily activities table on p. 28.</p> <p>Lesson 1 Pre-reading Introduce the story and ask learners what it means to be healthy. Compare 'healthy' and 'unhealthy'. Use the pre-reading question, <i>What can you do to stay healthy?</i> to draw out learners' prior knowledge of the topic.</p> <p>During reading Read the text, and let learners follow in their readers. Together with learners, mime all the tips, such as brushing teeth and washing hands. Read again focussing on comprehension. At the end of each page, pause and let learners summarise orally the health tips described on each page e.g. <i>Eat good food.</i> and <i>Drink clean water.</i></p> <p>Post-reading Focus on key vocabulary. Learners work in groups. Give each group a selection of key words. They must find the words in the text and read the sentences that contain the words.</p> <p>Lesson 2 Learners to list the healthy tips described in the text.</p> <p>During reading Learners read the text in pairs to practise decoding and fluency. They use the 'I read, you read' strategy, taking turns to read sentences.</p> <p>Post-reading Refer to Activity 3 Reading comprehension.</p>	<p>Core Reader Text 3: How to stay healthy</p>
<p>Phonics 3 × 5 = 15 min</p>	<p>Lesson 1 Write the headings 'long oo' and 'short oo' on the board. Read a word from each group e.g. <i>food, cook</i>. Emphasise the difference between the long and short 'oo' sound. Write the words under the relevant headings as examples. When you write the words, indicate that even though the spelling is the same, the sound is slightly different. Read these tongue-twister sentences and learners identify the words with the long and short 'oo' sounds e.g. <i>Cook good food.</i></p> <p>Lesson 2 Display the phonic words in separate lists. Look at the 'ea' list. Learners identify the position of the 'ea' sound, that is, whether it is at the beginning, middle or end of a word. Do the same for the 'oy' words. Compare the different positions ('ea' in beginning and middle, 'oy' at end).</p> <p>Lesson 3 Write the two new tongue-twister sentences on the board: <i>During the summer season we each eat clean leafy greens with every meal.</i> <i>When the boys got their toys, they jumped for joy and annoyed their sister.</i> Focus on one sentence at a time. Learners to read repeatedly, each time emphasising the phonic words.</p>	<p>Phonics frieze</p>

<p>Shared reading 2 × 15 = 30 min</p>	<p>Lesson 1 Pre-reading Learners read the title and infer the meaning of the word 'hygiene' based on the cover illustration. Do a <i>picture walk and talk</i>. Learners name objects in the pictures and describe the characters and their actions. Preview key vocabulary (refer to key vocabulary on p. 28). Write the list on the board and read with learners. Read the story aloud, pointing to the pictures as you go. Identify key vocabulary in context to assist comprehension. Emphasise unusual words and punctuation accompanies it, such as 'ICK!', 'OY!', 'psssst', 'Ouch!' and 'Phew!'.</p> <p>Post-reading Refer to Activity 1, which integrates with Language structure and use.</p> <p>Lesson 2 Review key vocabulary from the story using Language structure and usage clues, such as: opposites (Which word is the opposite of clean?); singular and plural (Does 'places' mean one, or more than one place?) Read the story again with learners. They repeat the unusual words and the rhymes and repetitions e.g. <i>Slosh and wash, Rub and scrub</i>.</p> <p>Post-reading Refer to Activity 2 on p. 32 and Worksheet 3.</p>	<p>Big Book 2 Story 1: The Dream Team teaches hygiene</p>
<p>Group guided reading 5 × 15 = 75 min</p>	<p>Lessons 1 to 5: Repeat the group guided reading and adapt for each group; work with one group daily.</p> <p>Pre-reading Discuss the title and the cover. Learners to share if they have ever been stung by a bee, and what they did to treat the sting.</p> <p>During reading Read the first two pages to the learners, modelling expression and fluency. Learners read text silently on their own, at their own pace.</p> <p>Post-reading Ask the learners questions to check for understanding.</p>	<p>Graded Reader 5 (level 1): Bee stings</p>
<p>Independent paired reading</p>	<p>Learners can read on their own or with a partner. Learners take the book home to read to their family. To review, ask the learners to recall any facts that they remember.</p>	<p>Graded Reader 5 (level 1): Bee stings Core Reader Text 3: How to stay healthy</p>
<p>Writing 2 × 30 = 60 min</p>	<p>Lesson 1 Refer to Activity 4 on p. 33.</p> <p>Lesson 2 In groups, learners edit rough notes and produce neat copies of their pages for the class book. Collate the pages, add page numbers and a front cover and staple the pages together. Read the book with the class to celebrate and enjoy their hard work.</p>	<p>Core Reader Text 3: How to stay healthy</p> <p>Big Book 2 Story 1: The Dream Team teaches hygiene</p>

Language structure and use 2 x 15 = 30 min	The focus for this week is on the simple present tense, plural and singular nouns including the 's' and 'ies' suffixes and the is/are verb agreement. These language structures are integrated into the various lessons, so learners experience these structures in the context of listening, speaking, reading and writing.	
Assessment	Informal assessment of learners' English skills are contained in Activities 1 to 4. Observe learners throughout the week note whether they show the skills in the checklists and use an observation book to make notes. Plan some support work for those learners who are struggling and have them do this when others are reading in the group guided reading sessions.	

Reading motivation

tips

Motivate learners by showing them progression in reading. Separate sight cards or theme words cards to help learners feel some success in reading. Moving words across from one pile to the other is motivating as progress is made visible.

Activity 1



Listening and speaking

Integrated Language structure and usage

In this activity, learners will practise building present tense sentences using singular and plural nouns with the is/are verb agreement.

Draw this sentence-building table on the board.

Together with learners build sentences orally using words from each column.

Use the shared writing strategy to write learners' sentences on the board to extend this activity into reading and comprehension, and writing.

Sentence-building table

The	girl boys socks home clothes germs	is are	clever funny clean dirty tidy dangerous smelly
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Activity 1 continued

Assessment tips

Informal assessment: Oral and observation

What to observe:

Uses the correct verb (is/are) and makes meaningful sentences

Activity 2

Phonics

Based on Big Book 2 Story 1: The Dream Team teaches hygiene

For this activity, learners will work in groups to find certain sounds on selected pages of the Big Book story and fill them in on the table on Worksheet 3.

Make one or two pages of the Big Book story available for each group.

Refer learners to Worksheet 3. Read the instruction and do an example so learners understand the activity.

Each group provides feedback. Write these on the board.

All learners review their lists and add words they don't have.

By the end of this activity, all learners should have all the words related to the phonic sounds from the book in their worksheets.

Ask a selection of learners to read their words.

Assessment tips

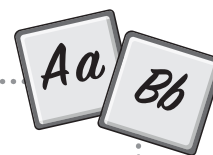
Informal assessment: Oral and written

What to observe:

Identifies the focussed phonic words

Completes the worksheet accurately

Decodes and reads the phonic words



Activity 3

Reading

Based on Core Reader Text 3: How to stay healthy

After re-reading the story, learners work in groups to complete a reading comprehension activity.

Write the comprehension questions on the board.

Allocate one or two questions to each group.

Each group is responsible for finding the answer to their question/s in the story.

Groups to share answers with the class who listen, evaluate accuracy of the answer and ask questions for clarity if necessary.

Learners can copy any three of the questions with the answers into their books.



Comprehension questions

- What happens if you do not eat good food?* (inferential)
- What can happen to your body if you do not drink clean water?* (inferential)
- What happens to your teeth if you do not brush them?* (literal)
- Why must you wash your hands?* (literal)
- How does sleep help your body?* (literal)
- Why should you practise safe hygiene?* (inferential)
- What does exercise do for your body?* (literal)
- What can happen if you do not wear sunscreen?* (inferential)
- How can you keep a good attitude?* (literal)

Differentiation

The questions include a range of both literal and inferential questions.

Give groups of learners who need more support a literal question because the answer will be in the story.

When they have experienced some success with literal questions, encourage them to try the inferential questions.

Learners who need extension can answer the inferential questions that require them to think of responses that are not in the book. These learners can also try and write questions about the story for classmates to answer.

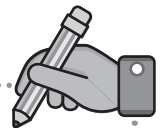
Assessment tips

Informal assessment: Oral and observation

What to observe:

- Answers literal questions about the text
- Answers inferential questions about the text
- Copies question accurately and provides a correct answer

Activity 4



Writing and handwriting

Explain to learners that, as a class, they will write an instruction book about hygiene.

Each group will be responsible for one page of the book.

Give each group one aspect of hygiene to focus on teeth, hair, face, food, home, etc.

In groups, learners discuss and brainstorm ideas for their page i.e. what information they want to add, what headings they can use to organise their information (e.g., what, how and why) and how to illustrate their page.

Learners can use information from the stories and include anything else they already know or do relating to hygiene.

Remind learners about the process of writing i.e. planning, drafting, editing and publishing.

Activity 4 continued

Assessment tips

Informal assessment: Oral and observation

What to observe:

- Collaborates and communicates productively and respectfully
- Plans and does rough drafts
- Explains their plans orally

Play and learn



The healthy food alphabet game

This is a memory game that uses the alphabet, so it's useful for practising single beginning sounds as well as developing a range of vocabulary around a theme. This is also a good game for practising singular and plural (adding s) e.g. learners can 'buy' an apple or apples, or one banana or bananas etc.

Have the letters of the alphabet on display to remind learners of the sequence.

To play:

Learner 1 starts and says, "I went to the shop to buy healthy food. I bought apples."

Learner 2 carries on and says, "I went to the shop to buy healthy food. I bought apples and bananas."

Learner 3 carries on and says, "I went to the shop to buy healthy food. I bought apples, bananas and carrots."

Continue playing until the list gets too long for learners to remember.

Variations

Start with a new letter every other day e.g. Monday start with 'a', Wednesday start with 'e', Friday start with 'm'. In this way, learners will practise all the sounds of the alphabet.

Write down learners' answers under the letters of the alphabet to create a healthy food alphabet poster.

Language skills	Teaching guidelines	LTSM
<p>Daily listening and speaking 5 × 2 = 10 min</p> <p>Focused listening and speaking 2 × 10 = 20 min</p>	<p>Lessons 1 to 5: Refer to the daily activities table on p. 28.</p> <p>Lesson 1 Pre-reading Ask learners what they know about food gardens. Ask if anyone in their family grows food, and if yes, what kind of food. Learners read the title and predict the story based on the pictures. Display the key vocabulary (refer to p. 28) on the board and read with learners.</p> <p>During reading Read the whole story aloud, modelling expression and intonation. Emphasise the vegetables listed in the story (leafy greens, onions, etc.) and match these to the learners' food list on the board where possible. Identify key words. When you get to a key word, such as 'mulberry', learners must read the word and find the item or action in the picture. Encourage learners to syllabify longer words e.g. Bot/sha/be/lo and a/vo/ca/do.</p> <p>Post-reading Learners work in pairs and list their favourite vegetables, and their least favourite vegetables they would not grow, if they started a food garden.</p> <p>Lesson 2 Pre-reading Review key vocabulary. Make a list of words learners can read and understand and those that need more practise. Ask learners to recall key characters and their ideas for what to grow in the food garden e.g. <i>What does Amohelang want to grow?</i> (a mulberry tree), <i>What does Omphile want to grow?</i> (avocados).</p> <p>During reading Read the story aloud again. Identify and emphasise the key vocabulary that learners need to practise.</p> <p>Post-reading Learners answer 'why' questions e.g. <i>Why did Amohelang want to grow a mulberry tree?</i></p>	<p>Anthology Story 3: Let's start a food garden!</p>
<p>Phonics 3 × 5 = 15 min</p>	<p>Lesson 1 Challenge learners to recall the phonic tongue-twister sentences from Week 1. Write down what they can remember and assist with gaps. Highlight the phonic sounds and reread the sentences. <i>During the summer season we each eat clean leafy greens with every meal.</i> <i>When the boys got their toys, they jumped for joy and annoyed their sister.</i></p> <p>Lesson 2 To consolidate, read the tongue-twister sentences for learners to write for dictation.</p> <p>Lesson 3 Refer to Activity 2 (the Phonics Formal Assessment Task) on p. 38.</p>	

<p>Shared reading 2 × 15 = 30 min</p>	<p>Lesson 1 Pre-reading Review comprehension. Give learners incorrect statements for them to correct e.g. <i>There were three people in the Dream Team.</i> (there were four people) Read the story and share the reading. Read a sentence and the class, or let a group continue reading aloud independently. Track under the sentences to help them keep their place and pace.</p> <p>Post-reading Refer to Activity 1 Listening and speaking on p. 37).</p> <p>Lesson 2 Review the sequence of the story, asking learners to state when they met the characters, and list the tips they learnt in the right order. In groups, learners read the story and confirm what they remembered about the order of the story.</p> <p>Post-reading Refer to Activity 3 on p. 38.</p>	<p>Big Book 2 Story 1: The Dream Team teaches hygiene</p>
<p>Group guided reading 5 × 15 = 75 min</p>	<p>Lessons 1 to 5: Repeat the group guided reading and adapt for each group; work with one group daily. Pre-reading Page through the story and ask learners if they recognise anything similar between this story and their Big Book Story 1. Review key vocabulary from the Big Book to support comprehension.</p> <p>During reading Read the first few lines of the story to learners, modelling expression and fluency. Learners read text silently on their own, at their own pace.</p> <p>Post-reading Ask a range of literal (who, where, what) and inferential questions (why, if) to check comprehension.</p>	<p>Graded Reader 6 (level 1): The Dream Team teaches hygiene</p>
<p>Independent and paired reading</p>	<p>Learners read on their own or with a partner. Learners take the book home to read to their family. To review, ask the learners to recall any facts they remember. Learners read Core Reader 4 independently. Learners can take the book home to read to their families. Learners read the story from DBE, page 12 independently.</p>	<p>GR 5 (level 1) GR 6 (level 1): Core Reader Text 3: How to stay healthy DBE workbook Core Reader Text 4: Easy ways to keep healthy DBE Book 1</p>
<p>Writing 2 × 30 = 60 min</p>	<p>Lesson 1 Learners prepare for their Formal Assessment Task for writing and language use. Give learners the instruction that they will write a paragraph of four to six sentences. It must be about health and hygiene, written in simple present tense. Learners brainstorm vocabulary and re-read stories to get ideas. Rough drafts can start in this lesson.</p> <p>Lesson 2 Refer to Activity 4 on p. 39. This activity can be used for the Formal Assessment Task for writing and the Formal Assessment Task for language structure and use</p>	<p>Core Reader Text 3: How to stay healthy</p>

Language structure and use 2 x 15 min	Continue with the simple present tense, and plural and singular nouns, including the 's' and 'ies' suffixes and the is/are verb agreement. Countable and uncountable nouns have been included.	
Assessment	<p>Informal assessment of learners' English skills are contained in Activities 1 and 3.</p> <p>Observe learners throughout the week and note whether they show the skills in the checklists. Use an Observation book to make notes.</p> <p>Plan some support work for those learners who are struggling and have them do this when others are reading in the group guided reading sessions.</p> <p>Formal assessment: Use Activities 2 and 4 for Formal Assessment of phonics, writing and language.</p>	

Comprehension

tips

When assessing comprehension, include literal and inferential questions so that you cover a range of cognitive skills e.g. *Who is the main character?* (inferential) *What colour is the bird?* (literal).

Activity 1

Listening and speaking

In this activity, learners play 'Simon says...' and take turns to give each other instructions that relate to hygiene and keeping clean. Learners mime the instruction.

In groups, learners can brainstorm ideas for instructions e.g. *Simon says wash your hair; Simon says brush your teeth, etc.*

Learners only follow the instruction if it starts with, "Simon says...". If it is a plain instruction such as *Wash your face*, learners must stay still. Whoever moves and follows the instruction is out of the game.

For some fun, replace 'Simon' with a learner's name.

Assessment tips

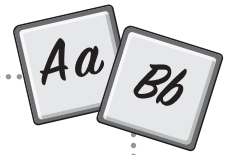
Informal assessment: Oral and observation

What to observe:

- Pays attention to the speaker
- Pays attention to vocabulary usage
- Uses the question format
- Listens to and follows instructions



Activity 2



Formal Assessment Task (FAT): Phonics

Learners can write the answers for this formal assessment task in their exercise books. They must identify letter/sounds relationships of all single letters. Read learners the following theme words. Learners write down the first sound of each word.

List of words: body (b), dirty (d), hair (h), living (l), rinse (r), wash (w), energy (e), mouth (m), nose (n), tissue (t)

Learners must recognise consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning of a word and at the end of a word.

Read learners the following questions.

Learners to write down either a B for beginning or E for end, depending on the position of the consonant digraph.

Questions

Where can you hear the 'th' in health, the beginning or the end? E
Where can you hear the 'ch' in chip, the beginning or the end? B
Where can you hear the 'wh' in white, the beginning or the end? B
Where can you hear the 'sh' in brush, the beginning or the end? E
Where can you hear the 'th' in thin, the beginning or the end? B
Where can you hear the 'ch' in touch, the beginning or the end? E
Where can you hear the 'sh' in show, the beginning or the end? B

Assessment

Formal Assessment Task

What to observe:

Phonics: (oral and/or practical and/or written)

Identifies letter-sound relationships of single letters

Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning and end of a word

Activity 3 Reading



Comprehension

Integration: Language structure and use

In Week 1, learners practised building sentences using plural and singular nouns. In this activity, learners will be introduced to uncountable nouns that are always singular. Some examples are sugar, rice and water. Read the following erroneous sentences to learners and ask them if the sentences make sense:

Put two sugars into the cake mix.

I am cooking three rices.

The children are drinking four waters.

Encourage learners to correct the sentences by adding in countable nouns.

For example: we cannot say, *Put two sugars into the cake mix* but we can say, *Put two teaspoons of sugar into the cake mix.*

Do the activity using the shared writing strategy. Help learners construct meaningful sentences and write them on the board for learners to read.

Activity 3 continued

Possible answers

Put two *teaspoons/tablespoons/cups* of sugar into the cake mix.

I am cooking three *pots/cups/spoons/bags/kilograms* of rice.

The children are drinking four *bottles/glasses/sips/gulps/mugs/cups/jugs/litres* of water.

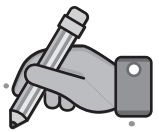
Assessment tips

Informal assessment: Oral and observation

What to observe:

Uses countable and uncountable nouns in meaningful sentences.

Activity 4



Formal Assessment Task (FAT): Writing and handwriting

In this lesson, learners can complete and edit their rough work and correct as many errors as possible.

A checklist such as this can help structure their editing process:

Sentence writing checklist

Have I got four to six sentences?

Are my sentences about health and hygiene?

Do my sentences have the correct punctuation e.g. capital letters and full stops?

Are my sentences in the present tense?

Have I read my sentences aloud to myself to check for meaning?

Have I corrected as many mistakes as I can?

Am I happy to present my sentences for assessment?

Assessment

Formal Assessment Task

Language structure and use (written):

Writes meaningful sentences in the simple present tense with some accuracy.

Writing:

Writes a paragraph of four to six sentences on a familiar topic.

Differentiation

Use DBE Book 1 for the phonics consolidation.

Support

Read through the phonics words on page 15 with the learners.

Extension

Learners read through the words independently before writing sentences with two or three of the words.

Keeping my body safe

Weeks 7 & 8

What you will need		
	Core Reader	Text 5: My body is mine
	Big Book 2	Story 2: I trust my feelings
	Graded Reader	7 (level 1): Your bubble, my bubble 8 (level 1): I trust my feelings
	Anthology	Story 4: Saseka forgets a very important thing!
	Flashcards and phonics frieze	Related to theme
	DBE workbook	Term 1, pages 18, 19 and 21.
High-frequency and sight words	Phonic words	Theme vocabulary
every, own, keep, never, head, reader, near, father, below, school, keep, story	Vowel digraphs oy: joy, boy, annoy, toy ir: girl, firm, dirt, shirt, skirt ea: speak, fear, near, streak, lean ie: lie	BB 2 Story 2 trust, rights, feeling, yes feelings, no feelings, safe, afraid, excited, disappointed, grateful, frustrated CR Text 4 body, mine, right, firm, stop, hurt, annoy, unsure, support, secure Anthology Story 4 bicycle, bell, cycle, forget, helmet, rules, straps, tightened, rides GR 7 bubble, safe, unsafe, touch, adults, public, private, secret, danger, invisible GR 8 trust, rights, feeling, yes feelings, no feelings, safe, afraid, excited, disappointed, grateful, frustrated

Daily activities

Greetings	Greet the class and say: <i>Good morning, Grade 3s: Today I am thankful for _____.</i> Ask four volunteers to respond in turn with: "Good morning, Teacher. Today I am thankful for _____."
Songs, rhymes, chants or games	Teach the song <i>Yes and No feelings</i> . Teach one verse per day. Refer to the <i>Play and learn</i> box on p. 46.
Question of the day	Have groups of learners answer the following question once per week: <i>How are you feeling today?</i> Let learners start "I am feeling _____." Emphasise that this needs to be a feeling they are feeling right now.
Theme vocabulary	Each day, you will get an opportunity to work with theme words from the table above and teach or review these using explanations, actions or pictures, and by using in a sentence. Read the sight word wall and the theme word wall each day with learners. Point out any additions.

Language skills	Teaching guidelines	LTSM
<p>Daily listening and speaking 5 × 2 = 10 min</p> <p>Focused listening and speaking 2 × 10 = 20 min</p>	<p>Lessons 1 to 5: Refer to the daily activities table on p. 40.</p> <p>Lesson 1 Pre-reading Learners predict the story using the title and pictures. Use questions to prompt them e.g. <i>Why doesn't the girl want anyone too close to her? What do you think the girl and her granny are talking about?</i> Introduce the theme vocabulary (p. 40).</p> <p>During reading Focus on the rhyming words and have learners think of other words that rhyme e.g. <i>What else rhymes with 'joy'?</i> Refer to characters in the pictures to help understanding e.g. <i>Who is this?</i></p> <p>Post-reading Learners read the rest of the story in pairs. Ask the post-reading questions on page 2 of the Core Reader's Text 4. (Questions: <i>What does it mean to feel unsure or full of fear? (to be frightened)</i>)</p> <p>Lesson 2 Ask learners to recall key events in the poem. Ask what each verse was about.</p> <p>During reading Have learners take turns to read verses of the poem.</p> <p>Post-reading Learners complete Activity 1 on p 43. Move around and support where necessary.</p>	<p>Core Reader Text 5: My body is mine</p> <p>Phonics Flashcards</p>
<p>Phonics 3 × 5 = 15 min</p>	<p>Lesson 1 Read the first verse of the poem aloud, emphasising the 'oy' sounds. Ask which lines have the 'oy' sound in them (1, 2 and 4). Ask learners to say the words (joy, boy, annoy). Then read the verse again and have the learners clap each time they hear a word with the 'oy' sound. Hold up the friezes and say the words clearly. Learners repeat after you.</p> <p>Lesson 2 Read this rhyme from the Core Reader Text 5: <i>The girl got dirt on her shirt. Then she fell and got dirt on her skirt.</i> Ask learners which sound is repeated most often (<i>ir</i>) and have them identify the words with the 'ir' sound (girl, shirt, skirt).</p> <p>Lesson 3 Ask learners if they can think of another way of writing the 'oy' sound or 'oi' and 'ir' sound or 'ur'. Brainstorm words with 'oi' and 'ur' sounds e.g. boil, soil, noise, turn, burn, etc. Hold up the friezes of 'oi' and 'ur' and say the words clearly. Learners repeat after you. Learners complete Activity 2 on p. 44.</p>	<p>Core Reader Text 5: My body is mine</p> <p>Phonics friezes with oy/oi and ir/ur words</p>

<p>Shared reading 2 × 15 = 30 min</p>	<p>Lesson 1 Pre-reading Discuss the cover and learner predictions. Ask prompting questions to predict further e.g. <i>What do you think the text is about?</i> Teach key vocabulary words and sight words from the list. (Refer to table on p. 40.) Read the story aloud, pointing at the pictures as you go. Accentuate the key vocabulary/sight words you read, as well as relevant phonic words you have taught this week. Post-reading Ask questions to improving learners understanding of the text e.g. <i>What are good feelings? What are bad feelings?</i></p> <p>Lesson 2 Identify the feeling key words, such as safe, afraid and excited. Ask learners to demonstrate facial expressions for each feeling. Read again, pausing to ask specific questions about each page. Encourage learners to join in as you read. Let half the class read one page, and the next the following page. Post-reading Activity 3: Learners complete the Formal Assessment Task: Reading on p. 44.</p>	<p>Big Book 2 Story 2: I trust my feelings</p>
<p>Group guided reading 5 × 15 = 75 min</p>	<p>Lessons 1 to 5: Repeat the group guided reading and adapt for each group; work with one group daily. Pre-reading Discuss the title and cover. Ask: <i>Do you know this story? What do you remember about it? Did you like the story?</i> Select five new theme words from the story and focus on these. During reading Read the first two pages to the learners, modelling expression and fluency. Use different voices for each character in the dialogue. Learners read to each other in pairs, taking turns to read the speech bubbles. Help them as they read. Post-reading Ask oral questions to help comprehension e.g. <i>What is the difference between a safe and an unsafe touch?</i> Encourage learners to tell an adult they trust when they feel unsafe.</p>	<p>Graded Reader 7 (level 1): Your bubble, my bubble Flashcards</p>
<p>Independent and paired reading</p>	<p>Learners take the book home to read to their family. Learners take turns to read in pairs when there is time in class. To review, ask the learners to recall any facts that they remember.</p>	<p>Graded Reader 7 (level 1): Your bubble, my bubble Core Reader Text 5: My body is mine</p>
<p>Writing 2 × 30 = 60 min</p>	<p>Lesson 1 Write some key feeling words from Big Book 2 Story 2 on the board. Give learners a sentence frame: I feel _____ when _____ Learners choose three words from the list and write their own simple sentences using the sentence frame. Lesson 2 Refer to Activity on p. 44 using the Big Book.</p>	<p>Big Book 2 Story 2: I trust my feelings</p>

Language structure and use 2 x 15 = 30 min	Focus on the present progressive tense. Integrate the teaching and learning of this tense in the daily question the learners use the sentence starter 'I am feeling _____.'	
Assessment	Informal assessment of learners' English skills are contained in Activities 1 to 4. Use Activity 3 on p. 44 as part of the Formal Assessment Task. Plan some support work for those learners who are struggling by catering for their specific challenges.	

Rhythm in poetry

tips

To help learners read poetry rhythmically, model the rhythm yourself, using clapping or tapping to highlight beats. Emphasise the stressed syllables.

Activity 1

Listening and speaking

Describe a picture

Learners use the picture they drew of a place where they feel safe (Listening and speaking Lesson 1).

They turn and talk with a partner. They describe their safe place and give more details about the questions:

I feel safe _____. *This is because* _____.

Allow volunteers to share their pictures and discuss with the class.

Assessment tips

Informal assessment: Oral and observation

What to observe:

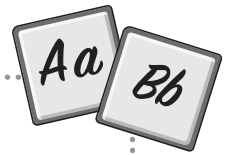
- Describes the picture they have drawn

- Gives details and reasons for their ideas

- Uses some English vocabulary and sentence structure



Activity 2



Phonics

Read out sentences with 'oy'/'oi' and 'ir'/'ur' words. When learners hear an 'oy'/'oi' word they hold up their right hand, when they hear an 'ir'/'ur' word they hold up their left hand.

*If a strange boy says they have a **toy**, don't **join** them, and go and tell an adult.*

*Your **voice** is important, so use it if someone tries to hurt or scare you.*

*The girl **heard** a **noise** and **turned** away to find a safe place.*

Write the sentences on the board.

Draw a table on the board and have the learners write the 'oy'/'oi' and 'ir'/'ur' words in the correct columns.

Answers

oy	oi	ir	ur
boy, toy	join, voice, noise	girl	hurt, turned

Assessment tips

Informal assessment: Oral and written

What to observe:

Identifies the 'oy'/'oi' and 'ir'/'ur' sounds orally

Decodes and reads the words

Distinguishes the written forms of the sounds

Follows instructions

Activity 3



Formal Assessment Task (FAT): Reading

After reading Big Book 2 Story 2: I trust my feelings, ask oral comprehension questions. Have learners *turn and talk* and answer the questions.

Circulate and support where necessary. Learners can use their Home Language where necessary, but encourage them to use the theme vocabulary in English.

Write the first three questions (literal questions) on the board, and have learners write the answers in their books. Provide the theme vocabulary on the board or on flashcards to support them.

What are the two types of feelings mentioned in the text? (Yes and No or Good and Bad)

What should you do when you feel unsafe with strong NO feelings? (Say NO, shout, yell, fight, run away, and get help from an adult you trust)

Who should you talk to when someone makes you feel uncomfortable? (Talk to a grownup you trust.)

Why do you think it says, "small people also have RIGHTS"? (Children have the right to be safe and protected, just like adults.)

How can learning the names for different feelings help you? (It can help you understand yourself better and say what you are feeling so others can understand.)

What would you do if a friend told you they felt uncomfortable, but didn't know how to say NO?

(Answers will vary. A possible answer is to encourage them to speak up, help them practise saying NO, and suggest they talk to a trusted adult for help.)