Foundations For Learning

Intermediate Phase
Languages
Lesson plans

First term

Grade 4

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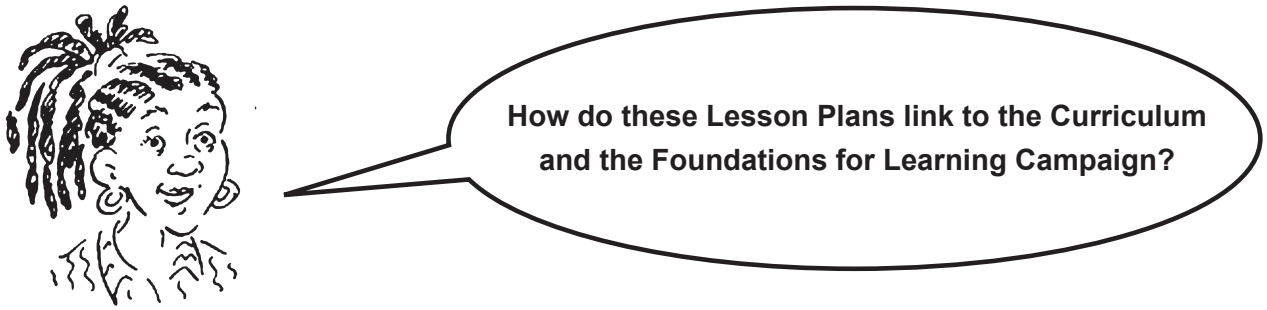
1. INTRODUCTION

1.1 BACKGROUND

Each learner in South Africa should develop solid foundations for further learning. With this goal in mind and in order to focus specifically on Literacy and Numeracy, the Minister of Education announced in the *Government Gazette* of 14 March 2008 (No. 30880) that the national Department of Education would launch the "Foundations for Learning" campaign in all South African schools.

It is a four-year campaign to create a national focus on improving learner performance in reading, writing and numeracy. By 2011 every learner should demonstrate age appropriate levels of Literacy and Numeracy. The Minister called on all South Africans to join hands with the DoE to improve learning outcomes.

The **Foundations for Learning Assessment Framework** which was distributed to all schools during 2008 contained "milestones" for each grade. These milestones explain the content embedded in the Learning Outcomes and Assessment Standards of the NCS, and indicate the expected level of achievement of learners at the end of each term. This document contains **Lesson Plans** based on the milestones.



These **Lesson Plans** have been developed using:

- the NCS Learning Outcomes and Assessment Standards as the starting point
- the Milestones and
- Government Gazette 30880 of 14 March 2008, which outlines the Foundations for Learning Campaign, details the minimum expectations for the teaching of Literacy and Numeracy (Languages and Mathematics) as well as providing timetabling and resourcing suggestions.

The following **table** provides an example of how these three documents are linked for Grade 4 - 6 Literacy (Home Language):

Learning Outcomes	**Milestones for Literacy Grades 4- 6**	**Government Gazette: Daily Teacher Activities for Literacy Grade 4 - 6**	**Grade 4 - 6 time allocation in Gazette**
LO 1 Listening LO 2 Speaking	• Oral	Language development • Teach 3 – 7 new vocabulary words based on a story • Read aloud the story to the class • Have learners work with the story	30 minutes, once a week
LO 3 Reading and Viewing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Reading and Writing	Literacy focus time: Shared Reading or Shared Writing: • Introduce shared text and new vocabulary. • Read the text modeling a reading strategy or write a short text using shared writing techniques • Check understanding and encourage responses	15 mins per day, 3 times per week
LO 3 Reading and Viewing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Spelling and Grammar	Literacy focus time: Word and sentence level work Do one of following: Spelling, sight words, Vocabulary, Language (grammar)	15 mins per day, 3 times per week
LO 3 Reading and Viewing LO 4 Writing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Reading and Writing	Literacy focus time: Group, Guided and Independent Reading/Writing • Do written task, e.g. Comprehension task, sentence completion, spelling words, etc. • Read graded readers and complete worksheet • Do guided reading in same ability groups	30 mins per day, 3 times per week
LO 4 Writing LO 5 Thinking and Reasoning LO 6 Language Structure and Usage	• Writing	Shared, group or independent writing: Brainstorm, draft, revise, edit and publish a piece of writing over the course of two weeks	30 mins per day, 2 times per week
LO 5 Thinking and Reasoning	• Investigation	The learners are encouraged to find more information about different topics from various sources, e.g. by asking relevant questions to obtain information, organising it and reporting back orally	



How do I use the time allocated for Language?

The Government Gazette No 30880 provides the following breakdown of the formal teaching allocations for Mathematics and Language in the Intermediate Phase per day:

Grade	**Daily total for Mathematics**	**Daily total for Language**	**Home Language (3 days per week)**	**First Additional Literacy (2 days per week)**	Allowance should be made for reading for enjoyment for 30 minutes per day
Grade 4	1 hour	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	
Grade 5	1 hour	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	
Grade 6	1 hour	1 hour 30 minutes	1 hour 30 minutes	1 hour 30 minutes	

It is suggested that three days per week should be spent on Home language and two days on First Additional Language.



How, then can these lesson plans help teachers? What do they provide?

These Lesson Plans are intended to assist teachers to pace their teaching, give them guidance when planning their assessment tasks and provide suggestions to enrich teaching practice. If you follow these lessons systematically you will cover the curriculum and reach the milestones for Grades 4 - 6.

However they are not intended to be prescriptive and teachers are not expected to abandon good practice in order to follow the plans blindly.

The Plans provide:

- **an overview of the term,** together with an **Assessment Overview,** broken into weekly units. The overview covers 10 weeks of work and provides a useful termly checklist. (You might want to compare this with your Phase Learning programme and Work Schedule and ask yourself questions such as: *Does your Work Schedule include similar content? Do you reach approximately the same point at the end of each term*? *How does this compare to your Assessment Plan?*) .

- **an overview for each week** This helps you to see the content included in the week's lesson plans, to see how it is paced and to make use of specific Lesson Plans. Learning Outcomes and Assessment Standards have been included. The latter have been numbered as AS 1, 2, 3 etc. No sub-bullets are indicated.

- **individual lesson plans for each week** There are **10 weekly Lesson Plans for each term,** covering three days' work each. Each week's Plan provides:
  - **one oral lesson (30 mins)**
  - **three literacy hour lessons (1 hour each)**
    - **shared reading and writing**
    - **word and sentence level work**
    - **group, guided and independent reading/writing**
  - **two writing lessons (30 mins each)**

- **suggestions for the Assessment Tasks** for each term are shown at the end of Week 6 (Assessment Task 1) and Week 10 (Assessment Task 2).

1.2 ADAPTING THE LESSON PLANS

Remember: every class and learner is unique. There can be no "one size fits all". Learners progress at different speeds and learn in different ways and you, as the class teacher, are best able to pace your teaching to the needs of your learners. **You can introduce new material in another order as long as you reach all the specified milestones for Intermediate Phase.**



How do teachers marry the activities in the Learner's Books and their own material with these Lesson Plans? Do the Lesson Plans replace the Learner's Books and Teacher's Guides?

These Lesson Plans should be used together with approved Teacher's Guides, Learner's Books and Reading Books as well as other resources. They are not intended to replace the Teacher's Guides and Learner's Books or the material you have developed yourself. The Lesson Plans do not provide actual worksheets, workcards or reading material for learners:

Approved Teacher's Guides should pace the work for the year so that all the Learning Outcomes and Assessment Standards are covered. There will therefore be similarities between the Teacher's Guides and Learner's Books and these Lesson Plans. However the order of content may be presented somewhat differently so you will need to compare and marry the content. **Remember that ultimately you are the decision maker.**



1.3 LITERACY (HOME LANGUAGE)

With these Lesson Plans we would like to encourage you to guide your learners on the exciting road to literacy by taking them on a journey through well-chosen fiction and non-fiction texts. In the Foundation Phase the focus was on "learning to read". Now, in the Intermediate Phase, it is on "reading to learn".

Scaffolding is one of the most important aspects supporting learners in this journey of becoming skilled and functional readers. The idea of scaffolding learners originated with Vygotsky, a famous educational theorist. When builders build a high building, they put up a series of frameworks and structures to support them while working at higher levels. These structures are known as "scaffolding". Once the building is completed and can stand on its own, the builders don't need the scaffolding anymore and they remove it.

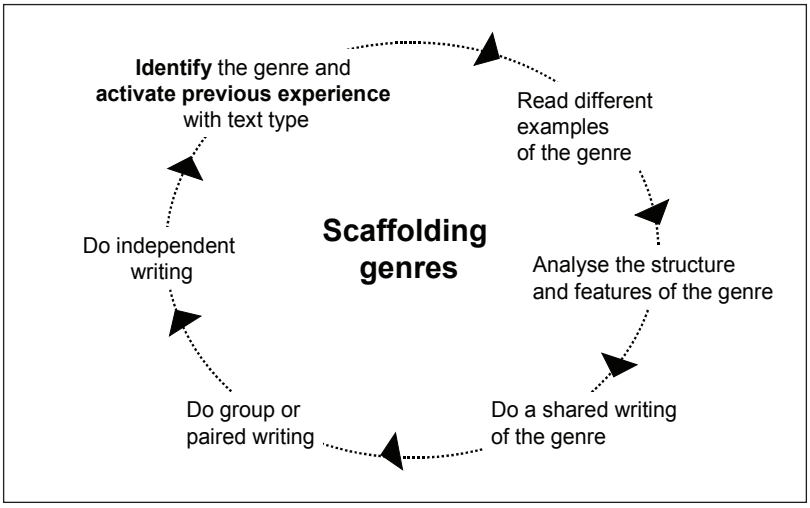
In learning, it is teacher support that scaffolds the learner in the development of skills. When a task is difficult, the learners may need full teacher support. As the learner gains skills and knowledge he or she can become more independent and share the task with the teacher. Once the learner can do the task independently without teacher help, the teacher can remove the scaffold.

In these Lesson Plans scaffolding is provided by varying the amount of teacher's support, the kind of grouping and the teaching strategy. Every time you tackle a new text or a new genre, it may be necessary to go through this scaffolding process. Literacy development happens in a spiral with learners developing and practising skills in new and more complex contexts.

We have often suggested in the Lesson Plans that you read texts to your learners or do activities with your learners. Doing activities as whole class work, group work, pair work and individual work is an attempt to scaffold learners in this way. These are suggestions. How you decide to group your learners and how much support you think they need, depends on your own context.

During the year learners should be introduced to a number of different genres (types of texts), including stories, poetry, dialogues, letters, plays, newspaper reports, advertisements, menus, different kinds of environmental print, information texts, maps, cartoons, sports reports, weather reports, movie and TV programmes and others. They need to learn to read these genres, understand how the language structures and conventions work in them and then write examples of their own.

It is important that we scaffold learners from being able to read these genres to being able to write them as well. Here are some simple steps we can follow to scaffold this process.



In the Lesson Plans we also scaffold the activities themselves. This means that activities are ordered in such a way that each activity builds on the one before. For example, whenever there are individual writing activities, these are preceded by texts and discussions of the topic as well as related language, grammar, word and sentence level work and spelling activities.

1.3.1 Shared Reading and Writing (whole-class)

In a shared reading lesson during the Foundation Phase the teacher reads with the class or a group, using a large book that has big print. In the Intermediate Phase this can also be done by providing each learner with a copy of the text or projecting the text on an OHP.

The teacher introduces and models reading the text and then re-reads the text with the learners reading along with the teacher. All language and literacy development happens within these contexts and from these texts. During a shared reading session the teacher should focus on comprehension, word-building and spelling patterns, punctuation, the layout and purpose of the text and the structure and organisation of sentences. Teachers should also use this text when teaching grammar. Because teachers are supporting reading, learners can work with texts that are beyond their independent reading levels. This is particularly valuable for less able readers who gain access to texts of greater richness and complexity than they would otherwise be able to read. This builds confidence and teaches more advanced skills, which feed into other independent reading.

Shared writing (modelled writing) provides many opportunities for teachers to model the writing process. The teacher, in collaboration with the class, writes a text by using a writing frame. The teacher may also model the writing cycle process and support the learners in composing their own texts as well as working with sentences, words, punctuation, etc.

1.3.2 Group, Guided Reading

Learners need to read texts that suit their level of competence (not too simple/not too difficult). They are not ready to read the same texts at the same time. This is where group reading comes in. Learners can be grouped according to their reading ability, into 3 - 4 groups, with the teacher working with each group at least once a week. In the Lesson Plans we make provision for three same-ability groups.

Group reading does not require any special readers. Although there are group reading schemes on the market, a variety of different readers can be used, even a single, longer reader.

In guided reading, the teacher supports reading by:

- supporting learners in their attempts to read for meaning
- encouraging and modeling reading strategies
- drawing attention to cues, in the context or illustrations
- suggesting and facilitating word attack strategies
- providing different ways for them to practise their reading skills.

In guided reading, the teacher assesses reading by:

- observing how the learners read
- determining where and how they use clues and strategies
- determining learners' knowledge, understanding, skills, values and attitudes
- using their assessment to plan future support and practice.

In guided reading, the teacher uses after-reading activities to:

- establish deeper understanding and let learners respond to the text
- explore the text and illustrations further

- develop skills in a now familiar context
- analyse genre, theme, characters, plot, mood, context, etc.

1.3.3 Independent Reading

Providing opportunities for learners to read books on their own also develops fluency, provided that the books are easy enough for the learners to read without help. Short books with predictable text and colourful illustrations are ideal. Some teachers like to give learners individual reading to do at home – to re-read the group reading book, read simple, 'fun' books or other photocopied texts they've created. This extra reading practice, done on a regular basis every day, plays an important role in learning to read. (see the paragraph on Homework)

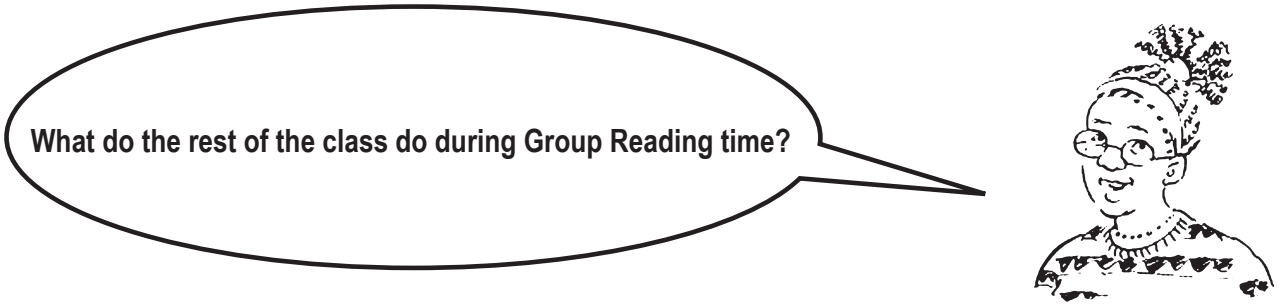
1.3.4 Paired Reading

Another way of giving learners reading practice is to have learners read in pairs, using either similar or mixed reading levels. They can reread their class or group readers, simple 'fun' books or supplementary readers. This paired reading can take place at any time, anywhere, as a class reading activity (learners can sit in pairs inside or outside the classroom to read together or take turns to read), or while other learners are busy doing other work eg two learners who have completed their tasks can read together.

1.3.5 Reading aloud by the teacher

A vital component of a balanced reading programme is the reading aloud (story-time) by the teacher. This develops a whole range of language skills (including those of reading) in a meaningful context and is at the heart of a balanced programme for literacy. Through reading aloud teachers can create in learners a love of reading and a passion for stories.

Independent or paired reading, as well as reading aloud, by the teacher are all very suitable for the time spent on Reading for Enjoyment.



Working with Guided Reading groups will take at least half an hour of literacy time every day. Learners need to be involved in either independent writing or reading activities. These activities need to be such that learners both know what they have to do and can do it without interrupting the teacher, asking for help. Training learners to get on with work on their own takes considerable time and patience. The learners need to know which tasks they have to do and, possibly, the order in which they have to complete them. The level of difficulty of the tasks should be such that they don't need help from you. If you think your learners will battle with a particular task – wait until you have time to help them or your guided reading sessions will be continually interrupted.

1.3.6 Spelling, grammar and word and sentence level work

This time during literacy hour should be used to cover spelling and vocabulary work and the teaching of grammar and punctuation. Sentence level work should be explored in the context of shared reading and writing.

It is important to have a list of spelling rules as well as a high-frequency spelling word list which learners can apply during their general writing activities. You can generate your own high-frequency words from a variety of sources, including:

- mistakes learners commonly make
- lists of frequently misspelled words
- reading books
- learner's own writing attempts
- words from other learning areas.

Learners can also create their own personal dictionaries. Use any exercise book and let the learners label each page with a letter of the alphabet. Learners copy new and challenging words and vocabulary into these personal dictionaries and write sentences to show what they mean.

The NCS has a broad concept of what language is. There are some interesting new focus areas such as sociolinguistics, where we look at how language is used and to what purposes it is used , and multilingualism, where comparisons of structures and conventions are made across languages barriers. It also includes a Communicative Language Teaching (CLT) approach, where language is developed while learners engage in texts and activities with real purposes. With much of the grammar, spelling words and spelling rules, learning happens incidentally while learners are engaged in these activities. A central principle of the Languages Learning Area is therefore the integration of all these aspects of language through the creation and interpretation of texts, as stated in the NCS and the Milestones.

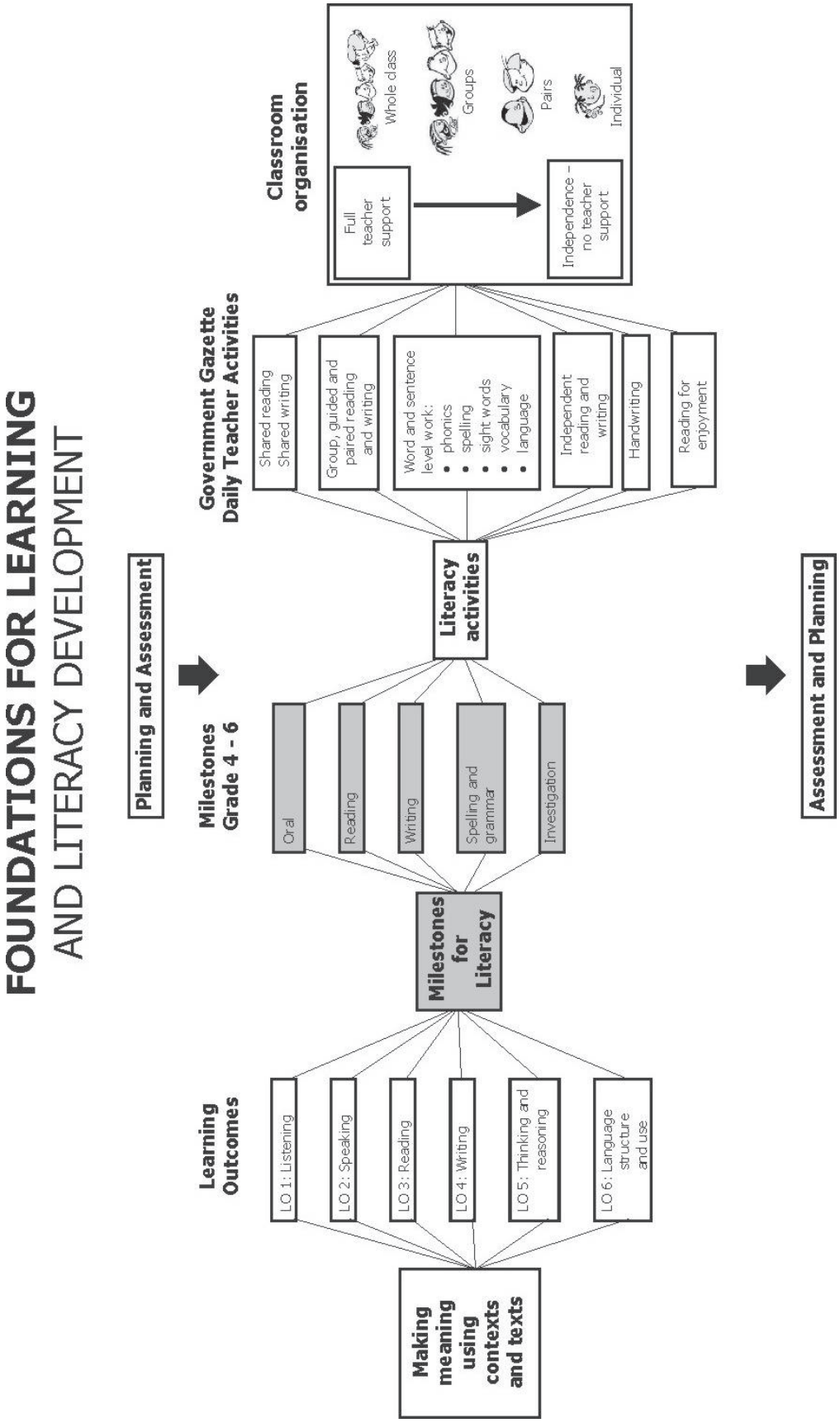
1.3.7 Writing

Learners are given a writing frame and, using a shared text as a model, do their own writing. One piece of writing is brainstormed, drafted, revised, edited and published over the course of two weeks. Learners should also be allowed to be creative and do independent writing without using a writing frame, to give them the opportunity to solve problems.

Learners in the Intermediate Phase should not be limited to the number of words they are expected to write, but should be encouraged to do more free writing. Teachers have to use their discretion in deciding on the number of words to be used for each form of assessment. In doing newspaper reports, for example, it should be noted that the number of words used must be limited to not more than 100 words, so that learners can learn to express themselves within specific parameters.

1.3.8 Foundations for Learning and Literacy Development

On the next page is a visual summary of how all the elements of Literacy Development tie up with the NCS, Learning Outcomes, the Milestones, Foundations for Learning and Scaffolding.



1.4 HOMEWORK

Children need plenty of practice in order to develop their reading skills. Some teachers like to send reading books or reading cards home with learners to reread at home. Even if there is no one literate at home an adult or older sibling can encourage the learner while he/she reads and talk to the learner about the pictures. Try to avoid sending home new reading texts. It is better for learners to have a short reading passage that they can read well and show off to their family. Learners have been known to teach their "Gogos" to read, as they become proficient readers themselves in the process! The lack of literacy at home should not stop learners doing homework – encouragement and making sure learners do their work are most important.

1.5 RESOURCES

The Government Gazette No 30880 gives a list of recommended resources for Literacy which schools should endeavour to provide. In addition to exercise books, Learner's Books, Workbooks and basic stationery which most schools already have, the following are highlighted as being especially important for the Intermediate Phase:

- graded Grade level readers or other texts for group reading and "real" readers for pair and independent reading
- read-aloud texts
- work cards per reading book (comprehension exercises)
- bookmarks/reading record cards
- reading vocabulary list for the year
- spelling list for the year
- published dictionary

Graded Readers are used during group and guided reading. A number of publishers produce reading schemes in different languages containing sets of short readers with the reading level being graded across a grade from simple to more difficult. Each class needs approximately 10 – 12 copies of each reader so that every learner has his or her own book. Presently not every school has such sets, having only a single, longer reader for each learner which is meant to last for the year. Until the school can order new reading books the teacher can still do group reading by using the single reader, preparing and working through one chapter at a time.

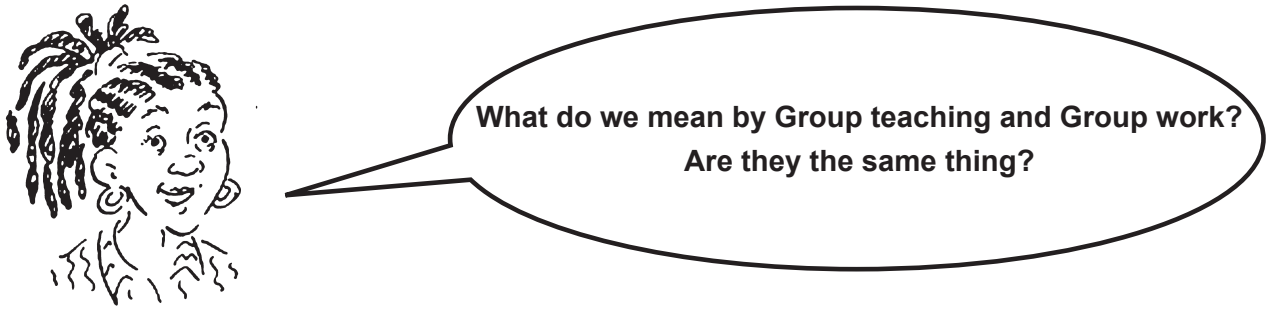
Independent reading books, or 'supplementary readers' / "real" books, are ideal for learners to read on their own or in pairs as they have predictable text. Many publishers produce packs of small, very short readers with, for example, one copy of 10 different titles. It would be best to buy one copy of a number of different sets – making sure that the reading is at a more simple level than that in the group readers.

Finally, teachers need to have access to a lot of books to **read aloud** to their learners. It is very much up to the teacher to choose books that she enjoys reading and that are suitable for her learners. In addition to books at the school she could also borrow from a public library as many allow teachers or

schools to borrow a number of books for several weeks at a time. She can also tell traditional stories that she knows and build up her own personal collection of children's stories.

1.6 GROUP TEACHING / GROUP WORK

Teaching and working in groups is a powerful tool to cater for learners at different levels of development. Group teaching and group work are also ideal for multi-grade and multi-phase classes.



Group teaching means different things to different people. It is not just rearranging the desks into groups.

You can either:

- teach the whole class the same lesson BUT differentiate the activities by:
  - giving the SAME task to every group for them to work on together or by
  - giving DIFFERENT tasks to either individuals or groups of learners; these tasks can either be at the same level or at varying levels of difficulty.

  This works well for collaborative learning and where there are not huge differences between the levels of learners.

  OR
- teach learners in same ability groups so that they are taught at a pace that is comfortable for them. The quicker learners can be challenged and extended and the weaker learners can benefit from more time, support and attention in a small group situation. All learners do not need to be at the same stage of learning and the activities given to the learners can be varied to meet their needs. Those with special needs can be supported in this way.

  To do this you will need to divide the learners into same-ability groups for certain activities.

Group work focuses on working in small groups. You should use a variety of grouping strategies:

- whole-class work – which is usually teacher-led or -guided
- group work – with different kinds of group activities and different ways of grouping learners
- pair work
- individual work.

When doing group or pair work, learners are inclined to be noisy and excited. As long as the noise is productive and doesn't disturb others, it is fine. You will need to brainstorm some basic rules for group work with your learners, right at the beginning of the year. It is best if these rules come from your learners themselves, as they are more likely to buy into them that way. List suggestions from

them on the board or on a large sheet of paper and then write this out neatly into a checklist for group work. You can display it on your wall and refer to it when you do group work. Your rules may include some of the following:

- listen to the leader.
- listen to each other.
- don't interrupt while someone else is talking.
- give everyone a chance to take part.
- follow your instructions.
- stick to the time limit.

Learners must understand that they will be assessed on their ability to work together in groups in a co-operative manner.

Each learner has a role to play in group work. These roles need to be clearly defined and learners should change roles each time they do group work. In the Intermediate Phase you need to keep these roles quite simple. For example:

a leader who:

- makes sure everyone understands the task
- makes sure everyone gets a turn to speak
- makes sure that the group doesn't become too noisy.

members who:

- give ideas
- discuss topics
- listen to each other
- help with the report back and presentation.

a monitor who:

- makes sure the group has the right books and resources
- gives out work sheets or activity sheets
- puts everything back when the group has finished.

a writer who:

- takes notes for the group
- writes things out neatly when the group has finished

While your learners are engaged with group work, you have a very important role to play. You should be moving from group to group:

- making sure that everyone understands the activity and the instructions
- observing interaction, communication and informal oral skills
- ensuring that everyone takes part, and no-one is left out

- helping, facilitating and solving problems
- keeping learners on track
- keeping order
- assessing individual and group progress
- giving feedback.



1.7 Reading for enjoyment

Everyone, including the teacher, reads a book of their own choice and records the title on a reading record card. In the last ten minutes, learners share their responses to the books with others in pairs, in groups or with the whole class.

Factors critical to nurturing a reading habit and developing reading comprehension:

- o access to books (and other interesting reading material)
- o book appeal
- o a conducive/stimulating reading environment
- o sustained reflection on what was read/viewed
- o encouragement to read by a teacher
- o an active library
- o self-directed need to read
- o teacher modelling reading behaviour and value
- o reading buddies for struggling readers.

You can supplement the texts in your classroom by starting a small library of your own. You can get learners to bring books, newspapers and magazines from home. You can also make block loans from school or community libraries. If you have funds you can buy suitable supplementary readers.

1.8 A NOTE ON TIMETABLING

These Lesson Plans are built around three lessons per week:

- DAY 1:
  - Listening and Speaking
  - Literacy Focus Time:
    - Shared reading or shared writing
    - Word and sentence level work (focusing on spelling, sight words, vocabulary)
    - Group, guided and independent reading / writing
- DAY 2:
  - Literacy Focus Time:
    - Shared reading or shared writing
    - Word and sentence level work (focusing on language / grammar)
    - Group, guided and independent reading / writing
  - Writing
- DAY 3:
  - Literacy Focus Time:
    - Shared reading or shared writing
    - Word and sentence level work (focusing on language / grammar + a short spelling test)
    - Group, guided and independent reading / writing
  - Writing

FIRST TERM: OVERVIEW

	Focus on and prepare learners for assessment task 1						Focus on and prepare learners for assessment task 2			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Oral	• Enjoys listening to fables and stories, relating them to own experience. • Takes part in everyday conversations with other learners. • Expresses thoughts and feelings in an imaginative way by telling a story.						• Enjoys listening to fables and stories, relating them to own experience. • Takes part in everyday conversations with other learners. • Expresses thoughts and feelings in an imaginative way by telling a story.			
	Story (listen and predict)	Discussion on Group Rules	Story/fable (listen and respond)	Stories (tell your own in groups)	Stories (tell your own in groups)	Reports-back on findings of investigation	Gives / follows directions / instructions	Story (listen / discuss in a group)	Follows instructions	Gives instructions
Reading	• Reads South African and international fiction texts independently e.g. myths and stories. • Uses a range of reading strategies e.g. makes predictions and uses contextual clues to find meaning. • Identifies and comments on the central idea and the main characters of a fiction story.						• Reads South African and international non-fiction texts independently e.g. myths and stories. • Uses a range of reading strategies. • Identifies and comments on the central idea and the main characters of a fiction story.			
	Group, guided and independent reading weekly									
	Writing in personal journal weekly									
	Fable (shared reading/writing, prediction, finding main idea, written comprehension		Longer story: (shared reading/writing; prediction, main idea, plot, characters) Diary text		Visual text: a cartoon story (shared reading. Plot, main idea, characters, graphical techniques		Visual text: a poster (shared reading, appearance, content, graphical techniques, comprehension comparing cartoon & poster)	Visual text: an information poster (shared reading, appearance, content, graphical techniques, comparing posters)	Non-fiction text: Learner's Book page with photograph (overall appearance, content, reading the photo, linking photo & written text)	Non-fiction / visual text: a recipe (shared reading/writing, format, content, written comprehension)
		Story: (shared reading/writing; prediction, main idea, plot, characters)								
Writing	• Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation. • Writes sentences using different tenses.						• Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation. • Writes sentences using different tenses.			
	A recount: a special day in the holidays	List: Achievements (last year/this year)	Descriptive paragraph: a friend	Writing questions and responses linked to the Investigation	Design/write a cartoon story (in pairs)		A poster (in pairs)	Paragraph describing a personal picture		
Spelling and grammar	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).						• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).			
	Parts of speech: nouns/adjectives Revision: phonics words, (*sh/ch/th wh/nk)*	Parts of speech: verbs/adverbs Revision of tenses: Past & present Spelling: phonics words,(*sh/ch/th/ wh/nk)* sight words & new vocabulary	Parts of speech: nouns/adjectives Changing from past to present tense Spelling: phonics words,(*ng/ee/ea/oo/ ow)* sight words & new vocabulary	Parts of speech: verbs/adverbs, pronouns Spelling: phonics words,(oi/oy/ai/ ay/oa) sight words & new vocabulary	Parts of speech: prepositions Spelling: phonics words,(a-e, e-e, i-e, o-e, u-e*)* sight words & new vocabulary	Revision of punctuation / tenses in text Spelling: phonics words,(ar/er/ir/or/ ur*)* sight words & new vocabulary	Parts of speech: conjunctions, pronouns Spelling: phonics words,*(ew/ue/ow/aw/ are)* sight words & new vocabulary	Parts of speech: conjunctions Spelling: phonics words,(*-r,-l,s-,-nd,-tch)* sight words & new vocabulary	Revision of parts of speech in a text Spelling: phonics words,(*-ly,-ing,-ed,-ness,un-)* sight words & new vocabulary	Revision of parts of speech in a text Spelling: phonics words,(*-igh,-ph,-gh,silent k & g)* sight words & new vocabulary
	• Asks questions to obtain information, sequences the information and reports back orally. ***Note: The investigation takes place during weeks 5 and 6 during Writing and oral time***									

OVERVIEW OF ASSESSMENT TASKS

	ACTIVITIES THAT CAN BE USED FOR ASSESSMENT				
	ORAL	**READING**	**WRITING**	**SPELLING & GRAMMAR**	**INVESTIGATION**
WEEK 1	Observations				
WEEK 2	Observations	Written Comprehension task			
WEEK 3	Observations	Guided reading Activity on characterisation			
WEEK 4	Story – telling in pairs	Guided reading	Personal writing: description of a friend		
WEEK 5				Spelling test + spelling in personal texts Written task on pronouns	Writing & asking questions, and recording responses
WEEK 6				Written task on prepositions	Oral feedbacks on findings
ASSESSMENT TASK 1 COMPLETED					
WEEK 7	Responding to instructions (drawing activity)	Guided reading Written comprehension	Writing a dialogue in pairs		
WEEK 8	Group discussions		Designing a poster in pairs	Written task on parts of speech Cloze activity using conjunctions	
WEEK 9		Guided reading			
WEEK 10		Written comprehension	Writing a personal text about a picture	Phonics, spelling, parts of speech assessed in a written paragraph	
ASSESSMENT TASK 2 COMPLETED					

The criteria for the assessment are drawn from the Learning Outcomes, the Assessment Standards and the Milestones.

FIRST TERM: WEEK 1 OVERVIEW

COMPONENT	MILESTONES	WEEK 1
ORAL **LO 1**: AS 1, 7 **LO 2**: AS 1	• Enjoys listening to fables and stories, relating them to own experience. • Takes part in everyday conversations with other learners. • Expresses thoughts and feelings in an imaginative way by telling a story.	Speaking and listening activities: • Listens to a read-aloud story • Discusses predictions
READING **LO 3**: AS 1, 5, 7 **LO 5** AS 1, 4	• Reads South African and international fiction texts independently e.g. myths and stories. • Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning. • Identifies and comments on the central idea and the main characters of a fiction story.	Shared reading and writing • Introduce a shared text – a fable • Do modeled and shared reading • Answers questions orally (prediction / understanding) • Discuss main idea / links to prior experience Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Individual reading assessment • Personal dictionaries started/first vocabulary words / sentences added • Written task based on adjectives Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4	• Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation. • Writes sentences using different tenses.	Writing: • Use a writing frame to write a recount – A special day in the holidays (pre-writing / drafting / editing)
SPELLING AND GRAMMAR **LO 6:** AS 1 - 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).	Phonics & Spelling • Revision of phonic sounds: *sh / ch / th / wh / nk* Grammar • Parts of Speech (nouns and adjectives)
INVESTIGATION **LO 5** AS 2, 3	• Asks questions to obtain information, sequences the information and reports back orally.	

Week 1 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 7 **LO 2**: AS 1

MILESTONES:
Oral:

- Enjoys listening to fables and stories, relating them to own experience.
- Takes part in everyday conversations with other learners.
- Expresses thoughts and feelings in an imaginative way by telling a story.

NOTES TO TEACHER:

- Choose one of your favourite stories and prepare to read it to your class.

DAILY ACTIVITIES:

Stories

- Introduce the story you prepared to the class and draw on their prior knowledge (their worlds). Show the cover/read the title and discuss what the story might be about. Read the story in a lively, interactive way but stop at one point.
- Invite learners to write one sentence about what they think happens next or how the story ends.
- Finish reading the story.
- Learners work in pairs to talk about how close their predictions were.
- End the activity by letting some learners share their opinions with the rest of the class.

ASSESSMENT: A note on the Assessment Tasks for Term 1:

The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (page 12) requires that, in the Intermediate Phase, there should be two Formal Assessment Tasks for "Language 1" per term.

You should use the following rating scale for recording and reporting which is given on the same page of the document:

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding / Excellent Achievement	70 – 100
3	Satisfactory Achievement	50 – 69
2	Partial Achievement	35 – 49
1	Not Achieved	1 - 34

The Foundations for Learning Assessment Framework for the Intermediate Phase spells out the milestones to be covered for each of the two Assessment Tasks (pages 33 – 35). **The main focus of the first Assessment Task in Oral is on listening to stories and fables and telling a story**.

For this week, Oral, Assessment will be informal and unrecorded, unless you notice specific problems. You should focus on learners' listening and speaking skills, taking note of learners who fail to participate in the paired discussion.

Week 1 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

NOTES TO TEACHER:

- Choose a fable for shared reading. It could be in a textbook or class reader or in a Big Book. Each learner should have access to the text.
- Prepare for Vocabulary: select five vocabulary words from the shared text. Make a flashcard of each word.
- Put up an alphabet Word Wall. A Word Wall is a large area on a wall or against the board on which to display words. Use this area for flashcards of high-frequency words, vocabulary, words that learners often spell wrongly, word families, etc.
- Do an informal assessment of reading levels this week so that you can begin Guided Reading in Week 2. Use any time when the learners are meaningfully engaged in writing or reading.
- Exercise books to be made into Personal Dictionaries

DAILY ACTIVITIES:

Shared reading and writing – shared reading of a new text: a fable

Choose a fable for shared reading, e.g. *The Hare and The Tortoise.*

- Prepare learners for the story. Introduce the text by reading the title and looking at the cover and any illustrations. Discuss the title and illustrations.
- Ask 2-3 learners to predict what they think the text will be about.
- Link the text to the learner's lives. *What do they know about this topic already?*
- Read the story aloud while the learners follow.
- Model stopping at punctuation marks, using correct pronunciation and intonation.
- Model how to use illustrations to make meaning by 'thinking aloud' during the reading.
- Stop at one point and ask learners to predict how the story will end.
- Afterwards, ask 4-5 questions to check understanding:
  - Who were the main characters?
  - Where was the story set?
  - What happened? (What was it about?)
  - How did the story end?

Word and sentence level work – vocabulary

- Select vocabulary words from the text and write the words onto flashcards.
- Discuss and clarify the meaning of each word. Have learners put the flashcards on the Word Wall.

Group, guided and independent reading/writing

- Hand out exercise books to be used as personal dictionaries.
- Learners label each page with a letter of the alphabet.
- Learners copy the vocabulary words into their personal dictionaries.
- Next to each word they write a short sentence supplied by you. (At the beginning of the term, you can give them the sentences.) Write them on the board and underline the target word.
- **Reading assessment**: While learners are writing, begin to call them up to your table, one at a time, and assess their reading level, as they will need to be grouped for guided reading. The purpose is to group the learners broadly into three groups: below average, average and above average readers. There are different types of levelling tests that can be used, such as the "error count test" together with a "cloze procedure test". Today you are going to administer the error count test:
- **Error count test:**

(1) Choose a text of approximately 100 words at the grade level.
(2) Call a learner to your desk and listen to him or her read.
(3) Count the errors and missed punctuation. Interpret the results as follows:

- If the learner makes fewer than five errors, group him/her with above average readers.
- If the learner makes between 5 and 10 errors, group him/her with average readers.
- If the learner makes more than 10 errors, group him/her with below average readers.

These initial groupings will not be permanent. Groups are fluid and will change over the year or during a term.

ASSESSMENT:

The main focuses of the first Assessment Task in Reading, Spelling, Grammar and Writing are on reading **myths and stories**, using **prediction** and **contextual clues**, commenting on the **central idea** and the **main characters,** identifying and using various **parts of speech, writing personal texts** and **using different tenses**.

For this week, for Reading, Spelling, Grammar and Writing**, Assessment will be informal and unrecorded** unless you notice specific problems. You should focus on assessing learners' reading skills, noting the results.

Week 1 Day 2	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Investigation:

- Asks questions to obtain information, sequences the information and reports back orally.

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- Use the same text (a fable) that you used on day 1.
- Select three sentences from the shared reading to use for the Grammar task on nouns and adjectives.
- Prepare a writing frame chart (see below) for Writing.

DAILY ACTIVITIES:

Shared reading and writing – shared reading of a fable (continued)

- Re-read the fable from the previous lesson aloud with the learners joining in.
- Discuss with learners (a) if anything like that has ever happened to them and how they would feel if it did, and (b) what they learnt from the story.
- Explain that a fable is a short story telling a general truth or moral and introducing people, animals or even inanimate things as speakers and actors. In the fable of the race between the tortoise and the hare, for example, the tortoise wins, even though he is slow, because he keeps going with determination.

Word and sentence level work

Nouns and adjectives

- Write three sentences from the shared text on the board.
- Explain that in a sentence, each word has a function or job to do to make the sentence work. (You are going to go through all the kinds of words in a sentence over the next weeks.)
- Introduce **nouns** and **adjectives**. Generally each sentence has at least one noun in it. Nouns are words that name people, places and things. Adjectives are used to 'describe' nouns (or pronouns).
- Ask learners to underline the nouns and adjectives in the three sentences on the board. They could use different coloured chalk for the nouns and for the adjectives. Explain how the adjectives give more meaning to the noun by describing or qualifying it. Use examples from the story.

- Write a list of ten nouns from the text on the board. Brainstorm different adjectives that could be used with the nouns. You could use a spider diagram, writing the noun in the centre and adding interesting adjectives to the legs. Also list the adjectives on the Word Wall.

Group, guided and independent reading/writing

Written task on adjectives

- Do a short written task: Rub the adjectives off the board but leave the rest of the spider diagrams visible. Learners draw their own diagrams, adding adjectives to each noun.

Reading assessment

- While the learners are busy writing, call up more learners to your table for assessment. Avoid making this into a stressful, test situation – be encouraging and supportive.

Reading for enjoyment

In addition to Reading and Writing focus time, there should be time each day or week for reading for enjoyment. During this time learners choose what they want to read and read independently. Each learner needs to record what he/she reads on a reading record card. If there are no books to read, you can read aloud to the class.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING - A SPECIAL DAY IN THE HOLIDAYS

1. Talk about a special day in your holidays. Recount what you did.
2. Show this writing frame and read it with the learners.

WRITING FRAME: A RECOUNT	**Example**
Set the scene: Where, when, who?	*On Christmas day I went to the beach with my family.*
Say what happened: First, then, after that.	*First we swam and then we had a braai. After that I played soccer with my brothers.*
Say how it ended: Finally ……	*We went home after it was dark.*

3. Learners talk in pairs about a special day in their own holidays, using the frame as a guide. They can plan what they want to write, although they will only do the writing during the next lesson.

ASSESSMENT: Informal:

- Check Personal Dictionaries to see if learners are writing legibly and correctly.
- Record the results of the reading assessments.

Week 1 Day 3	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.

NOTES TO TEACHER:

- Continue to use the same text (a fable) that you used on day 1.
- Write the spelling words you have chosen for next week on the board.
- Finish assessing the learners' reading by the end of this lesson.

DAILY ACTIVITIES:

Shared reading and writing – shared reading

- Read the fable from the previous lesson together with the learners, or have some learners read 2 – 3 sentences each.
- Afterwards ask: *What was the central (main) idea of the fable? What was the moral lesson of the story?* Allow learners to discuss this for a few minutes with a partner. Encourage them to give their answers concisely in one or two sentences.
- Have 2-3 learners give feedback, summarizing the comments afterwards so the learners have a shared understanding of what the story was about.

Word and sentence level work – spelling / phonics

Spelling during the first term:

- During the first term, the spelling words for the week will be drawn from (1) the vocabulary and (2) high frequency / sight words in the shared text, (the lists of high frequency words in the annexure are an additional resource) together with (3) some of the words included in the revision of the phonics sounds.
- Although all the phonics have been taught in the Foundation Phase, it is valuable to revise the sounds during the first term of Grade 4. Accordingly, a suggested phonics programme is included in the annexures. You should plan to cover approximately five of the vowel/ consonant diagraphs every week.
- Choose one or two words using each diagraph for spelling. This will give you approximately 10 phonics words for the week. Add approximately 4 – 6 new vocabulary words and 4 - 6 high frequency / sight words from the shared text. This will make a total of about 20 words for the week.
- Learners copy the list of spelling words for the week into their spelling exercise books.

- Show learners the **six-step plan** for learning to spell a word: *look, spell out loud, look again, cover, write, check*. Have them practise this with 2-3 words.
- During the week learners practise spelling the words at home and as one of the activities during the group, guided and independent reading/writing time when they can also make sentences using some of the words.

- Begin the revision of phonics by working on the following five consonant diagraphs:
  - sh: eg shop, wish, cash, shoe
  - ch: eg rich, chips, chat, chin
  - th: eg this, that, then, there
  - wh: eg why, which, who, what
  - nk: eg thank, think, sink, bank
- Use the words in the shared text as a starting point, explaining to learners the letter names and the sounds each letter makes. This term they will be focusing on two or more letters together, which make a new sound eg **s** and **h** make the sound **sh**. Briefly sound each of the words with the learners.
- Learners copy approximately 10 of the **sh/ch/th/wh/nk** words into their spelling books for Week 2's spelling (during group, guided and independent reading).
- Each day for homework they will learn one group of words using the six-step plan.

Group, guided and independent reading/writing

- Learners copy the words into their Spelling exercise books. (see above)
- They can choose some of the words to make sentences.
- **Reading assessment:** While learners are writing, call up more learners to your table for assessment. (Try to finish this assessment by the end of this lesson.)

LANGUAGE DEVELOPMENT: WRITING

DRAFTING, EDITING – A RECOUNT

- Continuing from the previous lesson, each learner writes 4-5 sentences about a special day in their holidays in their jotters, using the writing frame as a guide.
- Write any words they need into their Personal Dictionaries (PD) **and** on the board.
- Explain how to **revise** writing by checking for sense and linking sentences together. Learners edit their sentences, correcting punctuation and spelling mistakes ensuring the sentences make sense.

ASSESSMENT: Informal:

- Check to see that learners have written the spelling words correctly in their spelling books.
- Record the results of the reading assessments.

SUGGESTED ASSESSMENT TASKS: TASK 1: WEEKS 1 / 6

COMPONENT	MILESTONES	WKS	TASKS
ORAL **LO 1** AS 1, 7 **LO 2** AS 1	• Enjoys listening to fables and stories, relating them to own experience. • Takes part in everyday conversations with other learners. • Expresses thoughts and feelings in an imaginative way by telling a story.	4	• Story-telling in pairs / groups + observations during weeks 1 - 3
READING **LO 3** AS 1, 5, 7 **LO 5** AS 1, 4	• Reads South African and international fiction texts independently e.g. myths and stories. • Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning. • Identifies and comments on the central idea and the main characters of a fiction story.	4	• Guided reading
		3 + 4	• Matching descriptions to characters • Guided reading
		2	• Comprehension task
WRITING **LO 4** AS 1, 2, 4	• Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation. • Writes sentences using different tenses.	4	• Personal writing: Describing a friend
SPELLING AND GRAMMAR **LO 6** AS 1 – 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).	5	• Test on phonics, vocabulary and high frequency words + spelling in their sentences about themselves
		4 5	• Written task on pronouns • Written task on prepositions
INVESTIGATION **LO 5** AS 2, 3	• Asks questions to obtain information, sequences the information and reports back orally.	5 - 6	• Oral discussions / recording the information during writing time + verbal feedback during Oral

The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band (page 12) requires that, in the Intermediate Phase, there should be two Formal Assessment Tasks for "Language 1" per term– a total of 8 in the year.

You should use the following rating scale for recording and reporting, which is given on the same page of the document:

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding / Excellent Achievement	70 – 100
3	Satisfactory Achievement	50 – 69
2	Partial Achievement	35 – 49
1	Not Achieved	1 - 34

The Foundations for Learning Assessment Framework for the Intermediate Phase spells out the milestones to be covered for each of the two Assessment Tasks (pages 33 – 35).

FIRST TERM: WEEK 2 OVERVIEW

COMPONENT	MILESTONES	WEEK 2
ORAL **LO 1**: AS 1, 7 **LO 2**: AS 1	• Enjoys listening to fables and stories, relating them to own experience. • Takes part in everyday conversations with other learners. • Expresses thoughts and feelings in an imaginative way by telling a story.	Speaking and listening activities: • Re-cap of a previous week's read-aloud story • Discuss rules for group work
READING **LO 3**: AS 1, 5, 7 **LO 5** AS 1, 4	• Reads South African and international fiction texts independently e.g. myths and stories. • Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning. • Identifies and comments on the central idea and the main characters of a fiction story.	Shared reading and writing • Re-read previous week's shared text – a fable • Do shared writing based on the fable • Do modeled and shared reading based on a new text – a story • Discuss prediction / main idea Word and sentence level work • Vocabulary related to the text • Written comprehension based on a fable Group, guided and independent reading and writing • Guided reading started - with +/- 3 groups: focus on making predictions and comprehension • Vocabulary words / sentences added to personal dictionaries • Start of personal writing – in a journal • Group reading (pairs or larger groups) • Cloze activity using verbs and adverbs / listing verbs according to tense Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4	• Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation. • Writes sentences using different tenses.	Writing: • Write a list of achievements (last year / this year) (pre-writing / drafting / editing)
SPELLING AND GRAMMAR **LO 6:** AS 1 - 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).	Phonics & Spelling • Learn 20 spelling words for the week from Phonic sounds: (*sh / ch / th/ wh / nk*), high frequency, sight words and vocabulary from the shared reading text / short spelling test Grammar • Parts of speech (verbs and adverbs) • Revision of tenses: past and present
INVESTIGATION **LO 5** AS 2, 3	• Asks questions to obtain information, sequences the information and reports back orally.	

Week 2 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 7 **LO 2:** AS 1

MILESTONES:
Oral:
- Enjoys listening to fables and stories, relating them to own experience.
- Takes part in everyday conversations with other learners.
- Expresses thoughts and feelings in an imaginative way by telling a story.

NOTES TO TEACHER:

- Think about what group work rules you would like to reinforce.

DAILY ACTIVITIES:

Introducing group work

- Begin with a song or rhyme.
- Ask learners what they remember about the read-aloud story from last week. Briefly re-cap the story, prompting the learners to retell the main points only.
- Discuss **group work** with the class. Talk about the purpose of group work, (to enable all learners to have a chance to speak, to generate good ideas) the role of the group leader, (to give everyone a turn) the behaviours expected (to listen to others, not to interrupt, to be polite, not to hurt others' feelings) and the contribution each member can make (share ideas, comment on what others say). Make a mind map of ideas on the board.
- Choose a leader from each seating group. Explain that the leaders will rotate over the term and that the groups will change each term.
- Each group is to decide on a name for their group.
- Each group must talk about, and decide on, three rules for the behaviour in the group.
- The leader must write these down and hand them in.

ASSESSMENT:
Informal: unrecorded assessment of how learners take part in everyday conversations with other learners.

Week 2 Day 1

LITERACY FOCUS TIME

LO/ASs	**LO 3** AS 1,5,7 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction and non-fiction texts independently e.g. myths, stories and textbooks.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Investigation:

- Asks questions to obtain information, sequences the information and reports back orally.

NOTES TO TEACHER:

- Prepare for Shared Writing (see below). Write a sample text beforehand to help you with prompt questions.
- Prepare Week 2's spelling words (new vocabulary words and high frequency words from the shared text) – for learners to add to the phonics words in the spelling book.
- Prepare for the Language activity on verbs and adverbs by selecting ten verbs and appropriate adverbs from the shared reading text.
- You should be ready to begin Guided Reading with one reading group on this day. You will need reading materials appropriate to the level of the group. While there are published graded readers available, you can use any reading material, provided it is at the learners' reading level. Alternatively you may be using a single, long reader.

DAILY ACTIVITIES:

Shared reading and writing – writing a story summary

- Re-read the shared reading text, a fable, from Week 1. Revise the vocabulary words briefly.
- Introduce shared writing. Explain that you are going to write a summary of the fable you read as shared reading. Aim to use the vocabulary, high frequency words and sentence patterns from the shared reading text but plan to make it much shorter.
  You could use this frame:

Story Summary Frame	**Prompt questions**
Setting the scene (1 – 2 sentences)	*What/who is the fable about?* *Where is it set?*
Actions (2 – 3 sentences)	*What happened first?* *What happened next?* *Then what happened?*
Ending (1 – 2 sentences)	*How did it end?*

- **Shared writing procedure:**
  1. Ask a prompt question. Get a few responses**.**
  2. Help learners to construct the sentences: *What sentence shall I write to say that?*
  3. Involve learners as you write the sentences. Ask: *How do I spell this word? etc.*
  4. Have learners give you 5 - 6 sentences altogether.

Word and sentence level work

Grammar: Verbs and Adverbs

- Use the shared writing text to introduce **verbs** and **adverbs**. A verb is a doing word (whether an action, condition or experience). Just as an adjective describes a noun, so an adverb describes or gives more information about a verb. Ask learners to help you identify the verbs and adverbs in the sentences and discuss how the adverbs affect your understanding of the sentence.
- Write a list of ten verbs from the story on the board and next to them the adverbs used. Explain that verbs can also tell you **when** something is happening ie in the future, now or in the past. *(e.g. sing play run write cook + sang played ran wrote cooked)* Help learners to sort the list into present and past tense verbs by explaining how to identify the tense.
- Rub out or cover the verbs or adverbs in the shared writing sentences to make a cloze activity. Explain to the learners that they don't have to use the exact word from the text; they can use different words provided that the meaning remains the same.

Spelling / Phonics /Sight words / Vocabulary

- Learners add high frequency / sight words and new vocabulary from the text to the list of the phonics words in their spelling exercise books to make their list of spelling words for Week 2.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1.
    - Explain to the class that from now on, on most days, you are going to listen to a group read while the rest of the class complete their written activities. They should not disturb you. Early finishers should do independent reading. Any work the reading group misses will be caught up.
    - **Preparation**: Give the guided reading groups names, e.g. of colours, numbers, etc. The learners may choose their own names.
    - Guided reading lessons are to be about 15 – 20 minutes in duration. If you are new to the guided reading approach, it is probably best to begin with same-ability groups based on reading ability. This enables you to focus on a few strategies for a particular reading group. However, it is important to continually assess the reading progress of your groups, as some learners will be ready to move to another group sooner than others.
    - Appropriately levelled reading materials must be selected for the group and each learner should have his/her own copy of the text or graded reader.
    - **Before reading**: establish a purpose for reading: making predictions, introducing vocabulary (using flashcards), teaching a new reading strategy or discussing ideas that will provide the readers with the background knowledge required for the text.

- **While reading**: observe the learners as they read the text softly or silently to themselves or aloud (either individually or in unison). Give extra help to individuals by providing prompts, asking questions and encouraging their attempts to use different reading strategies.
- **After reading**: ask questions to ensure that the readers have understood the text, and praise their efforts. Reinforce appropriate reading strategies.
- Work with each reading group at least every second week, but try to work with the weaker group(s) every week.
- **Assessment**: after each guided reading session note down any problem areas. Do formal assessment every 2 - 4 weeks

Written tasks

- While you are listening to a reading group the other learners do a written task that they can complete without requiring your attention. They should:
  - copy the shared writing sentences into their exercise books, filling in the missing verbs / adverbs.
  - sort the list of verbs into past and present tense verbs.

ASSESSMENT: Informal:

- Learners' participation in discussions and the shared writing activity.

Week 2 Day 2	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- Prepare Comprehension questions (main idea, main characters, open-ended questions etc). This could be on a new text, or the previous week's text. It depends on the length and complexity of the previous text.
- Draw the writing frame on the board or on flipchart paper in preparation for the Writing activity.

DAILY ACTIVITIES:

Shared reading and writing : shared reading of the summary of the fable

- Re-read the shared writing summary with the learners as shared reading. They can read in unison but make sure your voice is heard.
- Edit it if it has any mistakes or can be improved to demonstrate that no writing is perfect the first time.

Word and sentence level work

- Use copies of the shared reading text (or use a new fable). Set a short comprehension.
- Questions should include: identification of the central idea, identification of the main characters and 2-3 factual or open-ended questions.
- Go through the questions orally with the learners. Explain what types of answers they are expected to give ie one-word, sentences, etc. **Use the results for Assessment Task 1.** (As you will use this for assessment purposes the learners should do this on their own, rather than collaborating with others in the group.)

Group, guided and independent reading/writing

Written comprehension

- Let the learners do the comprehension task in their language exercise books and then practise their spellings for the week.

Guided reading

- Do guided reading with Group 2. Focus on fluency skills.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING - WRITING A LIST OF ACHIEVEMENTS / GOALS FOR THE YEAR

- Talk about what the learners achieved last year. *Did they pass the year? Learn new things? Do well in a sport? Become tidier? Become friendlier? Read more? Help more at home? Play better soccer? Become kinder? Get to school on time more often? etc.*
- Have learners work in pairs to tell each other about some things they achieved last year.
- Now talk about what the learners want to achieve this year. Again have them talk about this in pairs.

DRAFTING

- Learners each draft two lists headed:
  - *What I achieved last year* and
  - *What I want to achieve this year (their goals).*

ASSESSMENT: Formal: Assessment Task 1:
Use the comprehension task to rate learners, recording any problems, against the following READING milestone:

- Identifies and comments on the central idea and the main characters of a fiction story.

Week 2 Day 3	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, verbs, pronouns, adverbs, adjectives, prepositions).

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- Select a new text, a story, either in a textbook, reader or a Big Book. Each learner should have access to the text.
- Select a text for group reading – it could be a story you have read as a class or a separate reader – the level of the text should be easy enough for learners to read on their own. Initially keep the time short, not more than 5 or 10 minutes.
- Prepare for learners to begin writing their own journals, either in a separate book or in the back of their Language book.

DAILY ACTIVITIES:

Shared reading and writing – shared reading

- Introduce a new shared text – a story - to the learners. Discuss the title and any illustrations and introduce new vocabulary. Encourage learners to predict what they think the story will be about from the title and the cover and ask questions that link it to their prior experience.
- Read the story to the learners, stopping once or twice to ask them to predict what might happen.
- Afterwards ask: *What was the main idea?* Allow learners to discuss this for a few minutes with a partner. Encourage them to give their answer concisely in one or two sentences.
- Have 2-3 learners give feedback.

Word and sentence level work – spelling

- Let the learners write a spelling test. Call out approximately 10 of the 20 spelling words for the week.

Group, guided and independent reading/writing

Journal writing

- Introduce personal writing to learners. Explain that they may write as much as they like in their 'personal journal'. This will not be corrected but will be read by you every now and then. You could talk about how and why people often keep journals when they are adults; you could also speak about Anne Frank's journal.
- This week learners can begin writing about themselves. They can write their names, their birthdays and all about their families. They can work either in the back of their Language books or you could give them a separate book.

Guided reading

- While learners are writing in their journals or doing the activity they missed out earlier in the week do guided reading with Group 3. Focus on fluency skills.

Group reading

- Learners read a short simple text in their seating groups. (This could be in pairs or more). One learner volunteers to read aloud or the group/pair reads quietly in unison. You may want to set a discussion question afterwards.

  Note: *This group reading can take place at any time within the language lesson. It could be on another day of the week or at a different time.*

LANGUAGE DEVELOPMENT: WRITING

REVISING AND EDITING – LIST OF ACHIEVEMENTS / GOALS

- Continue with the writing activity from previous lesson. During this lesson focus on revising the first draft of the two lists.
- Talk about past /present/future tense verbs. Learners check the verbs in their own lists.
- Learners read their sentences to their partner, checking that the sentences make sense and are in the correct tense. They make changes to the sentences, where necessary.
- Focus on punctuation and layout for a list. Learners self-edit their sentences for punctuation.
- Finally learners rewrite their lists. They could write (1) the list of their achievements last year in their exercise books (2) the list of what they want to achieve this year on paper and stick it on the back cover of their book. That way they can review their goals at the end of the year.

ASSESSMENT: Informal

- Use the learners' writing about their achievements to assess their ability to write for personal purposes.
- Read and add encouraging comments to the learners' journal entries.

FIRST TERM: WEEK 3 OVERVIEW

COMPONENT	MILESTONES	WEEK 3
ORAL **LO 1**: AS 1, 7 **LO 2**: AS 1	• Enjoys listening to fables and stories, relating them to own experience. • Takes part in everyday conversations with other learners. • Expresses thoughts and feelings in an imaginative way by telling a story.	Speaking and listening activities: • Listens to a read-aloud story or fable • Uses an OWL chart to discuss the story in groups
READING **LO 3**: AS 1, 5, 7 **LO 5** AS 1, 4	• Reads South African and international fiction texts independently e.g. myths and stories. • Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning. • Identifies and comments on the central idea and the main characters of a fiction story.	Shared reading and writing • Re-read the previous week's shared text – a story • Do modeled and shared writing based on the text – drawing/labeling a character • Discussion of the plot / main idea / characters Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focus on making predictions • Vocabulary words / sentences added to personal dictionaries • Drawing / labeling of a character • Classification of characteristics of different characters • Writes new entry into personal journal (if time) • Group reading (pairs or larger groups) Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4	• Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation. • Writes sentences using different tenses.	Writing: • Using an information sheet to plan the writing of a descriptive paragraph about a friend (pre-writing / drafting)
SPELLING AND GRAMMAR **LO 6:** AS 1 - 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).	Phonics & Spelling • Revise phonic sounds: (*ng / ee / ea / oo / ow*) • Learn 20 spelling words for the week from the phonic sounds, sight / high frequency words and vocabulary from the shared reading text / short test Grammar • Parts of speech (use of interesting nouns and adjectives) • Changing tenses: from present to past tense
INVESTIGATION **LO 5** AS 2, 3	• Asks questions to obtain information, sequences the information and reports back orally.	

Week 3 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO** 1: AS 1, 7 **LO** 2: AS 1

MILESTONES:
Oral:

- Enjoys listening to fables and stories, relating them to own experience.
- Takes part in everyday conversations with other learners.
- Expresses thoughts and feelings in an imaginative way by telling a story.

NOTES TO TEACHER:

- Select a short read-aloud story or fable.
- Make an OWL chart (See below)

DAILY ACTIVITIES:

Story or fable

- Introduce and read a story or fable aloud to the learners.
- Afterwards, show the learners an OWL chart and explain each of the three steps.

OWL CHART

O= OBSERVE
What did you notice about the text? (What did you observe?)

W=WONDER
What questions do you have about the text? (What do you wonder about?)

L= LINKS
What does the text remind you of? (e.g. other stories, something you remember, something that happened to you etc.)

- With the learners write down some of their responses.
- Explain that next week they must come prepared to share in groups a story or fable that they know.

ASSESSMENT:

Informal: unrecorded assessment of how learners relate the story to their own experiences (what they noticed, wondered about and thought about).

Week 3 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

NOTES TO TEACHER:

- A story or myth for shared reading. It could be from a textbook, a reader or a Big Book.
- Prepare Week 3's spelling words (new vocabulary words and high frequency words from the shared text + phonic words).
- Readers for individual, paired and group reading

DAILY ACTIVITIES:

Shared reading and writing – re-reading the story

- Read the story from the previous week aloud with learners.
- Afterwards, ask 4 - 5 questions to check understanding of the story and the characters:
  - *When and where does it take place?*
  - *Who are the main characters?*
  - *What happens in the story?*
  - *How does it end?*

Word and sentence level work

Spelling / Phonics / High Frequency (Sight) words / Vocabulary

- Phonics: briefly revise the following vowel/consonant diagraphs and use approximately 10 of the words as part of Week 3's spelling words:
  - ng: sing, bang, ring, long, thing
  - ee: feed, need, see, week
  - ea: read, sea, eat
  - oo (long and short oo): soon, boot, book, look
  - ow: now, cow
- Select new vocabulary words from the text to add to the week's spelling words. Rather than simply telling learners the meaning of each word, ask them to find the words in the text and guess what they think they might mean; ie they use the context as a clue. Confirm the correct meanings and write the words on a flashcard, adding them to the Word Wall. Learners add them to their personal dictionaries, together with high frequency / sight words for spelling for the week.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1. Focus on **prediction.** Before each learner reads they must predict what will happen next.

Written tasks

- Do a written task (vocabulary) with the rest of the class.
    - Learners copy the vocabulary words into their personal dictionaries on the correct letter-page. Next to each word they write a short sentence, synonym or a definition supplied by you.
    - They write their spelling words for the week into their Spelling books and write sentences with some of the words.
    - They write an entry into their journals (if time permits).

ASSESSMENT: Informal:

- Assess learners' oral responses to the questions on the story.

Week 3 Day 2	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, verbs, pronouns, adverbs, adjectives, prepositions).

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- Be prepared to draw one of the characters from the story. Think in advance what he/she/it might look like and what interesting adjectives could be used for the labels.
- Prepare a writing frame or a worksheet for learners to record information about themselves for Writing .

DAILY ACTIVITIES:

Shared reading and writing

- Let learners read the story from the previous lesson aloud either in unison or with individual learners reading a few sentences each. Revise vocabulary and check understanding.
- Ask learners to name the main characters of the story (not more than four) and write the names on the board.
- Choose one of the characters and ask learners to tell you what he/she/it looked like. From their description, and using their imagination, draw it on the board or on a flipchart. You can ask questions like: *Was he tall, short, thin, fat? What type of clothes would he wear? What was his face like? What did he have on his feet?* Label each item you draw eg, ugly shoes, hat with a feather, fat hands.
- Learners choose another of the characters and draw and label that character, using an A4 sheet of paper. ***NB:*** *Remind them to use interesting adjectives.* They can show and talk about their picture to their partner or other learners in their group. Display the pictures on the wall under a heading, *Characters in….*

Word and sentence level work

Working with adjectives

- List on a chart on the Word Wall some of the nouns and adjectives you and the learners used to describe the characters. Learners can copy them into their personal dictionaries.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 2. Focus on **prediction.** Before each learner reads they must predict what will happen next.

Written activity on characterisation

- At the same time learners continue to draw and label their pictures of one of the characters in the story.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING - DESCRIBING A FRIEND

- Explain to learners that they are going to write about a friend/someone they know in the class.
- Begin by giving them a table to record information about themselves which their friend / partner can use. You could use the following:

Name	
Age	
Family members	
Where you live	
Appearance	
What you like to do	
What you like to eat	
Your favourite song	
Your favourite sport	

- Each learner works in a friendship pair and completes the information about him/herself, recording it on a piece of paper (or a worksheet). They need only record the information in point form – not in full sentences. Correct spelling is not essential although their partner needs to be able to read and understand their writing. Collect the completed information sheets and keep them for the next lesson.

ASSESSMENT: Informal:

- Learners' ability to record personal information on a table.

Week 3 Day 3	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- Prepare/photocopy a worksheet or write the task on the board listing the characteristics of three different characters.
- Have the learners' information sheets ready for the Writing activity.

DAILY ACTIVITIES:

Shared reading and writing – shared reading

- Use different learners to read the story from the previous lesson.
- Recap the names and appearance of some of the characters – revise the list of nouns and adjectives you made in the previous lesson.
- Choose three characters and identify four characteristics of each. Either write them in a list on the board or on a worksheet. The learners need to match them to the character they belong to, writing the name of the character and the descriptions for each. For example:

has brown shoes	**wears a hat with a feather**	**has a long, red nose**	**has a wide smile**
is short and fat	**has no hair**	**is tall and thin**	**wears a pink dress**
uses a walking stick	**loves wearing a red coat**	**wears big glasses**	**carries a huge handbag**

Word and sentence level work

Language (tenses)

- Compare and discuss the verbs used in the story and those in the activity above. Do they use the same tense? (Often stories use the past tense - but not always.) Ask learners to talk about the characters, using the descriptions you gave them but using the past tense.

Spelling

- Do a short, informal, spelling test.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 3. Focus on **prediction.** Before each learner reads he/she must predict what will happen next.

Activity from the shared reading

- At the same time: learners do the activity from shared reading (matching the descriptions with the characters). **Use this for Assessment Task 1.**

Group reading

- Group reading in pairs or larger groups using graded texts. (This can be done on any day and at various times, not necessarily as a whole class activity.)

LANGUAGE DEVELOPMENT: WRITING

WRITING - DESCRIBING A FRIEND

- Return the learners' information sheets from the previous lesson.
- Learners again explain the information to their partners and their partners clarify any queries.
- During this lesson the learners write a first draft using the information sheet. Explain that they do not have to include all the information but select what they want to write about their friend. They must write in full sentences, not in point form as on the information sheet.

ASSESSMENT: Formal: Assessment Task 1:

Use the shared reading activity in which learners match the descriptions with the different characters to rate them against the following READING milestone:

- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.

FIRST TERM: WEEK 4 OVERVIEW

COMPONENT	MILESTONES	WEEK 4
ORAL **LO 1**: AS 1, 7 **LO 2**: AS 1	• Enjoys listening to fables and stories, relating them to own experience. • Takes part in everyday conversations with other learners. • Expresses thoughts and feelings in an imaginative way by telling a story.	<u>Speaking and listening activities</u>: • Re-caps the read-aloud story or fable • Tells stories in a group
READING **LO 3**: AS 1, 5, 7 **LO 5** AS 1, 4	• Reads South African and international fiction texts independently e.g. myths and stories. • Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning. • Identifies and comments on the central idea and the main characters of a fiction story.	<u>Shared reading and writing</u> • Re-read previous week's shared text – a story / Do shared writing based on the story (a description of a character) • Do shared reading based on a new, longer text • Discuss the plot / main idea / characters <u>Word and sentence level work</u> • Vocabulary related to the text <u>Group, guided and independent reading and writing</u> • Guided reading with +/- 3 groups: focus on using contextual clues • Vocabulary words / sentences added to personal dictionaries • Identifying and underlining verbs and adverbs in the shared writing text • Written task on pronouns • Written comprehension focusing on prediction • Writes new entry in personal journal (if time) • Group reading (pairs or larger groups) <u>Reading for enjoyment</u>
WRITING **LO 4**: AS 1, 2, 4	• Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation. • Writes sentences using different tenses.	<u>Writing:</u> • Use a writing frame to write a descriptive paragraph about a Friend (revising / editing / publishing)
SPELLING AND GRAMMAR **LO 6:** AS 1 - 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).	<u>Phonics & Spelling</u> • Revise phonic sounds: (*oi / oy / ai / ay / oa*), • Learn 20 spelling words for the week from the phonic sounds, sight / high frequency words and vocabulary from the shared reading text / short test <u>Grammar</u> • Parts of speech (identification of verbs and adverbs in a text / introduce pronouns)
INVESTIGATION **LO 5** AS 2, 3	• Asks questions to obtain information, sequences the information and reports back orally.	

Week 4 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO** 1: AS 1, 7 **LO** 2: AS 1

MILESTONES:
Oral:
- Enjoys listening to fables and stories, relating them to own experience.
- Takes part in everyday conversations with other learners.
- Expresses thoughts and feelings in an imaginative way by telling a story.

NOTES TO TEACHER:

- Use the short read-aloud story or fable, from the previous week.
- Make notes during the group discussion.
- Give each group a Peer Assessment Form.

DAILY ACTIVITIES:

Story or fable: story-telling in pairs or groups

- Re-cap the read-aloud story or fable from the previous week.
- Explain to learners that you want them briefly to tell a similar story to other members in their group. The other learners can ask a question.
- Learners fill in a Peer Assessment form (writing Yes or No) for each person in their group.

Name	Was able to tell a story to the group	Listened to other stories	Asked a question

ASSESSMENT: Formal: Assessment Task 1:
Use this peer assessment form, together with your own observations over the past three weeks to rate the learners against the following ORAL milestones:
- Enjoys listening to fables and stories, relating them to own experience.
- Takes part in everyday conversations with other learners.
- Expresses thoughts and feelings in an imaginative way by telling a story.

Week 4 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

NOTES TO TEACHER:

- Prepare for Shared writing (see below).
- Prepare the week's Spelling words (phonics, vocabulary and sight words)
- Prepare to assess learners' reading in guided reading over the next two weeks.

DAILY ACTIVITIES:

Shared reading and writing – shared writing

- Re-read the shared reading text (a story) from Week 3. Revise the vocabulary words and adjective lists.

Shared writing procedure.

- Explain that you are going to write a description of one of the characters from the story you read as shared reading. Base it on the previous week's activities and use the vocabulary lists. Make sure you use adjectives and adverbs. You could use this frame:

Character	**Example**
His/her/its appearance (1-2 sentences)	*Granpus looked huge. He had enormous feet and hands and a bulging stomach.*
How he/she/it behaves (2-3 sentences)	*He walked slowly and angrily. He spoke loudly and rudely. He loved to frighten small children.*
Final sentence (1 sentence)	*He was a horrible giant.*

- Write the sentences on a flipchart with the help of the learners.

  1. Ask prompt questions. *What can we say about what the character looked like*?
  2. Help learners to construct a sentence: *What sentence shall I write to describe how he behaved?*
  3. Involve learners as you write the sentences. Ask: *What adjective can I use to describe him?*
  4. Have learners give you 4 - 6 sentences altogether.

Word and sentence level work

Spelling / Phonics / Sight words / Vocabulary (verbs and adverbs)

- Phonics:
  Briefly revise the following vowel diagraphs and use approximately 10 of the words as part of Week 4's spelling words:
  - oi: boil, coin, soil
  - oy: boy, toy
  - ai: rain, pain, main, fail, wait
  - ay: bay, day, way, may, pay
  - oa: boat, goat, coat, road
- Vocabulary / spelling:
  Learners add the new verbs and adverbs from the shared writing onto the Word Wall.
- Together with the learners, write a meaningful sentence using each word.
- Learners write the words and sentences into their personal dictionaries.
- Choose some of the new vocabulary and high frequency words to make up the week's spelling list.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1. Focus on ***contextual clues*** to find meaning (are they able to use illustrations and the story so far to make sense of what they are reading?) Ask a question before and after their reading to determine this. **Use for Assessment Task 1**.

Written tasks

- Do written work with the rest of the class.
  - Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
  - Learners copy the 20 spelling words into their spelling books.
  - They copy the shared writing into their exercise books, underlining the verbs and adverbs.

ASSESSMENT: Formal: for Assessment Task 1

Use Guided Reading this week and next week to rate each learner against the following READING milestone:

- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.

*Focus on **prediction** (can they make an informed prediction of what will happen before they begin reading their section) and the use of **contextual clues** to find meaning (are they able to use illustrations and the story so far to help them to decode unknown words? Ask a question before and after their reading to determine this.)*

Week 4 Day 2	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- Prepare a short paragraph for the activity on pronouns.

DAILY ACTIVITIES:

Shared reading and writing

- Re-read the shared writing text with the learners as shared reading.
- Edit it if it has any mistakes or can be improved by adding better adverbs or adjectives, or replace some of the nouns with pronouns.

Word and sentence level work

Pronouns

- Introduce pronouns by writing 3 – 4 sentences on the board eg *Mr Green spoke to Mrs Green. Mr Green told Mrs Green that Mr Green wanted Mrs Green's book. Mrs Green must find the book and give the book to Mr Green.*
- Read the sentences with the learners and discuss what is wrong with them. Use the discussion to introduce pronouns (as a substitute for a noun). Go through the sentences and guide learners to replace some of the nouns with suitable pronouns (eg he, she, it, we, you, they, one). **Use this for Assessment Task 1.**

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 3. Focus on ***contextual clues*** to find meaning (are they able to use illustrations and the story so far to make sense of what they are reading?) Ask a question before and after their reading to determine this. **Use for Assessment Task 1**.

Written task on pronouns

- Do a written task on pronouns with the rest of the class using a worksheet or activity from a Learner's Book.

LANGUAGE DEVELOPMENT: WRITING

REVISING AND EDITING - DESCRIBING A FRIEND

- Learners complete writing a description of their friend using the Information sheet so that they have a paragraph of at least 5 sentences.
- They read their sentences to themselves first and check for spelling and grammar errors and missing words.
- Then they give the draft to their partner who checks that the sentences make sense and use the correct tense. The partners can make suggestions on what else they would like to be included. The writers make the final changes to the sentences.

ASSESSMENT: Formal: for Assessment Task 1:
Use the activity on pronouns to rate learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and used parts of speech (nouns, verbs, adverbs, adjectives, prepositions).

Use Guided Reading this week and next week to rate each learner against the following READING milestone:

- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.

*Focus on **prediction** (can they make an informed prediction of what will happen before they begin reading their section) and the use of **contextual clues** to find meaning (are they able to use illustrations and the story so far to help them to decode unknown words? Ask a question before and after their reading to determine this.)*

Week 4 Day 3	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- Select a new text for shared reading – it should be a longer story, at least two pages.

DAILY ACTIVITIES:

Shared reading– a new text (a longer story)

- Introduce a new text for shared reading. Read the title and the first paragraph aloud while the learners follow. Model stopping at punctuation marks. Ask learners what they think the story will be about. Link it to their prior knowledge, asking some learners to share their experiences. Identify what other information is given in the first paragraph eg *Where does the story take place? When? What characters have we met so far? What might happen in the story? Why do you think that?*
- Read another paragraph and discuss it in a similar way, helping learners to find the information in the story. They may need to read the paragraph again, or they can read it to themselves silently. Write up a word bank as you go along.

Word and sentence level work

Spelling

- Do a spelling test with the learners by calling out 10 of the 20 spelling words learnt this week.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 2. Focus on ***contextual clues*** to find meaning (are they able to use illustrations and the story so far to make sense of what they are reading?) Ask a question before and after their reading to determine this. **Use for Assessment Task 1**.

Writing task on prediction

- Do a written task with the rest of the class.
  - Use the shared reading text. Set a prediction activity by asking learners to write 2 or 3 sentences about (1) what they think will happen in the story and (2) how it will end.

Group reading

- Group reading during or at the end of the lesson: learners read a short, simple text in their seating groups.

LANGUAGE DEVELOPMENT: WRITING

PUBLISHING - DESCRIBING A FRIEND

- Each learner writes a neat, correct copy of his/her paragraph on an A4 sheet of paper.
- Remind them always to use the correct tense – if he/she is writing about his/her friend when he/she was younger, he/she will need to use the past tense. However if he/she is describing him/her now he/she must use the present tense. If he/she writes about his/her plans for the future he/she must use the future tense.
- Finally learners can add a picture of their friend – or the learners can draw their own pictures
- The learner reads it to others in the group who can make comments.
- Display the writing on a wall of the classroom or make it into a book for the classroom.

ASSESSMENT: Formal: Assessment Task 1

Use the writing activity (Describing a friend) to rate learners, recording any problems, against these WRITING milestones:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

Use Guided Reading this week and next week to rate each learner against the following READING milestone:

- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.

FIRST TERM: WEEK 5 OVERVIEW

COMPONENT	MILESTONES	WEEK 5
ORAL **LO 1**: AS 1, 7 **LO 2**: AS 1	• Enjoys listening to fables and stories, relating them to own experience. • Takes part in everyday conversations with other learners. • Expresses thoughts and feelings in an imaginative way by telling a story.	Speaking and listening activities: • Tells a story in a group
READING **LO 3**: AS 1, 5, 7 **LO 5** AS 1, 4	• Reads South African and international fiction texts independently e.g. myths and stories. • Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning. • Identifies and comments on the central idea and the main characters of a fiction story.	Shared reading and writing • Continue to do shared reading based on a longer text • Discussion of the plot / main idea / characters, recording in a diagram • Shared writing based on the longer text Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups: focus on using contextual clues • Vocabulary words / sentences added to personal dictionaries • Written task on prepositions • Writes new entry into personal journal • Group reading (pairs or larger groups) Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4	• Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation. • Writes sentences using different tenses.	Writing: • Using a writing frame to plan an investigation of their early lives: writing questions / recording responses in sequence
SPELLING AND GRAMMAR **LO 6:** AS 1 - 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).	Phonics & Spelling • Revise phonic sounds: (*a-e / e-e / i-e / o-e / u-e*) • Learn 30 spelling words for the week from the phonic sounds, sight / high frequency words and vocabulary from the shared reading text / short test Grammar • Parts of speech (introduce prepositions)
INVESTIGATION **LO 5** AS 2, 3	• Asks questions to obtain information, sequences the information and reports back orally.	• Asks questions / obtains information / sequences and records information into their early lives

Week 5 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO** 1: AS 1, 7 **LO** 2: AS 1

MILESTONES:
Oral:
- Enjoys listening to fables and stories, relating them to own experience.
- Takes part in everyday conversations with other learners.
- Expresses thoughts and feelings in an imaginative way by telling a story.

NOTES TO TEACHER:

- Draw up a peer assessment form.

DAILY ACTIVITIES:

RE-TELLING A STORY

- Explain how a story can be re-told in your own words to make it more interesting. e.g. by using adverbs and adjectives, adding in your own thoughts etc.
- Explain how you maintain eye-contact with the person you are talking to, and use facial gestures if necessary.
- Learners will work in pairs to choose a story they have heard this term and re-tell it to their partner in an interesting way, to keep their attention.
- Stop the learners after five minutes and say that the other learner must have a turn.
- Have learners each fill in a peer assessment form. They write *yes* or *no.*
- Observe the pairs as they work.
- Collect the peer assessment forms.

Peer Assessment Form:

Name	Told part of a story	Made it interesting	Spoke clearly and well

ASSESSMENT: Informal

Learners' ability to express their thoughts and feelings in an imaginative way by telling a story.

NB: *If you were not able to complete the formal Assessment Task last week you could use this week's Oral activity to complete the assessment.*

Week 5 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Investigation:

- Asks questions to obtain information, sequences the information and reports back orally.

NOTES TO TEACHER:

- Prepare for vocabulary as before.
- Prepare for weekly spelling.
- Readers for individual, paired and group reading.

DAILY ACTIVITIES:

Shared reading and writing – a longer story

- Re-cap the shared reading story begun the previous week (the characters, ideas of what the story would be about)
- Select several learners to re-read the first two paragraphs. Continue reading the story, paragraph by paragraph. Depending upon the level of complexity either you can read it with the learners following or groups of learners can read aloud together.
- Stop approximately half way through the story and ask questions about the plot so far and the characters.

Word and sentence level work

Spelling / Phonics / Sight words / Vocabulary

- Show the new vocabulary words from the text on flashcards, and discuss and clarify meanings. Have learners put the flashcards on the Word Wall.
- Together with the learners write a meaningful sentence with each word. Learners write the words and sentences into their personal dictionaries.
- Phonics: briefly revise the ‘silent e’ words, explaining that the ‘e’ at the end of the word makes the vowel make a different sound (like its letter name). Use approximately 10 of the words as part of the week’s spelling words:
    - a-e: name, date, fame, same, made
    - e-e: eve
    - i-e: bite, kite, wide, ride
    - o-e: bone, vote, rode
    - u-e: tube, cube, rule, use

- Choose some of the high frequency / sight words and the new vocabulary to make up the list of spelling words for the week.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1. Continue to assess each learner during guided reading.

Written task

- Do a written task (vocabulary) with the rest of the class.
  - Learners copy the vocabulary words and the sentences into their PD's on the correct letter-page.
  - They write the 20 words for spelling in their spelling book and write sentences with some of the words.

ASSESSMENT: Informal

Learners' participation in the shared reading discussions.

Week 5 Day 2	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Investigation:

- Asks questions to obtain information, sequences the information and reports back orally.

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- During this lesson learners begin an oral investigation about what they were like when they were young. In this lesson they identify the questions they want to ask and who they can ask to find the answers.
- Prepare a cloze activity on prepositions.

DAILY ACTIVITIES:

Shared reading and writing – a longer story

- Read the complete story aloud with the learners joining in.
- Afterwards, ask 5-6 questions to check understanding. Discuss the main idea of the story, and help learners to sequence the key events. You could record this on the board or in diagrammatic form on flipchart paper.

Word and sentence level work

Introducing prepositions

- Write three sentences based on the shared text onto the board.
- Introduce prepositions. Explain that these little words are very important and give information about how things are related to each other in a sentence. eg in, at, of, down.
- Underline the prepositions in the sentences. Talk about how the preposition gives meaning to the sentence. Change the preposition so that the meaning of the sentence changes eg *He walked down the road. He walked up the road. He walked across the road. He walked under the road. (also - towards/away from/over)*
- Write a list of ten common prepositions on the board. Learners make oral sentences in pairs.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 2. Continue to assess each learner during guided reading.

Written task on prepositions

- The rest of the class completes a written task on prepositions.
  - Rub out the prepositions in the sentences and change some of the other words to make a cloze activity.
  - Learners re-write the sentences and add suitable prepositions. **Assessment Task 1.**

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING: AN INVESTIGATION

- Talk about the learners' early lives. Together with learners formulate a series of questions they could ask to find information about their early years. Ask: *What questions could you ask to find out what you were like when you were a baby/very young?*
- Write a list of questions on the board as they are given to you, e.g.
  - *Where was I born?*
  - *What did I look like when I was born?*
  - *Where did I live first?*
  - *What did I like to eat first, next etc?*
  - *Did I cry a lot as a baby?*
  - *When did I learn to walk/talk?*
  - *Was I naughty?*
- Have learners work in pairs to say which five questions they would like to ask about themselves, and who they will ask to find the answers. **Keep notes for Assessment Task 1**
- Learners write down their five questions on paper. They can fold the paper and write each question on the left side of the page so they can make notes of the answers on the right side.
- Explain to the learners that they must take the list of questions home and find out the answers by the next lesson.

ASSESSMENT: Formal: Assessment Task 1
Use the cloze activity on prepositions to rate learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Use the Investigation during writing time to rate each learner during the next two weeks against the following INVESTIGATION milestone:

- Assess their ability to ask questions to obtain information, sequence the information and report back orally.

Week 5 Day 3	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Investigation:

- Asks questions to obtain information, sequences the information and reports back orally.

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- Draw the writing frame for shared writing on the board or on flipchart paper.

DAILY ACTIVITIES:

Shared reading and writing – shared reading and writing.

- Read the story from the previous lessons together with the learners.
- Re-cap the story, using the diagram you made during the last lesson. Revise vocabulary words.
- Use the information in the diagram to make a summary of the story using shared writing.
- You could use this frame:

Story Summary Frame	**Prompt questions**
Setting the scene (2 – 3 sentences)	*What was the story about?* *Where was it set?* *Who were the main characters?*
Actions (3 – 4 sentences)	*What happened first?* *What happened next?* *Then what happened?*
Ending (1 – 2 sentences)	*How did it end?*

Word and sentence level work - spelling

- Do a spelling test with learners. **Use for Assessment Task 1.**

NB: *Use also the spelling in learners' other written work as part of this assessment. There is little point in learners spelling a word correctly in a spelling test and misspelling it for the rest of the week.*

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 3. Complete the assessment of each learner during guided reading.

Journal writing

- Other learners write an entry in their personal journals, recounting a recent event in their lives.

LANGUAGE DEVELOPMENT: WRITING

WRITING: AN INVESTIGATION

- Learners bring the results of their investigation back to class.
- They record the answers to their questions in a logical sequence in their books. They should write in full sentences, using their personal dictionaries as well as published dictionaries if necessary for help with spelling. **Keep notes for Assessment Task 1**.
- Explain to the learners that, in the next lesson, they will be asked to share what they have learned with a group of other learners.

ASSESSMENT: Formal: Assessment Task 1:

Use guided reading this week to rate each learner against the following READING milestone:

- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.

Use the two writing activities (writing questions / recording the responses) to rate learners against this INVESTIGATION milestone:

- Asks questions to obtain information, sequences the information and reports back orally.

Use the results of the spelling test, as well as the learners' written sentences about themselves, to rate them against the following SPELLING AND GRAMMAR milestone:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts.

FIRST TERM: WEEK 6 OVERVIEW

COMPONENT	MILESTONES	WEEK 6
ORAL **LO 1**: AS 1, 7 **LO 2**: AS 1	• Enjoys listening to fables and stories, relating them to own experience. • Takes part in everyday conversations with other learners. • Expresses thoughts and feelings in an imaginative way by telling a story.	Speaking and listening activities: • Report-backs of the findings of the investigation
READING **LO 3**: AS 1, 5, 7 **LO 5** AS 1, 4	• Reads South African and international fiction texts independently e.g. myths and stories. • Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning. • Identifies and comments on the central idea and the main characters of a fiction story.	Shared reading and writing • Shared reading of a new text – a cartoon story • Discussion of the plot / main idea / characters • Shared writing based on the cartoon text Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups • Vocabulary words / sentences added to personal dictionaries • Written task using punctuation • Dictionary work (looking up definitions) • Writes new entry into personal journal (if time) • Group reading (pairs or larger groups) Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4	• Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation. • Writes sentences using different tenses.	Writing: • Using a writing frame to design/write a cartoon story (in pairs): Pre-Writing / drafting
SPELLING AND GRAMMAR **LO 6:** AS 1 - 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).	Phonics & Spelling • Revise phonic sounds: (*ar / er / er / or / ur*) • Learn 20 spelling words for the week from the phonic sounds, sight / high frequency words and vocabulary from the shared reading text / short test • Revise dictionary skills Grammar • Revision of punctuation • Identification of tenses in the shared reading text
INVESTIGATION **LO 5** AS 2, 3	• Asks questions to obtain information, sequences the information and reports back orally.	• Oral report-backs on the findings of the Investigation into learners' early lives

Week 6 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1:** AS 1, 7 **LO 2**: AS 1

MILESTONES:
Oral:

- Enjoys listening to fables and stories, relating them to own experience.
- Takes part in everyday conversations with other learners.
- Expresses thoughts and feelings in an imaginative way by telling a story.

NOTES TO TEACHER:

- Draw up a peer assessment form.
- Learners bring their jotters with the responses to their investigation that they wrote the previous week.

DAILY ACTIVITIES:

Investigation: oral report-back

- Group work or pair work: learners each report back on their investigation. They can use the sentences they wrote the previous week as well as their observations.
- Afterwards peer assessment forms are filled in. They answer *yes* or *no.*
- Observe at the same time and note the responses for **Assessment Task 1**.

Peer Assessment Form:

Group/Pair names	Talked about their early lives	Made it interesting	Spoke about things in the correct order

ASSESSMENT: Formal: Assessment Task 1:
Use your own observations, the peer assessment forms and the learners' written responses (from the previous week's Writing activity) to rate learners against this INVESTIGATION milestone:

- Asks questions to obtain information, sequences the information and reports back orally.

Week 6 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Investigation:

- Asks questions to obtain information, sequences the information and reports back orally.

NOTES TO TEACHER:

- Find a cartoon story containing speech bubbles suitable for grade 4, either in a Learner's Book or a reader, or use one from a comic or cartoon strip (but avoid infringing copyright laws).
- Prepare for vocabulary as before.
- Prepare spelling words for the week (from phonics, vocabulary and sight words).
- Readers for individual, paired and group reading.

DAILY ACTIVITIES:

Shared reading and writing – a new text : a cartoon story

- Choose a suitable cartoon story.
- Prepare learners for the story by asking them if they ever read cartoons, and, if so, why.
- Give the learners a few minutes to look at the pictures to find out what the story will be about (but not long enough for them to read the text). They can do this is pairs. Ask a few learners what the story seems to be about and what types of characters are in the story.
- Let the learners work in pairs to read the text in the cartoon.
- Have them tell you the story, frame by frame. Record the story, point by point, on the board or on flipchart paper eg.
    1. Dan meets his friend in the street.
    2. Ben tells him that he has lost his dog.
    3. Dan offers to help.

  Write the story very simply, but spell out each step.
- Once learners have finished telling you the story, choose individual learners to read aloud one sentence of the story.

Word and sentence level work

Spelling /Phonics / Sight words / Vocabulary

- Phonics: briefly revise the following vowel diagraphs and use approximately 10 of the words as part of Week 6's spelling words:
  - ar: bar, car, far, farm
  - ir: fir, sir, firm, stir, shirt, dirt, bird
  - or: for, form, port, corn, horn,
  - ur: burn, hurt, curl
  - er: her, herd, term
- Select vocabulary words from the text and add more high frequency / sight words to make up the list of spelling words for the week.
- Show the vocabulary words on flashcards, discussing and clarifying their meaning. You can always introduce other related words, even if they are not in the text itself. For example, this week you could add words like cartoon, speech bubbles, pictures, design, frame, etc. For the rest of the term learners will be focusing on visual texts so it is worthwhile them becoming familiar with these words.
- Have learners put the flashcards on the Word Wall.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1.

Written task

- Do a written task (vocabulary/ spelling) with the rest of the class.
  - Learners copy the vocabulary words into their PD's on the correct letter-page. Next to each word they write a phrase or short sentence supplied by you.
  - They write their spelling words for the week in their spelling book and write sentences with a few of the words.

ASSESSMENT: Informal:

Assess learners' reading levels.

By now you will know which learners are having problems with reading. During this week, take particular note of these learners and record exactly what their problems are eg Do they have problems in sounding out the words? Do they read *saw* as *was* – indicating that they may have reversal problems? Do they lose their place and seem to battle to see the words – possibly indicating a visual problem? Might there be a hearing problem? Should you consider moving them to a reading group that is reading more slowly? Is there a sudden drop in achievement – possibly indicating another problem, either at home or at school?

Week 6 Day 2	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Investigation:

- Asks questions to obtain information, sequences the information and reports back orally.

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- Prepare a grammar task to revise the use of punctuation.
- Prepare the writing frame for the paired writing task.

DAILY ACTIVITIES:

Shared reading and writing: reading a cartoon story

- Read the shared writing story the class wrote during the last lesson – either the whole class can read softly as you read or groups of learners can read different sentences.
- Learners go back to the cartoon strip and check that the two stories are the same – if not, correct the shared writing story.
- Ask learners which story they liked reading best and why. Discuss the use of colour, the design, the choice of images etc in making the story more alive and exciting.
- Ask them which frame they liked best and why.

Word and sentence level work

Punctuation and tenses

- Learners work as a group to go through the cartoon text and identify all the punctuation used.
- Ask each group to give you one response and where they found it. Clarify the purpose and list the punctuation on the board (commas, full stops, question marks, exclamation marks, apostrophes, capital letters). Also talk about the speech bubbles. They use direct speech but, unlike in a book, there are no quotation marks used. (They will have seen such marks during their reading).

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 2.

Written task based on punctuation

- Do a language task: Write 4 – 6 sentences on the board, based on the shared reading story. Ensure it involves adding capital letters, full stops, commas, question marks and exclamation marks.
- Learners rewrite the sentences, adding the correct punctuation.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING: A SHORT CARTOON STORY (A DIALOGUE)

- Learners work in pairs to write a short cartoon story using speech bubbles and stick figures. They need to decide on:
  - The characters (not more than 4)
  - The story
  - The events in the story
  - What will go in each frame.
- They could use this writing frame:

1. the characters	• • • •
2. the story line (what the story is about)	•
3. the main events of the story	1. 2. 3. 4.
4. what will go into each frame	1. 2. 3. 4. 5. 6.

They can start writing in the frame but they will only complete the task during the next lesson.

ASSESSMENT: Informal:

Assess learners' use of punctuation in sentences.

Week 6 Day 3	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1,5,7 **LO 4** AS 1, 2, 4 **LO 5** AS 1, 4 **LO 6** AS 1-3

MILESTONES:

Reading:

- Reads South African and international fiction texts independently e.g. myths and stories.
- Uses a range of reading strategies e.g. making predictions and using contextual clues to find meaning.
- Identifies and comments on the central idea and the main characters of a fiction story.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

Investigation:

- Asks questions to obtain information, sequences the information and reports back orally.

Writing:

- Writes for personal purposes e.g. a description of a personal experience or event using appropriate grammar, spelling and punctuation.
- Writes sentences using different tenses.

NOTES TO TEACHER:

- Prepare a short spelling test and have dictionaries available (at least one between two learners).
- By this time of the term, learners should be into the daily routine. They are familiar with which books to work in, what tasks they need to do every day and they are beginning to work more quickly and independently. Get them into the routine of automatically reading either independently or in pairs once they have completed the written tasks for the day.

DAILY ACTIVITIES:

Shared reading and writing – shared reading

- Read aloud the cartoon story used in the previous lessons. Choose different learners to read each of the characters. Talk about what the characters are like and what type of voice each character would have.
- Then ask them which tense is mostly used in the cartoon. Work through each frame to identify the tenses. (Learners could do this firstly in pairs.)

Word and sentence level work – spelling

- Do a short spelling test.
- Revise the **six-step plan** and re-teach commonly misspelt words.
- Revise skills of using a dictionary. The learners should already be familiar with using a simple published dictionary, but, if not, explain how to find a word and what information a dictionary can provide. Let the learners do a couple of examples.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 3.

Written task based on dictionary skills

- Do a written task with the rest of the class.
- Learners look up and write down definitions of a few words in a dictionary.

Group reading

- Group reading: Learners read a short, simple text in their seating groups. (This could be in pairs or more.) ***NB:*** *This group reading in pairs can take place on all three days of the week with different learners, especially on the days when it is not the turn of their group to read to you. Ideally learners should also be reading independently every day for a short time. Get learners into the routine of reading either individually or in pairs once they have finished their written tasks for the lesson.*

LANGUAGE DEVELOPMENT: WRITING

DRAFTING A SHORT CARTOON STORY (A DIALOGUE)

- Continue with writing activity from previous lesson. Learners finish their planning of the writing.
- Give each pair an A4 sheet of paper. They fold it into 8 rectangles.
- In each rectangle they draw one step of their story using stick figures and writing the dialogue in the speech bubbles. By the end of this lesson they should have a draft of their cartoon story.
  NB: *Learners might want to add a sentence below each cartoon frame, as well as writing the dialogue in the speech bubbles. Some cartoons do this.*
- Collect their work and keep for the next lesson.

ASSESSMENT: Informal assessment

Learners' paired writing of a cartoon story. (This will help you to identify which learners will need further support next week.)

FIRST TERM: WEEK 7 OVERVIEW

COMPONENT	MILESTONES	WEEK 7
ORAL **LO 1**: AS 1, 7, 8 **LO 2**: AS 1, 2	• Enjoys listening to fables and stories, relating them to own experience. • Participates in discussions on familiar topics, taking turns to share ideas and offer opinions from personal experience and showing respect for others. • Listens to and gives directions and instructions.	Speaking and listening activities: • Gives and follows directions / instructions
READING **LO 3**: AS 1, 2, 3, 7, 11	• Reads South African and international non-fiction texts independently e.g. textbooks. • Uses a range of reading strategies e.g. using contextual clues to find meaning. • Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.	Shared reading and writing • Shared reading of a new text – a poster • Discussion of the appearance / content / use of graphical techniques • Comparing a poster with the cartoon story • Shared writing about the poster Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups based on a page from a textbook • Vocabulary words / sentences added to personal dictionaries • Comprehension based on the cartoon story / poster • Joins sentences using conjunctions • Writes new entry into personal journal (if time) • Group reading (pairs or larger groups) Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4	• Writes and designs visual and information texts eg recipes, dialogues, posters.	Writing: • Using a writing frame to design/write a cartoon story (in pairs):editing / publishing
SPELLING AND GRAMMAR **LO 6:** AS 1 - 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions). • Uses conjunctions to form compound sentences.	Phonics & Spelling • Revise phonic sounds: (*ew / ue / ow / aw / are*) • Learn 20 spelling words for the week from the phonic sounds, sight / high frequency words and vocabulary from the shared reading text / short test Grammar • Revision of conjunctions / pronouns

Week 7 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO** 1: AS 1, 7, 8 **LO** 2: AS 1, 2

MILESTONES:
Oral:

- Enjoys listening to fables and stories, relating them to own experience.
- Participates in discussions on familiar topics, taking turns to share ideas and offer opinions from personal experience and showing respect for others.
- Listens to and gives directions and instructions.

NOTES TO TEACHER:

- Instructions for a board drawing, two sets of instructions for pair work and instructions for individual drawings.

DAILY ACTIVITIES:

Following instructions

- Introduce and read a set of instructions for a mystery drawing. Read out the instructions and then choose 2-3 learners to draw the object simultaneously on the board. e.g. *Draw a rectangle and triangle on top of the rectangle. Draw a rounded door and two windows in the rectangle. What do you have? (A traditional dwelling).*
- Compare the drawings. Discuss how differently people interpret instructions.
- Select 2-3 learners and give action instructions for them to follow, e.g. *Go outside, pick a piece of grass, come back and put it into the dustbin.* Again see who followed them most accurately.
- Pair work: photocopy and give half the class one set of instructions and the other half another set. One learner reads out the instructions (only once!). After they have read them, their partner does the actions. E.g. *Tap your right knee with your left hand, scratch your nose with one finger of your right hand and close your eyes.*
- Discuss whether partners were able to do the task, especially when they only heard it once. Emphasize the importance of listening carefully (at all times!).
- Individual work: give each learner a sheet of paper. Ask them to follow your instructions to draw or make something. Read each sentence once only and give them time to draw before you start the next sentence. e.g. *Draw a tree with wide branches in the middle of the page. Add two birds sitting on a nest in the tree. Above the tree draw an aeroplane flying from left to right. Below and to the left of the tree draw a man sitting on a chair. To his left draw a table with three legs. To the left of the table draw a woman. To the right of the tree draw a car with no wheels.* **Use for Assessment Task 2.**

ASSESSMENT: Formal: Assessment Task 2
Use the drawings from the second and last activities (in pairs / as individuals), to assess if learners have achieved this ORAL milestone:

- Listens to and gives directions and instructions.

Week 7 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 6** AS 1 - 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

NOTES TO TEACHER:

- Select a new text for shared reading: a poster (or chart) with both written and visual text at a grade 4 reading level. Try to use a poster that advertises an event or a commodity rather than a non-fiction poster that provides information as this type of poster can be used during Week 8.
- Prepare for vocabulary as before.
- Prepare for spelling.
- Select a page or two in a textbook for guided reading.
- Provide readers for individual, paired and group reading

DAILY ACTIVITIES:

Shared reading and writing – introducing a new text: a poster (or chart)

- Display the poster. Ask learners what immediately strikes them when they look at it eg large writing, lots of colour, appealing appearance (makes you want to look at it and read it).
- Read the text together with learners from top to bottom. Model how to "read" a visual text. Write new vocabulary words. *What adjectives and adverbs are used to describe the nouns and verbs?*
- Ask them to tell you the message of the poster ie the central idea. It might be to advertise a forthcoming event or give information on health or community issues.
- Link the text to the learners' lives. *Have they seen this type of poster before? What other posters have they seen?*

Word and sentence level work

Spelling / Phonics / Sight words / Vocabulary

- Phonics: briefly revise the following vowel diagraphs and use approximately 10 of the words as part of Week 7's spelling words:
  - ew: few, new, stew, flew
  - ue: due, blue, fuel
  - ow: row, blow, flow, glow, slow, show
  - aw: jaw, law, paw, raw, saw, dawn
  - are: bare, care, dare, hare, mare, rare

- Select five vocabulary words from the text and write the words onto flashcards. Discuss and clarify meanings and write sentences with the words, as shared writing.
- Have learners put the flashcards on the Word Wall under the correct letters.
- Choose some of the new vocabulary and sight words to make up this week's spelling list.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1. Use a page or two from a textbook. Focus on making meaning, from both the text and the pictures. Keep asking questions to check this. **Use for Assessment Task 2**.

Written task

- Do a written task (vocabulary) with the rest of the class.
  - Learners copy the vocabulary words into their PD's on the correct letter-page, together with the shared writing sentences.
  - They copy the 20 spelling words into their spelling books, together with two of the shared writing sentences.
    NB: *Explain to learners that from this week you will also be testing them on these sentences.*
- Learners who have completed their tasks in time do either individual or paired reading.

ASSESSMENT: Formal: Assessment Task 2

Use the Guided reading time this week to rate learners against the following READING milestones:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.

NOTE: *The main focuses for the second Assessment Task are on the reading of non-fiction texts, the use of graphical techniques in visual texts and the writing and designing of visual and information texts.*

Week 7 Day 2	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 4** AS 1, 2, 4 **LO 6** AS 1 - 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

Writing:

- Writes and designs visual and information texts eg recipes, dialogues, posters.

NOTES TO TEACHER:

- Prepare for a written comprehension based on the cartoon story and the poster.
- Ensure learners have the previous week's cartoon story to refer to, as well as this week's poster.

DAILY ACTIVITIES:

Shared reading and writing: comparing a poster with a cartoon story

- Read the text of the poster again, pointing out how the person who designed it used different sized writing (fonts). Ask learners why this was done. You can explain how the largest writing catches your eye and encourages you to read more (it draws you in), while the smaller writing gives you the details which you need.
- Compare the poster with last week's cartoon story. *Are there any similarities? What are the differences? What is the purpose of each?*
- Set a comprehension based on the cartoon story and the poster. Focus the questions on finding the main idea and include at least two closed (factual) questions and two open-ended questions asking learners to give an opinion. They can finish this during guided reading time.

Word and sentence level work

Grammar: introducing conjunctions

- Introduce **conjunctions.** Explain their purpose, to join sentences to make paragraphs read more smoothly or flow.
- Find and discuss conjunctions used in the poster and list them on the board. These will probably include the following: adding on: *and,* contrasting: *but,* explaining: *because*. Write three pairs of sentences on the board. Learners choose one of the conjunctions and join the sentences orally.

- Write the first as an example.
- Talk about the need to change some of the nouns into pronouns when you join two sentences together. Show how the punctuation changes.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 2. Use a page or two from a textbook. Focus on making meaning, from both the text and the pictures. Keep asking questions to check this. **Use for Assessment Task 2**.

Written comprehension

- Do a written task: Learners complete the comprehension about the cartoon story and the poster. Collect these and use for assessment. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

WRITING / EDITING A CARTOON STORY (A DIALOGUE)

- Return learners' draft cartoon stories.
- Learners complete their cartoon stories, and check for spelling, punctuation and grammar errors. They read through it to make sure it makes sense.
- They rewrite a final version of their cartoon story using either an A4 or an A3 sheet of paper. Once they have written the text and drawn the stick figures they can add a background and colour to finish their cartoon. **Use for Assessment Task 2.**

ASSESSMENT: Formal: Assessment Task 2:

Use the comprehension on the cartoon and the poster to rate learners against the following READING milestone:

- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Use the cartoon story to rate learners against the following SPELLING AND GRAMMAR and WRITING milestones:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Writes and designs visual and information texts eg recipes, dialogues, posters.

Week 7 Day 3	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 4** AS 1, 2, 4 **LO 6** AS 1 - 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

Writing:

- Writes and designs visual and information texts eg recipes, dialogues, posters.

NOTES TO TEACHER:

- Prepare a grammar task in which learners use conjunctions to join two short sentences.
- Have the learners' completed cartoon stories ready, together with a piece of paper attached to each cartoon story with a paper fastener.

DAILY ACTIVITIES:

Shared reading and writing – shared writing

- Display the poster again.
- Ask learners to imagine that they need to tell a friend about the information on the poster because he/she hasn't seen it. *What do you tell him/her?*
- Use shared writing to record the responses. You could use these questions:

Possible questions	**Possible responses**
• *What is the poster about?*	• The poster is about a Freedom Day concert.
• *What information is included?*	• The concert will be held at King's Park, on 27 April, beginning at 10.00. • There will be dancing and singing. • Tickets cost R20 per head.
• *Is there anything else you want to tell your friend?*	• I think it will be fun.

Word and sentence level work

Grammar: conjunctions

- Revise some common conjunctions eg *and, but, because.*
- Provide a written task in which learners join sentences using appropriate conjunctions. For example, you could give the learners the following eight short sentences for them to join in different ways, provided that they make sense, and use an appropriate conjunction.

He ran to catch the train.	He was too late.
He watched a TV programme.	He was hungry.
He wanted to see the match.	It was his favourite programme.
He ate his dinner.	It was raining.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 3. Use a page or two from a textbook. Focus on making meaning, from both the text and the pictures. Keep asking questions to check this. **Use for Assessment Task 2**.

Written task based on conjunctions

- Do a written task with the rest of the class.
  - Learners make sentences using conjunctions.

LANGUAGE DEVELOPMENT: WRITING

PUBLISHING A CARTOON STORY (A DIALOGUE)

- Return the completed cartoon stories to the learners, together with blank A4 sheets of paper attached with paper fasteners.
- Explain that during this lesson other learners are going to have the chance to read, and comment, on their cartoon story.
- Organise this by firstly exchanging the stories with other learners seated at the table opposite or nearby. They read it and make a comment, adding their names.
- They can then exchange it with other learners, who also read it and write a comment, and so on.
- Once a number of learners have had the chance to read and make comments, the stories and the comments are returned to the original writers who can see what others thought about what they have written.
- You can display the stories around the classroom for others to read later.

ASSESSMENT: Informal:

Learners' participation in the shared writing activity.

SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 7 / 10

COMPONENT	MILESTONES	WKS	TASKS
ORAL **LO 1** AS 1, 7, 8 **LO 2** AS 1, 2	• Enjoys listening to fables and stories, relating them to own experience. • Participates in discussions on familiar topics, taking turns to share ideas and offer opinions from personal experience and showing respect for others. • Listens to and gives directions and instructions. •	8	• Group discussions (giving personal opinions)
		7	• Drawing activities in pairs/individuals
READING **LO 3** AS 1, 2, 3, 4, 7, 11	• Reads South African and international non-fiction texts independently e.g. textbooks. • Uses a range of reading strategies e.g. using contextual clues to find meaning. • Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons. • •	7 & 9	• Guided reading
		7 & 9 10	• Guided reading • Written comprehension
		7	• Comprehension task
WRITING **LO 4** AS 1, 2, 4	• Writes and designs visual and information texts eg recipes, dialogues, posters.	7 8 10	• Writing a dialogue: a cartoon story • Designing a poster • Writing a personal text about a photograph.
SPELLING AND GRAMMAR **LO 6** AS 1 – 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.	7 9 10	• Cartoon story • Test on phonics, vocabulary and high frequency words • Written paragraph about the picture
	• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).	8	• Written task on parts of speech
	• Uses conjunctions to form compound sentences.	8 10	• Cloze activity using conjunctions • Written paragraph

You should use the following rating scale for recording and reporting, which is given on the same page of the document:

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding / Excellent Achievement	70 – 100
3	Satisfactory Achievement	50 – 69
2	Partial Achievement	35 – 49
1	Not Achieved	1 - 34

FIRST TERM: WEEK 8 OVERVIEW

COMPONENT	MILESTONES	WEEK 8
ORAL **LO 1**: AS 1, 7, 8 **LO 2**: AS 1, 2	• Enjoys listening to fables and stories, relating them to own experience. • Participates in discussions on familiar topics, taking turns to share ideas and offer opinions from personal experience and showing respect for others. • Listens to and gives directions and instructions.	Speaking and listening activities: • Listens to a read-aloud fable • Discusses in a group
READING **LO 3**: AS 1, 2, 3, 7, 11	• Reads South African and international non-fiction texts independently e.g. textbooks. • Uses a range of reading strategies e.g. using contextual clues to find meaning. • Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.	Shared reading and writing • Shared reading of a new text – an information poster (or brochure) • Discussion of the appearance / content / use of graphical techniques • Comparing different posters Word and sentence level work Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups focusing on fluency • Vocabulary words / sentences added to personal dictionaries • Cloze activity using conjunctions • Writes new entry into personal journal • Group reading (pairs or larger groups) Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4	• Writes and designs visual and information texts eg recipes, dialogues, posters.	Writing: • Drafting / writing / publishing a Road Safety Poster (in pairs)
SPELLING AND GRAMMAR **LO 6:** AS 1 - 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions). • Uses conjunctions to form compound sentences.	Phonics & Spelling • Revise phonic sounds: (*-r / -l / s- / -nd / -tch*) • Learn 20 spelling words for the week from the phonic sounds, sight / high frequency words and vocabulary from the shared reading text / short test Grammar • Revision of conjunctions

Week 8 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 7, 8 **LO 2**: AS 1, 2

MILESTONES:
Oral:

- Enjoys listening to fables and stories, relating them to own experience.
- Participates in discussions on familiar topics, taking turns to share ideas and offers opinions from personal experience and showing respect for others.
- Listens to and gives directions and instructions.

NOTES TO TEACHER:

- Short story or fable to read aloud.

DAILY ACTIVITIES:

GROUP DISCUSSION

- Tell the learners that you are going to read them another fable. Remind them what a fable is.
- Tell or read one that you know in which a clever but sly animal or character tricks someone into losing.
- Briefly clarify what happens in the story and then ask learners to discuss two or three questions in their groups:
  - Was it right / fair for a sly but clever animal to win by playing a trick like that in the story?
  - Do they know any similar stories? If so, they should share one with their group.
  - Do they like stories like this? Why?
- Ask one person from each group to tell the rest of the class what the group felt.

ASSESSMENT: Formal: Assessment Task 2:

Use the story telling and the group discussions to rate learners against the following ORAL milestones:

- Enjoys listening to fables and stories, relating them to own experience.
- Participates in discussions on familiar topics, taking turns to share ideas and offers opinions from personal experience and showing respect for others.

Week 8 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 6** AS 1 – 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

NOTES TO TEACHER:

- Select an information poster or brochure with text suitable for Grade 4 learners.
- Prepare for vocabulary as before.
- Prepare for spelling.
- Use guided readers for guided reading.
- Provide readers for individual, paired and group reading

DAILY ACTIVITIES:

Shared reading and writing – introducing a new text (an information poster or brochure)

- Display the new poster. As you did the previous week ask learners what immediately strikes them when they look at it eg large writing, a lot of colour, appealing appearance (makes you want to look at it and read it).
- Read the text together with learners from top to bottom. Write new vocabulary words. As this is a non-fiction poster there is likely to be a lot of new vocabulary so you will need to be selective.
- Ask learners to tell you the message of the poster ie the central idea. It might be to give information on health or safety issues or provide community or municipal news or information.
- Link the text to the learners' lives. *Have they seen this type of poster before? If so, where?*

Word and sentence level work

Spelling / Phonics / Sight words / Vocabulary

- Phonics: briefly revise the following consonant diagraphs (at the beginning and end of words) and use approximately 10 of the words as part of Week 8's spelling words:
  - -r: cross, dress, from, grab, pram, trip
  - -l: club, flag, glad, plum, slip
  - s-: still, skin, spot, scum
  - -nd, -nk, -ft, -lt, -ld : spend, wind, bank, soft, felt, gold
  - -tch: catch, match, fetch

- Select vocabulary words from the text and write the words onto flashcards. Discuss and clarify meanings and write sentences with the words, as shared writing.
- Have learners put the flashcards on the Word Wall under the correct letters.
- Choose some of the new vocabulary and sight words to make up this week's spelling list.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1. Use guided readers, focusing on fluency as well as comprehension.

Written task

- Do a written task (vocabulary) with the rest of the class.
    - Learners copy the vocabulary words into their PD's on the correct letter-page, together with the shared writing sentences.
    - They copy the 20 spelling words into their spelling books, together with two of the shared writing sentences.
- Learners who have completed their tasks in time do either individual or paired reading.

ASSESSMENT: Informal:

Note learners' understanding of graphical techniques such as colour, use of pictures, the way the information is displayed on the poster + the choice of vocabulary and use of different fonts.

Week 8 Day 2	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 4** AS 1, 2, 4 **LO 6** AS 1 - 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

Writing:

- Writes and designs visual and information texts eg recipes, dialogues, posters.

NOTES TO TEACHER:

- Prepare for Grammar activities. (conjunctions)
- Prepare for learners to design a Road safety poster eg rules for pedestrians.

DAILY ACTIVITIES:

Shared reading and writing: an information poster

- Read the text of the poster again.
- Look at how the information is organized on the poster, under different headings and using different sized writing (fonts). Ask learners to comment on the pictures (graphics) and how they help to explain the information. *What would the poster be like if it had no pictures or diagrams? Would they look at it or read it if it were just written text?*

Word and sentence level work

Grammar: more conjunctions

- Introduce more **conjunctions,** reminding learners of their purpose.
- Find and discuss conjunctions used in the poster and list them on the board. These will probably include the following: *and, but, because, although, when, so, therefore*
- Write three pairs of sentences onto the board. Learners choose one of the conjunctions to join the sentences. Discuss why some of the other conjunctions would not be appropriate for these sentences, although more than one conjunction might well be suitable.
- Talk about the need to change some of the nouns into pronouns when you join two sentences together. Show how the punctuation changes. Work through all three pairs of sentences so that learners understand which conjunctions to use and when to change nouns to pronouns.
- Explain the task that learners will do during guided reading (a cloze procedure in which learners have to choose the correct conjunctions in a paragraph).

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 2. Use guided readers, focusing on fluency as well as comprehension.

Written task based on conjunctions

- Do a written task: Learners complete a cloze procedure in which learners have to choose the correct conjunctions in a paragraph. **Use for Assessment Task 2.**

LANGUAGE DEVELOPMENT: WRITING

WRITING: DRAFTING – A ROAD SAFETY POSTER

- Tell learners they are going to design an information poster for other learners in the school. The topic will be **Road Safety.**
- First they must think of the main idea of the poster and then the details.
- Ask learners to brainstorm in pairs:
    - *What will the main idea of your poster be?*
    - *What other information do you think the children need to know about this topic?*

  Give the pairs of learners an A4 sheet of paper to start putting down some ideas.
- Collect the results of the initial brainstorm and keep for the next lesson.

ASSESSMENT: Formal: Assessment Task 2:

Use the task on conjunctions to rate learners, recording any problems, against the following SPELLING AND GRAMMAR milestone:

- Uses conjunctions to form compound sentences.

Week 8 Day 3	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 4** AS 1, 2, 4 **LO 6** AS 1 - 3

MILESTONES:

Reading:

- Reads South African and international fiction non-texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

Writing:

- Writes and designs visual and information texts eg recipes, dialogues, posters.

NOTES TO TEACHER:

- Collect several posters and pictures.
- Select 2 – 3 sentences containing different parts of speech.
- Prepare a revision task for grammar (based on parts of speech)
- Prepare for learners to make their posters eg provide A3 sheets of paper.

DAILY ACTIVITIES:

Shared reading and writing – shared reading

- Display other posters or large pictures on the board and compare them to see if they share similar characteristics eg use a lot of colour, large writing, short sentences or phrases, pictures or diagrams.
- Ask them which ones they like best, and why.

Word and sentence level work

Grammar: parts of speech

- Write three or four full sentences from a poster on the board.
- Work through each, identifying the different parts of speech. You could underline them using different coloured chalk.
- Explain the task that learners must complete. Use a worksheet or an exercise from a Learner's Book to assess their knowledge of parts of speech. You could give them sentences for them to underline different parts of speech or ask them to write, for example, two nouns from a short paragraph. **Use this for Assessment task 2.**

Spelling

- Spelling test: call out a few of the spellings for the week and one of the sentences.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 3. Use guided readers, focusing on fluency as well as comprehension.

Journal writing

- Do a written task with the rest of the class.
    - Learners write 2 – 3 sentences of personal news in their journals.

LANGUAGE DEVELOPMENT: WRITING

WRITING - PUBLISHING A POSTER

- Give learners back their notes from the initial brainstorming session.
- Re-cap the visual design in posters:
    - *What kind of information can be conveyed as pictures? (eg Ideas are hard to show as pictures)*
    - *Why are pictures used for posters (eg to convey information without the need for a lot of text)*
    - *How should pictures/diagrams be placed? (In a way that is easy to see, not crowded)*
    - *How is attention drawn to the illustrations and the text? (eg using borders, colour, humour)*
- Talk about the use of written text in posters:
    - *Phrases and words are often used instead of sentences.*
    - *Text is short and easy to read.*
    - *Headings are used to attract attention.*
    - *Large fonts are used that can be read from afar.*
- Learners create a draft poster with information in words/phrases or as illustrations. They show their draft posters to their group for other learners to make suggestions.
- Learners adjust their posters and construct a final version on A3 paper.
- These can be displayed around the school.

ASSESSMENT: Formal: Assessment Task 2:
Use the learners' posters to rate them, recording any problems, against the following WRITING milestone:

- Writes and designs visual and information texts eg recipes, dialogues, posters

Use the task on parts of speech to rate learners against the following SPELLING AND GRAMMAR milestone:

- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).

FIRST TERM: WEEK 9 OVERVIEW

COMPONENT	MILESTONES	WEEK 9
ORAL **LO 1**: AS 1, 7, 8 **LO 2**: AS 1, 2	• Enjoys listening to fables and stories, relating them to own experience. • Participates in discussions on familiar topics, taking turns to share ideas and offer opinions from personal experience and showing respect for others. • Listens to and gives directions and instructions.	Speaking and listening activities: • Following instructions
READING **LO 3**: AS 1, 2, 3, 7, 11	• Reads South African and international non-fiction texts independently e.g. textbooks. • Uses a range of reading strategies e.g. using contextual clues to find meaning. • Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.	Shared reading and writing • Shared reading of a new text – a non-fiction text eg a Learner's Book containing a picture • Discussion of the overall appearance / content of the text (briefly) / reading the picture / links between the picture and the text Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups focusing on contextual clues • Vocabulary words / sentences added to personal dictionaries • Word Search using vocabulary and sight words • Writes new entry into personal journal • Group reading (pairs or larger groups) Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4	• Writes and designs visual and information texts eg recipes, dialogues, posters.	Writing: • Drafting / writing / editing a personal text (describing a picture of themselves)
SPELLING AND GRAMMAR **LO 6:** AS 1 - 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions). • Uses conjunctions to form compound sentences.	Phonics & Spelling • Revise phonic sounds: (*-ly / -ing / -ed / -ness / un-*) • Learn 20 spelling words for the week from the phonic sounds, sight / high frequency words and vocabulary from the shared reading text / short test Grammar • Revision of conjunctions and parts of speech in the shared reading text

Week 9 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1**: AS 1, 7, 8 **LO 2**: AS 1, 2

MILESTONES:
Oral:
- Enjoys listening to fables and stories, relating them to own experience.
- Participates in discussions on familiar topics, taking turns to share ideas and offers opinions from personal experience and showing respect for others.
- Listens to and gives directions and instructions.

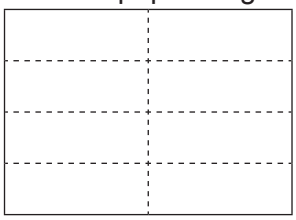
NOTES TO TEACHER:

- Learners enjoy following instructions to make things out of paper – in this case they make a tiny book which they use for making notes. But make it yourself first.

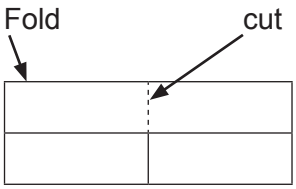
DAILY ACTIVITIES:

Following instructions – making a tiny book

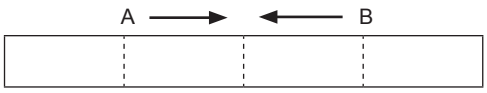
- Give each learner an A4 sheet of paper and tell them to follow these instructions:
- Fold the paper in half and then fold in half again. Open it up.
- Fold the paper lengthways and open it up. (Learners will have eight boxes.)



- Fold the paper in half over the original fold. Cut a slit from the middle to the first fold only.



- Open up the sheet and fold along the long fold.



- Now begin to push both ends towards the middle. The centre part will open like a diamond shape.
- Keep pushing into the centre until point A meets point B. Turn the sides in the same direction to complete the tiny book.

ASSESSMENT: Informal
Observe which learners are able / not able to follow the oral instructions accurately.

Week 9 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 6** AS 1 – 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

NOTES TO TEACHER:

- Select a page from a textbook / Learner's Book from another Learning Area containing an interesting photograph and a paragraph of text suitable for Grade 4 learners.
- Prepare for vocabulary as before.
- Prepare for spelling.
- Use guided readers for guided reading.
- Provide readers for individual, paired and group reading.
- During the next lesson learners will begin writing a personal text describing a photograph. Explain this to them during this lesson, asking them to bring a photograph from home suitable to write about. Alternatively they could choose a picture that they like from a magazine. Bring one of your own to start the discussion.

DAILY ACTIVITIES:

Shared reading and writing – an information text with a picture

- Begin by orientating learners to the Learner's Book by reminding them what it is about and looking at the Contents page. Tell them that they are going to be looking at a picture in a particular chapter eg chapter 5. Have them tell you the topic of that chapter.
- Tell learners to turn to the particular page you have chosen. (It should be one that they haven't yet read.)
- Explain to learners how to scan the page by letting their eyes look quickly over the page without reading the actual text. That will show them that there is a picture on the page, paragraphs of writing and, possibly, headings or sub-headings.
- Focus on the picture itself and read and talk about the caption. *What does it tell you about the picture? What do learners know about that topic so far?*
- Now let learners look at the picture and discuss it in pairs.
- As a class discuss what the central (main) idea of the picture is.
- List new vocabulary from the discussion on the board eg Contents page, picture, background, caption etc

Spelling / Phonics / Sight words / Vocabulary

- Phonics: briefly revise the following prefixes and suffixes and use approximately 10 of the words as part of Week 9's spelling words:
  - -ly: lovely, sadly, slowly, softly
  - -ing: sitting, running, thinking, doing, making
  - -ed: fixed, looked, played
  - -ness : goodness, fitness, sadness
  - un-: unhappy, unloved

- Select vocabulary words from the shared reading and write the words onto flashcards. Discuss and clarify meanings and write sentences with the words, as shared writing.
- Have learners put the flashcards on the Word Wall under the correct letters.
- Choose some of the new vocabulary and sight words to make up this week's spelling list.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1. Use guided readers, focusing on using contextual clues to find meaning. **Use for Assessment Task 2**.

Written task

- Do a written task (vocabulary) with the rest of the class.
  - Learners copy the vocabulary words into their PD's on the correct letter-page, together with the shared writing sentences.
  - They copy the 20 spelling words into their spelling books, together with two of the shared writing sentences.
- Learners who have completed their tasks in time do either individual or paired reading.

ASSESSMENT: Formal: Assessment Task 2

Use the Guided reading time this week to rate learners against the following READING milestones:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.

Week 9 Day 2	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 4** AS 1, 2, 4 **LO 6** AS 1 - 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

Writing:

- Writes and designs visual and information texts eg recipes, dialogues, posters.

NOTES TO TEACHER:

- Prepare to talk to learners about the photograph you brought from home.
- During guided reading time learners will add a further entry into their personal journals. However, this activity can also take place at other times whenever learners have completed other tasks.
- Have a few magazines available for learners who forget to / cannot bring a photograph from home so that they can choose a picture from one of them.

DAILY ACTIVITIES:

Shared reading and writing – an information text with a picture

- Continue the discussion based on the picture and the information text. Remind them of the previous day's discussion. Ask learners to tell you about the picture in the Learner's Book: *What can they see in the foreground/background? What is the focus of the picture? Why do they think that the photographer took the picture?*
- Let learners read, on their own, a paragraph from the same page that is related to the picture.
- Explain new vocabulary and discuss the main idea of the paragraph.

Word and sentence level work

Grammar revision

- Ask learners to give examples of:
  - different parts of speech in the paragraph *(nouns, pronouns, verbs, adverbs, adjectives, prepositions)*
  - sentences using conjunctions.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1. Use guided readers, focusing on using contextual clues to find meaning. **Use for Assessment Task 2**.

Journal writing

- Learners write an entry into their personal journals.

LANGUAGE DEVELOPMENT: WRITING

PRE-WRITING – A PERSONAL TEXT DESCRIBING A PICTURE

- Show learners a picture that is special to you and talk briefly to them about it eg when it was taken and why; who is in the photograph; why is it special; what were you doing.
- Explain to learners that they are going to write a paragraph about the photograph they brought from home. Make sure every learner has either a photograph or a picture (if necessary they can select one they like from a magazine but it would be better if it was one that was meaningful to them.)
- You could use the following writing frame:

When and where was the picture taken?	**This is me on my wedding day, four years ago.**
Who is in the picture?	**You can see me in the middle, with my husband and my mother and sister.**
Why was it special? *What were you doing?*	**The school choir sang for me.**

- Learners work in pairs to talk about their photograph and what they want to write. Each learner should answer the questions orally.
  NB: *Remind learners to bring the photograph to the next lesson OR you could keep the photographs safely in a cupboard.*

ASSESSMENT: Informal:

- Assess learners' participation in the class discussion during shared reading and the discussion in pairs about their photograph.
- Read learners' personal journals and make comments.

Week 9 Day 3	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 4** AS 1, 2, 4 **LO 6** AS 1 - 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

Writing:

- Writes and designs visual and information texts eg recipes, dialogues, posters.

NOTES TO TEACHER:

- Prepare a Word Search using recently taught vocabulary and sight words and make copies for each learner.
- Prepare for a spelling test for assessment purposes.
- Tell learners that next week they are going to be writing recipes. Ask them to be ready to bring and talk about a family recipe. They will need to explain it, step-by-step, so it should be simple. Come prepared with one of your own as well.

DAILY ACTIVITIES:

Shared reading and writing – an information text with a picture

- Continue the discussion based on the picture and the information text. Re-cap the previous lesson's discussion – ask learners to do this for you.
- Have learners read the paragraph first silently and then aloud, with you reading with them. Talk about how the picture helps the learner to understand more about what is written. (The purpose of this activity this week is NOT to work in depth with the written text but to focus on reading the picture and seeing how the picture relates to the written text.)

Word and sentence level work

Spelling

- Learners do a spelling test based on the recently taught sight words, phonics and vocabulary and also the spelling sentences. **Use this, together with the spelling in learners' other written work, for Assessment Task 2.**

Group, guided and independent reading/writing

Guided reading

- Do guided reading with Group 1. Use guided readers, focusing on using contextual clues to find meaning. **Use for Assessment Task 2**.

Written task: a Word Search

- Do a written task with the rest of the class.
- Do a Word Search with the other learners, using a mixture of recently taught vocabulary and sight words. You could use one from a Learner's Book or make your own:
  - Rule a matrix of squares, approximately 8 rows wide and 7 rows down.
  - Write the words in the blocks and fill in the other blocks with random letters. If this is the first time learners have done a Word Search it is best to write the words horizontally; later they can also be written vertically and even diagonally.
  - Photocopy for each learner.
  - Learners must find the words, circle them and then write them below. They should choose two words to write meaningful sentences.

a	b	e	f	o	r	e	g	m	u
x	s	g	p	l	a	y	e	d	j
p	i	c	t	u	r	e	r	g	r
s	d	f	r	i	e	n	d	l	y
f	c	o	m	i	n	g	s	l	f
a	w	a	t	c	h	e	d	p	e
b	a	c	k	g	r	o	u	n	d

- Continue to do group reading using graded readers or let learners re-read other fiction or non-fiction texts.

LANGUAGE DEVELOPMENT: WRITING

WRITING – A PERSONAL TEXT DESCRIBING A PICTURE

- Learners use the writing frame to write a draft of their paragraph.
- When it is written they read it to a partner and check for spelling, grammar errors and that it makes sense.

ASSESSMENT: Formal: Assessment Task 2

Use the spelling test this week, together with the spelling in learners' other written work, to rate learners against the following SPELLING AND GRAMMAR milestone:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.

FIRST TERM: WEEK 10 OVERVIEW

COMPONENT	MILESTONES	WEEK 10
ORAL **LO 1**: AS 1, 7, 8 **LO 2**: AS 1, 2	• Enjoys listening to fables and stories, relating them to own experience. • Participates in discussions on familiar topics, taking turns to share ideas and offer opinions from personal experience and showing respect for others. • Listens to and gives directions and instructions.	Speaking and listening activities: • Giving directions / instructions (a recipe)
READING **LO 3**: AS 1, 2, 3, 7, 11	• Reads South African and international non-fiction texts independently e.g. textbooks. • Uses a range of reading strategies e.g. using contextual clues to find meaning. • Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.	Shared reading and writing • Shared reading of a new text – a recipe • Discussion of the format and content • Shared writing of a paragraph explaining a recipe. Word and sentence level work • Vocabulary related to the text Group, guided and independent reading and writing • Guided reading with +/- 3 groups focusing on contextual clues • Vocabulary words / sentences added to personal dictionaries • Written comprehension based on a recipe • Writes new entry into personal journal eg holiday plans • Group reading (pairs or larger groups) Reading for enjoyment
WRITING **LO 4**: AS 1, 2, 4	• Writes and designs visual and information texts eg recipes, dialogues, posters.	Writing: • Re-writing / publishing a personal text (describing a picture of themselves)
SPELLING AND GRAMMAR **LO 6:** AS 1 - 3	• Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event. • Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions). • Uses conjunctions to form compound sentences.	Phonics & Spelling • Revise phonic sounds: (*-igh / -ph / -gh / silent k / silent g*) • Learn 20 spelling words for the week from the phonic sounds, sight / high frequency words and vocabulary from the shared reading text / short test Grammar • Revision of conjunctions and parts of speech in the shared reading text

Week 10 Day 1	
ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING	
LO/ASs	**LO 1:** AS 1, 7, 8 **LO 2**: AS 1, 2

MILESTONES:

Oral:

- Enjoys listening to fables and stories, relating them to own experience.
- Participates in discussions on familiar topics, taking turns to share ideas and offers opinions from personal experience and showing respect for others.
- Listens to and gives directions and instructions.

NOTES TO TEACHER:

- Learners should have found out about family recipes over the weekend. Try to give those learners who have forgotten a further opportunity later in the week.
- This activity could be used to further assess the oral milestones if necessary.

DAILY ACTIVITIES:

Giving directions / instructions: a recipe

- Begin by modeling how to talk about a recipe by sharing one of your favourites.
- Have learners work in pairs or small groups, depending upon how many learners in a group have come prepared to talk about a recipe.
- Learners talk about a family recipe: what the ingredients are, how it is made, how you cook it and what it tastes like!
- Other learners in the group can ask questions, share if they have made a similar recipe and give opinions.

ASSESSMENT: Informal

Use the discussions for informally assessing learners against the following:

- Participates in discussions on familiar topics, taking turns to share ideas and offers opinions from personal experience showing respect for others.
- Listens to and gives directions and instructions.

Week 10 Day 1	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 6** AS 1 - 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

NOTES TO TEACHER:

- Write and photocopy one of your favourite recipes, giving the ingredients, the steps to make and cook it. Make sure that the language is simple enough for Grade 4 learners.
- Prepare for vocabulary as before.
- Prepare for spelling.
- Use guided readers for guided reading.
- Provide readers for individual, paired and group reading.

DAILY ACTIVITIES:

Shared reading and writing – a recipe

- Let learners read and briefly discuss your recipe in pairs.
- Explain the format of the recipe ie it is divided into two parts – firstly a list of ingredients and then instructions for making and cooking it.
- Read through the recipe, line by line, and explain any new vocabulary and abbreviations eg *ml, g.*
- Link the discussion to the learners' own recipes that they shared during Oral.

Spelling / Phonics / Sight words / Vocabulary

- Phonics: briefly revise some words containing silent letters / *g* combinations and use approximately 10 of the words as part of Week 10 's spelling words:
  - -igh: high, light, fight, might, night, right, sight, tight
  - -ph: elephant, photo, phone
  - -gh : rough, tough, cough
  - k: knife, knight, know, knew
  - Silent g: through, bough
- Select vocabulary words from the shared reading and write the words onto flashcards. Discuss and clarify meanings and write sentences with the words, as shared writing.
- Have learners put the flashcards on the Word Wall under the correct letters.
- Choose some of the new vocabulary and sight words to make up this week's spelling list.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with **Group 2**. Use guided readers, focusing on using contextual clues to find meaning.

  NB: *As this is the last week of the term, and schools close on Friday, work with Group 2 on Day 1 and Group 3 on Day 2, in case you are not able to work with a group on the last day.*

Written task

- Do a written task (vocabulary) with the rest of the class.
  - Learners copy the vocabulary words into their PD's on the correct letter-page, together with the shared writing sentences.
  - They copy the spelling words into their spelling books, together with two of the shared writing sentences.
- Learners who have completed their tasks in time write an entry in their journals.

ASSESSMENT: Informal:

Note learners' participation in the shared writing of sentences.

Week 10 Day 2	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 4** AS 1, 2, 4 **LO 6** AS 1 - 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

Writing:

- Writes and designs visual and information texts eg recipes, dialogues, posters.

NOTES TO TEACHER:

- Prepare to make a recipe.
- Write a simple recipe to make something in class eg fruit salad. You could ask learners to contribute ingredients.
- Prepare a written comprehension using a recipe.

DAILY ACTIVITIES:

Shared reading and writing – making a recipe

- Explain to learners that you are going to use a recipe to make something, for example a fruit salad, in class today.
- Write the recipe on the board, listing the ingredients first and then the instructions.
- Read through the instructions with the learners, line by line, checking that you have all the ingredients.
- Make the recipe with the learners telling you what to do, based on the instructions.
- Give learners a written comprehension using a different recipe. Read through the recipe and the questions.

Word and sentence level work

- Learners add new vocabulary from the new recipe to their PDs.

Group, guided and independent reading/writing

Guided reading

- Do guided reading with **Group 3.** Use guided readers, focusing on using contextual clues to find meaning.

Written comprehension

- Learners complete the written comprehension. **Use for Assessment Task 2.**
- Learners do group reading using graded readers.

LANGUAGE DEVELOPMENT: WRITING

WRITING, PUBLISHING – A PERSONAL TEXT DESCRIBING A PICTURE

- Learners write a final, neat copy of their paragraph describing their picture.
- In their groups they read what they have written and talk about their picture.
  Use for Assessment Task 2.

ASSESSMENT: Formal: Assessment Task 2

Use the written comprehension to rate learners against the following READING milestone:

- Uses a range of reading strategies e.g. using contextual clues to find meaning.

Use learners' paragraph about their picture to rate them against the following SPELLING AND GRAMMAR / WRITING milestones:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Uses conjunctions to form compound sentences.
- Writes and designs visual and information texts eg recipes, dialogues, posters.

Note: *Although the Writing milestone for the second Assessment Task focuses on writing and designing visual and information texts, learners need to continue to practise their personal writing skills.*

Week 10 Day 3	
LITERACY FOCUS TIME	
LO/ASs	**LO 3** AS 1-4, 7, 11 **LO 4** AS 1, 2, 4 **LO 6** AS 1 - 3

MILESTONES:

Reading:

- Reads South African and international non-fiction texts independently e.g. textbooks.
- Uses a range of reading strategies e.g. using contextual clues to find meaning.
- Views and comments on graphical techniques (colour, design, choice of pictures etc.) used in visual texts and the message conveyed e.g. posters and cartoons.

Spelling and grammar:

- Uses phonics and spelling rules and a dictionary to spell words commonly used in personal texts e.g. description of a personal experience or event.
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions).
- Uses conjunctions to form compound sentences.

Writing:

- Writes and designs visual and information texts eg recipes, dialogues, posters.

NOTES TO TEACHER:

- Prepare to do shared writing to describe how to make the recipe.

DAILY ACTIVITIES:

Shared reading and writing – shared writing

- Use shared writing to produce a paragraph describing how you made the recipe the day before. On this occasion don't use the format for the recipe but describe it step-by-step in sentences. Ask questions such as: *What did I do first? Then what did I do? What did I do next?* Use vocabulary such as: *first, then, next, afterwards, finally.* Use the activity to also revise parts of speech, use of conjunctions and sight words.

Word and sentence level work – spelling

- Do a short spelling test, using only 2 – 3 sentences.

Group, guided and independent reading/writing

- Do guided reading with Group 1. Use guided readers, focusing on using contextual clues to find meaning. OR
- Do group reading with the whole class.

LANGUAGE DEVELOPMENT: WRITING

PERSONAL WRITING: PLANS FOR THE HOLIDAYS

- Learners write 2 – 3 sentences in their journals, telling about their plans for the holidays.

ASSESSMENT: Informal:

Note learners' participation in the shared writing of sentences.

Annexures

Annexure 1: An example of a Phonics Plan for the first term

Annexure 2: Lists of Most Common High Frequency Words

ANNEXURE 1: AN EXAMPLE OF A PHONICS PLAN FOR FIRST TERM

WEEK	PHONIC / EXEMPLAR WORDS	WEEK	PHONIC / EXEMPLAR WORDS
Week 2	• sh: eg shop, wish, cash, shoe • ch: eg rich, chips, chat, chin • th: eg this, that, then, there • wh: eg why, which, who, what • nk: eg thank, think, sink, bank	Week 6	• ar: bar, car, far, farm • ir: fir, sir, firm, stir, shirt, dirt, bird • or: for, form, port, corn, horn, • ur: burn, hurt, curl • er: her, herd, term
Week 3	• ng: sing, bang, ring, long, thing • ee: feed, need, see, week • ea: read, sea, eat • oo (long and short oo): soon, boot, book, look • ow: now, cow	Week 7	• ew: few, new, stew, flew • ue: due, blue, fuel • ow: row, blow, flow, glow, slow, show • aw: jaw, law, paw, raw, saw, dawn • are: bare, care, dare, hare, mare,
Week 4	• oi: boil, coin, soil • oy: boy, toy • ai: rain, pain, main, fail, wait • ay: bay, day, way, may, pay • oa: boat, goat, coat, road	Week 8	• -r: cross, dress, from, , pram, trip • -l: club, flag, glad, plum, slip • s-: still, skin, spot, scum • -nd, -nk, -ft, -lt, -ld : spend, wind, bank, soft, felt, gold • -tch: catch, match, fetch
Week 5	• a-e: name, date, fame, same, made • e-e: eve • i-e: bite, kite, wide, ride • o-e: bone, vote, rode • u-e: tube, cube, rule, use	Week 9	• -ly: lovely, sadly, slowly, softly • -ing: sitting, running, thinking, doing, making • -ed: fixed, looked, played • -ness : goodness, fitness, sadness • un-: unhappy, unloved
		Week 10	• -igh: high, light, fight, might, night, right, sight, tight • -ph: elephant, photo, phone • -gh : rough, tough, cough • k: knife, knight, know, knew • Silent g: through, bough

ANNEXURE 2: LISTS OF MOST COMMON HIGH FREQUENCY WORDS

(a) FIRST HUNDRED MOST COMMON HIGH FREQUENCY WORDS

A	B	C	D	F	G	H	I	J	L
a	back	came	day	first	get	had	I	just	like
about	be	can	did	for	go	has	if		little
after	because	come	do	from	going	have	in		look
all	been	could	down		got	he	into		
am	big					her	is		
an	but					here	it		
and	by					him			
are						his			
as									
at									

M	N	O	S	T	U	V	W	Y
made	no	of	said	that	up	very	was	you
make	not	off	saw	the			we	your
me	now	on	see	their			well	
more		one	she	them			went	
my		only	so	then			were	
		of	some	there			what	
		our		they			when	
		out		this			where	
		over		to			which	
				two			who	
							will	
							with	
							would	

(b) SECOND HUNDRED MOST COMMON HIGH FREQUENCY WORDS

A
again
air
also
animal
another
answer
any
around
ask
away

B
before
boy

C
call
change

D
different
does

E
each
end
even

F
find
follow
found

G
give
good
great

H
hand
help
home
house
how

I
its

K
kind
know

L
land
large
learn
letter
line
live
long

M
man
mean
men
most
mother
move
much
must

N
name
need
new
number

O
old
other

P
page
part
people
picture
place
play
point
put

R
read
right
room

S
same
say
sentence
set
should
show
small
soccer
sound
spell
still
study
such

T
take
tell
than
these
thing
think
three
through
time
too
town
try
turn

U
use

W
want
water
why
word
work
world
write

Y
year

(c) THIRD HUNDRED MOST COMMON HIGH FREQUENCY WORDS

A	B	C	D	E	F	G	H	I	K
above	began	car	don't	earth	face	girl	hard	important	keep
add	begin	carry		eat	family	group	head		
almost	being	children		enough	far	grow	hear		
along	below	city		every	farm		high		
always	between	close		example	father		hill		
	book	country		eye	feet				
	both	cut			few				
	brother				food				
					four				
					friend				

L	M	N	O	P	R	S	T	U	W	Y
last	might	near	often	paper	really	school	talk	under	walk	young
later	mountain	never	once	plant	river	sea	teacher	until	wanted	
leave		next	open		run	second	those		watch	
left		night	own			seem	thought		way	
less						side	together		while	
let						sister	took		without	
life						something	tree			
light						sometimes				
list						song				
						soon				
						start				
						stop				
						story				