# Foundations For Learning

## Intermediate Phase Language Lesson plans

## Second term

## Grade 4

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**SECOND 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 stories and poems, identifying the main idea and specific details<br>• Comments on the effect of the sound and word pictures used in poems and stories<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions<br>Describes a set of actions or events | | | | | • Listens to school announcements, identifying specific details<br>• Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Asks and responds to closed and open-ended questions<br>• Makes an oral presentation, speaking audibly and at a reasonable pace<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions | | | | |
| | Story (Discussion) | Interview a partner about name | Oral recount of event/celebration (Frame) | Listening comprehension | Dramatisation of story | Drama of story | Listening to an announcement | Group discussion and oral presentation (sport and gender) | Listening to a poem, drawing a response | Group discussion (interview survey about times) |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Reading | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies and comments on the plot and characters in a fiction story<br>• Discusses cause effect relations in a story<br>• Describes and explains feelings about stories or poems<br>• Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language | | | | | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies the main and supporting ideas in a short information text<br>• Surveys content page, headings and index to locate information<br>• Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures<br>• Reads aloud clearly and with expression | | | | |
| | **Group, guided and independent reading weekly** | | | | | | | | | |
| | | | | | | | | | | |
| | Fiction story (shared reading/writing, prediction, finding main idea) | A poem (shared reading/writing a poem) | A story (shared reading/writing a dialogue) | A non-fiction text (shared reading) | A poem, speech and advertisement (comparing features, purpose, audience of different text types) | A non-fiction text | Visual text: two brochures (shared reading, appearance, content, graphical techniques, comprehension comparing brochures) | A sports report<br>A set of instructions for a game (or sport)<br>A map/chart/graph | A non-fiction text | Two limericks (comparison)<br>Shared writing: a limerick |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Writing | • Plans, drafts and revises stories and short descriptions (1-2 paragraphs)<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Writes extended sentences using a wide variety of words, qualifying phrases and clauses<br>• Shifts from one tense to another consistently and appropriately | | | | • Writes for playful and creative purposes eg limericks, letter, diary<br>• Writes and designs visual and information texts eg set of instructions, simple book reviews<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Records words in a personal dictionary<br>• Uses neat, legible handwriting for all written work | | | | |
| | A story | A story/ A description | A description | An information paragraph (investigation) | A book review | A diary entry | A set of instructions | A description | A letter |
| **Writing in personal journal weekly** | | | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Spelling and grammar | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Uses prefixes, stems and suffixes to form words<br>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation | | | | | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession<br>• Uses more complex tenses eg present perfect progressive: I have been reading for an hour. | | | | |
| | Parts of speech: prepositions<br><br>Spelling: contractions | Parts of speech: adjectives<br>Grammar: punctuation<br><br>Spelling: phonics words,( *scr-, str-, spr-, spl-, squ)* sight words & new vocabulary | Grammar: dictionary and thesaurus work<br><br>Spelling: phonics hard and soft 'c' and 'g', sight words & new vocabulary | Parts of speech: nouns, adjectives, adverbs, verbs.<br>Revision: pronouns and conjunctions<br><br>Spelling: prefixes and word stems; sight words & new vocabulary | Different sentence types: question, command, statement<br><br>Spelling: suffixes and word stems, sight words and new vocabulary | Grammar: subject-verb agreement: is/ are, have/has<br><br>Spelling: words with 'i' and 'e', sight words & new vocabulary | Grammar: apostrophe for possession, sentence types<br><br>Spelling: plurals, sight words & new vocabulary | Parts of speech: different noun types<br>Grammar: present, past and future tense; the present progressive tense<br><br>Spelling: plurals, sight words & new vocabulary | Grammar: revision of present, past, future and present progressive tenses, antonyms and synonyms<br><br>Spelling: silent letters b,l,t,h, sight words & new vocabulary | Revision of four grammar items learnt this term<br><br>Spelling: revision of commonly miss-spelt words learnt this term |
| | • Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopedias<br>• Summarises the information in a mind map and draws a conclusion<br><br>***Note: The investigation takes place during weeks 4 and 5 during Writing time*** | | | | | | | | |

## OVERVIEW OF ASSESSMENT TASKS

| | ACTIVITIES THAT CAN BE USED FOR ASSESSMENT | | | | |
|---|---|---|---|---|---|
| | **ORAL** | **READING** | **WRITING** | **SPELLING & GRAMMAR** | **INVESTIGATION** |
| **WEEK 1** | | Group and guided reading (throughout the term) | | | |
| **WEEK 2** | | | A story | A story | |
| **WEEK 3** | Oral recount of event and peer discussion/ questioning | Written comprehension task | A description | A description | |
| **WEEK 4** | Listening comprehension | | Writing sentences (using parts of speech) | Writing sentences (using parts of speech) | Oral discussions/locating information, summarising information in a mind map |
| **WEEK 5** | | Written task comparing text types | | Written task on prefixes, suffixes and word stems; writing in spelling books + spelling test.<br>Written task on sentence types | Drafting, revising, editing and publishing an information paragraph |
| **ASSESSMENT TASK 1 COMPLETED** | | | | | |
| **WEEK 6** | | Group and guided reading (throughout the term) | | | |
| **WEEK 7** | Written summary of announcement | | Diary entry | Written task on sentence types and apostrophe (possession) | |
| **WEEK 8** | Oral presentation | | Set of instructions | Written task on types of nouns | |
| **WEEK 9** | Drawing in response to poem, group discussions and peer assessment | Written comprehension | | Spelling in writing activity (a description).<br>Spelling test | |
| **WEEK 10** | | | | | |
| **ASSESSMENT TASK 2 COMPLETED** | | | | | |

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

## SECOND TERM: WEEK 1 OVERVIEW

| COMPONENT | MILESTONES | WEEK 1 |
|---|---|---|
| **ORAL**<br>**LO 1**: AS 1, 2<br>**LO 2**: AS 1 | • Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Comments on the effect of the sound and word pictures used in poems and stories<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions<br>• Describes a set of actions or events | Speaking and listening activities:<br>• Listens to a read-aloud story<br>• Identifies main idea<br>• Responds to story (pairwork) |
| **READING**<br>**LO 3**: AS 1, 3,4,5,7,8<br>**LO 5** AS 4 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies and comments on the plot and characters in a fiction story<br>• Discusses cause effect relations in a story<br>• Describes and explains feelings about stories or poems<br>• Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language | Shared reading and writing<br>• Introduce a shared text – a story<br>• Answers questions orally (prediction / understanding)<br>• Discusses main idea / sequence of events<br>• Shared writing of story summary<br>Word and sentence level work<br>• Vocabulary related to the text<br>Group, guided and independent reading and writing<br>• Personal dictionaries /vocabulary words / sentences added<br>• Written task based on prepositions<br>Reading for enjoyment |
| **WRITING**<br>**LO 4**: AS 1, 2, 4 | • Plans, drafts and revises stories and short descriptions (1-2 paragraphs)<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Writes extended sentences using a wide variety of words, qualifying phrases and clauses<br>• Shifts from one tense to another consistently and appropriately | Writing:<br>• Pre-writing discussion: a story plan<br>• Drafting: a story |
| **SPELLING AND GRAMMAR**<br>**LO 6:** AS 1-3 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Uses prefixes, stems and suffixes to form words<br>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation | Phonics & Spelling<br>• Contractions<br>• Learn 20 spelling words for the week from the sight (high frequency) words and vocabulary from the shared reading text / short test<br>Grammar<br>• Parts of Speech (prepositions) |
| **INVESTIGATION**<br>**LO 5** AS 2, 3 | • Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopedias<br>• Summarises the information in a mind map and draws a conclusion | |

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

**MILESTONES:**

**Oral:**

- Enjoys listening to stories and poems, identifying the main idea and specific details
- Comments on the effect of the sound and word pictures used in poems and stories
- Participates in discussions on familiar topics, asking relevant questions and offering opinions
- Describes a set of actions or events

**NOTES TO TEACHER:**

- Choose a story and prepare to read it to your class. Make sure it is slightly longer than the stories you read aloud in the first term. You could choose a story from a picture book, textbook or reader.

**DAILY ACTIVITIES:**

**Stories**

- Introduce the story you have 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. Introduce any new words needed for the story.
- Read the story in a lively, interactive way.
- Ask learners some questions about the story, e.g. *What was the story about? (the main idea) How did the story begin? Who were the characters in the story? What did it teach you?*
- Talk about some of the language used in the story so learners can see the effect of sound and word pictures on their understanding of the story.
- Ask some true/false questions. Give learners a sentence about the story. Learners must say if the sentence is true or false.
- Respond to the story: learners can work in pairs to talk about whether they enjoyed the story or not and why.

**ASSESSMENT: A note on the Assessment Tasks for Term 2:**

- 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, participating in discussions and describing a set of actions or events.**
- **For this week, Oral Assessment will be informal and unrecorded, unless you notice specific problems.** You should focus on learners' listening skills, taking note of learners who cannot identify the central idea in the story.

| **Week 1 Day 1** | |
|---|---|
| **LITERACY FOCUS TIME** | |
| **LO/ASs** | **LO 3** AS 1,3,4,5,7,8 **LO 4** AS 1, 2, 4 **LO 5** AS 4 **LO 6** AS 1,2 |

**MILESTONES:**

**Reading:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks
- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Identifies and comments on the plot and characters in a fiction story
- Discusses cause effect relations in a story
- Describes and explains feelings about stories or poems
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language

**Spelling and Grammar**

- Uses phonics and spelling rules and a dictionary to spell words used in personal texts e.g. stories and descriptions
- Uses prefixes, stems and suffixes to form words
- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Writes a variety of sentence types e.g. statements, questions, commands using correct punctuation

**Writing:**

- Plans, drafts and revises stories and short descriptions (1-2 paragraphs)
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Writes extended sentences using a wide variety of words, qualifying phrases and clauses
- Shifts from one tense to another consistently and appropriately

**NOTES TO TEACHER:**

- Choose a fiction story 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. You can also choose some sight words you wish to teach/revise.

**DAILY ACTIVITIES:**

**Shared reading and writing – shared reading of a new text: a story**

Choose a story for shared reading.

- 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.
- 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 say how they think the story will end (predict).

- Afterwards, ask 4-5 questions to check understanding:
  - who were the main characters?
  - where did the story take place? (setting)
  - what happened? (plot)
  - how did the story end?
- Ask learners questions to help them make inferences based on the text and draw out any cause-effect relations, e.g. *Why do you think _____ happened? What happened when _____ did _____?*

**Word and sentence level work**

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

- Select new vocabulary words (3 – 7) from the text. 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, i.e. use the context as a clue. Confirm the correct meanings and write the words on flashcards, adding them to the Word Wall. Learners add them to their personal dictionaries, together with 5 – 8 sight words. Remember that sight or high frequency words should be drawn from the shared text (where possible) and supplemented by words from high frequency word lists (Lists were provided as an annexure with Term 1 Lesson Plans).
- Choose some of the sight words and new vocabulary to make up Week 1's spelling words. (This first week learners only have vocabulary and sight words for spelling.)

**Group, guided and independent reading/writing**

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence. (In Term 1 you gave learners these sentences. In Term 2 you can continue to do this or let the learners write their own sentences).
- Learners write their sight words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can write an entry into their journals about their holidays (if time permits).
- Do guided reading with one of your groups. Focus on making predictions and inferences. Inferences refer to the reader working something out and drawing conclusions from the text. Ask questions like: Why do you think _____ happened? Before each learner reads they can predict what they think will happen next.

Remember that your grouping for guided reading is not permanent and may change over the year or the term. This week, at the beginning of the term, you may want to reassess the reading level of some of your learners and make changes to your guided reading groups.

**ASSESSMENT:**

- **The focuses of the first Assessment Task** in Reading, Spelling, Grammar and Writing are on reading **poems and stories**, using **prediction** and **making inferences**, commenting on the **plot, characters and setting,** identifying and using various **parts of speech** and **sentence types,** and **writing stories and short descriptions.**
- **For this week,** for Reading, Spelling, Grammar and Writing**, Assessment will be informal** unless you notice specific problems. You should focus on assessing learners' reading skills, noting any specific concerns in your Assessment Notebook.

**Week 1 Day 2**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER:**

- Use the same text (a story) that you used on Day 1.
- Select three sentences from the shared reading text or make up sentences using the theme of the story for the Grammar task on prepositions.

**DAILY ACTIVITIES:**

**Shared reading and writing – shared reading of a story (continued)**

- Re-read the story from the previous lesson aloud with the learners joining in.
- Afterwards, ask 1-2 questions to check understanding. Ask some true/false questions. Give learners a sentence about the story. Learners must say if the sentence is true or false.
- Discuss the plot of the story, and help learners to sequence the key events of the story. You could record this in diagrammatic form on flipchart paper.
- Discuss with learners if anything like that has ever happened to them and how they would feel if it had.

**Word and sentence level work**

**Prepositions**

- Write three sentences on the board. (These can either be from the shared text or made up based on the theme of the text.)
- Remind learners that prepositions are words that give information about how things are related to each other in a sentence, e.g. in, at, down, next to, into.
- Read the sentences together with the learners and underline the prepositions. Talk about how the preposition gives meaning to the sentence.
- Write a few simple sentences on the board for learners to complete using prepositions, e.g. Sit _____ your friend. Walk _____ the door. Run _____ the field. Have learners take it in turns to complete the sentences using different prepositions, e.g. Sit with/ next to/behind/in front of your friend, etc.

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups.
- The rest of the class completes a written task on prepositions. You can write sentences on the board for learners to copy and complete using prepositions, e.g. The ball rolled ___ the hill, or use an activity from a Learner's Book.

**Reading for enjoyment**

In addition to Reading and Writing focus time, remember that 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 use this time to read aloud to the class.

## LANGUAGE DEVELOPMENT: WRITING

**PRE-WRITING DISCUSSION AND PLANNING – A STORY**

- Explain that learners are going to write a short story of their own.
- In pairs, learners should talk about stories that they know or have heard. Through their discussion learners must decide what story they want to use for their writing.
- ***Note:*** *This writing activity can be differentiated according to learners' needs. Some learners may choose to write a story that you have told them previously, others can write a story they have heard at home, and some might choose to make up a story of their own.*
- Explain to learners that before they write their story they should plan it carefully. Give learners a story plan frame, e.g.

**Story plan**

Name of story _____

Beginning _____

_____

Middle _____

_____

End _____

_____

- Explain that learners do not have to use full sentences in the plan. Including main points will be enough to help them structure their stories, e.g. *Boy walks to school*.
- Learners begin working on their story plan.

**ASSESSMENT: Informal**

- Check Personal Dictionaries to see if learners are writing legibly and correctly.
- Note any learners who cannot identify and use prepositions.
- Check that learners are able to discuss their own and others' ideas and opinions.

**Week 1 Day 3**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER:**

- Continue to use the same text (a story) that you used on Day 1.

**DAILY ACTIVITIES:**

**Shared reading and writing – shared writing**

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

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

- **Shared writing:** 1. Ask prompt questions from the writing frame. 2. Help learners construct sentences 3. Involve learners as you write the sentences

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

- Write an example of a contraction on the board, e.g. *couldn't, don't, let's, what's, I've, it's* etc. You should try to use a contraction from the Shared Reading text. Explain that two words have been shortened into one to make the contraction, e.g. *could + not = couldn't, do + not = don't, etc.* Point out that the apostrophe shows that a letter (or letters) has been left out, e.g. *in 'couldn't' the letter 'o' has been left out*.
- Draw attention to any contractions in the shared text.
- Language task: Learners copy and complete a table of contractions, e.g.

| | |
|---|---|
| couldn't | could _____ |
| can't | _____ not, etc. |

- Do a short, informal, spelling test (based on the week's vocabulary and sight words).

**Group, guided and independent reading/writing**

- Guided reading: do guided reading with one of your groups.
- Group reading: learners read a short simple text in their seating groups. (This could be pairs or more). One learner volunteers to read aloud or the group reads quietly in unison. You may want to set a discussion question afterwards. Use a variety of fiction stories, poems, myths and fables for group reading throughout the second term. **Use for Assessment Task 1.**

  ***Note: t****his group reading can take place at any time within the language lesson, and can be on a different day of the week and at a different time.*

**LANGUAGE DEVELOPMENT: WRITING**

**DRAFTING – A STORY**

- Learners complete their story plan and then write a draft story.
- They read their story to themselves first and check for spelling and grammar errors and missing words. Learners use a dictionary to check the spelling of words.

**ASSESSMENT: Formal: Assessment Task 1**

**This term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks

## SUGGESTED ASSESSMENT TASKS: TASK 1: WEEKS 1 / 5

| COMPONENT | MILESTONES | WKS | TASKS |
|---|---|---|---|
| **ORAL**<br>**LO 1** AS 1,2,3,4,6,8<br>**LO 2** AS 1,2,3,4 | • Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Comments on the effect of the sound and word pictures used in poems and stories<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions<br>• Describes a set of actions or events | 4 | • Listening comprehension |
| | | 3 | • Oral recount of event and peer discussion and questioning |
| **READING**<br>**LO 3** AS 1,3,4,5,6,7,8,9, 10,12<br>**LO 5** AS 1, 2,4 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies and comments on the plot and characters in a fiction story<br>• Discusses cause effect relations in a story<br>• Describes and explains feelings about stories or poems<br>• Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language | 1-5 | • Group reading |
| | | 1-5 | • Guided reading |
| | | 3 | • Written comprehension task |
| | | 5 | • Written task comparing text types |
| **WRITING**<br>**LO 4** AS 1, 2, 4 | • Plans, drafts and revises stories and short descriptions (1-2 paragraphs)<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Shifts from one tense to another consistently and appropriately<br>• Writes extended sentences using a wide variety of words, qualifying phrases and clauses | 2 + 3 | • Writing a story<br>• Describing an object (Both activities include planning, drafting, revising, publishing) |
| | | 4 | • Writing sentences |

| | | | |
|---|---|---|---|
| **SPELLING AND GRAMMAR**<br>**LO 6** AS 1 – 3,6 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Uses prefixes, stems and suffixes to form words<br>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation | 2 + 3 | • Story and Description of an object |
| | | 5 | • Written task on word stems, prefixes and suffixes (spelling test and writing in spelling books) |
| | | 4 | • Written task on parts of speech (sentences) |
| | | 5 | • Written task on sentence types |
| **INVESTIGATION**<br>**LO 5** AS 1,2, 3 | • Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopedias<br>• Summarises the information in a mind map and draws a conclusion | 4 + 5 | • Oral discussions / locating information, summarising (mind map), drafting, revising, editing and writing an information paragraph. |

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).

## SECOND TERM: WEEK 2 OVERVIEW

| COMPONENT | MILESTONES | WEEK 2 |
|---|---|---|
| **ORAL**<br>**LO 1**: AS 1,4,6,8<br>**LO 2**: AS 1,2,3,4 | • Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Comments on the effect of the sound and word pictures used in poems and stories<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions<br>• Describes a set of actions or events | Speaking and listening activities:<br>• Discusses names: Interviews a partner |
| **READING**<br>**LO 3**: AS 1,3,4,6,7,8<br>**LO 5** AS 1,4 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies and comments on the plot and characters in a fiction story<br>• Discusses cause effect relations in a story<br>• Describes and explains feelings about stories or poems<br>• Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language | Shared reading and writing<br>• Reads a shared text – a poem<br>• Does shared writing based on the text – a poem<br>• Discusses the text features, language used<br>Word and sentence level work<br>• Vocabulary related to the text (alliteration)<br>Group, guided and independent reading and writing<br>• Guided reading with ± 3 groups: focus on making predictions and inferences<br>• Vocabulary words / sentences added to personal dictionaries<br>• Describing nouns (i.e.adjectives)<br>• Writes new entry into personal journal (if time)<br>• Group reading (pairs or larger groups)<br>Reading for enjoyment |
| **WRITING**<br>**LO 4**: AS 1, 2, 4 | • Plans, drafts and revises stories and short descriptions (1-2 paragraphs)<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Writes extended sentences using a wide variety of words, qualifying phrases and clauses<br>• Shifts from one tense to another consistently and appropriately | Writing:<br>• Revises, edits, publishes: a Story<br>• Uses a writing frame to plan a description of a natural object (pre-writing). |

| | | |
|---|---|---|
| **SPELLING AND GRAMMAR**<br>**LO 6:** AS 1,2,3 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Uses prefixes, stems and suffixes to form words<br>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation | <u>Phonics & Spelling</u><br>• Revise phonic sounds: (*scr-, str-, spr-,-spl,-squ-*),<br>• Learns 20 spelling words for the week from the phonic sounds, sight (high frequency) words and vocabulary from the shared reading text / short test<br><u>Grammar</u><br>• Parts of speech (use of interesting adjectives)<br>• Punctuation |
| **INVESTIGATION**<br>**LO 5** AS 2, 3 | • Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopedias<br>• Summarises the information in a mind map and draws a conclusion | |

| **Week 2 Day 1** | |
|---|---|
| **ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING** | |
| **LO/ASs** | **LO** 1: AS 1,4,6,8 **LO** 2: AS 1,2,3,4 |

**MILESTONES:**
**Oral:**

- Enjoys listening to stories and poems, identifying the main idea and specific details
- Comments on the effect of the sound and word pictures used in poems and stories
- Participates in discussions on familiar topics, asking relevant questions and offering opinions
- Describes a set of actions or events

**DAILY ACTIVITIES:**

**Interviewing a partner**

- Divide learners into pairs to interview each other about their names. Write questions like these on the board, e.g.
    - Why were you given your first name (s)? Does it/do they have a special meaning?
    - Where does your surname come from?
    - Do you have a nickname? How did you get it?
    - Is there any other special information about your name?
- Learners use the list of questions to interview each other and ask additional questions for clarification.
- Walk around the class and listen to some of the interviews. Observe and record any problems you notice.
- To end the lesson, have 5-6 learners stand up and tell the class what they learned about their friend's name. After each presentation talk about how the way we speak changes according to the person we speak to and why we are speaking, i.e. audience and purpose, e.g. learners would have spoken differently to their friend (in their pair) than to the whole class.

**ASSESSMENT:**
**Informal: unrecorded assessment** of how learners participate in discussions, asking and answering questions.

| Week 2 Day 1 | |
|---|---|
| **LITERACY FOCUS TIME** | |
| **LO/ASs** | **LO 3** AS 1,3,4,5,7,8 **LO 4** AS 1, 2, 4 **LO 5** AS 4 **LO 6** AS 1,2 |

**MILESTONES:**

**Reading:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks
- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Identifies and comments on the plot and characters in a fiction story
- Discusses cause effect relations in a story
- Describes and explains feelings about stories or poems
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language

**Spelling and Grammar**

- Uses phonics and spelling rules and a dictionary to spell words used in personal texts e.g. stories and descriptions
- Uses prefixes, stems and suffixes to form words
- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Writes a variety of sentence types e.g. statements, questions, commands using correct punctuation

**Writing:**

- Plans, drafts and revises stories and short descriptions (1-2 paragraphs)
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Writes extended sentences using a wide variety of words, qualifying phrases and clauses
- Shifts from one tense to another consistently and appropriately

**NOTES TO TEACHER:**

- Select a new text for shared reading – a poem. It could be from a textbook, a reader or a Big Book.
- Prepare Week 2'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 – reading a poem**

- Choose a short poem. Write it on a chart or the board.
- Orientate learners to the poem, e.g. using the title. Elicit learners' prior knowledge of the topic.
- Read the poem, running a pointer under the lines as you read.
- Check understanding by asking 2 - 3 oral questions, e.g. *What is the poem about?*
- Talk about the way the poem is organized, for example if it is in stanzas, uses rhyming words, etc.
- Pair work: Divide learners into pairs. Each learner gets a chance to say whether they liked the poem or not, if it reminded them of something and how it made them feel. Remind learners to use *because.* (I felt ..... because.....).

**Word and sentence level work**

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

- Phonics: briefly revise the following (3-letter) consonant blends and use 10 - 15 of the words as part of Week 2's spelling words:
  - scr: screw, scream, scratch, scrap, scrub
  - str: strip, stream, strap, straight, string
  - spr: spread, spring, sprint
  - spl: splash, split
  - squ: square, squeeze, squeak, squash, squirrel
- Choose new vocabulary words (3 – 7) and sight words from the text to add to the week's spelling words.

**Group, guided and independent reading/writing**

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence. (In Term 1 you gave learners these sentences. In Term 2 you can continue to do this or let the learners write their own sentences).
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either individual or paired reading.
- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Inferences refer to the reader working something out and drawing conclusions from the text. Ask questions like: Why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**

**ASSESSMENT: Formal: Assessment Task 1**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

| Week 2 Day 2 |
| --- |
| **LITERACY FOCUS TIME** |
| **DAILY ACTIVITIES:** |

**Shared reading and writing**

- Re-read the poem with the learners as Shared Reading. Make sure your voice is heard. Run your pointer under the lines of the poem as you read. Read slowly but naturally.
- Draw attention to some of the features of the poem, e.g. descriptive language, word pictures, alliteration, words in bold and/or uppercase for emphasis.
- Draw attention to any sound words in the poem. These are words that sound like their meaning, e.g. crunch, crackle, pop, splattered.

**Word and sentence level work**

**Working with descriptive language and alliteration**

- Together with the learners identify all the adjectives (describing words) in the poem. Talk about how the words are used to make 'word pictures' in our minds as we read the poem.
- Write a noun on the board, e.g. sandwich. Have learners suggest adjectives you can use to describe the noun, e.g. tasty/ delicious/ hard/ big/ old.
- You can play a game with the learners. Divide learners into groups and give each group the same object/thing to describe. Learners can write sentences to describe the object using as many descriptive adjectives as possible. The class can decide which group's description is the most effective.
- Write a sentence/phrase that includes alliteration on the board, e.g. Happy Harry had a horrible hot dog in his hand. (Ideally this sentence should come from or be based on the shared reading text).
- Let learners read the sentence aloud. (You can play a game and ask learners to read it faster and faster each time.)
- Explain that we sometimes use words that begin with the same sound to make a sentence sound different. We call this alliteration.
- Learners can each make up sentences to describe foods they like/don't like to eat. Some of the sentences can use alliteration, i.e. words that start with the same letter or sound. [eg Simple Celia kicked Connie]

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Ask questions like: why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- At the same time learners continue to write their sentences using descriptive language and/ or alliteration.
- Learners who have completed their tasks in time can write a journal entry about a favourite story or book they have read.

**LANGUAGE DEVELOPMENT: WRITING**

**REVISING, EDITING, PUBLISHING – A STORY**

- Learners read their draft story to a partner to check that it makes sense and that sentences are in 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 story and write a final, neat copy. **Use for Assessment Task 1.**

**ASSESSMENT: Formal: Assessment Task 1**

**Use the Writing activity (A story) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR and WRITING milestones:**

- Plans, drafts and revises stories and short descriptions (1-2 paragraphs)
- Shifts from one tense to another consistently and appropriately
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Uses phonics and spelling rules and a dictionary to spell words used in personal texts e.g. stories and descriptions

**You will have other opportunities to assess against this milestone during Week 3 this term, so you may choose to assess only some (not all) of your learners using this activity.**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

**Informal: unrecorded assessment** of learners' journals. **Over the term try to rea**d each learners journal at least twice. Make positive comments, responding to the content rather than things like spelling, punctuation and grammar. The journal writing is an opportunity for the learners to express themselves freely and it is important for your comments to encourage this, e.g. Yes Maria, I also loved 'Cinderella' when I was young. Have you ever read_____?

**Week 2 Day 3**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER:**

- Prepare/photocopy a writing frame for a poem or write it on the board.
- Also prepare a writing frame for learners to record information describing an object for Writing.

**DAILY ACTIVITIES:**

**Shared reading and writing – shared writing**

- Re-read the poem you used on Days 1-2 with the learners.
- Explain to learners that you are going to write a poem together. You can use a simple poem as a frame or write a 'letter poem' together with the learners.
- To write a 'letter poem', spell the word/words you want to write about down the side of your page (one letter per line). Together with the learners write something for each letter, e.g.:

  **S**outh Africa
  **O**ur country
  **U**nder the sun
  **T**hank you
  **H**appiness

  **A** new beginning
  **F**or all our people
  **R**eady
  **I**nspiring
  **C**ommitted
  **A**mazing!

- **Note:** *If you use another poem for this activity it must be very simple with only a few words changing each line.*

**Word and sentence level work**

**Language - Punctuation**

- Point out any punctuation in the poems you used for shared reading (Days 1 and 2) and the shared writing. Talk about how poems do not have to use punctuation in a traditional way. Poets often use punctuation differently for emphasis or to make their sentences sound different. When writing texts that are not poems it is important however to use the correct punctuation.
- Revise some common punctuation marks e.g. capital letter, full stop, commas, proper nouns beginning with capital letters.
- Write a few sentences on the board without punctuation or spaces between words. Learners can divide the words correctly and put in the full stops, commas and capital letters, e.g. insouthafricatherearemanyofficalanguagesalotofpeoplespeakzuluandxhosa
- Do a short, informal, spelling test.

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Ask questions like: why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- At the same time learners continue to copy and complete sentences using correct punctuation.
- 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

**PRE-WRITING - A DESCRIPTION**

- Explain to learners that they are going to write a description of an object, e.g. a tree, flower.
- Each learner must choose an object to describe. First have them close their eyes and visualise the object. Then explain that they must imagine that they are writing their description for a blind person. Their description must say exactly what the object looks like (and, if applicable, what it is used for).
- Give learners a writing frame to help plan their writing, e.g.

| WRITING FRAME- DESCRIPTION | |
|---|---|
| Title: Object being described | |
| Opening sentence:<br>what it is and where it is found (if applicable, also what it is used for) | |
| Description: including size, colour, shape, weight and features.<br>Use present tense. Use describing words. | |

- Learners can work in pairs to plan their writing. They can talk about what they want to describe and record their ideas in a table (as set out in the writing frame). They need only record information in point form – not in full sentences. Correct spelling is not essential.
- Collect learners' writing plans. They will need them for next week's Writing.

**Formal: Assessment Task 1:**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

**This term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks

## SECOND TERM: WEEK 3 OVERVIEW

| COMPONENT | MILESTONES | WEEK 3 |
|---|---|---|
| **ORAL**<br>**LO 1**: AS 1,2,3,6,8<br>**LO 2**: AS 1,2,3,4 | • Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Comments on the effect of the sound and word pictures used in poems and stories<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions<br>• Describes a set of actions or events | Speaking and listening activities:<br>• Oral recount of event or celebration<br>• Peer Assessment of presentation and questions asked for clarification |
| **READING**<br>**LO 3**: AS 1,5,6, 7,8,9<br>**LO 5** AS 1,4 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies and comments on the plot and characters in a fiction story<br>• Discusses cause effect relations in a story<br>• Describes and explains feelings about stories or poems<br>• Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language | Shared reading and writing<br>• Reads a shared text – a fiction story<br>• Does shared writing based on the text – a dialogue<br>• Discusses the text features, language used<br>Word and sentence level work<br>• Vocabulary related to the text<br>• Written comprehension<br>Group, guided and independent reading and writing<br>• Guided reading with ± 3 groups: focus on making predictions and inferences<br>• Vocabulary words / sentences added to personal dictionaries<br>• Writes new entries into personal journal (if time)<br>• Group reading (pairs or larger groups) |
| **WRITING**<br>**LO 4**: AS 1,2,3,4 | • Plans, drafts and revises stories and short descriptions (1-2 paragraphs)<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Writes extended sentences using a wide variety of words, qualifying phrases and clauses<br>• Shifts from one tense to another consistently and appropriately | Writing:<br>• Completes final draft of a description of an object. |

| | | |
|---|---|---|
| **SPELLING AND GRAMMAR**<br>**LO 6:** AS 1,2,6 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Uses prefixes, stems and suffixes to form words<br>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation | <u>Phonics & Spelling</u><br>• Phonic sounds: hard and soft 'c' and 'g'<br>• Learns 20 spelling words for the week from the phonic sounds, sight (high frequency) words and vocabulary from the shared reading text / short test<br><u>Grammar</u><br>• Dictionary and thesaurus work |
| **INVESTIGATION**<br>**LO 5** AS 2, 3 | • Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopedias<br>• Summarises the information in a mind map and draws a conclusion | |

| **Week 3 Day 1** | |
|---|---|
| **ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING** | |
| **LO/ASs** | **LO** 1: AS 1,2,3,6,8 **LO** 2: AS 1,2,3,4 |

**MILESTONES:**
**Oral:**

- Enjoys listening to stories and poems, identifying the main idea and specific details
- Comments on the effect of the sound and word pictures used in poems and stories
- Participates in discussions on familiar topics, asking relevant questions and offering opinions
- Describes a set of actions or events

**DAILY ACTIVITIES:**

**TALKING ABOUT AN EVENT/CELEBRATION**

- Divide learners into small groups. Each learner in a group must prepare to recount an event or celebration e.g. a sports match, wedding or birthday party.
- You can write the following frame on the board to help learners structure their recount:

| **ORAL FRAME: RECOUNT** | |
|---|---|
| Title | |
| Opening sentence: set the scene, say where and when it took place | |
| Recount the events in the right order. First, then, after that, etc. Use the past tense. | |

- Group members should take it in turns to present their recount to the group.
- The group member to the right of the speaker can ask questions for clarification and give feedback.
- Afterwards, learners can fill in a Peer Assessment form.

| **PEER ASSESSMENT** | | | | |
|---|---|---|---|---|
| **My name** | | | | |
| **Group members** | | | | |
| Did the speaker give me a good idea of the event? | | | | |
| Did the speaker say in what sequence the actions happened? | | | | |
| Did the questioner ask relevant (good) questions to get more information? | | | | |
| Did the questions give us more information about the event? | | | | |
| Did the questioner give feedback, e.g. what they learned or enjoyed? | | | | |

- Use the completed form, together with your own observations for **Assessment Task 1.**

**ASSESSMENT: Formal: Assessment Task 1**
**Use the oral recount and peer assessment activity to rate learners against the following ORAL milestones:**

- Participates in discussions on familiar topics, asking relevant questions and offering opinions
- Describes a set of actions or events

| Week 3 Day 1 | |
|---|---|
| **LITERACY FOCUS TIME** | |
| **LO/ASs** | **LO 3** AS 1,3,4,5,7,8 **LO 4** AS 1, 2, 4 **LO 5** AS 4 **LO 6** AS 1,2 |

**MILESTONES:**

**Reading:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks
- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Identifies and comments on the plot and characters in a fiction story
- Discusses cause effect relations in a story
- Describes and explains feelings about stories or poems
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language

**Spelling and Grammar**

- Uses phonics and spelling rules and a dictionary to spell words used in personal texts e.g. stories and descriptions
- Uses prefixes, stems and suffixes to form words
- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Writes a variety of sentence types e.g. statements, questions, commands using correct punctuation

**Writing:**

- Plans, drafts and revises stories and short descriptions (1-2 paragraphs)
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Writes extended sentences using a wide variety of words, qualifying phrases and clauses
- Shifts from one tense to another consistently and appropriately

**NOTES TO TEACHER:**

- Select a new text for shared reading - a fiction story. 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 – shared reading of a new text: a story**

Choose a story for shared reading.

- 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.
- 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 they think the story will end.
- Afterwards, ask 5-6 questions to check understanding. Discuss the main idea of the story, and help learners sequence the events in the story (orally).

**Word and sentence level work**
**Spelling / Phonics / High Frequency (Sight) words / Vocabulary**
**HARD AND SOFT C**

- Write words with **hard and soft 'c'** on the board, e.g. cat, cake, city, cents, circus
- Read the words together with the learners. Point out that 'c' makes a different sound in each of the words. Explain that when 'c' is followed by 'e', 'i', or 'y' the 'c' is usually soft. Soft 'c' stands for the same sound 's' stands for.
- Write words with **hard and soft 'g'** on the board, e.g. green, grass, giraffe, stage, orange.
- Read the words together with the learners. Point out that 'g' makes a different sound in each of the words. Explain that when 'g' is followed by 'e', 'i', or 'y' the 'g' is usually soft. Soft 'g' stands for the same sound 'j' stands for.
- Write a list of words on the board. The list should include examples of hard and soft 'c' and 'g' words. Together with the learners sort the words into columns, e.g.

| **Hard c** | **Soft c** | **Hard g** | **Soft g** |
|---|---|---|---|
| | | | |

- Use approximately 10-15 of the hard and soft 'c' and 'g words for this week's spelling.
- Choose new vocabulary words (3 – 7) and sight words from the text to add to the week's spelling words.

**Group, guided and independent reading/writing**

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence. (In Term 1 you gave learners these sentences. In Term 2 you can continue to do this or let the learners write their own sentences).
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Inferences refer to the reader working something out and drawing conclusions from the text. Ask questions like: why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**

**ASSESSMENT: Formal: Assessment Task 1**
**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

**Week 3 Day 2**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER:**

- Use the same text that you used on Day 1.
- Have the learners' planning sheets from Week 2 (Describing an Object) ready for the writing activity.
- Prepare a written comprehension based on the story.

**DAILY ACTIVITIES:**

**Shared reading and writing**

- Re-read the story from the previous lesson aloud with the learners joining in.
- Ask learners questions to help them make inferences based on the text and draw out any cause-effect relations, e.g. Why do you think _____ happened? What happened when _____ did _____? What else could have happened?
- Discuss with learners (a) whether they enjoyed the story or not, and (b) what they learnt from the story.

**Word and sentence level work**

- Comprehension Task: set questions based on the story. Have the questions written up on a separate page, e.g.
  - Who were the main characters?
  - Where was the story set?
  - List the three main events in the story.
  - How did the story end?
  - What made her brother leave home?
  - What did you enjoy most about the story? Explain.
- Use learners written responses for **Assessment Task 1**.

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Ask questions like: why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- Learners who have completed their written comprehension task in time can write an entry into their journals about an event that has happened recently or that they are looking forward to (if time permits).

**LANGUAGE DEVELOPMENT: WRITING**

**DRAFTING - A DESCRIPTION**

- Hand out learners' planning notes from last week.
- Learners use their planning notes to write a description of an object. Explain that they must write in full sentences, not in point form as they did when planning their writing. They must remember to use describing words and give a lot of detail. Their paragraph must have at least 6 sentences.
- They read their sentences to themselves first and check for spelling and grammar errors and missing words. Remind learners to use spelling rules or check the spelling of words in a dictionary.

**ASSESSMENT: Formal: Assessment Task 1**

**Use the Word and Sentence Level Work (Comprehension Task) to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Identifies and comments on the plot and characters in a fiction story
- Discusses cause effect relations in a story
- Describes and explains feelings about stories or poems

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

| Week 3 Day 3 |
|---|
| **LITERACY FOCUS TIME** |
| **NOTES TO TEACHER:** |
| ○ Write your own sample text for the dialogue (shared writing) beforehand. |
| **DAILY ACTIVITIES:** |

**Shared reading and writing – shared writing**

- Re-read the story you used on Days 1-2 with the learners.
- **Introduce shared writing.** Talk about the features of a dialogue, e.g. *the colon used to introduce the actual words spoken by each character*, *no direct speech marks*.
- Explain that you are going to write a short dialogue based on the story you used for shared reading. In a dialogue, a colon (:) is used to introduce the words spoken by each person.
- Aim to use some of the vocabulary, sight words, and sentence patterns from the shared text as you write. You do not have to use the exact words from the shared text but can make up shorter, simpler dialogue, e.g.

| | |
|---|---|
| **Fox:** | **Would you like to come to dinner tonight Tselane?** |
| **Stork:** | **Yes. What time should I be there?** |
| **Fox:** | **At seven o'clock.** |
| **.....** | |

- **Shared writing:** while writing you should 1. Ask prompt questions. 2. Help learners construct sentences 3. Involve learners as you write the sentences.
- Stop after 3-4 sentences and continue the next day.

**Word and sentence level work**

- Do a short spelling test.
- Revise the **six-step plan** and re-teach commonly miss-spelt words.
- Revise dictionary skills. 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.
- Introduce learners to a thesaurus. Explain that we use a thesaurus when we want to find a word that has the same meaning or nearly the same meaning in the same language. Show learners how to find a word (and synonyms for that word) in a thesaurus. Let the learners do a couple of examples.

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Ask questions like: why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- Learners who have completed their tasks in time do either individual or paired 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**

**REVISING, EDITING, PUBLISHING – A DESCRIPTION**

- Learners read their draft description to a partner to check that it makes sense and that the sentences are in 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 description and write a final, neat copy. Use for **Assessment Task 1.**

**ASSESSMENT: Formal: Assessment Task 1**

**Use the Writing activity (A description) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR and WRITING milestones:**

- Plans, drafts and revises stories and short descriptions (1-2 paragraphs)
- Shifts from one tense to another consistently and appropriately
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Uses phonics and spelling rules and a dictionary to spell words used in personal texts e.g. stories and descriptions

**You would have also had an opportunity to assess against this milestone during Week 2 so you may choose to assess only some (not all) of your learners using this activity.**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

**This term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks

## SECOND TERM: WEEK 4 OVERVIEW

| COMPONENT | MILESTONES | WEEK 4 |
|---|---|---|
| **ORAL**<br>**LO 1**: AS 1,2, 6 | • Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Comments on the effect of the sound and word pictures used in poems and stories<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions<br>• Describes a set of actions or events | Speaking and listening activities:<br>o Listening comprehension based on story |
| **READING**<br>**LO 3**: AS 1,4,5,6, 8,10,12<br>**LO 5** AS 1,2,4 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies and comments on the plot and characters in a fiction story<br>• Discusses cause effect relations in a story<br>• Describes and explains feelings about stories or poems<br>• Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language | Shared reading and writing<br>• Writes a shared text – a dialogue<br>• Shared reading of non-fiction text<br>• Discusses the text features, language used<br>Word and sentence level work<br>• Vocabulary related to the text<br>Group, guided and independent reading and writing<br>• Guided reading with ± 3 groups: focus on making predictions and inferences<br>• Vocabulary words / sentences added to personal dictionaries<br>• Writes new entries into personal journal (if time)<br>• Group reading (pairs or larger groups) |
| **WRITING**<br>**LO 4**: AS 1,2,3,4 | • Plans, drafts and revises stories and short descriptions (1-2 paragraphs)<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Writes extended sentences using a wide variety of words, qualifying phrases and clauses<br>• Shifts from one tense to another consistently and appropriately | Writing:<br>• Pre-writing: an information paragraph<br>• Writes extended sentences |

| | | |
|---|---|---|
| **SPELLING AND GRAMMAR**<br>**LO 6:** AS 1,2,3,6 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Uses prefixes, stems and suffixes to form words<br>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation | <u>Phonics & Spelling</u><br>• Prefixes and word stems<br>• Learns 20 spelling words for the week from the phonic sounds, sight (high frequency) words and vocabulary from the shared reading text / short test<br><u>Grammar</u><br>• Parts of speech (writing sentences)<br>• Revises pronouns and conjunctions |
| **INVESTIGATION**<br>**LO 5** AS 1,2,3 | • Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopedias<br>• Summarises the information in a mind map and draws a conclusion | <u>Research project (information paragraph)</u><br>• Finds relevant information on insect/animal as a potential pet<br>• Organises information as a mind map |

| **Week 4 Day 1** | |
|---|---|
| **ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING** | |
| **LO/ASs** | **LO** 1: AS 1,2,6 |

**MILESTONES:**
**Oral:**

- Enjoys listening to stories and poems, identifying the main idea and specific details
- Comments on the effect of the sound and word pictures used in poems and stories
- Participates in discussions on familiar topics, asking relevant questions and offering opinions
- Describes a set of actions or events

**NOTES TO TEACHER:**

- Choose a story and prepare to read it to your class.

**DAILY ACTIVITIES:**

**LISTENING COMPREHENSION**

- Introduce the story you have 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. Introduce any new words needed for the story.
- Read the story in a lively, interactive way. As you read stop to talk about some of the language used in the story so learners can recognise the effect of sound and word pictures on their understanding of the story.
- Write 3 - 4 questions on the board for learners to write answers to, for e.g.
    - What was the story about? (the central idea)
    - Who were the characters in the story?
    - What did the story teach you?
    - Why do you think the writer describes the dragon as fiery and fearful?
- Use learners written answers, together with your own observations for **Assessment Task 1.**

**ASSESMENT: Formal: Assessment Task 1**
**Use the listening comprehension activity to rate learners against the following ORAL milestone:**

- Enjoys listening to stories identifying the central idea and specific details
- Comments on the effect of the sound and word pictures used in poems and stories

| Week 4 Day 1 | |
|---|---|
| **LITERACY FOCUS TIME** | |
| **LO/ASs** | **LO 3** AS 1,3,4,5,7,8 **LO 4** AS 1, 2, 4 **LO 5** AS 4 **LO 6** AS 1,2 |

**MILESTONES:**

**Reading:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks
- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Identifies and comments on the plot and characters in a fiction story
- Discusses cause effect relations in a story
- Describes and explains feelings about stories or poems
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language

**Spelling and Grammar**

- Uses phonics and spelling rules and a dictionary to spell words used in personal texts e.g. stories and descriptions
- Uses prefixes, stems and suffixes to form words
- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Writes a variety of sentence types e.g. statements, questions, commands using correct punctuation

**Writing:**

- Plans, drafts and revises stories and short descriptions (1-2 paragraphs)
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Writes extended sentences using a wide variety of words, qualifying phrases and clauses
- Shifts from one tense to another consistently and appropriately

**NOTES TO TEACHER:**

- Shared writing text from Week 3 (A dialogue based on a myth or fable.) [first mention of myth or fable]
- Prepare Week 4's spelling words (new vocabulary words and high frequency words from the shared text + phonic words).
- Readers for individual, paired and group reading.
- Prepare learners for Weeks 5 and 6 Speaking and Listening activity – dramatising a play

**DAILY ACTIVITIES:**

**Shared reading and writing – shared writing**

- Complete the dialogue you began on Week 3 Day 3. Revise and edit sentences.
- Check spelling of sight words with learners. Encourage learners to use a dictionary to check any new spellings.
- Do shared reading of the class text (dialogue). Try to use a slightly different voice/expression for each of the characters.
- Explain to learners that for the next two weeks the Listening and Speaking activity will involve their dramatizing the story. (To prepare for this you will have to 1) divide learners into small groups, 2) keep the dialogue displayed on the classroom wall and 3) try to find some time for groups to practise, e.g. if they finish their tasks early or during break time).

**Word and sentence level work**
**Spelling / Phonics / High Frequency (Sight) words / Vocabulary**
**PREFIX (UN-)**

- Write the word 'untie' on the board. Read it with the learners. Rub out 'tie'. Explain that **un**-is an example of a prefix. A prefix is a letter or group of letters that is added at the beginning of a word (or to the stem or root of a word) to make a new word.
- Write some examples on the board and go through them with the learners, e.g. do – undo; happy – unhappy; pack – unpack; cover – uncover; dress- undress.
- Depending on the level of your learners you can introduce learners to other common prefixes, e.g. tri- (triangle, tricycle), under- (underneath, underline), tele- (telephone, telegraph, telecommunication). Write the prefix on the board and let learners make as many words as they can using the prefix.
- Use approximately 10 of the prefix words for this week's spelling.

**Group, guided and independent reading/writing**

- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can complete a cloze activity based on the sentences in the dialogue.
- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Inferences refer to the reader working something out and drawing conclusions from the text. Ask questions like: why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**

**ASSESSMENT: Formal: Assessment Task 1**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

**Week 4 Day 2**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER:**

- Use a Grade 4 level non-fiction text.
- Prepare an example of a simple information paragraph on a large sheet of paper to display to the class for Writing. The Writing activity will be used for their Investigation (together with Week 5).

**DAILY ACTIVITIES:**

**Shared reading and writing**

- Introduce a Grade 4 level **non-fiction/information text** with at least **one photograph**. (Ideally this should be a simple text about an animal, insect, car, or interesting place.)
- Orientate learners to the text as before. Do a picture walk. Show and revise the features of a non-fiction text, e.g. table of contents, index, glossary, headings.
- Read the text to the learners, modelling the following: analysing photographs, reading captions, linking photographs to text.
- Afterwards check understanding by asking 3 - 4 *wh* questions and asking about any cause-effect relations in the text.

**Word and sentence level work**

**Writing sentences**

- Draw four columns on the board and label them: nouns, adjectives, verbs, adverbs
- Play a game with the learners. Write a noun in the first column. Try to use the object (thing) that the shared reading text is about, e.g. butterfly.
- Together with the learners fill the other columns with as many words related to the noun as possible. Make sure the words go into the correct columns, e.g.

| NOUNS | ADJECTIVES | VERBS | ADVERBS |
|---|---|---|---|
| butterfly | colourful<br>graceful<br>bright<br>etc. | floats<br>flies<br>rests<br>eats/sucks<br>etc. | silently<br>gently<br>gracefully<br>etc. |

- Let learners use the words to write 3-5 describing sentences about the object/thing. Learners should try and use different kinds of words for each sentence they write. **Use for Assessment Task 1.**
- Choose new vocabulary words (3 – 7) and sight words from the text to add to the weeks' spelling words.

**Group, guided and independent reading/writing**

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Ask questions like: why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- At the same time, learners can complete a comprehension based on the shared reading text and the photograph. (Learners can also finish writing their describing sentences).

## LANGUAGE DEVELOPMENT: WRITING

**PRE-WRITING – AN INFORMATION PARAGRAPH (INVESTIGATION)**

- Write the following question on the board: if you were allowed a new pet, which pet would you choose?
- Explain that when we have to make a decision about something it is useful first to get as much information as we can before making our decision. Ask learners what kind of information might help them choose a pet e.g. what does the animal look like/do, what does it eat, how does it need to be cared for, how long does it live, etc?

- Show learners an example of a short information paragraph based on your investigation of this question. You can choose any pet to model the paragraph on and should try encourage learners to think beyond the common cat and dog options. (You would have prepared the paragraph on a large sheet of paper to display to the class), e.g.

**A snail for a pet**
by Mrs Bule

Snails are small animals. They live in the garden. Snails usually live in dark places like under stones.

A snail has a hard shell that is usually brown and white, and a soft body. The soft body is called a foot. At the end of the foot there are two pairs of tentacles. The snail uses the lower pair for touching and smelling. It has two eyes at the end of the upper tentacles. Snails also have a mouth.

A snail likes to eat fresh leaves and move very slowly. I think a snail would be a good pet because it would not cost a lot of money to feed and it couldn't run away easily and get lost.

- Talk about how the information is organised in the paragraph and the language used: the subject is introduced, then some details are given, the present tense is used, and sentences are organised into paragraphs. At the end of the paragraph a conclusion is drawn – I think ....
- Explain that learners are going to find out about an animal/insect they'd like to choose as a pet and write an information paragraph about it. Their paragraph must end with a conclusion explaining why it is their best choice.
- Write these questions on the board:
    - what is it called?
    - where does it like to live?
    - what does it look like?
    - what does it eat?
    - what is something interesting about it?
    - why do you think it would make a good pet?

  Show learners where the information is included in the example paragraph.
- In this lesson learners can choose the animal/ insect they want to investigate and begin looking for information.
- Learners will need to find information using textbooks, encyclopaedias, books from the classroom library etc.

**ASSESSMENT: Formal: Assessment Task 1**

**Use the Word and Sentence Level Work (writing sentences) to rate the learners, recording any problems you have noticed, against the following WRITING and SPELLING AND GRAMMAR milestones:**

- Writes extended sentences using a wide variety of words, qualifying phrases and clauses.
- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions

**Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

**Week 4 Day 3**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER:**

- Prepare an example of notes set out as a mind map based on the information paragraph you used for Day 2.
- Prepare an activity using pronouns and conjunctions.

**DAILY ACTIVITIES:**

**Shared reading and writing – shared reading**

- Re-read the **non-fiction/information text t**ogether with the learners.
- Play a 'thinking' game. Show learners the contents page of the book and ask questions e.g. *Where do you think I will find information on where a whale lives? What can I expect to read about on page 4?*
- To demonstrate how to use an index have individual children demonstrate how to use the index to find information, e.g. *Come and show us where in the book we will find information on what a whale eats.*

**Word and sentence level work**

- Do a short spelling test.
- Notice how the sentences in each paragraph (in the shared text) are linked. This is done through the use of conjunctions and pronouns. Revise pronouns such as: *he, she, they,* and conjunctions such as: *and, but, because.*
- Learners can do an activity linking sentences into a paragraph using pronouns and conjunctions. You can develop this activity as a worksheet or use a page from a Learner's Book.

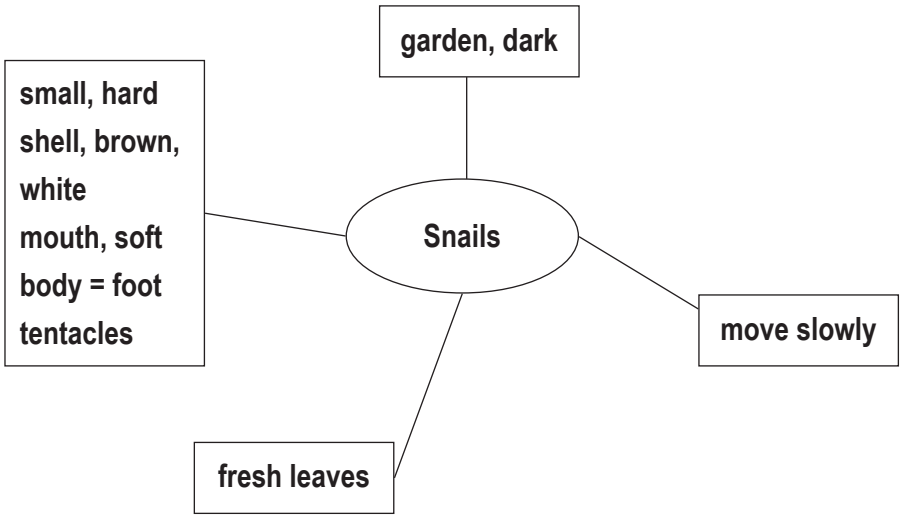
**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Ask questions like: why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of Week 5.**
- Learners who have completed their tasks in time can write a journal entry of things they enjoy/don't enjoy doing. (This entry can be written as two lists.)
- 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

**SUMMARISING INFORMATION**

- Show learners an example of a mind map summarising the information you used for the paragraph (Day 2).




- Talk about how mind maps help us to organise and summarise the information we find out.
- Learners complete their research for information about a new pet and summarise the information as a mind map. **Use for Assessment Task 1.**

**ASSESSMENT: Formal: Assessment Task 1**

**You will use the Writing activity in Week 4 (summarising information) and 5 to rate the learners, recording any problems you have noticed, against the following INVESTIGATION milestones:**

- Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopaedias
- Summarises the information in a mind map and draws a conclusion

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

**This term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks

## SECOND TERM: WEEK 5 OVERVIEW

| COMPONENT | MILESTONES | WEEK 5 |
|---|---|---|
| **ORAL**<br>**LO 1**: AS 1<br>**LO 2:** AS 1,2,3,4 | • Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Comments on the effect of the sound and word pictures used in poems and stories<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions<br>• Describes a set of actions or events | Speaking and listening activities:<br>o Dramatises a story (see Weeks 3 and 4) |
| **READING**<br>**LO 3**: AS 1,3,5,6,7,8,10,12<br>**LO 5** AS 1,2,4<br>**LO 6:** AS 1 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies and comments on the plot and characters in a fiction story<br>• Discusses cause effect relations in a story<br>• Describes and explains feelings about stories or poems<br>• Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language | Shared reading and writing<br>• Does shared reading based on a poem, speech and advertisement<br>• Discusses the different text features (comparing)<br>Word and sentence level work<br>• Vocabulary related to the text<br>• Compares different text types, purposes, audiences<br>Group, guided and independent reading and writing<br>• Guided reading with ± 3 groups: focus on making predictions and inferences<br>• Vocabulary words / sentences added to personal dictionaries<br>• Writes new entries into personal journal (if time)<br>• Group reading (pairs or larger groups) |
| **WRITING**<br>**LO 4**: AS 1,2,3,4 | • Plans, drafts and revises stories and short descriptions (1-2 paragraphs)<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Writes extended sentences using a wide variety of words, qualifying phrases and clauses<br>• Shifts from one tense to another consistently and appropriately | Writing:<br>• Drafts an information paragraph<br>• Revises, edits and publishes an information paragraph |

| | | |
|---|---|---|
| **SPELLING AND GRAMMAR**<br>**LO 6:** AS 1,2,3,6 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Uses prefixes, stems and suffixes to form words<br>• Identifies and uses parts of speech eg nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation | <u>Phonics & Spelling</u><br>• Suffixes (written task on word stems, suffixes and prefixes)<br>• Learns 20 spelling words for the week from the phonic sounds, sight (high frequency) words and vocabulary from the shared reading text / short test<br><u>Grammar</u><br>• Writes different types of sentences |
| **INVESTIGATION**<br>**LO 5** AS 1,2,3 | • Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopaedias<br>• Summarises the information in a mind map and draws a conclusion | <u>Research project (information report)</u><br>• Uses relevant information on a new pet<br>• Organises and writes up information into a paragraph<br>• Draws conclusions |

| **Week 5 Day 1** | |
|---|---|
| **ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING** | |
| **LO/ASs** | **LO** 1: AS 1 **LO 2:** AS 1,2,3,4 |

**MILESTONES:**
**Oral:**

- Enjoys listening to stories and poems, identifying the main idea and specific details
- Comments on the effect of the sound and word pictures used in poems and stories
- Participates in discussions on familiar topics, asking relevant questions and offering opinions
- Describes a set of actions or events

**NOTES TO TEACHER:**

- Dramatise a story (Weeks 3 and 4).

**DAILY ACTIVITIES:**

**DRAMATISING A PLAY**

- This week (and next) the Listening and Speaking activity will involve learners dramatising the story used in Weeks 3 and 4. Learners will have written a dialogue based on the story during shared writing.
- You can encourage learners to adapt the dialogue slightly and/or create simple costumes.
- All the groups can take it in turns to perform for the class. If you like, learners can also perform for other grades in the school.

**ASSESMENT**
**Informal: unrecorded assessment** of whether the learners are able to communicate the story appropriately for the audience and purpose, i.e. use appropriate body language and words to communicate their message.

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

**MILESTONES:**

**Reading:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks
- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Identifies and comments on the plot and characters in a fiction story
- Discusses cause effect relations in a story
- Describes and explains feelings about stories or poems
- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language

**Spelling and Grammar:**

- Uses phonics and spelling rules and a dictionary to spell words used in personal texts e.g. stories and descriptions
- Uses prefixes, stems and suffixes to form words
- Identifies and uses parts of speech e.g. nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions
- Writes a variety of sentence types e.g. statements, questions, commands using correct punctuation

**Writing:**

- Plans, drafts and revises stories and short descriptions (1-2 paragraphs)
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Writes extended sentences using a wide variety of words, qualifying phrases and clauses
- Shifts from one tense to another consistently and appropriately

I**nvestigation:**

- Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopedias
- Summarises the information in a mind map and draws a conclusion

**NOTES TO TEACHER:**

- Select a new text for shared reading – a poem.
- Prepare Week 5's spelling words (new vocabulary words and high frequency words from the shared text + phonic words).
- Prepare an activity on prefixes, stems and suffixes.
- Readers for individual, paired and group reading.

**DAILY ACTIVITIES:**

**Shared reading and writing – shared reading of a new text: a poem**

- Choose a short poem. Write it on a chart or the board.
- Orientate learners to the poem, e.g. using the title. Elicit learners' prior knowledge of the topic.
- Read the poem, running a pointer under the lines as you read.
- Check understanding by asking 2 - 3 oral questions, e.g. *What was the poem about?*

- Talk about the way the poem is organized, for example if it is in stanzas, uses rhyming words, etc.
- Talk about whether the learners liked the poem or not, if it reminded them of something and how it made them feel. Remind learners to use *because.* (I felt ..... because.....).
- Talk about how poems are similar/different to other text types, e.g. stories.

**Word and sentence level work**
**Spelling / Phonics / High Frequency (Sight) words / Vocabulary**
**SUFFIXES**

- Write the word 'painful' on the board. Read it with the learners. Rub out 'ful'. Explain that **ful** is an example of a suffix. A suffix is a letter or group of letters that is added to the end of a word to make a new word.
- Spelling: teach rules for adding suffixes. Use words written on the board to demonstrate the rules.
    - When you add full to any word, drop the second 'l': thankful, forgetful, awful, powerful, spoonful, peaceful, thoughtful, painful. (Note that you sometimes have to make other things change too, e.g. beauty + full = beautiful)
    - When you add a 'y' or a suffix that begins with a vowel (a,e,i,o,u) to a word that ends with a silent 'e', drop the silent e': joke-joked, nature-natural, scare-scary, pure-purer
- Use approximately 10-15 of the words as part of Week 5's spelling words.
- Point out any suffixes in the shared text.
- Learners complete a written task based on word stems, suffixes and prefixes. **Use for Assessment Task 1.**
- Choose new vocabulary words (2-5) and sight words from the text to add to the week's spelling words.

**Group, guided and independent reading/writing**

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners that have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Inferences refer to the reader working something out and drawing conclusions from the text. Ask questions like: why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of this week.**

**ASSESSMENT: Formal: Assessment Task 1**

**Use the spelling activity, learners writing in their spelling books and the week's spelling test to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:**

- Uses prefixes, stems and suffixes to form words

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

**Week 5 Day 2**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER:**

- Select a new text for shared reading – a short speech. Write the speech on a large sheet of paper beforehand.
- Prepare an activity on different sentence types.
- Continue to display an example of a simple information paragraph on a large sheet of paper (for Writing/ Investigation).

**DAILY ACTIVITIES:**

**Shared reading and writing – shared reading of a new text: a speech**

- Show learners the short speech you have prepared (written on a large sheet of paper beforehand). You can use a speech made by a learner, a principal, a spokesperson for a particular organization, etc.
- Talk about the reasons people make speeches, e.g. to inform, persuade etc.
- Read the speech aloud while the learners follow. Explain any new or difficult words.
- Afterwards, ask 4-5 questions to check understanding. Identify the main idea in the speech and talk about some of the language features, e.g. using emotive language to appeal to listeners.
- Talk about how speeches are similar/different to other text types, e.g. poems and stories.

**Word and sentence level work**

**Different types of sentences**

- Write a variety of sentence types on the board, e.g. a statement: Thursday is my brother's birthday; a question: Can I go to the party? and a command: Sit down now!
- Read the sentences together with the learners. Talk about what each of the sentences does: makes a statement, asks a question, or gives a command. Point out the punctuation used for each type of sentence.
- Pairwork: learners can take it in turns to make up oral sentences. The partner should say if the sentence is a statement, question or command.
- Let learners complete a written activity based on sentence types, e.g. you can dictate sentences using appropriate tone and intonation. Learners write the sentences down using correct punctuation. When learners have written their sentences they can use dictionaries to check spelling. (This is not a spelling test. You are looking to see if learners can identify the correct sentence type and use appropriate punctuation.) **Use for Assessment Task 1.**
- Choose new vocabulary words (2-5) from the text to add to learners' personal dictionaries.

**Group, guided and independent reading/writing**

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Ask questions like: Why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of this week.**
- Learners who have completed their tasks in time can write an entry into their journals about a sports game they either played or watched.

**LANGUAGE DEVELOPMENT: WRITING**

**DRAFTING : AN INFORMATION PARAGRAPH**

- Learners use the information they have summarised in their mind map (Week 4) to draft a short information paragraph.
- You may want to review the information paragraph you showed the learners as an example (Week 4, Day 2) and revise features such as how the information is organised and the language used.

**ASSESSMENT: Formal: Assessment Task 1**

**Use the Word and Sentence Level Work (different types of sentences) to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:**

- Writes a variety of sentence types e.g. statements, questions, commands using correct punctuation

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

**Week 5 Day 3**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER:**

- Select a new text for shared reading – an advertisement.
- Prepare questions based on the text types used for shared reading this term.

**DAILY ACTIVITIES:**

**Shared reading and writing – shared reading of a new text: an advertisement**

- Show learners the advertisement you have prepared (preferably enlarged and pasted on a large sheet of paper beforehand or copied for each learner or pair of learners). You can use an advertisement from a magazine, newspaper, etc.
- Talk about the reasons companies advertise, e.g. to let people know about their products, to make people want to buy their products etc.
- Read the advertisement aloud while the learners follow. Explain any new or difficult words.
- Together with the learners, identify what product the advertisement is trying to sell and who it is targeting. Ask 4-5 questions to check understanding, e.g. Where can I buy _____? How much does it cost?
- Talk about how adverts are similar/different to other text types, e.g. poems, stories and speeches.

**Word and sentence level work**

- Do a short spelling test. Use for **Assessment Task 1.**
- Comprehension Task: set questions based on the text types you have used this term. Have the questions written up on a separate page, e.g.
    - Complete this table.

| | *Information text* | *Speech* | *Advert* |
|---|---|---|---|
| What is the main purpose of this text? | | | |
| How is the layout different from other texts? | | | |
| Where do you usually hear/see this text? | | | |
| Is the language formal or informal? | | | |

- Use learners' written responses for **Assessment Task 1.**
- Choose new vocabulary words (2-5) from the text to add to learners' personal dictionaries.

**Group, guided and independent reading/writing**

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Do guided reading with one of your groups. Focus on making predictions and inferences. Before each learner reads they can predict what they think will happen next. Ask questions like: why do you think _____ happened? **Use for Assessment Task 1. Every learner should be assessed by the end of this week.**
- Learners who have completed their tasks in time can write a journal entry about a favourite film or television programme.
- 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**

**REVISING, EDITING, PUBLISHING**

- Learners complete writing their draft information paragraph.
- 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 are in 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 and write a final, neat copy. **Use for Assessment Task 1.**

**ASSESSMENT: Formal: Assessment Task 1**

**Use the Word and Sentence Level Work (comprehension task) to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Recognises the different structures, language use, purposes and audiences of different kinds of non-fiction texts eg formal language

**Use the Writing activity in Week's 4 and 5 (information paragraph) to rate the learners, recording any problems you have noticed, against the following INVESTIGATION milestones:**

- Locates information from relevant sources using key words or concepts, e.g. dictionaries, textbooks and children's encyclopaedias
- Summarises the information in a mind map and draws a conclusion

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues

**This term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks

**Informal: unrecorded assessment** of learners' journals. **Over the term try to read** each learner's journal at least twice. Make positive comments, responding to the content rather than things like spelling, punctuation and grammar. Try to extend learners' writing by asking questions, e.g. Have you ever seen a really bad film? Why didn't you enjoy it?

## SECOND TERM: WEEK 6 OVERVIEW

| COMPONENT | MILESTONES | WEEK 6 |
|---|---|---|
| **ORAL**<br>**LO 1**: AS 1<br>**LO 2:** AS 1,2,3,4 | • Listens to school announcements, identifying specific details<br>• Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Asks and responds to closed and open-ended questions<br>• Makes an oral presentation, speaking audibly and at a reasonable pace<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions | Speaking and listening activities:<br>• Dramatises a story (from Weeks 3 and 4) s |
| **READING**<br>**LO 3**: AS 1, 8,10<br>**LO 5** AS 1,2,4 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies the main and supporting ideas in a short information text<br>• Surveys content page, headings and index to locate information<br>• Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures<br>• Reads aloud clearly and with expression | Shared reading and writing<br>o Does shared reading based on a new, non-fiction text<br>o Discusses the main and supporting ideas<br>o Compares information using a table<br>Word and sentence level work<br>• Vocabulary related to the text<br>Group, guided and independent reading and writing<br>o Guided reading with ± 3 groups: focus on making inferences, using contents page, headings etc.<br>o Vocabulary words / sentences added to personal dictionaries<br>o Group reading (pairs or larger groups) |
| **WRITING**<br>**LO 4**: AS 1,2,3,4 | • Writes for playful and creative purposes eg limericks, letter, diary<br>• Writes and designs visual and information texts eg set of instructions, simple book reviews<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Records words in a personal dictionary<br>• Uses neat, legible handwriting for all written work | Writing:<br>o Pre-Writes: a book review: features<br>o Drafts, revises, edits and publishes a book review |
| **SPELLING AND GRAMMAR**<br>**LO 6:** AS 1,2,3,6 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession<br>• Uses more complex tenses eg present perfect progressive: I have been reading for an hour. | Phonics & Spelling<br>o Spelling: Words with 'i' and 'e'<br>o Learns 20 spelling words for the week from the spelling, sight (high frequency) words and vocabulary from the shared reading text / short test<br>Grammar<br>o Subject-verb agreement: eg is/are, has/have, was/were, make/makes, use/uses, go/goes |

| Week 6 Day 1 | |
|---|---|
| **ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING** | |
| **LO/ASs** | **LO** 1: AS 1 **LO 2:** AS 1,2,3,4 |

**MILESTONES:**

**Oral:**

- Listens to school announcements, identifying specific details
- Enjoys listening to stories and poems, identifying the main idea and specific details
- Asks and responds to closed and open-ended questions
- Makes an oral presentation, speaking audibly and at a reasonable pace
- Participates in discussions on familiar topics, asking relevant questions and offering opinions

**NOTES TO TEACHER:**

- The dramatisation the learners will do this week is based on the story you used in Weeks 3 and 4.

**DAILY ACTIVITIES:**

**DRAMATISING A PLAY**

- This week (and last week) the Listening and Speaking activity involves learners dramatising the story used in Weeks 3 and 4. Learners will have written a short dialogue based on the story during shared writing.
- You can encourage learners to adapt the dialogue slightly and/or create simple costumes.
- All the groups can take it in turns to perform for the class. If you like, learners could perform for other grades in the school.

**ASSESMENT:**

**Informal assessment**

- Check that learners are able to communicate the story appropriately for the audience and purpose, i.e. use appropriate body language and words to communicate their message.

| **Week 6 Day 1** | |
|---|---|
| **LITERACY FOCUS TIME** | |
| **LO/ASs** | **LO 3** AS 1,8,10 **LO 4** AS 1,2,4 **LO 5** AS 1,2, 4 **LO 6** AS 2,3,6 |

**MILESTONES:**

**Reading:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks
- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Identifies the main and supporting ideas in a short information text
- Surveys content page, headings and index to locate information
- Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures
- Reads aloud clearly and with expression

**Spelling and grammar:**

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)
- Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession
- Uses more complex tenses eg present perfect progressive: I have been reading for an hour.

**Writing:**

- Writes for playful and creative purposes eg limericks, letter, diary
- Writes and designs visual and information texts eg set of instructions, simple book reviews
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work

**NOTES TO TEACHER:**

- Select a new text for shared reading – it should be an extract from a textbook or other non-fiction text.
- Prepare Week 6's spelling words.
- Readers for individual, paired and group reading. Try to use a variety of non-fiction texts e.g. reports, procedures, maps, textbooks from different Learning Areas and charts in this second half of the term.

**DAILY ACTIVITIES:**

**Shared reading of a new text: a non-fiction text**

- Introduce a Grade 4 level **non-fiction/information text**. You can use an extract from a textbook or other non-fiction text.
- Orientate learners to the text as before. Do a picture walk. Show and revise the features of a non-fiction text, e.g. table of contents, index, glossary, headings.
- Read the text to the learners, modelling the following: analysing photographs, reading captions, linking photographs to text.
- Afterwards check understanding by asking 3 - 4 *wh* questions, discussing the main and supporting ideas.

**Word and sentence level work**

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

- Spelling: briefly revise the rules for using 'i' and 'e' - 'i' before 'e' except after 'c' or when sounding like 'a' as in neighbour. Use approximately 10-15 of the words as part of Week 6's spelling words.
  - i before e: friend, piece, pie, tie, lie, die, chief, believe, tried, field
  - except after c: receive, receipt, ceiling
  - or when sounding like 'a' as in neighbour and weigh: neighbour, weigh, weight, vein, eighty
- Point out any 'ie' and/or 'ei' words in the shared text.
- Choose new vocabulary words (3-7) and sight words from the shared text to add to the week's spelling words.

**Group, guided and independent reading/writing**

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. For example, before each learner reads they can use headings to predict what they think the section will be about. You can also ask learners to use the index to find specific information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**

**ASSESSMENT: Formal: Assessment Task 2**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**Week 6 Day 2**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- Prepare a language activity based on subject-verb agreement for Word and Sentence Level Work.
- Prepare an example of a book review on a large sheet of paper to display to the class. Prepare a writing frame for a book review (See Writing).

**DAILY ACTIVITIES:**

**Shared reading – a non-fiction text**

- Finish reading the **non-fiction/information text** to the learners.
- Play a 'thinking' game. Focus on the contents page of the book and ask questions e.g. *Where do you think I will find information on lions? What can I expect to read about on page 2?*
- To demonstrate how to use an index have individual children demonstrate how to use the index to find information, e.g. *Come and show us where in the book we will find information on what lions eat.*

**Word and sentence level work**

**Subject-verb agreement**

- Revise subject-verb agreement, e.g. on the board write some sentences based on the shared text using is/are, was/were, make/makes: Male lions is/are very lazy; The children was/were scared of the lions. Read the sentences with the learners. Together with the learners choose the correct verb form to complete the sentences.
- Have learners complete a written activity based on subject-verb agreement. You can use an activity from a Learner's Book or give learners a table of sentence beginnings and endings to match up and complete using the correct verb form, e.g.

| | | |
|---|---|---|
| **A giraffe** | **is/are** | **turning their heads.** |
| **A swarm of bees** | **make/makes** | **tall and graceful** |
| **The herd** | **was/were** | **on the tree** |
| **A pack of wolves** | **is/are** | **a big noise.** |

- For additional practice learners can use other examples such as is/are, was/were, make/makes, has/have to ask and answer oral questions correctly, e.g. _____ lions herbivores?

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**
- At the same time learners can finish their Word and Sentence Level Work (writing sentences).
- Learners who have completed their tasks in time can write a journal entry based on the theme of this week's shared text, e.g. My culture/My favourite animal/Places I would like to visit.

**Reading for enjoyment**

In addition to Reading and Writing focus time, remember that 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 use this time to read aloud to the class.

## LANGUAGE DEVELOPMENT: WRITING

**PRE- WRITING – A BOOK REVIEW**

- Explain that sometimes, after we have finished reading a book, we can write a review and say something about what we thought of the book.
- Show learners an example book review. (You would have prepared this on a large sheet of paper to display to the class).

> Book review by Veronica
> The title of the book is Kwenza from KwaZulu. This is a non-fiction book. The book is about a boy named Kwenza. Kwenza tells us about a day in his life. He tells us what he does when he wakes up, how he gets to school, what he does at school, and how he helps to prepare supper.
> I liked the book because it showed me what it is like to live in a rural area. It made me think about the things I do each day.

- Explain the terms **title, fiction** and **non-fiction.**
- Explain that the sentence in the book review that begins *The story/book is about ....* is a summary.
- Give learners a writing frame for a book review, e.g.

Book review by _____
The title of the book is _____
This is a _____ book.
The book is about _____
_____
I _____ the book because _____
_____

- Go through each feature of the book review together with the learners. Include the following:
  - write your name.
  - write the title of the book using capital letters and underline it.
  - say if the book is fiction or non-fiction. If you can, you can also say if it's a fable, myth, traditional story etc.
  - say what or who the book is about.
  - say if you liked or disliked the book.
- Tell learners they will write their own book reviews.
- Learners can discuss with a partner and decide on the book they want to use for their review.

**ASSESSMENT: Formal: Assessment Task 2**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**Week 6 Day 3**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- Prepare an activity on subject-verb agreement.

**DAILY ACTIVITIES:**

**Shared reading and writing – a non-fiction text and table**

- Re-cap the **non-fiction/information text** with the learners. You can do this by asking learners to summarise the main and supporting ideas in the text and then re-reading parts of the text together with the learners.
- **Introduce shared writing.** Talk about why we use tables, e.g. a visual presentation of information, comparing things etc.
- Choose part of the information presented in the text to summarise in a table.
- **Shared writing: w**hile writing you should 1. Ask prompt questions. 2. Involve learners and help them compare and contrast information and place it in the correct column.
- Your table can compare information mentioned in the text, e.g.

| | **Lion** | **Cheetah** |
|---|---|---|
| Family group | | |
| Herbivore/carnivore | | |
| Favourite food | | |
| Mammal (yes/no) | | |

**Word and sentence level work**

- Do a short spelling test.
- Revise subject-verb agreement further with the learners. For example you can write some sentences based on the shared text and using has/have, go/goes/is, use/uses on the board, e.g. A male lion have/has a mane; Lions use/uses their sharp claws to catch their prey.
- Read the sentences with the learners. Together with the learners choose the correct verb form to complete the sentences.
- Let learners complete a written activity based on subject-verb agreement. You can use an activity from a Learner's Book or give learners a set of sentences to complete by choosing the correct verb form. Your activity can include sentences using all the verb forms revised this week.

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**
- At the same time learners can finish writing their sentences for Word and Sentence Level Work.
- 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.) **Use for Assessment Task 2.**

**LANGUAGE DEVELOPMENT: WRITING**

**DRAFTING, REVISING, EDITING, PUBLISHING – A BOOK REVIEW**

- Learners write book reviews (using the Day 2 writing frame).
- They read their book review to a partner to check that it makes sense.
- They self-edit for spelling and punctuation.
- Learners write their book reviews neatly into their books.

**ASSESSMENT: Formal: Assessment Task 2**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**In this second half of the term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks

## SUGGESTED ASSESSMENT TASKS: TASK 2: WEEKS 6 / 10

| COMPONENT | MILESTONES | WKS | TASKS |
|---|---|---|---|
| **ORAL**<br>**LO 1** AS 1, 2, 3, 4, 5, 6, 8, 9<br>**LO 2** AS 1, 2, 3, 4 | • Listens to school announcements, identifying specific details<br>• Makes an oral presentation, speaking audibly and at a reasonable pace<br>• Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Asks and responds to closed and open-ended questions<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions<br>• Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures **Reading milestone** | 7<br>8<br>9 | • Written summary of announcement<br>• Oral presentation<br>• Drawing in response to poem, group discussion and Peer Assessment Form. |
| **READING**<br>**LO 3** AS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br>**LO 5** AS 1, 2, 3, 4 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Reads aloud clearly and with expression<br>• Identifies the main and supporting ideas in a short information text<br>• Surveys content page, headings and index to locate information | 6-10<br>6-10<br>9 | • Group reading<br>• Guided reading<br>• Written comprehension task |
| **WRITING**<br>**LO 4** AS 1, 2, 3, 4 | • Writes for playful and creative purposes eg limericks, letter, diary<br>• Writes and designs visual and information texts eg set of instructions, simple book reviews<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Records words in a personal dictionary<br>• Uses neat, legible handwriting for all written work<br>• Uses more complex tenses eg present perfect progressive: I have been reading for an hour. **Spelling and Grammar Milestone** | 7<br>8 | • Written diary entry<br>• Written set of instructions |

| | | | |
|---|---|---|---|
| **SPELLING AND GRAMMAR**<br>**LO 6** AS 1, 2, 3, 4, 6 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession<br>• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions) | 9 | • A descriptive paragraph<br>• Spelling test on phonics, vocabulary and high frequency words |
| | | 7 | • Written task |
| | | 8 | • Activity on noun types |

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 |

## SECOND TERM: WEEK 7 OVERVIEW

| COMPONENT | MILESTONES | WEEK 7 |
|---|---|---|
| **ORAL**<br>**LO 1**: AS 1,2,4,6<br>**LO 2:** AS 4 | • Listens to school announcements, identifying specific details<br>• Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Asks and responds to closed and open-ended questions<br>• Makes an oral presentation, speaking audibly and at a reasonable pace<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions | Speaking and listening activities:<br>• Listens to an announcement and identifies main ideas<br>• Practises making announcements using appropriate language |
| **READING**<br>**LO 3**: AS 1, 2,4,8,10,11<br>**LO 5** AS 1,2,3 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies the main and supporting ideas in a short information text<br>• Surveys content page, headings and index to locate information<br>• Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures<br>• Reads aloud clearly and with expression | Shared reading and writing<br>• Does shared reading based on two new, non-fiction texts (brochures)<br>• Discusses the information included and other features<br>• Compares and contrasts information (table and sentences)<br>Word and sentence level work<br>• Spelling words (plurals)<br>Group, guided and independent reading and writing<br>• Guided reading with ± 3 groups: focus on making inferences, using contents page, headings etc.<br>• Group reading (pairs or larger groups) |
| **WRITING**<br>**LO 4**: AS 1,2,3,4 | • Writes for playful and creative purposes eg limericks, letter, diary<br>• Writes and designs visual and information texts eg set of instructions, simple book reviews<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Records words in a personal dictionary<br>• Uses neat, legible handwriting for all written work | Writing:<br>• Drafts, revises, edits and publishes a diary entry |
| **SPELLING AND GRAMMAR**<br>**LO 6:** AS 1,2,4,6 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession<br>• Uses more complex tenses eg present perfect progressive: I have been reading for an hour. | Phonics & Spelling<br>• Spelling: Plurals<br>• Learns 10-15 spelling words for the week from the spelling / short test<br>Grammar<br>• Apostrophe for possession<br>• Sentence types |

| Week 7 Day 1 | |
|---|---|
| **ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING** | |
| **LO/ASs** | **LO** 1: AS 1,2,4,6 **LO 2:** AS 4 |

**MILESTONES:**
**Oral:**

- Listens to school announcements, identifying specific details
- Enjoys listening to stories and poems, identifying the main idea and specific details
- Asks and responds to closed and open-ended questions
- Makes an oral presentation, speaking audibly and at a reasonable pace
- Participates in discussions on familiar topics, asking relevant questions and offering opinions

**NOTES TO TEACHER:**

- If your school does not have assembly often you may need to prepare an announcement to read aloud.

**DAILY ACTIVITIES:**

**LISTENING TO ANNOUNCEMENTS**

- After assembly ask learners to imagine that someone missed the assembly. They should write two to five sentences explaining what the main idea was in what, for example, Mr __ said. **Use for Assessment Task 2.**
- If your school does not have assembly often, you can read out an announcement to the class (make sure you only read the announcement through once) or record an announcement on a tape recorder and play it back to the learners.
- After the activity, briefly discuss the speaker's tone and choice of words and how this differs according to audience and purpose, e.g. a school announcement compared to a conversation with a friend.
- Learners can work in pairs to practise making announcements using appropriate language.

**ASSESSMENT: Formal: Assessment Task 2**

**Use the listening to announcements activity to rate the learners, recording any problems you have noticed, against the following ORAL milestone:**

- Listens to school announcements, identifying specific details

| **Week 7 Day 1** | |
|---|---|
| **LITERACY FOCUS TIME** | |
| **LO/ASs** | **LO 3** AS 1,2,4,8,10 **LO 4** AS 1,2,4 **LO 6** AS 2,4,6 |

**MILESTONES:**

**Reading:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks
- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Identifies the main and supporting ideas in a short information text
- Surveys content page, headings and index to locate information
- Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures
- Reads aloud clearly and with expression

**Spelling and grammar:**

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)
- Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession
- Uses more complex tenses eg present perfect progressive: I have been reading for an hour.

**Writing:**

- Writes for playful and creative purposes eg limericks, letter, diary
- Writes and designs visual and information texts eg set of instructions, simple book reviews
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work

**NOTES TO TEACHER:**

- Select a new text for shared reading – it should be a brochure. This week you will need two different brochures to show learners. You should try to make these varied, e.g. a brochure for a restaurant and a brochure for a tourist destination.
- Prepare Week 7's spelling words. (There are no vocabulary or sight words this week.)

**DAILY ACTIVITIES:**

**Shared reading of a new text:(a non-fiction text): a Brochure**

- Introduce a brochure to the learners. You may need to explain that a brochure is a thin booklet that gives information or advertises something. Many businesses make brochures to advertise their products.
- Read the information included in the brochure and show the pictures.
- Afterwards check understanding by asking 3 - 4 *wh* questions, e.g. What place/product does the brochure tell you about? Where is this place/can I get this product? etc.
- Together with the learners write a list of the kind of information included in the brochure e.g. the products available, some of the people involved, the prices, contact information (phone, fax, email), map to the place, photographs etc.

**Word and sentence level work**

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

- Spelling: teach rules for making nouns plural (more than one). Use words written on the board to demonstrate the rules.
    - To make most nouns plural, you just add 's': oranges, dogs, books, pens
    - You add 's' to make a word plural if it ends with a 'y' and the letter in front of the 'y' is a vowel (a,e,i,o,u): turkeys, plays, boys, birthdays, keys
    - If the letter in front of the final 'y' is a consonant then you drop the 'y' and add 'ies': babies, countries, diaries, ladies, stories, families, cities, cherries
- Use approximately 10-15 of the words as part of Week 7's spelling words.
- Point out any plural nouns in the shared text.

**Group, guided and independent reading/writing**

- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**

**ASSESSMENT: Formal: Assessment Task 2**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**Week 7 Day 2**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- Select a new text for shared reading – it should be a brochure.
- Prepare a language activity based on apostrophes for Word and Sentence Level Work.
- Prepare an example diary entry on a large sheet of paper to display to the class.

**DAILY ACTIVITIES:**

**Shared reading of a new text: (non-fiction text): Brochure**

- Introduce another brochure to the learners. Read the information included and show the pictures.
- Afterwards check understanding by asking 3 - 4 *wh* questions, e.g. What place/product does the brochure tell you about? Where is this place/can I get this product? etc.
- Together with the learners revise your list of the kind of information included in the brochure (Day 1) adding any new features.
- Point out the language and pictures used in the brochure and talk about how these are used to make you want to buy the product/visit the place.

**Word and sentence level work**

**Apostrophes (possession)**

- Remind learners of the use of the apostrophe they learned at the beginning of the term (Week 1): in contractions the apostrophe shows that a letter (or letters) has (have) been left out, e.g. *in 'couldn't' the letter 'o' has been left out*.
- Apostrophes are also used to show that something belongs to someone or something. Write sentences on the board to demonstrate this, e.g. Paul's book is about butterflies. The book's cover has a picture of butterflies.
- Explain the rules for placing apostrophes to show ownership (possession). When the noun is in the singular the apostrophe goes before the 's' (apostrophe s), e.g. Dina's wedding. When the noun is plural the apostrophe goes after the 's' (s apostrophe), e.g. two boys' birthdays.
- Have learners complete a written activity based on the apostrophe for possession. You can use an activity from a Learner's Book or give learners sentences and ask them to use the rule to place apostrophes in the right places, e.g. the girls head, the cats tails, Thabos pants, the mans nose, etc.

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**
- At the same time learners can finish writing their Word and Sentence Level Work (writing sentences using the apostrophe for possession).
- Learners who have completed their tasks in time can do paired reading.

## LANGUAGE DEVELOPMENT: WRITING

**PRE-WRITING: A DIARY ENTRY**

- Talk to learners about diaries. A diary is a book with a space for each day. Some people use diaries to keep a record of their appointments and meetings. Other people use their diaries to write down their experiences and feelings about what happens to them each day.
- Explain that sometimes people use a diary like a friend - they write about their problems and feelings, and then feel better because they have 'shared' their thoughts.
- Read learners an example diary entry. (You would have prepared this on a large sheet of paper to display to the class).

22 March 2009

Dear Diary
Today I went to my friend Rebecca's birthday party. I was worried I wouldn't know many people there because Rebecca left our school last year, but when I got there I saw my old friend Jim (from swimming) was there. He introduced me to his sister Mary who is such fun! Soon we were all laughing. I was so happy that I had gone to the party!

I think I ate too much cake but I can sleep happily tonight because I think I made a new friend!

- Explain that learners must choose a situation to write a diary entry on. Depending on the level of your learners you might want to give them a few situations to choose from, e.g. you had a fight with your best friend, you met your favourite television star, etc.
- Explain that learners must write a diary entry for the day their chosen situation happened. A diary entry should include the date, what happened as well as your thoughts and feelings about what happened.
- Learners can discuss with a partner and decide on the situation they want to use for their diary entry.

**ASSESSMENT: Formal: Assessment Task 2**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**Week 7 Day 3**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- Prepare an activity based on sentence types and the possessive apostrophe.

**DAILY ACTIVITIES:**

**Shared writing – table comparing non-fiction texts**

- Discuss and compare the information contained in this week's two brochures.
- Choose the information included in each of the brochures to summarise in a table. Your table can demonstrate similarities and differences between the texts, e.g.

| | **Brochure for Robben Island** | **Brochure for Chippy's Restaurant** |
|---|---|---|
| Exciting photographs | x | x |
| Cost | | x |
| How to find it | x | |
| Contact details | x | x |
| Other details | x | |

- Together with the learners write some comparing sentences about the two texts, e.g. Both the brochures use exciting photographs, etc.
- Remember that when doing shared writing (drawing up the table and writing the sentences) you should 1. Ask prompt questions. 2. Help learners construct sentences 3. Involve learners as you write the sentences.

**Word and sentence level work**

- Do a short spelling test.
- Revise different sentence types. Write sentences on the board and have learners identify whether they are a statement, question or command. Point out the punctuation used for each type of sentence.
- Let learners complete a written activity based on sentence types. You can use an activity from a Learner's Book or dictate different types of sentences using the appropriate tone and intonation. Include one or two words that use the possessive apostrophe in your dictation, e.g. Go and fetch Jane's shoes! Learners write the sentences using correct punctuation. **Use for Assessment Task 2.**

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**
- At the same time learners can use dictionaries to check the spelling of words in their Word and Sentence Level Work.
- 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.) **Use for Assessment Task 2.**

**LANGUAGE DEVELOPMENT: WRITING**

**DRAFTING, REVISING, EDITING, PUBLISHING – A DIARY ENTRY**

- Learners write their diary entries.
- They read their diary entry to a partner to check that it makes sense.
- They self-edit for spelling and punctuation.
- Learners write their diary entries neatly into their books. Use for **Assessment Task 2.**

**ASSESSMENT: Formal: Assessment Task 2**

**Use the Word and Sentence Level Work (sentence types and possessive apostrophe) to rate the learners, recording any problems you have noticed, against the following WRITING milestone:**

- Writes a variety of sentence types e.g. statements, questions, commands using correct punctuation including the apostrophe for possession

**Use the Writing activity (diary) to rate the learners, recording any problems you have noticed, against the following WRITING and SPELLING AND GRAMMAR milestones:**

- Writes for playful and creative purposes eg limericks, letter, diary
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work
- Uses more complex tenses eg present perfect progressive: I have been reading for an hour.

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**In this second half of the term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks

**Note that this week's shared reading texts also correspond to this milestone.**

## SECOND TERM: WEEK 8 OVERVIEW

| COMPONENT | MILESTONES | WEEK 8 |
|---|---|---|
| **ORAL**<br>**LO 1**: AS 1,5,8<br>**LO 2:** AS 1,2,3 | • Listens to school announcements, identifying specific details<br>• Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Asks and responds to closed and open-ended questions<br>• Makes an oral presentation, speaking audibly and at a reasonable pace<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions | Speaking and listening activities:<br>• Reading Aloud: newspaper article or textbook extract on sport<br>Group discussion |
| **READING**<br>**LO 3**: AS 1, 5,6,7,8<br>**LO 5** AS 1,2, 4 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies the main and supporting ideas in a short information text<br>• Surveys content page, headings and index to locate information<br>• Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures<br>• Reads aloud clearly and with expression | Shared reading and writing<br>• Does shared reading based on sport report, set of instructions and chart/graph/map<br>• Shared writing of set of instructions<br>Word and sentence level work<br>• Vocabulary related to the text<br>Group, guided and independent reading and writing<br>• Vocabulary words / sentences added to personal dictionaries<br>• Writes new entries into personal journal (if time)<br>• Guided reading with +/- 3 groups: focus on making inferences, using contents page, headings etc.<br>• Group reading (pairs or larger groups) |
| **WRITING**<br>**LO 4**: AS 1,2,4 | • Writes for playful and creative purposes eg limericks, letter, diary<br>• Writes and designs visual and information texts eg set of instructions, simple book reviews<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Records words in a personal dictionary<br>• Uses neat, legible handwriting for all written work | Writing:<br>• Pre-writing :discusses and drafts a set of instructions<br>• Writes, revises, edits and publishes a set of instructions |
| **SPELLING AND GRAMMAR**<br>**LO 6:** AS 1,2,3,4,6 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession<br>• Uses more complex tenses eg present perfect progressive: I have been reading for an hour. | Phonics & Spelling<br>• Spelling: Plurals<br>• Learns 20 spelling words for the week from the spelling, sight (high frequency) words and vocabulary from the shared reading text / short test<br>Grammar<br>• Noun types: common, proper, abstract, concrete, collective<br>• Present progressive tense |

| Week 8 Day 1 | |
|---|---|
| **ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING** | |
| **LO/ASs** | **LO** 1: AS 1,2,8,9 **LO 2:** AS 1,2,3 |

**MILESTONES:**
**Oral:**

- Listens to school announcements, identifying specific details
- Enjoys listening to stories and poems, identifying the main idea and specific details
- Asks and responds to closed and open-ended questions
- Makes an oral presentation, speaking audibly and at a reasonable pace
- Participates in discussions on familiar topics, asking relevant questions and offering opinions

**NOTES TO TEACHER:**

- Prepare a short newspaper article or extract from a textbook (about sport) to read aloud.

**DAILY ACTIVITIES:**

**READ ALOUD, GROUP DISCUSSION AND ORAL PRESENTATION**

- Read a short, simplified newspaper article or extract from a Life Orientation textbook about sport. Try to find a text that highlights a famous South African sportsperson or event, e.g. Natalie du Toit, Baby Jake Matlala, the Comrades Marathon, etc.
- Introduce the text to the learners and draw on their prior knowledge. Introduce any new words needed.
- After reading, ask learners some questions, e.g. *What was the article about?*
- Write some open-ended questions on the board, e.g. *Do you think there are boys' sports and girls' sports? What makes you say so? What do you think about girls entering boxing matches? Do you think our male soccer team (Bafana-Bafana) is as well supported as our women's team (Banyana-Banyana)? Why do you think this is so?*
- Learners work in small groups to discuss the questions and then make a group presentation on their discussions. Each learner must take a turn to speak.

**ASSESSMENT: Formal: Assessment Task 2**

**Use the learners' oral presentations to rate them, recording any problems you have noticed, against the following ORAL milestone:**

- Makes an oral presentation, speaking audibly and at a reasonable pace

| **Week 8 Day 1** | |
|---|---|
| **LITERACY FOCUS TIME** | |
| **LO/ASs** | **LO 3** AS 1,5,6,7,8 **LO 4** AS 1,2,4 **LO 6** AS 2,3,6 |

**MILESTONES:**

**Reading:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks
- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Identifies the main and supporting ideas in a short information text
- Surveys content page, headings and index to locate information
- Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures
- Reads aloud clearly and with expression

**Spelling and grammar:**

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)
- Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession
- Uses more complex tenses eg present perfect progressive: I have been reading for an hour.

**Writing:**

- Writes for playful and creative purposes eg limericks, letter, diary
- Writes and designs visual and information texts eg set of instructions, simple book reviews
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work

**NOTES TO TEACHER:**

- Select a new text for shared reading – it should be a simplified sports report on an event e.g. Comrades Marathon, or a sports person/team, e.g. Natalie du Toit, Pirates, etc. Prepare the sports report on a large sheet of paper to display to the class.
- Prepare Week 8's spelling words (new vocabulary words and sight words from the shared text + spelling words).
- Readers for individual, paired and group reading.

**DAILY ACTIVITIES:**

**Shared reading and writing – shared reading of a new text: a sports report**

- Choose a simplified sports report for shared reading. (You should have prepared this on a large sheet of paper to display to the class).
- Prepare learners for the report. Introduce the text by reading the title.
- Ask learners to predict what they think the text will be about.
- Read the report aloud while the learners follow.
- Afterwards, ask 4-5 questions to check understanding.
- Ask learners questions to help them make inferences based on the text. Inferences refer to the reader working something out and drawing conclusions from the text. For example, if the text states the prize for a particular sports event is a large sum of money, a meaningful inference would be that the event is very important, attracts a lot of sponsorship and that the teams/participants would be very motivated to win.

**Word and sentence level work**

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

- Spelling: teach more rules for making nouns plural (more than one). Use words written on the board to demonstrate the rules.
    - If a word ends in –ch add ‘es: lunches, matches, peaches, matches
    - If a word ends in –sh add ‘es: bushes, wishes, brushes, dishes (Note the exception: one fish... two fish)
    - If a word ends in –ss or –s, add –es: buses, addresses, gasses
    - If a word ends in –o, add either –s or –es: photos, pianos, potatoes, mangoes, tomatoes, heroes
- Use approximately 10-15 of the words as part of Week 8’s spelling words.
- Point out any plural nouns in the shared text.
- Choose new vocabulary words (3-7) and sight words from the text, to add to the week’s spelling words.

**Group, guided and independent reading/writing**

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**

**ASSESSMENT: Formal: Assessment Task 2**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**Week 8 Day 2**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- Prepare a sample text for shared writing (a set of instructions for a sport/game)
- Prepare a language activity based on identifying different noun types for Word and Sentence Level Work.

**DAILY ACTIVITIES:**

**Shared reading and writing – shared writing of a set of instructions**

- Re-read the sports report you used for Day 1 shared reading.
- Talk about how all sports (and games) have rules/instructions that say how to play the sport/game.
- Show learners a set of instructions (jumbled up) you have prepared. This could be for the sport dealt with in the report or for a simple game, e.g.

**Three cans**

The team with the most points wins.
First, stack 3 empty cans one on top of the other.
You need two teams of three players, three empty cans and a ball.
Then players from the defending team wait behind the cans to catch the ball.
Next the bowling team uses the ball to knock down the three cans.
If they catch the ball, they must try to hit players from the bowling team.
... etc.

- Talk about the game for which you have written instructions. Ask if learners have ever played the game.
- Together with the learners work out the correct order for the instructions.
- Use shared writing techniques to write the instructions in the correct order. Point out the words used to sequence the instructions, e.g. first, then etc.

**Word and sentence level work**

**Noun types: common, proper, abstract, collective**

- Revise parts of speech with learners: nouns, verbs, adverbs, adjectives, pronouns. Remind learners that all sentences need to have a verb in them.
- Explain that nouns can be grouped in different ways, for example into common and proper nouns, or into concrete and abstract nouns.
    - Common nouns label non-specific people, places or things e.g. holiday, chair, table, soccer.
    - Proper nouns are the labels given to particular people, places or things. A proper noun always begins with a capital letter, e.g. Johannesburg.

- Concrete nouns refer to people and things that can be experienced in the physical world (ie things we can touch, see or hear) such as banana, bread, house, teacher, Durban, Thandi. (Concrete nouns which refer to groups are known as collective nouns e.g. team, crowd, class, pack, herd.)
- Abstract nouns refer to concepts, emotions, or qualities, e.g. happiness, ability.

- Write a few example sentences based on the shared text on the board. Together with the learners identify the nouns and say whether they are common, proper, abstract or concrete.
- Have learners complete a written activity based on noun types. You can use an activity from a Learner's Book or develop an activity based on a text, e.g. give learners a short text and ask them to identify the common, proper, abstract and concrete nouns in the text. **Use for Assessment Task 2.**

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**
- At the same time learners can finish writing their Word and Sentence Level Work (noun types).
- Learners who have completed their tasks in time can write an entry into their journals about a favourite sport or game they enjoy playing (if time permits).

**LANGUAGE DEVELOPMENT: WRITING**

**PRE-WRITING DISCUSSION AND DRAFTING – A SET OF INSTRUCTIONS**

- Explain that learners are going to write a set of instructions for a game of their choice.
- Learners can discuss with a partner and decide on the game they want to write instructions for.
- Learners first plan their writing. They should plan their instructions in numerical order. At the planning stage learners do not have to use full sentences. Including main points will be enough to help learners structure their instructions, e.g. Kick the ball.

**ASSESSMENT: Formal: Assessment Task 2**

**Use the activity on different noun types to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:**

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

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**Informal: unrecorded assessment** of learners' journals. **Over the term try to read** each learners journal at least twice. Make positive comments, responding to the content rather than things like spelling, punctuation and grammar. Try to establish a dialogue between the learners and yourself by responding personally and asking questions, e.g. I enjoyed reading about how much you enjoy soccer Tumisang. Do you get a chance to play often?

**Week 8 Day 3**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- Prepare a chart, graph or map based on the text you have used for shared reading this week.
- Prepare a language activity based on the present/past continuous tenses for Word and Sentence Level Work.

**Shared reading and writing – shared reading of a chart, graph or map**

Show the learners a chart, graph or map based on the sports report you used for shared reading this week, e.g. if the report was on the Comrades Marathon you might prepare a map showing the marathon route and distances. If the report was on a soccer team you might prepare a chart showing the matches played, the opposing teams and the final scores.

- Read the chart/graph/map together with the learners. Talk about the information included in the chart/graph/map.
- Ask questions to check understanding, e.g. How far is it from ____ to _____? What was the final score in the match against _____?

**Word and sentence level work**

- Do a short spelling test.
- Revise the past, present and future tenses. Introduce learners to the progressive (or continuous) tense. Explain that the progressive tense form tells us that the action or process is in progress and is not yet completed (present).
- Write a table on the board to compare the simple present and present progressive tenses, e.g.

| **Simple present** | **Present progressive** |
|---|---|
| I like horses. | I am riding a horse at the moment. |
| I work. | I am working. |
| Hilda wears blue jeans. | Hilda is wearing blue jeans. |

- Explain how the progressive tense uses the verb 'to be' together with the present participle (verb + -ing)
- Let learners complete a written activity based on the progressive tense. You can use an activity from a Learner's Book or give learners present tense sentences to change into the present progressive tense. **Use for Assessment Task 2.**

  **Note:** the emphasis is on learners using the verbs correctly rather than knowing the terminology. The meaning of the sentence should make it clear which verb form should be used.

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. In this second half of the term, try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**
- At the same time learners can complete their Word and Sentence Level Work.
- Learners who have completed their tasks in time can do paired or individual 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.) **Use for Assessment Task 2.**

**LANGUAGE DEVELOPMENT: WRITING**

**WRITING, REVISING, EDITING, PUBLISHING – A SET OF INSTRUCTIONS**

- Learners write their set of instructions.
- They read their instructions to a partner to check that they make sense. Partners say what else needs to be added to make the instructions clear.
- Learners self-edit for spelling and punctuation.
- Learners write their set of instructions neatly into their books. Use for **Assessment Task 2.**

**ASSESSMENT: Formal: Assessment Task 2**

**Use the Writing activity (set of instructions) to rate the learners, recording any problems you have noticed, against the following WRITING and SPELLING AND GRAMMAR milestones:**

- Writes and designs visual and information texts e.g. set of instructions, simple book reviews
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work
- Uses more complex tenses eg present perfect progressive: I have been reading for an hour.

**Note that you can also assess this last milestone in other activities on this day.**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**In this second half of the term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks

## SECOND TERM: WEEK 9 OVERVIEW

| COMPONENT | MILESTONES | WEEK 9 |
|---|---|---|
| **ORAL**<br>**LO 1**: AS 1,2,8,9<br>**LO 2:** AS 1,2,3 | • Listens to school announcements, identifying specific details<br>• Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Asks and responds to closed and open-ended questions<br>• Makes an oral presentation, speaking audibly and at a reasonable pace<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions | Speaking and listening activities:<br>• Listens to a poem, draws a picture in response<br>• Group Discussion<br>• Peer Assessment Form |
| **READING**<br>**LO 3**: AS 1, 8, 10<br>**LO 5** AS 1,2,4 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies the main and supporting ideas in a short information text<br>• Surveys content page, headings and index to locate information<br>• Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures<br>• Reads aloud clearly and with expression | Shared reading and writing<br>• Shared reading non-fiction text<br>• Written comprehension task<br>• Shared reading letter to penpal<br>Word and sentence level work<br>• Vocabulary related to the text<br>Group, guided and independent reading and writing<br>• Vocabulary words / sentences added to personal dictionaries<br>• Writes new entries into personal journal (if time)<br>• Guided reading with ± 3 groups: focus on making inferences, using contents page, headings etc.<br>• Group reading (pairs or larger groups) |
| **WRITING**<br>**LO 4**: AS 1,2,3,4 | • Writes for playful and creative purposes eg limericks, letter, diary<br>• Writes and designs visual and information texts eg set of instructions, simple book reviews<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Records words in a personal dictionary<br>• Uses neat, legible handwriting for all written work | Writing:<br>• Pre-writing: discusses, drafts: a description<br>• Writes, revises, edits, publishes: a description |

| | | |
|---|---|---|
| **SPELLING AND GRAMMAR**<br>**LO 6:** AS 1, 2,3,4,6 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession<br>• Uses more complex tenses eg present perfect progressive: I have been reading for an hour. | <u>Phonics & Spelling</u><br>• Spelling: silent letters b, l, t, h<br>• Learns 20 spelling words for the week from the spelling, sight (high frequency) words and vocabulary from the shared reading text / short test<br><u>Grammar</u><br>• Revises tenses (present, past, future and present progressive)<br>• Antonyms and synonyms |

| **Week 9 Day 1** | |
|---|---|
| **ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING** | |
| **LO/ASs** | **LO** 1: AS 1,5,8 **LO 2:** AS 1,2,3 |

**MILESTONES:**
**Oral:**

- Listens to school announcements, identifying specific details
- Enjoys listening to stories and poems, identifying the main idea and specific details
- Asks and responds to closed and open-ended questions
- Makes an oral presentation, speaking audibly and at a reasonable pace
- Participates in discussions on familiar topics, asking relevant questions and offering opinions
- Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures **Reading milestone**

**NOTES TO TEACHER:**

- To prepare learners for this activity you should try to read 3-4 poems and limericks to the learners over the course of the term. Talk about the image/pictures created in learners' minds by some of the words and/or phrases.

**DAILY ACTIVITIES:**

**LISTENING TO A POEM, DRAWING AND TALKING**

- Divide learners into small groups before the start of the activity.
- Read a poem to the learners.
- Learners draw a picture, diagram or cartoon showing what a particular word or phrase creates in their minds.
- Learners share their drawings with their group, and explain what word or phrase they are trying to represent.
- Other learners in the group can ask questions for clarification and give positive feedback.
- Afterward, learners can fill in a Peer Assessment form for their group.

| **PEER ASSESSMENT** | | | | |
|---|---|---|---|---|
| **My name** | | | | |
| **Group members** | | | | |
| Asked good questions | | | | |
| Listened well to others and took turns | | | | |
| Gave positive feedback | | | | |

Use the completed form, together with your own observations for **Assessment Task 2.**

**ASSESSMENT: Formal: Assessment Task 2**

**Use the listening to a poem, drawing and talking activity (and the peer assessment form) to rate the learners, recording any problems you have noticed, against the following ORAL milestones:**

- Enjoys listening to stories and poems, identifying the main idea and specific details
- Asks and responds to closed and open-ended questions
- Participates in discussions on familiar topics, asking relevant questions and offering opinions
- Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures **Reading milestone**

| **Week 9 Day 1** | |
|---|---|
| **LITERACY FOCUS TIME** | |
| **LO/ASs** | **LO 3** AS 1,5,6,7,8 **LO 4** AS 1,2,4 **LO 6** AS 2,3,6 |

**MILESTONES:**

**Reading:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks
- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Identifies the main and supporting ideas in a short information text
- Surveys content page, headings and index to locate information
- Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures
- Reads aloud clearly and with expression

**Spelling and grammar:**

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)
- Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession
- Uses more complex tenses eg present perfect progressive: I have been reading for an hour.

**Writing:**

- Writes for playful and creative purposes eg limericks, letter, diary
- Writes and designs visual and information texts eg set of instructions, simple book reviews
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work

**NOTES TO TEACHER:**

- Select a new text for shared reading – it should be a biography (non-fiction).
- Prepare Week 9's spelling words (new vocabulary words and sight words from the shared text + spelling words).
- Readers for individual, paired and group reading.

**DAILY ACTIVITIES:**

**Shared reading of a new text: a non-fiction text**

- Introduce a Grade 4 level **non-fiction/information text**. You can use an extract from a textbook or other non-fiction text.
- Orientate learners to the text as before. (If applicable, show and revise the features of a non-fiction text, e.g. table of contents, index, glossary, headings.)
- Read the text to the learners, modelling analysing photographs, reading captions, linking photographs to text. Stop halfway through the text.
- Afterwards check understanding by asking 3 - 4 *wh* questions.

**Word and sentence level work**

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

- Phonics: briefly revise the following silent letters and use approximately 10-15 of the words as part of Week 9's spelling words.
  - Silent b: comb, crumb, lamb, thumb, doubt
  - Silent l: calf, half, could, walk, talk
  - Silent t: ballet, listen, often, castle, fasten
  - Silent h: ghost, rhyme, spaghetti, hour, honest
- Choose new vocabulary words (3-7) and sight words from the text to add to the week's spelling words.

**Group, guided and independent reading/writing**

- Learners copy the vocabulary words into their personal dictionaries on the correct letter-page.
- Next to each word they write a short sentence.
- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**

**ASSESSMENT: Formal: Assessment Task 2**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**Week 9 Day 2**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- Prepare a language activity based on revising tenses for Word and Sentence Level Work.

**DAILY ACTIVITIES:**

**Shared reading of a new text: a non-fiction text (continued)**

- Finish reading the **non-fiction/information text** to the learners.
- Afterwards, ask 5-6 questions to check understanding. Discuss the main and supporting ideas in the text (as a whole).
- Choose one paragraph/section/page of the text. Write these questions on the board:
    - what is the main idea in this paragraph/section/page?
    - what supports this main idea? (What other details are included?)
- Use learners' written responses to the questions for **Assessment Task 2.**

**Word and sentence level work**

**Revising present, past, future simple and continuous tense**

- Write sentences on the board to revise present, past, and future tenses and the present progressive tense e.g.
    - Aunt Cindy will drive her new car to see us. (simple future)
    - The rain came suddenly. (simple past)
    - I am riding my bicycle to school. (present progressive)
- Read the sentences with the learners. Identify the tense used for each sentence (but not necessarily the verb form).
- Have learners complete a written activity based on revising the different tenses. You can use an activity from a Learner's Book or give learners sentences, e.g. Rewrite the following sentences in the tense indicated: The dog will survive (past) the accident; The girl sings (present continuous) all day long, etc.

  **Note:** The emphasis is on learners using the correct verb form and not on knowing the terminology. Learners should be able to say if the action described in the sentence takes place in the present, past or future and if it is ongoing (continuous) or not. Plan the activity so that the meaning of the sentences guides learners to use the correct verb form.

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**
- At the same time learners can finish writing their Word and Sentence Level Work (revising simple and continuous tenses).
- Learners who have completed their tasks in time can write an entry into their journals about a role model/person they admire.

## LANGUAGE DEVELOPMENT: WRITING

**PRE-WRITING DISCUSSION, DRAFTING – A DESCRIPTION**

- Ask learners if they know what penpals are. (A penpal is someone to whom you write letters, but whom you haven't met.)
- Have learners imagine that they have a penpal. This friend would like to know what you look like.
- Explain that learners will write a paragraph describing themselves.
- Learners should begin their paragraph by saying how old they are and how tall they are (if they know). Then they should describe what they look like by using sentence starters that you can provide on the board, e.g.
  - People describe me as _____,
- My nose is _____,
- My hair is _____,
- My skin is _____.
- Learners write a draft descriptive paragraph.

**ASSESSMENT: Formal: Assessment Task 2**

**Use the Shared Reading activity to rate the learners, recording any problems you have noticed, against the following READING milestone:**

- Identifies the main and supporting ideas in a short information text
- Surveys content page, headings and index to locate information

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**Week 9 Day 3**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- Prepare a sample letter to a penpal (for yourself or a fictitious child) for shared reading.
- Prepare a list of words to use for Word and Sentence Level Work and a word search or other word puzzle for Guided and Group Reading.

**DAILY ACTIVITIES:**

**Shared reading and writing – shared reading – letter to penpal**

- Explain that when you look for a penpal you need to write more than just what you look like, you also need to write a short life story (biography) to introduce yourself.
- Show learners the sample description you have prepared. This description should be in the form of a letter and could be about yourself or a fictitious child, e.g.

Gerda Schultz
14 Hofendam Street
Amsterdam
BG 2354

My name is Gerda. I am 11 years old and I live in Holland. I am quite tall and have long brown hair and green eyes. My hobbies are reading and writing and swimming. I have two dogs and in summer I go and visit my grandfather in the country. I don't like classical or opera music. I have two older sisters. I am very interested in finding out about people in South Africa. Anybody who is interested is welcome to reply to me.

Looking forward to hearing from you
Gerda

- Read the letter together with the learners. Talk about the different features, the details included and the language used. (Note that the letter does not include too many details about physical appearance and that it is not addressed to anyone in particular.)

**Word and sentence level work**

- Do a short spelling test. Use for **Assessment Task 2.**
- Revise dictionary and thesaurus skills. Give learners a list of words from some of the texts used this term. For each word learners should use a thesaurus to find a synonym (same or similar meaning) and then think of an antonym (opposite meaning).

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**
- Do a Word Search with the other learners, using a mixture of recently taught vocabulary and sight words. (See Term 1 Week 9)
- 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.) **Use for Assessment Task 2.**

**LANGUAGE DEVELOPMENT: WRITING**

**WRITING, REVISING, EDITING, PUBLISHING – A DESCRIPTION**

- Learners write their descriptive paragraphs.
- They read their paragraphs to a partner to check that it makes sense.
- Learners self-edit punctuation and use a dictionary to check spelling.
- Learners write their descriptive paragraphs neatly into their books.
  Use for **Assessment Task 2.**

**ASSESSMENT: Formal: Assessment Task 2**

**Use the Writing activity (a description) together with this weeks spelling test to rate the learners, recording any problems you have noticed, against the following SPELLING AND GRAMMAR milestone:**

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**In this second half of the term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks

## SECOND TERM: WEEK 10 OVERVIEW

| COMPONENT | MILESTONES | WEEK 10 |
|---|---|---|
| **ORAL**<br>**LO 1**: AS 6,8<br>**LO 2:** AS 1,2 | • Listens to school announcements, identifying specific details<br>• Enjoys listening to stories and poems, identifying the main idea and specific details<br>• Asks and responds to closed and open-ended questions<br>• Makes an oral presentation, speaking audibly and at a reasonable pace<br>• Participates in discussions on familiar topics, asking relevant questions and offering opinions | Speaking and listening activities:<br>• Talks about time: interviews peers and compares information |
| **READING**<br>**LO 3**: AS 1, 3,4,8<br>**LO 5** AS 1,2,3 | • Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks<br>• Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues<br>• Identifies the main and supporting ideas in a short information text<br>• Surveys content page, headings and index to locate information<br>• Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures<br>• Reads aloud clearly and with expression | Shared reading and writing<br>• Shared reading of two limericks<br>• Shared writing of limerick(s)<br>Word and sentence level work<br>• Vocabulary related to the text<br>Group, guided and independent reading and writing<br>• Vocabulary words / sentences added to personal dictionaries<br>• Writes new entries into personal journal (if time)<br>• Guided reading with ± 3 groups: focus on making inferences, using contents page, headings etc.<br>• Group reading (pairs or larger groups) |
| **WRITING**<br>**LO 4**: AS 1,2,3,4 | • Writes for playful and creative purposes eg limericks, letter, diary<br>• Writes and designs visual and information texts eg set of instructions, simple book reviews<br>• Uses appropriate grammar, tenses, spelling and punctuation in writing<br>• Records words in a personal dictionary<br>• Uses neat, legible handwriting for all written work | Writing:<br>• Drafts: a letter<br>• Revises, edits, publishes: a letter |
| **SPELLING AND GRAMMAR**<br>**LO 6:** AS 1, 2,3,4,6 | • Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews<br>• Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)<br>• Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession<br>• Uses more complex tenses eg present perfect progressive: I have been reading for an hour. | Phonics & Spelling<br>• Revises of phonics and spelling learnt this term<br>• Learns spelling words for the week – revision of commonly misspelt words, sight (high frequency) words and vocabulary from the shared reading text / short test<br>Grammar<br>• Revises of some grammar items learnt this term, e.g. apostrophe for possession and different noun types (two items to be revised each day) |

**Week 10 Day 1**

**ORAL: LANGUAGE DEVELOPMENT: LISTENING AND SPEAKING**

| **LO/ASs** | **LO** 1: AS 6,8 **LO 2:** AS 1,2, |
|---|---|

**MILESTONES:**
**Oral:**

- Listens to school announcements, identifying specific details
- Enjoys listening to stories and poems, identifying the main idea and specific details
- Asks and responds to closed and open-ended questions
- Makes an oral presentation, speaking audibly and at a reasonable pace
- Participates in discussions on familiar topics, asking relevant questions and offering opinions

**DAILY ACTIVITIES:**

**TALKING ABOUT TIME**

- Explain to learners that they are going to investigate and talk about time. Write a table on the board, e.g.

| **Name** | **Wakes up** | **Leaves for school** | **Does homework** | **Eats supper** | **Goes to bed** |
|---|---|---|---|---|---|
| | | | | | |

- Divide learners into small groups (4-5). Learners take turns to ask everyone in their group questions to complete their table, e.g. What time do you wake up? etc.
- Each group looks at their completed tables together and answers questions like:
    - who wakes up the earliest/latest?
    - who goes to bed the earliest/latest?
    - who eats supper the earliest/latest?
- Groups can compare their answers with other groups and find out who wakes up the earliest/latest in the whole class.
- Talk about why some learners can wake up later and still get to school on time.

**ASSESMENT**

**Informal assessment**

- Check that learners are able to listen for information and use appropriate interaction skills.

| **Week 10 Day 1** | |
|---|---|
| **LITERACY FOCUS TIME** | |
| **LO/ASs** | **LO 3** AS 1,5,6,7,8 **LO 4** AS 1,2,4 **LO 6** AS 2,3,6 |

**MILESTONES:**

**Reading:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks
- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Identifies the main and supporting ideas in a short information text
- Surveys content page, headings and index to locate information
- Explains the effect of words and imagery in poems and stories eg rhythm, rhyme, alliteration, simile, word pictures
- Reads aloud clearly and with expression

**Spelling and grammar:**

- Uses phonics and spelling rules and a dictionary to spell words used in personal and information texts eg short stories, descriptions and book reviews
- Identifies and uses parts of speech (nouns, pronouns, verbs, adverbs, adjectives, prepositions and conjunctions)
- Writes a variety of sentence types eg statements, questions, commands using correct punctuation including the apostrophe for possession
- Uses more complex tenses eg present perfect progressive: I have been reading for an hour.

**Writing:**

- Writes for playful and creative purposes eg limericks, letter, diary
- Writes and designs visual and information texts eg set of instructions, simple book reviews
- Uses appropriate grammar, tenses, spelling and punctuation in writing
- Records words in a personal dictionary
- Uses neat, legible handwriting for all written work

**NOTES TO TEACHER:**

- Select a new text for shared reading – a limerick.
- Prepare Week 10's spelling words (new vocabulary words and sight words from the shared text + revision spelling words).
- Readers for individual, paired and group reading.

**DAILY ACTIVITIES:**

**Shared reading and writing – a limerick**

- Choose a limerick. Write it onto a chart or the board.
- Orientate learners to the limerick, e.g. using the title.
- Read the limerick, running a pointer under the lines as you read.
- Explain any difficult vocabulary used in the limerick. Check understanding by asking 2 - 3 oral questions, e.g. *What is the limerick about? What is funny/amusing about the limerick?*
- Talk about the way the limerick is organized. Generally, the first two lines of a limerick are the same length as the last one and these three rhyme. The third and fourth lines are shorter and they also rhyme.

**Word and sentence level work**

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

- Use this week to revise the phonics and spelling taught this term. Focus on words/sounds that you know learners still find difficult, e.g. silent letters, plurals, triple letter blends, prefixes, suffixes etc.
- You can use some of the activities suggested during the term. Make a Word Search or use games such as Bingo to consolidate letter sounds. You could also use an activity from a Learner's Book.
- Revise some of the most commonly miss-spelt words taught this term. Use approximately 15 of these words as part of Week 10's spelling words.

**Group, guided and independent reading/writing**

- Learners write their spelling words for the week into their Spelling books and write sentences with some of the words.
- Learners who have completed their tasks in time can do either paired or individual reading.
- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**

**ASSESSMENT: Formal: Assessment Task 2**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**Week 10 Day 2**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- Select a new text for shared reading – another limerick.
- Prepare a language activity to revise/consolidate two of the grammar features learnt this term.

**DAILY ACTIVITIES:**

**Shared reading and writing – a limerick**

- Choose a new (different) limerick. Write it onto a chart or the board.
- Orientate learners to the limerick, e.g. using the title.
- Read the limerick, running a pointer under the lines as you read.
- Explain any difficult vocabulary used in the limerick. Check understanding by asking 2 - 3 oral questions, e.g. *What was the limerick about? What was funny/amusing about the limerick?*
- Talk about the way the limerick is organized. Talk about what is similar/different about this limerick and the one you used for shared reading on Day 1.

**Word and sentence level work**

- Choose one or two grammar items dealt with this term to consolidate/revise, e.g. apostrophe for possession and different noun types. Use an activity from a Learner's Book or develop an activity to consolidate/revise these items.

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**
- At the same time learners can finish writing their Word and Sentence Level Work.

**LANGUAGE DEVELOPMENT: WRITING**

**PRE-WRITING DISCUSSION AND DRAFTING – A LETTER**

- Explain that learners are going to write their own letter to an imaginary penpal.
- In pairs, learners should talk about what they would like to include in their letter.
- Learners write a draft of their letters.

**ASSESSMENT: Formal: Assessment Task 2**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**Week 10 Day 3**

**LITERACY FOCUS TIME**

**NOTES TO TEACHER**

- Prepare a language activity to revise/consolidate two of the grammar features learnt this term.

**DAILY ACTIVITIES:**

**Shared writing – a limerick**

- Re-read the two limericks used for shared reading this week (Days 1 and 2). Discuss and compare the way the limericks are structured.
- Use shared writing techniques to write a limerick (or two) together with the learners. Write the first line of each limerick on the board to begin, e.g. There was a young woman called Mary.....: There was a young teacher from Cape Town.....
- Remember that when doing shared writing you should 1. Ask prompt questions. 2. Help learners construct sentences 3. Involve learners as you write the sentences.
- Read the limericks you have written together with the learners.

**Word and sentence level work**

- Do a short spelling test.
- Choose one or two grammar items dealt with this term to consolidate/revise, e.g. synonyms and antonyms and subject-verb agreement. Use an activity from a Learner's Book or develop an activity to consolidate/revise these items.

**Group, guided and independent reading/writing**

- Do guided reading with one of your groups. In this second half of the term try to use mostly non-fiction texts for your guided reading. Focus on making inferences and surveying the content pages, headings and indexes to find information. **Use for Assessment Task 2. Every learner should be assessed by the end of Week 10.**
- At the same time learners can finish writing their Word and Sentence Level Work.
- Learners that have completed their tasks in time can write an entry into their journals about their plans for the holidays/what they hope to do.
- 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.) **Use for Assessment Task 2.**

**LANGUAGE DEVELOPMENT: WRITING**

**REVISING, EDITING, PUBLISHING – A LETTER**

- Learners read their draft letter to a partner to check that it makes sense and that the sentences are in 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 letter and write a final, neat copy.

**ASSESSMENT: Formal: Assessment Task 2**

**Use Guided Reading each day to rate the learners, recording any problems you have noticed, against the following READING milestones:**

- Uses a range of reading strategies in both fiction and non-fiction texts eg making predictions and inferences and using contextual clues
- Reads aloud clearly and with expression

**In this second half of the term use your group reading in which learners read a variety of text types to rate them against the following READING milestone:**

- Reads South African and international fiction and non-fiction texts independently eg poems, stories, brochures and textbooks